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VALUE DETERMINANTS IN THE TRAINING OF FUTURE TEACHERS

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Abstract. The article, based on the analysis of scientific sources and empirical material, identifies the value orientations of student youth who have chosen the profession of a teacher; the factors influencing the formation of life values of future teachers are singled out. The problem of the formation of value orientations of student's youth in interrelation with the socialization of the person in the course of training in the pedagogical institution of higher education is considered. The process of formation of value orientations depends on both external social and internal personal factors. The factors influencing the formation of value orientations of future teachers are analyzed. The peculiarities of the value-orientation planes of modern Ukrainian society and their influence on the formation of the value system of students are highlighted. The main value orientations of students in the conditions of personality formation are determined. It is substantiated that the time of study in a higher education institution is a period of personal development of a young person, the accumulation of not only professional but also vital knowledge and skills, the formation of its interests and values, relevant norms and patterns of behavior. The process of formation of spiritual and moral values of future teachers is characterized as a promising direction, as modern society needs a comprehensively developed, highly moral personality, a specialist, whose professional activity will allow to lay values in the younger generations.

Keywords: future teachers; values; value orientations; priorities; professional training; students.

ЦЕННОСТНЫЕ ДЕТЕРМИНАНТЫ В ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация. В статье на основе анализа научных источников и эмпирического материала определены ценностные ориентации студенческой молодежи, выбравшей профессию педагога; выделены факторы, влияющие на формирование жизненных ценностей будущих педагогов. Рассмотрена проблема формирования ценностных ориентаций студенческой молодежи во взаимосвязи с социализацией личности в процессе обучения в педагогическом заведении высшего образования. Процесс формирования ценностных ориентаций зависит как от внешних социальных, так и внутренних личностных факторов. Проанализированы факторы, влияющие на формирование ценностных ориентаций будущих педагогов. Освещены особенности ценностно-ориентационных особенностей современного украинского общества и их влияние на формирование системы ценностей студентов. Определены главные ценностные ориентации студентов в условиях формирования личности. Обосновано, что время обучения в заведении высшего образования является периодом личностного становления молодого человека, накопления не только профессиональных, но и жизненных знаний и умений, формирования его интересов и ценностных ориентаций, соответствующих норм и образцов поведения. Охарактеризован как перспективное направление процесс формирования духовно-нравственных ценностей будущих педагогов, поскольку современное общество требует всесторонне развитую, высоконравственную личность, специалиста, профессиональная деятельность которого позволит закладывать ценностные ориентации в подрастающие поколения.

Ключевые слова: будущие педагоги; ценности; ценностные ориентации; приоритеты; профессиональная подготовка; студенты.

INTRODUCTION

General formulation of the problem and its connection with important scientific or practical tasks.

An important driving force in society is the youth, whose

energy, desire for changes determines the vectors of its development. The study of world outlook, life benchmarks, factors that influence the formation of a young person, is an important task of teachers and an actual problem in the sys-

tem of higher education in general. Studies show that there is a separate category is composed of young people who have chosen a teacher's profession. And this is understandable, because it is necessary to know clearly and to be sure that future teachers will not only skillfully extrapolate to their students not only their knowledge, their outlook, experience, their own values, but also the cultural heritage of their society and of all mankind.

Analysis of recent studies and publications, which considered aspects of this problem and on which the author is based; highlighting previously unexplored parts of a common problem. The problem of interpretation and formation of value orientations in higher education institutions has been studied by such scientists as V. Ogneviuk [1], G. Vaskivska [2], S. Kosianchuk [3], Vitvitska [4], S. Palamar [5], and others. According to well-known researchers of cultures and intercultural differences, values are the expression of the very core of mankind and human cultures (Musek [6]). "Methodologically designed educational process provides a harmonious combination of both general and specialized knowledge. It is obvious that such a combination would be the most efficient if the subject-subject interaction of spiritual and moral, aesthetic and social values prevails" (Vaskivska [7]).

A person must constantly be aware of the existence of values, must understand how they affect his/her perception (Maslow [8]), since different people form different values; some people may choose a desire for the truth, and others – social well-being (Hjelle, & Ziegler [9]), everything depends on the emotional-volitional sphere, and when we say that something is of value, then we express our emotions, and not the fact (Russell [10]). So, without understanding what actual students of higher educational institutions really are, it's impossible to predict how they will form values in their students in the future during their pedagogical activities.

Justification of the relevance of the study. At the current stage of development of Ukrainian education, the problem of forming values, meanings, ideals of the younger generation becomes especially relevant, which significantly depends on those who should take care of the formation of personality, i.e. teachers. Therefore, determining the value priorities of future teachers is an important aspect in modern education. The quality of education should contribute to the development of the personality of future teachers for the further progress of society, state building, its integration into the world community.

Forming goals of the article. The purpose of the article is to determine the variability of life values and values of modern student youth.

Setting objectives. In accordance with the purpose of the article to determine the value orientations of student youth who have chosen the profession of teacher; identify the factors influencing the formation of life values of future teachers.

METHODOLOGY

To perform these tasks and achieve the stated goal, universal methods of scientific knowledge were used: analysis, elementary-theoretical synthesis, comparison; empirical methods: questionnaires, pedagogical diagnostics, (Goncharenko [11]; Vazhynsky, & Shcherbak [12]).

The method of analysis was used to distinguish significant from insignificant in determining the variability of traditional values and life priorities of students. Each value was analyzed separately within the life values as a system. The analytical method helped to determine the priorities of future teachers to identify the complex phenomenon of such elements that have a decisive impact on all other aspects of the object.

Elementary-theoretical synthesis allowed to single out and combine the factors influencing the formation of life values of future teachers. And consider the causal relationship between them.

The method of comparison is used to compare the life priorities of future teachers to determine the variability of

value orientations.

Empirical methods: questionnaires, pedagogical diagnostics allowed to identify and summarize the priority factors of the variability of life values and values of modern student youth, which are important for the teaching profession.

RESULTS

Presentation of the main material of the study with a full justification of the obtained scientific results. Human being is essentially continually valuable, and the values of a person closely associated with life's realities are determined by discrete spatial-temporal determinants. So, they depend on the stages of civilization development and social affiliates. Therefore, any value (and the value of a person as well) is actualized on the basis of the emerged human needs. Values can be both the semantic life guides of man, and the real factors that determine and organize the processes of human life.

Value orientations of the person, on the one hand, is a system of control of any human activity, and on the other, it is an internal source of human life goals, and is the determinant of self-determination and self-identification (Vaskivska [2]). And values are "a peculiar summary of internal norms and goals of society and culture ... If value orientations change significantly, the culture changes accordingly and vice versa" (Mihajlovič [13]). According to many people, especially post-Soviet society, moral standards are an expression of ideology. In general, it is quite difficult to outline their clear list: for some, family values are priorities, for others career growth; something that is vital to one person for the other will have a minor significance.

Formation of personality values cannot be separated from education. If values are not formed, education loses its sense. The notion of education without creating values is controversial. Each society aspires to teach people how to live independently, to meet their needs by themselves, to achieve their goals independently, so that it does not interfere with other people, but contributed to coexistence in society. Therefore, in the process of education, a person should develop the qualities that are in line with the basic principles and values of the society in which he lives (Musek [6]). Modern researchers are concerned about the low level of spirituality that prevails among young people, the lack of development of critical thinking, the prevalence of consumer interests, low intellectual level. Spirituality is related to the motivation, goals, attitudes of the person, and morality – with upbringing, behavior, emotional balance, self-improvement and self-education (Palamar [5]).

Values, taking a central position in the structure of the individual, significantly affect the direction of man and the content of its social activity, behavior and actions, its social position and its universal attitude to the world, to themselves and other people. In a word, "the change of the system of values of youth today can be clearly traced in everything" (Prodivich, & Miladinovich [14]) and change the system of values of society itself.

The loss of human sense of life is always a consequence of the destruction and rethinking of the old system of values. To get that sense again, a person needs to create a new system based on universal human experience and using the forms of behavior and activities adopted in society.

Human life has always been and is oriented towards those values that act as a kind of model, which requires concrete actions in a particular situation. In addition, values are the system-forming core of the program of human activity and its internal spiritual life, because the spiritual principles, intentions and moral norms the society traditionally refers not so much to activity, but to values and values orientations. Values are the characteristics of the phenomena of reality (Gusinsky, & Turgannikova [15]).

Today's stage of development of Ukrainian society is characterized by the transformation of socio-political processes and the change of values determined by the search for their own path. These processes, undoubtedly, have made significant adjustments to the formation of value orientations of modern youth, its behavior, and life aspirations. The time

of study at a higher education institution is the period of the personal formation of a young person, the accumulation of not only professional but also life knowledge and skills, the formation of its interests and values orientations, relevant norms and patterns of behavior.

The determining factors of social adaptation of young people are the prevailing social values, the moral and psychological climate in society and the value orientations of the person who adapts. In the process of adaptation, values and value orientations act as the basis of the mechanisms of regulation of social behavior of a person, his self-regulation. It should also be borne in mind that the value structure of the consciousness of young people is in the stage of formation; the variety of processes taking place in society makes a significant impact on it (Ognevyuk [1]).

A separate category is the young people who have chosen the profession of a teacher, because the future of society will depend on the values that these teachers will put in growing younger generations. Modern educator is called not only to transfer specific knowledge to children, but also to introduce them into the socio-cultural space, to draw on the values of culture, to help to know the environment, to comprehend the realities of being. It is known that the system of education as a socio-cultural institute of society contributes to the implementation of any changes in value orientations in it. Thus, the modernization of pedagogical education, in particular the orientation of teachers for the realization of the needs of a society, which is developing dynamically, becomes of special significance. It should be noted that today the educational space is considered as a spatial-temporal field of functioning and development of the education system as an open and active social sphere, in which the ideology of the formation of personality takes into account the conditions of the environment.

The values that a future educator guides in the process of training related to his outlook, with his personal priorities, and reflects the recognition of mastering the profound concepts of time and space as values of vital necessity and the importance of timely formation of them in preschoolers minds. On the way of mastering values there is a holistic spiritual development of personality.

In order to find out the value orientations of students at the Pedagogical Institute of the Borys Grinchenko University of Kyiv in 2017–2018, a study was conducted whose empirical data made it possible to identify the priorities that future educators are guided in during the design process of their own life and proximity path.

Surveys and questionnaires were conducted among students in such areas of training as “Preschool Education”, “Primary Education”.

89% of respondents, answering the questions about the value of life, indicated the need of good health. This is a positive factor in the young people’s awareness of the value of their own health, without which it will be difficult or impossible to build a career, it will be complicated to be useful to society and even create a family.

In general, during the student period, the formation of responsible self-preserving and health-preserving behavior takes place.

Very important in the context of the needs of society in the spiritual and moral growth of its citizens is the fact that 84% of students recognized it important for themselves to “develop spiritually, to enrich their worldview.” Only 37% of respondents said that the values of life for them are also “to become a decent and honest person,” and 42% – to “be useful to society”.

Among the traditional values and life priorities (Fig. 1): love (56%), family creation (96%), gaining an interesting profession (47%).

88% of the respondents are concerned about the material situation, but 24% of the students do not associate the professional perspective with material support.

76% of students seek to realize themselves in working with children.

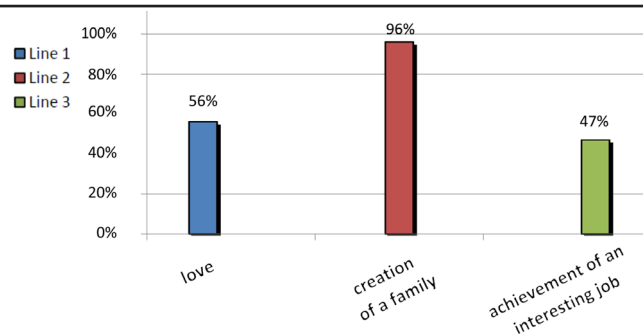


Figure 1 - The traditional values and life priorities of the respondents

* Figure developed by the authors

The distribution of answers to the question about the feature of character most appreciated by respondents is given in Fig. 2.

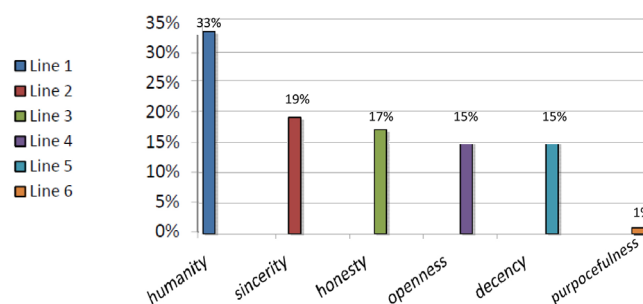


Figure 2 - Distribution of answers to a question about the feature of character most appreciated by respondents is given

* Figure developed by the authors

76% of respondents do not have a model for imitation either among real people or from literary characters and film heroes, only 5% of students call the model father, 7% – mother, and 4% – both parents.

Only 8% of students indicated that they considered the attractive qualities of different people: both parents and those who succeeded in business. Consequently, a modern student independently builds his own life strategy without relying on the quality of other people.

Fig. 3 shows respondents’ answers to questions about what their parents are today for them.

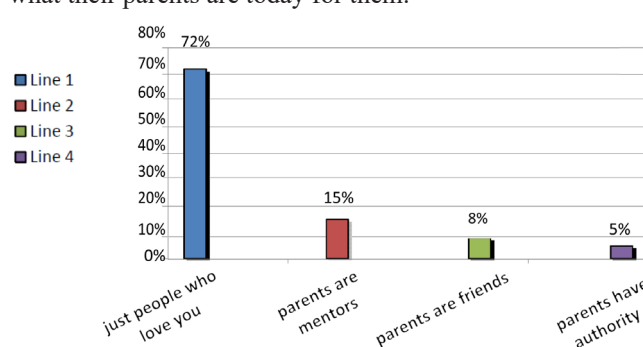


Figure 3 - Distribution of respondents’ answers to the question of who their parents are today for them

* Figure developed by the authors

The answers of future teachers to the question “With what purpose should we develop the value attitude to work, to the state and to ourselves?” (Fig. 4) are extremely important.

Family life is the leading life value for many generations of Ukrainians. It is the upbringing of a child in the family that has a significant impact on the formation of value orientations. 67% of respondents consider the family as a place to help solve problems, and 33% of the students in the family are the place where they live and where they perform certain duties. That is, the absence of an emotional

component can be traced.

With regard to their own future family life, 71% of students believe that it is necessary to marry a loved one and live separately from their parents, with 92% saying that they do not need parental consent. It also confirms the independence of the younger generation in the construction of their own lives.

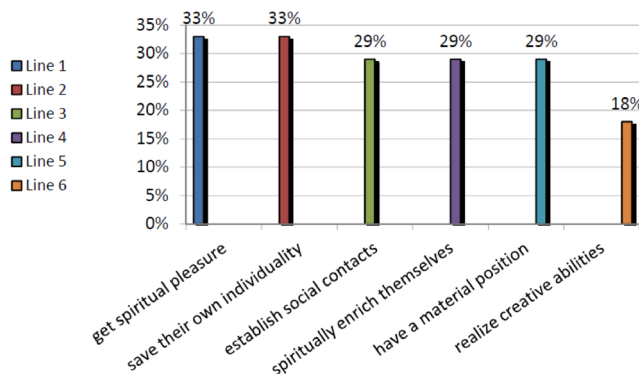


Figure 4 - Distribution of answers of future teachers to the question "For what purpose should we develop a value attitude to work, to the state and to ourselves?"

* Figure developed by the authors

78% of respondents appreciate friends, first of all, those features that are in line with their ideas and requirements, while they consider it desirable to be interested in problems of a partner, a friend, but this is not obligatory.

The fact that 42% of future teachers recognized the military profession as prestigious is socially important and personally valuable. This is due, first of all, to the fact that in eastern Ukraine there continues an armed aggression unleashed by a neighboring state, and the profession of the defender of the Motherland is very respectable in society.

The profession of a teacher is not on the list of prestigious ones. This can be explained by the fact that in society the prestige of this profession is declarative, and in practice it is completely unprofitable. However, 98% consider the profession of a teacher as the most creative, where it is possible to realize yourself the most.

48% of respondents believe that in order to achieve material well-being in their lives, they should get a good education and become a specialist in their field. 29% of young people say that they need to have a well-paid job, 15% are related to welfare by opening their own business. 8% of respondents said that to achieve the material wealth one should be familiar with influential people.

37% of future teacher noticed that the most suitable strategy for behavior in their real professional activities, they see a job search that will enable the disclosure and implementation of knowledge and skills, and 35% of respondents tend to seek for a job that is both interesting and high-paid, even if for this one have to live some time without work and means of existence.

For the 18%, only the amount of wages is important, and they do not care about the content of the work. 10% are ready to work on any job in order to earn money to open their own business.

Migration settings: explore the world and return – 30%; increase their professional qualification – 45%, quickly accumulate capital and return – 27%, leave forever – 25%.

There are 65% of believers among the respondents.

Future teachers are most related to the Ukrainian nation: history, traditions, customs, culture – 45%, territory of residence – 20%, religion – 17%, language – 15%, the way of living and lifestyle – 3%.

Only 50% admitted that they have deep knowledge of the traditions and customs of their nation, and almost 36% adhere to Ukrainian national customs and traditions only in the case of major religious holidays or significant events.

In general, 41% of respondents are able to organize their own activities to achieve their goals. In particular, for 27% of

future teachers ("Preschool education"), the ability to value time means – to remember the past, to live now, but to be future oriented. Students of this group separately noted that for them the plans for the future are very important: creation of own family, realization in a profession, achievement of certain material abundance, possibility to travel, etc. We can notice that the views of students in this aspect are echoed with the position of modern philosophers and psychologists who believe that the main value of life – only here and now.

The youth notes that in the future, all that is not enough now may appear: money, recognition, useful relations, stability, but then it may not be possible to try yourself in different activities, in a hobby, there will not be so many ideas and aspirations, and especially the inner "light" that inspires to the new achievements and dreams. Students noticed that thoughts about the future are very important for every person, but if you focus only on it, there is a danger of putting off life "for later", and dipping into the past, where sometimes people were better than, perhaps, now, it is some kind the attempts to escape from yourself. At the same time, students emphasized the value of knowledge about the past and about the peculiarities of our society's development, as well as the methods of education and training of children, arguing that one should be proud of the achievements of the past, inspired by the values created by the ancestors, and also the contemporaries need to know about the mistakes and understand them if they do not want to repeat them. Young people appreciate the time, trying to live here and now, build up the space of their lives and protect it, but they are also oriented towards the future.

System of value orientations is the regulator of human activity; it allows correlating individual needs and motives with the conscious and accepted values of the social system, part of which is the person himself. Valuable orientations as the reflection of the priorities of the social environment can affect group norms and values. The problem of values and value orientations is considered in connection with the socialization of the individual, the process of which depends on both external social and internal personal factors. In the process of socialization, a person actively learns the social experience and transforms it into their own values, settings and landmarks.

On the basis of the analysis of empirical data and students' self-assessment, some of the apricots were drawn to their combined portrait. So, the future teacher of a preschool educational institution and teacher of elementary school is:

- an exemplary and faithful family man with a strong health who respects and values his parents as people who love him, but he is worried about his financial situation and believes that in order to achieve prosperity in his life he should get a good education and have an interesting profession, being an expert in his field of knowledge;
- the spiritual development and enrichment of his outlook combines with the feelings of friendship and trust in friends, but only considers the family a place where he will be able to solve difficult life problems;
- as a future teacher, he aspires to creatively realize himself in working with children and does not rely on ready-made patterns of behavior and stereotypes in professional activity;
- having knowledge of the traditions and customs of his nation, identifies himself with it, respects history, culture, place of residence, language and religion;
- worries about the country's future, its independence and peaceful coexistence, he wants to be useful to society, values humanity, sincerity, honesty, openness and decency.

CONCLUSIONS

Research findings.

The educational process in pedagogical institutes and universities should be aimed at creating a stable value system for students. To do this, at least, it is necessary to study their value priorities and orientations. Strengthening the attention to the formation of students' spiritual and moral values is primarily due to the fact that modern society needs such a

specialist who organically binds his professional activity to spirituality, which manifests itself in love not only for his work, but also in love to a person, to nature, with tolerance to the thoughts of other people, willing to subject interaction.

The obtained results indicate the priority of determining the variability of life values and values of modern student youth, which are important for the teaching profession. They cover social development, relationships between people, professional and family spheres, orderliness of life, health, realization of creative ideas. It is determined that the factors influencing the formation of life values of future teachers and educators are moral and psychological climate, social well-being, civic activity, self-determination, spiritual principles, intentions and moral norms, level of education, etc. The obtained results indicate the need for systematic purposeful work on the development of value orientations of future teachers.

Prospects for further research in this area. A promising area of research is the process of formation of the spiritual and moral values of future teachers, as modern society requires a fully developed, highly moral personality, a professional whose professional activity will enable them to establish value orientations in younger generations.

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