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RESEARCH OF THE SYSTEM OF VALUE ORIENTATIONS OF FUTURE TEACHERS IN THE CONDITIONS OF HUMANISTIC ORIENTATION EDUCATIONAL INDUSTRY

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The article proves that values play an extremely important role in the development of the personality of a modern young person, act as the highest degree of regulation of his behavior, express the direction of life interests and professional needs. Based on sociological data and empirical results of the study, an attempt was made to comparative analysis of the current state of orientation of student youth to humanistic and professional values. The key values that form the core of students' value self-consciousness and are considered by them as an ideal for imitation and a necessary condition for the effective functioning of a humanistic society are identified.

Humanistic and professional values are the highest degree of regulation of the behavior of a professional teacher; determine his inherent attitudes and motivation in the field of professional and pedagogical activities.

Keywords: value orientations, humanistic values, professional values, future teachers, higher pedagogical educational institutions.

Formulation of the issue. Transformations in the field of education, introduction of new information technologies of teaching, application of innovative forms and methods of educational interaction determine the revision of existing approaches to the construction of the educational process in pedagogical institutions of higher education. The traditional educational paradigm becomes ineffective from the standpoint of focusing on achieving the highest level of professionalism of the modern teacher and ensuring his successful professional-pedagogical activities in the new Ukrainian school. The effectiveness of professional-pedagogical activities of future teachers is determined not only by the presence of theoretical knowledge and practical skills acquired in higher education, but also the depth of understanding of the pedagogical profession, high readiness for subject-subject interaction and modern educational services. This is impossible

without an established system of value orientations of students.

Analysis of recent research and publications. Many scholars (G. Vasyanovych, O. Vyshnevskiy, V. Griniova, V. Ilyin, I. Isaev, M. Kagan, N. Mikhalchenko, O. Nevmerzhytska, M. Pidlisnyi, Yu. Pelekh, M. Rokeach, M. Savchyn, V. Slastenin, G. Chizhakova and others) carried out analysis of various aspects of the theory of values, forming its categorical apparatus, development of theoretical-methodological and psycho-pedagogical bases of formation of value orientations and behavior of an individual.

Purpose – identify and explore the system of key values that form the core of the formation of the personality of the future teacher-professional in the humanistic orientation of the educational field.

Results. The analysis of the concept of a “value” has shown that the majority of scholars

determine its content through the selection of characteristics, or otherwise characteristic forms of social consciousness. For example, O. Vyshnevskiy considers values to be “a certain hierarchical system of ideals, purposes and fundamentals to understand in which that society lives and the implementation sees the meaning of his existence” [1]. M. Rokeach defines value as “a persistent preference for the person or society of a certain way of conduct or end state, as opposed to another type of behavior or condition” [4].

Scientific studies provide a basis to identify the following approaches to disclosing the essence of a “value”:

- 1) value is used for evaluation of objects and phenomena that meet any need, and is regarded as an objective quality of the object, due to its nature, exists independently of humans and their practical activity;
- 2) a value is equated with those phenomena of nature and society that are useful, necessary for people, historically-identified particular society or a class;
- 3) the value reduced to the designation of the proper, desired, desirable, when desirable and ideal in social activities is the essence of personal activities;
- 4) value is identified with the significance of one phenomenon for another, when any natural or social phenomenon is the object and subject of such relationships;
- 5) value is used to indicate the positive relevance to humans of various objects and actions, events or parties and properties.

Summarizing the results of the epistemological analysis of the concept of “value”, we should note that it combines three aspects of its meaning:

- 1) characteristics of external properties of things;
- 2) psychological qualities of a personality;
- 3) the relationship between people, their communication. Here, a value is the most important component of the internal culture of a human which, expressed in personal settings, properties and qualities, defines the attitude to society, nature, other people, himself.

The basis of the axiological approach in professional training of future teachers are professional values. According to V. Slastenin, professional

values are guidelines, personal installations, the properties and qualities on which a person selects, develops and performs professional activity [3]. Forming the core of professional identity, professional values reflect the subjective attitude of people to the future profession and are essential for their self-development and self-realization. Scholars have identified a group of professional values, which, creating each other, form the axiological model containing terminal (value-goals) and instrumental values (values-means), which, in turn, are divided into values-relationship, values-quality and value-knowledge.

The problem of formation and development of professional values is currently becoming increasingly important because they play a vital role in shaping the personality of a future teacher, advocate a higher degree of regulation of his behavior, expressing the orientation of interests and needs, determine the inherent setup and motivation in the field of teaching. However, in addition to purely professional, according to O. Vyshnevskiy, teachers first need to cultivate humanistic values, namely the absolute eternal values; basic national values; the basic civic values; the value of family life; of value-environmental values [1].

Based on empirical research, we have attempted to determine the effect of various factors on education of humanistic and formation of professional values of the future teachers.

1. Social expectations of university students

Within the understanding of the students as the most important social resource, the problem of formation of their humanistic and professional values has been and remains most relevant. The results of the study give reason to describe socio-demographic differences of the subjects' professional choice, to reveal the dynamics and features of influence of various social factors on the formation of professional strategies and value orientations of the university students with respect to socio-economic changes in the modern Ukraine.

The study of humanistic and professional values of different social groups traditionally involves identifying the structure and dynamics of value priorities, factors influencing the formation and change of values of the subjects as

well as identification of their social well-being. Social well-being is closely associated with the presence and resolution of social problems and social expectations, social setting, sense of life. There is a close connection between the individual's ability to design their own future in the set of leading values, willingness to act according to their attitudes, and that emotional response, feeling, evaluation of the causes of its past, present and future: a sense of satisfaction or dissatisfaction, own importance, optimism or pessimism, confidence or uncertainty in their own ability and social situation.

In this context, we have studied the prospects of development of Ukrainian society as an indicator of the attitudes and expectations of modern students, that is, it was important for us to find out the way the socio-economic situation in the country affected the students' professional expectations; how students assess the prospects of development of the Ukrainian education and society, etc. In order to do so, we have conducted a diagnostic study at Drohobych Ivan Franko State Pedagogical University with 350 second-fourth year students taking part.

In the first phase of this study students' responses to the questionnaire helped to clarify the dynamics of their social expectations (table 1).

The results in Table 1 show that only one out of four respondents is optimistic enough to believe that in the near future the situation in the country will improve despite the problems related to the socio-economic crisis. There is a strong tendency of reducing the number of the so-called "cautious optimists" – the ones who are confident even in the long term, however, this percentage has been steadily declining. At the same time there are more of those who demonstrates the psychology

of nowism – "we must live only for today". It is very likely that for one third of the students it is the only way to survive in difficult conditions of the modern socio-economic transformations.

2. Value orientations of students

The next step was to determine the influence of social expectations and well-being of students on their value consciousness, that is, the objective was to study the content of value orientations regarding the purpose of life and means to achieve these goals. This was done using the technique of studying value orientations of M. Rokeach [4] based on the direct ranking of the list of values. The first group was the terminal values (values-goals) that characterize vital targets, reveal the general orientation of behavior on the basis of the formation of vital goals of the main spheres of self-realization; the second group – instrumental values (values-means), which reflect perceptions of acceptable, possible means of achieving the vital goals.

The advantage of M. Rokeach's method is in its versatility, convenience and economy in the conduct of the survey and simplicity of processing of the results. Students were asked to determine the rank position of each of the proposed values. By counting the arithmetical mean each value was given the ranking place in general (table 2).

The analysis of the terminal values showed that majority of the students (over 60 %) put health in the first place. And even those who prioritized other values, gave health a high place: 2 – 4, lowest – 8. It should be noted that such unanimity was not observed in relation to other values. Students gave a high place to material security of life. Approximately 40% of the respondents mentioned it among the first 5 val-

Table 1

The dynamics of the social expectations of students (in %)

Meaning	2019	2020	2021
I hope that in the near future, the socio-economic situation in Ukraine will change for the better	26	25	18
Believe that improvements will occur, but not very soon	31	24	21
It is best to live for today and not worry about the future	16	21	22
I do not even hope for any significant changes	14	12	18
I fear that life will continue to deteriorate	7	8	8
I do not believe in rapid changes, but am willing to put up more	3	5	6
Already tired of waiting for a change, tired of unfulfilled expectations	3	5	7

Table 2

Content of the students' value orientations

Rank	Terminal Values	Rank	Instrumental Values
1	Health	1	Good manners
2	Financial security of life	2	Education
3	The presence of true friends	4	Responsibility
4	Love	5	Honesty
5	Confidence	3	Independence
6	Happy Family Life	8	Cheerfulness
7	Interesting Job	6	Self-control
8	Freedom	7	Courage in defending own views
9	Active Life	9	Diligence
10	Productive Life	10	Tolerance
11	Life Wisdom	11	Strong will
12	Entertainments	17	The breadth of views
13	Personal Development	12	Accuracy
14	Cognitive ability	13	Effectiveness in resolving issues
15	Public Recognition	14	Rationality
16	Beauty of Nature, Art	15	Responsiveness
17	Creativity	16	Intransigence of shortcomings
18	Happiness of others	18	High demands

ues; in the answers of other students this value never fell below 10th place. There was no big difference in the responses of boys and girls. In our opinion, it is interesting to see the attitude of students to a happy family life. The answers of the girls showed a relative unanimity – from 3 to 7 places, whereas the boys's answers showed a major divergence (from 4 to 14 places).

The greatest divergence of views was observed in the ranking (1 to 18) of such values as life wisdom and confidence. Unfortunately, such values as creativity, cognition, development which reflect the highest spiritual needs of a person, were given a low position by the majority of students. However, in our opinion, the most surprising thing was that the future teachers put the happiness of others in the last place of all the terminal values. In addition, no student included this value in the top ten.

In relation to instrumental values, there is, as expected, the students thought about the individual values rarely coincide. Except, perhaps, high demands, which takes one of the last places in the list with the majority of students. In our opinion, the significant divergence is related to the previously formed students' personal qualities and their past experience of life. Definitely positive is the fact that the first two places in the list are occupied by good manners and education.

Although, not much unanimity was observed here either. Good manners have been ranked from 1 to 13 and education – from 1 to 16. Unfortunately, responsiveness has been given a very modest position (from 9 to 17) by the future teachers which makes you wonder at the choice of their profession.

Analysis of the obtained data allowed to draw some preliminary conclusions: the value orientations of future teachers are mostly moral in nature; most students have already formed a certain ideal, close to the standard. However, one third of the respondents has given preference to only one area of life – either family or career. Along with the value of health the value of wealth is also a leading category. However, the recognition of health as a leading value does not always correlate with the practical implementation of the guidelines of healthy lifestyle on the activity-behavioural level. The core of value consciousness of young people consists of three main values – money, friends, job, the significance of which is confirmed by almost every third respondent. Serious concern is the fact that the values of the selected future teachers mainly focus on satisfaction of their own needs, not the needs of others.

Despite the relative decline in the share of communicative values, their rank-order position is quite stable, due to the age specificity of students

as a social group. For young people, friends are a primary reference group. However, the process of self-identification of students is not only linked with the search of a reference group, creation of their own families, but primarily with the profession, search for an interesting job. Although the orientation of an interesting job is not correlated with a relatively high significance of such values of education, diligence, efficiency, etc.

As noted above, it is not sufficient to form a certain amount of professional knowledge, skills and competencies in students, it is important to teach them how to skillfully enrich the core values and put into practice. The students should form a certain system of professional values, based on which they will be able to use their knowledge, skills, competencies for the benefit of family, country and the world in general. Otherwise, there might be a “risk to educate professional cynics or even criminals who may become a threat to humanity. After all, it should be noted that heading for the goal, people who do not have clear spiritual values, can use any means, guided by the slogan “the end justifies the means”. Therefore, “the value vaccination” must be an integral element of modern education. But for the efficiency of “value vaccination” the educators must have a good understanding of the nature of values, their varieties, hierarchy, and means of “incolcation” [2].

3. Orientation of future teachers on professional values

In the second stage of the diagnostic study we examined orientation of students on professional values. To explore different components of value orientations, we used several methods. In particular, for the study of professional intentions we have undertaken a students survey. They were asked to answer the following questions:

1. If you could choose a profession would you choose the profession of a teacher?
2. Are you satisfied with the chosen pedagogical higher educational institution?
3. How well do you study?
4. After completion of training what professional and life path will you choose?
5. What kind of job would you like to receive?

The students' answers to the first question of the questionnaire were distributed as follows:

“Yes” – 27 %; “No” 39 %, “I don't know” – 36 %. That means that only every fourth student is sure of the right professional choice. However, even those who were negative in their choice, continue to study at a pedagogical University. We have also compared the responses of boys and girls (data presented in table 3).

Table 3

The confidence of students in choosing teaching profession (%)

Answers	Boys	Girls
“Yes”	21	33
“No”	42	36
“I don't know”	37	31

From these data we can conclude that the number of boys and girls who are undecided in their attitude to the choice of the teaching profession, is different by a third, i.e. the girls are more confident in the correctness of their professional choice. At the same time, these survey results are cause for concern and indicate a low level of career guidance.

On satisfaction with the selected institution of higher education the students have said the following: “Quite satisfied” – 26 %; “Yes, partially” – 49 %; “No” – 25 %. The next question related to academic achievements. We obtained the following answers: “Excellent academic performance” – 7 %; “Excellent and good” – 32 %; “Good and satisfactory” – 31 %; “Satisfactory” – 23 %; “Basically underperform” – 7 %. It should be noted that there was no correlation between these two answers. Accordingly, among the ones who are “satisfied” with institution of higher education are students with different performance level – “excellent”, “satisfactory” and even those who “underperform”. Among the “dissatisfied” ones there are also the students with different levels of educational achievements. This suggests that the academic performance – marks for test and examination sessions is not the main factor influencing satisfaction or dissatisfaction of the students with their educational progress and choice of educational institutions.

We have also analyzed the answers to the question about future life plans separately for boys and girls. The responses of girls represent

such a hierarchy of variants of the prevailing way of life: 1) a good job – 29 %; 2) a good marriage – 22 %; 3) continued education in a different specialty – 17 %; 4) search for a well-paid job not related to pedagogical specialty – 13 %; 5) organization of their own business – 11 %; 6) other plans – 8 %. The young men's responses showed a slightly different picture: 1) search for a well-paid job not related to pedagogical specialties – 39 %; 2) organization of their own business – 27 %; 3) continued education in a different specialty – 13 %; 4) a good job – 11 %; 5) other plans – 10 %. In relation to other plans, the majority of students did not want to specify their responses, but in some questionnaires and during interviews, the following predominant motives were discovered: “to move abroad”, “work abroad and return”, “continue education abroad” etc. The answers to the question about the preferred job give the opportunity to see their attitude towards teaching profession as a whole (table 4).

The results of the survey show that the vast majority of students strive to receive higher salaries without making any extra effort to do so. Unfortunately, only a quarter of the interviewed students showed interest in working at a school – their chosen pedagogical specialty. The strange thing is that work in senior positions is desirable for a small number of students, which is in the range of statistical error. This is probably due to the fact that school administrators shoulder a greater responsibility not only for themselves but also for the other teachers' work as well as academic performance of school pupils.

Summarizing the results of the survey, it can be stated that the majority of students are focused on material values, work for them is not an internal necessity, but only a means to earn money. And even those who want to pursue a teaching career, mainly choose the teaching profession guided by

the fact that it is “a clean and intellectual job”, which “does not require much effort”, etc.

To identify the motives of a professional choice, we used K. Zamfir's methods – “Motivation of professional activity” in modification by A. Rean. This method is based on the theory of intrinsic and extrinsic motivation which helps to determine the motivational complex of a personality, the nature of correlation between the three types of motivation: internal, external positive and external negative. This complex shows the general thrust of professional motivation of students.

The analysis and interpretation of empirical data indicate that there are no significant differences in motivation orientation in the professional pedagogical activity among male and female students. Analyzing the diagnostic results for the whole sample of respondents, we can conclude that only a quarter of the students are focused directly on the teaching profession, which they get at a pedagogical university. About 68 % of students have found the instability of professional motivation, that is, were not sure of the correctness of their choice, and 7 % of respondents showed a very low level of motivation in relation to the chosen future teaching profession.

Conclusions. Today, the structure of educational values is undergoing significant transformations. This is due to the democratic changes, new social requirements, informatization and humanization of the modern domestic pedagogical education. Based on the analysis of literary sources we have distributed humanistic and professional values in the following groups:

- 1) values-goals – values which reveal the significance and meaning of the objectives of pedagogical activity of the teacher;
- 2) values-tools – values which reveal the importance of the ways and means of implementing the educational activities of teachers;

Table 4

The attitude of students toward the desired future work (%)

The criteria for the desired job	Indicators
High wages without much effort, physical and mental strength	47
A job at a school on the acquired specialty	26
The work of creative, exploratory nature associated with the art or science	12
Any (including non-prestige) high-paying job	11
Work at school in a managerial position	4

3) values-relations – values which reveal the value and meaning of relationships as the main mechanism of functioning of a complete educational activities;

4) values-knowledge – values which reveal the significance and meaning of psychological and pedagogical knowledge in the implementation of educational activities;

5) values-quality – values which reveal the significance and meaning of the qualities of a teacher's personality that is, the multiplicity of interrelated individual, personal, communicative, professional qualities of a teacher's personality as a subject of pedagogical activity.

Research of orientations towards humanistic and professional values has given the opportunity to fix the expression of social expectations of university students. The nucleus of value consciousness of young people includes such lead-

ing values as health, family, friends, work, etc. At the same time, the pursuit of material wealth, the desire to organize own business, etc is more situational. Assessing the professional intentions of the students, we have identified the following important points: the increase in the level of anxiety for their future and the lack of conservation of the dominant orientations to work in their chosen teaching specialty. In this context it should be stressed that value orientations and life strategies of modern students depend primarily on the choice of a future profession (and thus a university), which can be done after finishing school purposefully and rationally or spontaneously, that is accidentally under the influence of external causes and factors. The latter depends on the global and local trends of development of Ukrainian higher pedagogical education, which is on the verge of radical changes in the methodological and institutional nature.

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ДОСЛІДЖЕННЯ СИСТЕМИ ЦІННІСНИХ ОРІЄНТАЦІЙ МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ ГУМАНІСТИЧНОЇ СПРЯМОВАНOSTІ ОСВІТНЬОЇ ГАЛУЗІ

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Проблема. Трансформаційні перетворення в галузі освіти, впровадження нових інформаційних технологій навчання, застосування інноваційних форм і методів навчальної взаємодії зумовлюють перегляд існуючих підходів до побудови навчального процесу у педагогічних ЗВО. Традиційна освітня парадигма стає неефективною з позиції спрямованості на досягнення вищого рівня професійної майстерності сучасного вчителя та забезпечення його успішної професійно-педагогічної діяльності у новій українській школі. Результативність професійно-педагогічної діяльності майбутніх учителів зумовлюється не лише наявністю теоретичних знань і практичних умінь, отриманих у ЗВО, а й глибиною розуміння сутності педагогічної

професії, високим ступенем готовності до суб'єкт-суб'єктної взаємодії та надання сучасних освітніх послуг, що неможливо без сформованої системи ціннісних орієнтацій студентів.

Мета – виявити і дослідити систему ключових цінностей, які становлять ядро формування особистості майбутнього педагога-професіонала в умовах гуманістичної спрямованості освітньої галузі.

Методи дослідження. Досягнення поставленої мети дослідження стало можливим завдяки використанню таких методів наукового пізнання: аналіз психолого-педагогічної та методичної літератури з проблем формування ціннісних орієнтацій учнівської та студентської молоді; узагальнення результатів дисертаційних досліджень; вивчення та систематизація вітчизняного й зарубіжного досвіду формування системи цінностей майбутніх фахівців у процесі професійної підготовки у ЗВО.

Основні результати дослідження. У статті доведено, що цінності відіграють винятково важливу роль для розвитку особистості сучасної молоді людини, виступають вищим ступенем регуляції її поведінки, виражають спрямованість життєвих інтересів і професійних потреб. На основі соціологічних даних й емпіричних результатів дослідження здійснено спробу порівняльного аналізу сучасного стану зорієнтованості студентської молоді на гуманістичні та професійні цінності. Визначено ключові цінності, які складають ядро ціннісної самосвідомості студентів та розглядаються ними як ідеал для наслідування й необхідна умова ефективного функціонування гуманістичного суспільства.

Гуманістичні та професійні цінності виступають вищим ступенем регуляції поведінки вчителя-професіонала, визначають властиві йому установки та мотивацію в галузі професійно-педагогічної діяльності.

В історичній ретроспективі прояв системи цінностей як внутрішніх орієнтирів діяльності вчителя, пов'язується зі становленням і розвитком педагогічної професії. Відтак цінності, передовсім професійні, не залишаються незмінними, а у процесі свого розвитку постійно трансформуються: зникають, втрачаючи свою актуальність, виникають нові цінності, змінюється їх ієрархія.

Наукова новизна результатів дослідження. У процесі науково-педагогічного дослідження виявлено динаміку й особливості впливу різних соціальних чинників на формування системи цінностей майбутніх педагогів з урахуванням соціально-економічних перетворень в Україні.

Висновки та конкретні пропозиції автора. Зважаючи на результати проведеного дослідження можна стверджувати, що ціннісні орієнтації та життєві стратегії сучасного студента залежать насамперед від усвідомленого вибору майбутньої професії а, отже, й закладу вищої освіти. При цьому цей вибір може здійснюватися цілеспрямовано й раціонально (або спонтанно й випадково) під впливом різних зовнішніх і внутрішніх чинників. Результат такого вибору головно залежить від глобальних і локальних тенденцій розвитку української системи вищої (зокрема педагогічної) освіти, яка перебуває на етапі трансформаційних змін методологічного та інституційного характеру.

Ключові слова: ціннісні орієнтації, гуманістичні цінності, професійні цінності, майбутні вчителі, педагогічний заклад вищої освіти.

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