

VALUES OF PROFESSIONAL ACTIVITY OF FUTURE TEACHERS IN CHANGING SOCIAL AND POLITICAL CONDITIONS

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Abstract. *The training of a future specialist involves not only the acquisition of professionally oriented knowledge, skills and habits, but also the formation of a system of professional values as regulators of future professional activities, the basis for professional growth and improvement. The social and political condition of society in general and the country in particular affects the formation of professional values of future specialists, which, in particular, is manifested in the conditions of modern Ukraine, which fights for state independence and territorial integrity. The purpose of the study is to monitor the dynamics of changes in the professional values of future teachers over the past five years. A survey was conducted, as well as testing of future teachers according to M. Rokich's methods "Valuable orientations" (N = 710). Some products of students' activities (essays, creative works, etc.) were also of some information importance, which made it possible to diagnose the professional values and their hierarchy in the consciousness of the personality of future specialists. Changes in the dynamics of the professional values of future teachers from the prevalence of the material factor, the desire to obtain a profession that would provide the opportunity to emigrate from the country to the values of development, cognition and patriotism were revealed. The obtained results can become the basis for the search for mechanisms and tools of the formation of professional values in future teachers in the process of their professional training in social and political conditions that constantly change.*

Keywords: *future teacher, professional activity, professional training, professional values, social and political conditions, specialist, values.*

Introduction

The state of modern world civilization is defined as a crisis, which prompts the search for ways to get out of this situation. Obviously, one of the most important factors in overcoming the crisis phenomena is education, which is an important characteristic and transformative force of each society. Pride of place

in the structure of the education system goes to the teacher.

It is difficult to overestimate the role of the teacher in the modern world. Indeed, the social progress often depends directly on him/her and his/her level of professional training. The teacher is meant to be a mediator between a society and a growing up person, by passing on his/her experience which was gained over the centuries. He/she has the ability to influence the life of society by preparing the younger generation to solve the current global or local problems, teaching them to predict the outcome of their actions and prevent their negative consequences. He/she is able to form models of human relationships by on the basis of his/her own experience. Therefore, the introduction of children into the world of values is also an important task of the teacher, which he/she implements daily in his/her professional activities.

The basis of the teachers training today is the competence approach, which states the relevance of the competence formation as an individual's ability to implement professional functions. According to the Ukrainian educationalist O. Dubaseniuk "competence is an integral characteristic of a person that determines his/her ability to solve problems and common tasks that arise in real life situations in various spheres of human activities by using knowledge, educational and life experience according to the acquired system of ultimate values" (Дубасенюк, 2010). This approach contributes to the formation of a coherent personality of a professional, as opposed to a specialist formed within the knowledge paradigm. The latter, having profound professional knowledge and pedagogical technique, is not always able to apply them at the practical level in each particular situation. Alternatively, mastering pedagogical competence enables a person to realize his/her professional activity in general.

Taking the above mentioned into consideration, we can state that the system of values acquired by a future teacher will affect not only the professional sphere of a personality but also all aspects of life which is changing rapidly. From this perspective, it is important to establish the dynamics of the values of future teachers in modern conditions, which has become the aim of our study.

The methods of the research are the following: theoretical (analysis, synthesis, comparison, generalization, etc.) and empirical (observation of the activities of students of the educational institution of higher education, content analysis of creative student works, the method of "Valuable orientations" (Rokich, 1973), etc.).

Theoretical framework

The problem of forming the values of professional activity of future teachers in Ukraine is being actualized by socio-political events (globalization

processes, military actions in eastern Ukraine, integration into European space, etc.), economic realities, in particular, changes in the structure of the labor market, achievements of pedagogy and psychology, etc. Today more and more emphasis is placed on the increased requirements of the personality of the teacher, who is called to form a person of a new type, able to live and work in a rapidly changing information society. Obviously, this circumstance makes a new look at the personality of the teacher, his/her professional values, which underlie the implementation of daily professional tasks.

Values of pedagogical activity were the subject of research by many scholars (Вишневецький, 2003; Ігнатенко, 1997; Равкин, 1995а, 1995б; Слостенін & Шиянов, 1996; Сухомлинська, 1996; Ткачова, 2006; Слостенін & Чижакова, 2003).

Values of pedagogical activity are considered to be the guidelines of the social and professional activity of the teacher, aimed at achieving the goal of professional activity.

Traditionally, educational values (related to the pedagogical values of the educational system) and pedagogical values (conditionally correspond to the values of teacher's pedagogical activity) are distinguished in Ukrainian pedagogical thought.

Educational values embody humanistic priorities of society, which serve as the main reference points for the development of the educational system as a whole. They are considered as a system of leading social values that by means of pedagogical process of educational institutions should be transferred into the level of personal values of each student (Ткачова, 2006). The system of educational values includes the following components: 1) absolute eternal values (faith, hope, love, dignity, conscience, truth, compassion, mercy, nobility, wisdom, justice, etc.); 2) national values (Ukrainian idea, state independence of Ukraine, patriotism, readiness to protect the Motherland, national dignity, love of native culture, language, national holidays and traditions, etc.); 3) civic values (freedom, culture of social and political relations, respect for the law, equality of opportunity, freedom of speech, the sovereignty of a person, human rights, etc.); 4) values of family life (marital fidelity, child care, parental care, family harmony, large families, etc.); 5) values of personal life (internal freedom, self-respect, will, wisdom, courage, adherence to principles, moderation, optimism, hard work, etc.); 6) value-ecological values (caring for health, commitment to sports and physical labor, healthy lifestyle, love and careful attitude towards all living creatures on earth, careful attitude to natural resources, etc.) (Вишневецький, 2003).

Pedagogical values are a system of educational means, social norms, and pedagogical tools that ensure the effective transferring of certain educational values into the individual level of a personality, that is, the formation of his/her

personal values priorities (Ткачова, 2006).

Undoubtedly, pedagogical activity is based on both educational and pedagogical values. In addition, the professional activity is largely influenced by personal teacher's instructions, which make impact on the style of pedagogical activity.

There are different approaches to classifying the values of pedagogical activity.

In particular, V. Slastyonin and G. Chyzhakova distinguish the following groups of values of educational activities related to: 1) the self affirmation in society, the closest social environment (social significance of the work of the teacher, the prestige of professional activity, etc.); 2) satisfaction of the need for communication (the possibility of communicating with children, parents, other interesting people, etc.); 3) self-improvement (development of creative abilities, constant replenishment of luggage of knowledge, etc.); 4) self-expression (the creative nature of the work of the teacher, the correspondence of the pedagogical activity to the interests and abilities of the teacher); 5) utilitarian pragmatic requests (professional growth, career growth, long vacation, etc.).

Values of a self-sufficient type are target values (the creative and diverse nature of the work of the teacher, its prestige and social significance, responsibility to society, love for children, etc.). Values of the instrumental type are a means of achieving target values (public recognition of the results of work, professional growth, etc.).

The main basis of the professional culture of the teacher consists of four large groups of values: 1) common to mankind, including such values as a person, a child, a teacher, etc; 2) spiritual, covering pedagogical theories, pedagogical experience of man, as well as methods of pedagogical thinking; 3) practical, including pedagogical technologies, educational systems, the methods of activity, etc; 4) personal, combining pedagogical abilities, individual qualities, ideals, etc. (Сластенин & Чижакова, 2003).

Another classification of educational values is presented by Z. Ravkin who distinguishes the following groups: 1) socio-political; 2) intellectual; 3) moral; 4) the values of professional pedagogical activity (Равкин, 1995a). At the same time the author notes that educational values depend on the national mentality, national and historical traditions, the basic axiological guidelines, which embody national and common to mankind values of the spiritual life of society (Равкин, 1995b).

At the same time, V. Slastyonin and E. Shiyanov made an attempt to classify the values of pedagogical activity in higher education on the basis of the specific needs of the individual. According to scientists, they include the values connected with: 1) affirmation in society, the closest social surrounding; 2) satisfaction of needs for communication; 3) self-perfection; 4) self-

expression; 5) utilitarian and pragmatic requests. By the substantive content the authors identify the values of self-contained and instrumental types (Сластенин & Шиянов, 1996).

I. Isayev distinguishes several levels of the existence of pedagogical values: 1) socio-political, combining the norms and rules that consider the educational activity within society; 2) professional and group that regulate the professional and pedagogical activity in relation to certain groups of specialists; 3) individual and personal, that act as an internal guideline, assimilating social and pedagogical as well as professional and pedagogical values (Исаев, 2002).

On their basis, he distinguishes five groups of professional and pedagogical values: 1) the values, that reveal the meaning and essence of the objectives of professional and pedagogical activity (values-objectives); 2) the values revealing the meaning and essence of the methods and means of exercising the professional and pedagogical activity (values-means); 3) the values which reveal the meaning and essence of relations as the main mechanism of functioning the integral pedagogical activity (values-relations); 4) the values that reveal the meaning and essence of psychological and pedagogical knowledge in the process of carrying out the professional and pedagogical activity (values-knowledge); 5) the values revealing the meaning and essence of the qualities of the personality of the teacher (values-qualities). At the same time, the scholar asserts the existence of the relationship between the richness of values of the teacher and the efficiency and purposefulness of selection and appropriation of new values, their transition into the motives of behaviour and activity (Исаев, 1993).

It is worth noting that the value sphere of future teachers has repeatedly become the subject of empirical research of scientists. V. Dub investigated the subjective hierarchy of the values of future teachers of the first and fourth courses. It has been established that the hierarchy of values of first-year students has the following form: 1) spiritual satisfaction; 2) active social contacts; 3) financial position; 4) one's own prestige; 5) self-development; 6) preservation of one's own personality; 7) achievements; 8) creativity. Instead, the fourth-year students have such hierarchy of values as: 1) spiritual satisfaction; 2) preservation of one's own personality; 3) self-development; 4) one's own prestige; 5) active social contacts; 6) creativity; 7) financial position. The work carried out made it possible for the researcher to state that for the graduates of pedagogical institutions of higher education the values of professional development acquire a high status, which testifies to the integration of the system of professionally important values of students in the process of learning (Дуб, 2014).

The valuable orientations of future teachers of pre-school education institutions have been investigated by O. Padalka (Падалка, 2014), using in particular the methodology of M. Rokich, modified according to the purpose of

the planned experiment. The participants of the experiment were divided into two groups: control and experimental. Each of these groups showed somewhat different results in the course of investigation. The results of the ranking of terminal and instrumental values by participants of experimental and control groups are shown in Table 1.

Table 1 The results of the ranking of values by future teachers of pre-school education establishments (according to M.Rokich's methodology)

Rank	Value name			
	Terminal values		Instrumental values	
	Experimental group	Control group	Experimental group	Control group
1	health	love	politeness	neatness
2	happy family life	health	cheerfulness	politeness
3	love	self-development	responsibility	cheerfulness
4	child		erudition	
5	interesting work		latitude of views	
6	self-confidence		neatness	honesty
7	life wisdom		self-control	firm will
8	good and faithful friends		honesty	tolerance
9	self-development	happy family life	tolerance	self-control
10	endowed life		efficiency in matters	diligence
11	creativity of pedagogical activity	entertainment	diligence	professional growth
12	responsibility to the society	active life	firm will	courage in defending one's own thought
13	self-affirmation in pedagogical process	creativity of pedagogical activity	courage in defending one's own thought	efficiency in matters
14	cognition	responsibility to the society	rationalism	responsibility
15	social significance of labour	self-affirmation in pedagogical process	conformity of abilities to the character of pedagogical activity	rationalism
16	beauty of nature and art	cognition	professional growth	conformity of abilities to the character of pedagogical activity
17	active life	social significance of labour	social recognition of the work of the teacher	
18	entertainment	beauty of nature and art	pedagogical techniques and technologies	

Source: Падалка, О. (2014). Formation of Priority Pedagogical Values for Future Teachers of Pre-school Educational Establishments: thesiscandidate of pedagogical sciences. Rivne.

As the researcher concludes, the results obtained indicate that the values of personal life and moral values dominate over the professional ones (Падалка, 2014).

We aimed to trace the dynamics of the formation of values of the professional activity of future teachers in conditions of difficult and rapidly changing Ukrainian realities.

Methodology

The investigation has been carried out for five years – 2014 – 2018. It was a difficult period in the life of Ukraine, fighting for its sovereignty and territorial integrity. Undoubtedly, this circumstance greatly influenced the social life characterized by uncertainty in the future, revaluation of values, etc. In such conditions the process of preparing future teachers, in particular, the formation of their professional values, becomes more complicated, as the changeability of social life influences the axiological development of personality. 710 students of 2-4 courses of the educational and scientific institute of foreign languages of Drohobych State Pedagogical University named after Ivan Franko took part in the investigation.

We used the methods of “Valuable Orientation” by M. Rokich (Rokich, 1973), which involves two classes of values – “terminal” (values-objectives) and “instrumental” (values-means). Terminal values involve the certainty that an ultimate objective of individual existence deserves to be pursued; instrumental values involve the certainty that some particular action or personality feature must prevail in a certain situation. The respondents were asked to range a number of values in the context of future professional activity that belong to terminal and instrumental ones. The processing of the results of investigation consisted in calculating the average indicators of the rank of selecting the values in the process of their hierarchy.

Research results

The diagnostic of student’s value-based orientation in high pedagogic education establishments was conducted by us at the beginning of 2014. From one hand it was a stressful time for Ukraine because of Maidan, that ended with victory. Also it was the beginning of the hybrid war, that was not totally realized by the society. The students who studied in Drohobych, the western Ukrainian town, took part in the questioning. The military actions related them indirectly. It’s worth noticing that at that time the grade indexes of the greatest values showed the domination of such issues as health (5,5), love (5,88), material support for life (5,94), the presence of kind and faithful friends (7,2), self-

confidence (7,4) and a happy family life (8,07). It is well seen that the future pedagogues are first of all concentrated on their own personalities and problem-solving. The placement of the instrumental values was as follows: high life demands (5,53), cheerfulness (5,89), decency (6,42), education (6,89), rationalism (7,42), self-control (7,79). Actually, the conversations with the students as well as the creative tasks “The way I see my professional life in five years” done by them let us explain the choice of dominating value-based directives. A large number of interviewees responded they were not going to work according to their profession. They considered learning foreign languages to be the mean that could help them adopt abroad, where they intended to go either for some time or forever. Certainly, not all the students shared those ideas. One quarter of the students expressed an active state position and were convinced that their work would contribute to the development of the independent country.

The next experiment was held in a year. It's worth noticing that some changes happened in the social life. They dealt with the awareness of military threat from the eastern neighbour, the development of the volunteer activities and the Ukrainian army, an active migration inside the country. Obviously, the youth didn't stand aside those processes. The use of M. Rokich's methodology “Value-based orientations” showed some changes in value-based directives of future pedagogues.

So, the dominant terminal values on that stage were as follows: spiritual and physical love with the beloved person (5,63), the material support for life (5,97), the presence of kind and faithful friends (6,47), health (6,93), an interesting job (7,18), freedom (7,68). Among the instrumental values such things predominated: the discipline (5,12), high demands (5,86), the rationalism as the ability to think soberly and logically (6,45), education (6,68), decency (7,45), the courage in advocating for one's own point of view (7,77). We can notice from the above mentioned data that the changes first of all concern the instrumental values as the means of pursuing the goal. The students realized the necessity to develop their spiritual and strong-willed features of character under the stressful political conditions. The debates with the students showed that their points of view to the future professional life had changed. The number of students who had obtained the profession and wanted to contribute to the development of the homeland grew.

The similar tendencies were kept in 2016 – 2017. The participation of the students in the volunteer movement, the realization of the difficult public situation made the students rethink their own value-based priorities. In particular, 30 percent of responders proved the rethinking of their own value-oriented directives. Besides, by that time the Ministry of Education and Science had conducted some real steps to make the profession of a teacher more

prestigious. The results of the ranking of terminal and instrumental values by future teachers in 2016 – 2017 are shown in Table 2.

Table 2 The results of the ranking of values by future teachers in 2016 – 2017 (according to M.Rokich’s methodology)

Rank	Value name			
	Terminal values		Instrumental values	
	2016	2017	2016	2017
1	love (5,58)	love as the basis to start a happy family (5,65)	high demands (5,62)	strong will (5,63)
2	health (5,92)	health (5,98)	rationalism (5,91)	the courage in advocating for one’s own point of view (5,91)
3	the material support for life (6,1)	an interesting job and career growth (6,49)	the courage in advocating for one’s own point of view (6,39)	high demands (6,38)
4	freedom (6,68)	freedom (6,68)	strong will (6,68)	independence (6,92)
5	an interesting job (7,33)	the material support for life (7,13)	education (7,28)	rationalism (7,45)
6	development (7,62)	development (7,69)	independence (7,86)	education (7,92)

Few changes were held in value-based priorities of young students in 2018. So, the most important terminal values became freedom (5,69), an interesting job (5,87), health (6,32), love (6,61), development (7,44), knowledge (7,85). It was proved that the most dominant instrumental values were the courage in advocating for one’s own point of view (5,63), strong will (5,92), independence (6,48), rationalism (6,91), high demands (7,41), education (7,89).

During the lesson in pedagogy the students were suggested writing an essay “The teacher of the future”. It’s worth noticing that two thirds of the future pedagogues wrote that the main features of a pedagogue should be the education, creativeness, the will to self-improve and the patriotism. Most of these values coincide with the values of the students.

Conclusions

The formation of professional teachers’ values is taking place in conditions of quickly changing world as well as under difficult economic and political

conditions of modern Ukraine. No doubt that it has the influence on the dominant values that determine the perception of future professional activity by the students of higher pedagogic establishments.

We can notice the changes in the dominant value-based orientations of young students during the last five years. The greatest changes have happened in the system of the instrumental values of future teachers. They have moved into the manifestation of spiritual features of character as the mean to achieve the goal. Changes has taken place in the system of terminal values as well. In 2014 the dominant value for future teachers was material support for life, but in five years the importance of that value diminished. The significance of such values as development and knowledge has grown. In general, future pedagogues say that such factors as an interesting job, career growth, good health, the possibility to self-express, the opportunity to discover the world contribute to becoming a good professional.

The results of the research can become the basis while looking for the mechanisms and instruments to form professional values of future teachers in the process of their professional preparation under constantly changing social and political conditions.

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