

VALUE ORIENTATIONS IN PROFESSIONAL TRAINING OF TEACHER-EDUCATORS**KSZTAŁCENIE NAUCZYCIELI-WYCHOWAWCÓW ZORIENTOWANE NA WARTOŚCI**

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Summary: The intention of the author is to highlight the value of some aspects of scientific and organizational support advocated by the axiological orientation in the training of future teachers-educators; a paradigm which presently constitutes a leading educational strategy. Much attention is devoted to the analysis of the paradigm's theoretical and methodological foundations through the disclosure of the substantive nature of its dominant concepts, i.e. "value", "axiosphere personality" and "principles of axiological approach", which are essential in training future teachers-educators. The basis of axiological priorities that support active stimulation in the professional and pedagogical preparation of present teacher-educators is the system of principles: the principle of the value-based orientations in interiorization reflecting the theory of ideas of pedagogical axiology; the principle of humanistic orientation of professional preparation, the value-targeted attitude towards professional activity accumulating the realization of the axiological approach in professional preparation of future teacher-educators; and the principle of interdisciplinarity as the reflection of general pedagogical principles of professional preparation.

Keywords: values, an axiological approach, the future teacher-educator, professional training

Streszczenie: Zamierzeniem autora artykułu jest zwrócenie uwagi na kilka aspektów naukowych i organizacyjnych orientacji aksjologicznej w kształceniu przyszłych nauczycieli-wychowawców; paradygmatu, który stanowi obecnie wiodącą strategię edukacyjną. Tekst skupia się na analizie podstaw teoretycznych i metodologicznych danej strategii poprzez określenie jej dominujących koncepcji semantycznych, tj. „wartość”, „aksjosfera osobowości” oraz „zasada aksjologicznego podejścia do kształcenia przyszłych nauczycieli-wychowawców”. Podstawą stosowania priorytetów aksjologicznych, które aktywnie promują kształcenie zawodowe i edukacyjne współczesnego pedagoga, jest system następujących reguł: zasada internalizacji orientacji wartości, która odzwierciedla ideę nauczania teorii wartości; zasada humanistycznej orientacji kształcenia zawodowego, która określa pożądany stosunek do zawodu i realizuje podejście aksjologiczne w szkoleniu przyszłego nauczyciela-wychowawcy oraz zasada interdyscyplinarności, odzwierciedlająca ogólne zasady szkolenia pedagogicznego.

Słowa kluczowe: wartości, podejście aksjologiczne, nauczyciel-wychowawca przyszłości, szkolenie zawodowe

Introduction

The development of the national system of education is associated primarily with the reform process of teacher training that motivates socio-pedagogical orientations in the Ukrainian higher education. It is focused on the formation of intellectual potential of the nation and the holistic development of the individual as the highest societal value. Thus, one of the major trends of the national educational strategy presently is to move to the value paradigm. This model appeals to those education institutions which share with their pupils some common principles, i.e. teach them national and world culture and their values. This attitude calls for the introduction of value orientation in higher pedagogical education, greater attention to the personality of the future

specialist, his/her axiosphere, as well as ideological position and value-based guidelines. Consequently, such a model necessitates new approaches to training teacher-educator.

Research done by Z. Ravkin (1996), V. Slastenyn (2003) and others shows a strong interest among scholars in the problem of teachers' professional axiological training that would identify value-based priorities in the current educational process in higher pedagogical schools. According to researchers Ye. Bondarevska (1999), V. Kryzhko (2005) and many more specialists, a value-based orientation in professional training of future teachers is the axiological approach which provides a "philosophical - pedagogical strategy" that shows how to develop a professional use of educational resources for personal development and which is designed to enhance education prospects (in Kryzhko, 2005, p. 213). In the light of the above, it is believed that the present system requires a thorough study in order to implement the particular approach to training students, including future teachers of preschools and elementary

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schools. Thus, the purpose of the article is to analyze the scientific and organizational support of the value-based approach in training teachers-educators.

The value-based approach in education

To address the problem of scientific and organizational support in the value-based approach to training future teachers-educators, it is assumed that it would be appropriate to first turn to the analysis of its theoretical and methodological foundations; namely the interpretation of the dominant concepts, i.e. "value", "axiosphere personality" as well as "principles", which best outline the required aspects of the study.

The first remark to be made is the one that refers to "value", which can be defined as "something that has a material or spiritual value; importance of something" (Ivchenko, 2006, p. 516). In the context of the research, it seems that S. Rubinstein's idea determining that "value - this is not what you pay for, and that for which we live" is constructive (1976, p. 32). It seems valid as it is generally understood that people live for the most valuable in their life – children. The leading values associated with their upbringing are the personal values that make up the core of value system of the teachers-tutors relationship. These include spiritual phenomena that have personal meanings capable of guiding human behavior, leading to the formation of life and professional guidelines.

It is worth noting that the priority values in modern education consider national values "as a kind of derivative of human and national spiritual and material values of a particular society and nation" (Ravkin, 1996, pp. 6-7). However, as rightly noted by Ya. Turovskoy (1996, p. 31), values become national values in education only when they do not allow pitting one child against another, when they teach each of them to understand the national feelings of the other, to see the grandeur and historical significance of the contribution of each person in the cultural and spiritual development of the nation. By emphasizing that, it can be assumed that values become dominant educational values if they are well defined and chosen. Only then are they able to help create a system of axiological priorities which actively promote vocational and educational training of the modern educator.

In the light of the above, it seems natural to clarify the theoretical understanding of the value principles as a basis for the provision of such priorities. It is believed that V. Zahvyazynskyy's principle (2005, p. 74) can be regarded as a landmark in the approach. It recommends a transformation of the pedagogical system towards the one that promotes achieving harmony in education based on all "principles" of the pedagogical process.

From such a position, it appears necessary to distinguish, in particular, the principles of the following subsystems in the value-based approach to training teachers:

- The principle of internalization of values, which reflects the idea of teaching the theory of values (V. Kryzhko, 2005; V. Slastenyn, 2003),

the essence of which is determined by the specific educational activities, their social role and personality-transformation capabilities;

- The principle of humanistic orientation of professional training, which promotes value-based attitude in the professional activity and implementation of the axiological approach in the training of future teachers-educators;
- The principle of interdisciplinarity, which functions as a reflection of general principles of training.

The above mentioned principles need some further characterization. As for the nature of the principle of internalization of value orientations of future teachers-educators, it is the one that bases on the scientific concept of "internalization" (from Lat. Interior - internal). It points to a psychological transition from the outer to the inner (Vygotsky, 1991, p. 479). However, as Astashova, (2001, p. 498) indicates, this is not an easy transition. It requires an inward conscious planning that finally allows to fill the educational sphere with the spiritual, intellectual and social content of professional values and, at the same time, to create the value-targeted base for the formation of the individual axiosphere. Furthermore, it should be noted the individual axiosphere is supposed to follow the teacher-educator's system of vocational and educational value orientations that characterize the world's trends and identify the character of pedagogical activity. This may include: ideals and beliefs towards oneself and others that are connected with the realization of professional goals and means necessary for their constructive achievements.

According to N. Astashova (2001), V. Kryzhko (2005), a fruitful learning and teacher adoption of humanistic teaching values in education constitute major ideals, norms and guidelines that integrate human values and national priorities. However, in order for them to become national priorities, it is necessary to "live" and "experience", to defend and affirm the defined values in any socially useful, productive and creative activity in the vocational and educational training (Astashova, 2001, p. 498). It is because the values that are mastered, and recognized in one's emotional sphere and individual activity may directly affect the professional formation and development of pedagogical skills of the future teacher educator.

The principle of humanistic orientation of professional training involves a creation of personal developmental environment for public, social, moral and professional development of the future teacher-educator. This requires forming one's humanistic worldview based on universal values of humanity, including among others such concept as love, kindness, justice, freedom of thought and spirit (V. Kryzhko, 2005).

Besides, Ye. Bondarevska (1999), Z. Ravkin (1996) and V. Slastenyn (2003) believe that the principle of humanistic orientation in its relation to man as the highest value in social life refers not only to an

individual's creativity and development, but also to the functioning of the person as a citizen. Furthermore, it is significant that the professional development of an individual covers personal growth, manifested in one's intellectual and moral freedom, personal autonomy, professional self-improvement and self-realization, self-creative identity and spiritual potential. In addition, the humanistic orientation in vocational education of future teachers promotes the value orientation and guidance for any child, which is essential in the context of the investigated issue.

With regard to the principle of value-based attitude towards professional activity, it may be said that this principle best reflects the educational ideas of pedagogical axiology. It must be noted that it implies an inward value-targeted position of one's personality, which acts as a guidance for one's actions (Slashtenyn, 2003, p. 187). This attitude is based on the existing system of value orientations of the future teacher-educator, his/her axiosphere, the formation of which, in turn, is inextricably linked to the personal development of the future specialist in pre-school education. Thus, the higher level of spiritual development of man, the more the person is guided in his/her professional and pedagogical activity. It should be noted that the system of value orientations determines the orientation of the individual. It becomes a system that accumulates purposes for which the person operates, their motives, behavior, subjective attitude to different aspects of educational reality. This may suggest that the realization of the above principle generally focuses on the formation of the axiological orientation of the future teacher-educator.

The principle of interdisciplinarity involves providing value-based approach to training future specialists in pre-school education which uses humanistic potential of school subjects within the educational process of higher schools. Thus, for example, the theoretical basis for the formation of professional and educational value-based orientations is first of all philosophy, i.e. the theory about the nature of values, theory of knowledge and art, theory of personality, etc. Besides, the other areas that provide knowledge about values within related disciplines are: ethics, aesthetics, religion, culture as well as psychological and pedagogical knowledge. The use of humanistic potential of each of these disciplines may lead to the purposeful formation of valuable expertise and axiosphere of the future teacher-educator in general (Slashtenyn, 2003).

In addition, in order to implement the principle of interdisciplinarity in the line with the investigated issue, the system "Beginning" has been created in vocational education. It attracts students to a systematic method of thinking in which they develop the ability to synthesize knowledge from various educational fields. Further, it encourages their professional self-realization, self-education and creativity.

Conclusions

In short, it may be said that the current interest in the issue of values in education is due to an increasing understanding that positive changes in the society are indirectly dependent on similar changes in the system of vocational education, where the main criterion should be a professional preparation of teachers who understand the realities of the modern world and the priority of universal values. Such a specialist training should automatically involve kindergarten and elementary school teachers.

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