

DOI <https://doi.org/10.30525/978-9934-26-078-0-14>

FORMATION OF PEDAGOGICAL VALUES IN FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

Bartienieva I. O.

*Candidate of Pedagogical Sciences,
Senior Lecturer at the Department of Pedagogy
South Ukrainian National Pedagogical University
named after K. D. Ushynsky*

Nozdrova O. P.

*Candidate of Pedagogical Sciences,
Senior Lecturer at the Department of Pedagogy
South Ukrainian National Pedagogical University
named after K. D. Ushynsky
Odessa, Ukraine*

Modern society needs a teacher whose professional and pedagogical activities would correspond to new approaches to the organization of the educational process. In the study, we paid special attention to the axiological components of the teacher's professional activity, his professional values.

The purpose of our study was to determine the values of professional activity of future teachers of the New Ukrainian School in higher education, so we focused on the most complete, in our opinion, classification of pedagogical values, which was proposed by I. Isayev [2]. The classification was based on the idea of a comprehensive understanding of pedagogical activities as the basis of the teaching profession. Considering the values in the pedagogical process as a condition and result of professional activity, he noted the different levels of existence of pedagogical values and divided them into groups:

- 1) social and pedagogical;
- 2) professional-group,
- 3) individual-personal [4].

From the standpoint of our study were relevant professional-group values (a set of ideas, concepts, norms that govern professional and pedagogical activities in certain professional groups: for example, university, school, college).

Among the professional-group values, the scientist singled out:

1) values-goals – values that reveal the meaning and significance of the goals of professional activity of the teacher; values-means – values that revealed the importance of means of professional activity;

2) values-attitudes – values that reveal the meaning of attitudes as the main mechanism of functioning of holistic pedagogical activities;

3) values-knowledge – values that reveal the meaning of psychological and pedagogical knowledge in the process of pedagogical activity;

4) values-qualities – values that reveal the meaning and significance of the qualities of the teacher's personality (diversity of related individual, personal, professional qualities of the teacher's personality as a subject of professional and pedagogical activity, which were manifested in special abilities: the ability to be creative, the ability to design their activities and predict its consequences) [2].

We agree with this classification and taking into account the main components of the reform of general secondary education, laid down in the Concept of the New Ukrainian School, we will try to outline the professional values of the modern teacher.

Let's single out the areas of activity of the educational institution that directly relate to the professional activity of teachers and the values of their professional activity:

- 1) pedagogy of partnership;
- 2) new standards and learning outcomes;
- 3) a thorough process of education;
- 4) readiness for innovation [5].

The pedagogy of partnership provided for cooperation and open dialogue all participants in the educational process (students, teachers, parents) and was based on the principles of respect for the individual, tolerance, friendliness and positive attitude, acceptance and agreement of common rules and responsibilities, recognition of the values of family and student body. Accordingly, the values of the professional activity of the future teacher should be respect, acceptance, cooperation, sincerity, tolerance, support, family.

For example, the development of the heuristic level of creative activity of students in higher education institutions was facilitated by the organization of practical classes in a form close to a business game. Applicants were asked to solve various educational and creative tasks, which were connected by a single story line with the choice of behavioral strategy, action planning for three or four steps forward (students at the beginning of the lesson planned the result they were to achieve at the end certain tests).

Business games are «travel», «press conferences», «teleconferences», «competitions», «rings», classes-competitions, etc. The situation of reflection, as a mechanism for developing a certain business game, helped to form students' ability to coordinate their thoughts with the opinions of partners, developed a control and correction component of the cognitive sphere of thinking culture, flexibility and breadth of thinking, willingness to

intellectual risk (students had many ideas, were able and were not afraid to express them). These qualities and skills improved the reaction of the individual to the rapid and changing circumstances of life.

Such practical classes turned the learning process into an unobtrusive, almost imperceptible to the individual process: education became mainly self-education, education – self-education, development – self-development. There was a free search for self, self-knowledge and self-determination, which are the first steps to success in life.

The use of interactive teaching methods in the classroom introduced elements of research and search into the educational process; comparison of various facts, phenomena, positions, conclusions, helped the student to more clearly formulate their own point of view.

New standards and learning outcomes. At the center of the educational process in the New Ukrainian School is the personality, its needs, motives, previous experience, abilities, activity, intelligence, individual psychological characteristics and values. The organization of the educational process, which is focused on the formation of key competencies for life in the individual, requires new approaches to the organization of educational activities and to the assessment of learning outcomes.

This is the effective implementation of interactive, activity methods, group forms of work, as well as the use of various types of assessment of students' educational activities. Equality, justice, respect, openness, motivation and encouragement of the student, culture of trust acted here professional values.

The Concept of the New Ukrainian School pays special attention to the integrated approach. The introduction of integration into the educational process of higher education institutions has contributed to the solution of a number of important didactic problems: elimination of information overload in the learning process; consolidation and concentration of students' knowledge; aiming skills at the formation of independence and creativity of the individual; their orientation in the difficult conditions of modern life and the rational use of acquired knowledge.

We used integrated forms of organization of education in our higher pedagogical educational institution, which included: integrated lesson (presentation of educational topics, similar in content, logically interconnected, united by a leading idea, the implementation of which ensured the integrity of the lesson, increasing its cognitive value) ; integrated days (conducting a series of classes during the school day or weeks, which were subject to common educational and cognitive goals and objectives); project work (group and individual solution of complex pedagogical tasks by students, which involved the application of combined knowledge and skills from different disciplines).

The educational system combined the processes of learning and student activities, and an integrated approach to learning allowed to take into account this feature of learning by choosing the appropriate topics, selecting the content of new material, ways and means of mastering it.

Through the process of education. In the New Ukrainian School, the process of teaching and education is unified and indivisible. Every lesson, every kind of student activity is permeated with educational goals and values, is based on life experience. Here are important professional values of the future teacher, such as patriotism, dignity, responsibility, tolerance, traditions, culture and health.

Willingness to innovate. In the concept of the New Ukrainian School, as well as in the Law of Ukraine «On Education» the issue of academic freedom is sufficiently relevant, which gives teachers the right to choose forms, teaching methods, methodological support of the educational process, as well as freely develop their professional competencies. accessibility, openness, free choice [6].

Conclusions. The thorough process of education, readiness for innovation – these are the professional values of the teacher of the New Ukrainian School, which are humanistic in nature and concentrate a wide range of all spiritual values of society. It is proved that the professional values of a teacher should form a holistic system, only in this case they will be able to play the role of the main guidelines for his professional activity.

References:

1. Klochko A.A. Self-educational activity of a teacher as a pedagogical problem. *Pedagogy and psychology of creative personality formation: problems and searches*. 2005. Vip. 36. p. 266-273.
2. Mitina L.M. Psychology of professional development of the teacher. Moscow: Flinta, 1998. 200 p.
3. Vorotnikov I. Models of professional development of teachers in the reform of postgraduate pedagogical education. *Continuing professional education: theory and practice*. 2018. N 3-4. 200 p.
4. Asmolov A.G. Personality psychology: general psychological analysis. Ed. Center «Academy», 2002. 416 p.
5. Enikeev M.I. Psychological encyclopedic dictionary. Moscow: TC Welby «Prospect», 2006. 558 p.
6. Concept of the New Ukrainian School: <https://mon.gov.ua/ua/osvita/zagaina>.
7. Sidorenko V.V. Conceptual principles of the Ukrainian school: key competencies, educational results. *Pedagogy and psychology*. № 5. 2018.