PECULIARITIES OF THE FORMATION OF PROFESSIONAL AND VALUE ORIENTATIONS OF HIGHER EDUCATION INSTITUTIONS: PROBLEMS AND PROSPECTS

Юлія Лукашевич
кандидат історичних наук, доцент кафедри професійної освіти,
Університет Григорія Сковороди в Переяславі,
вул. Сухомлинського, 30, м. Переяслав,
Київська обл., Україна, 08401

Yuliia Lukashevych,
Candidat of Historical Sciences of the Department of Vocational Education
Hryhorii Skovoroda University in Pereiaslav,
30, Sukhomlynskoho Str., Pereiaslav,
Kyiv region, Ukraine, 08401

lukashevichyl551@ukr.net
ORCID: https://orcid.org/0000-0001-8336-3904

ABSTRACT

The theoretical questions and peculiarities of formation of worldview (value) orientations of future teachers of professional teaching at the higher educational establishments are researched. The growth of active social brightness of personality is a process of genesis of formation of new levels of life position, which allows the identification of new content in the existing teaching educational environment. This is why the phenomenon of education as an institution of approval, preservation and education of worldview (value) orientations requires in-depth analysis. The attention on training of professional teaching of educators in educational environments at the higher educational establishments, which should correspond to the practice of teaching and education, which is changing rapidly, to meet the goals and content of pedagogical education is accented. The professional thinking of a modern teacher includes not only conceptual-logical (epistemological, gnostic, cognitive), but also value aspects.

Worldview (value) orientations are a necessary element of personality formation of the future teacher of professional training, as they act as a system that determines the worldview, directions of pedagogical activity, activating the internal mechanisms of personality (needs, motives, interests).

Keywords: training of a teacher of professional teaching, educational environment at the higher educational establishments, phenomenon of education, new educational paradigm, value orientations.

Problem statement. Social and economic transformations in Ukraine, globalization challenges, orientation to the creation of a common European space demand significant changes in the system of higher education in particular, the creation of such an educational environment, that will provide spiritual and moral value orientations for an individual who is characterized by spiritual values and a high level of professional culture. Social and cultural situation in Ukraine has changed in recent decades and is reflected in many negative trends: an increase in intolerance and aggression in human relations, and a loss of life guidelines among a certain part of the youth. Taking this into account, institutions of higher education are intended to become a social institution that plays a leading role in the formation of a young person’s personality and the formation of his or her world view (value) orientations.

The strategic documents of the educational sector of Ukraine, particularly the Law of Ukraine «On Education», «National Strategy for the Development of Education in Ukraine for 2012-2021» focus on the need to establish a person-oriented approach in education, which involves not only the person’s assimilation of a certain amount of professional knowledge, abilities, skills, but also ensuring a harmonious balance of person’s creative and professional qualities. The future educator of professional training at a higher education institution must acquire properties that will get opportunities not only to
become a highly qualified specialist who is responsible for the performance of his duties and is able to make decisions independently, to form clear guidelines of life activity, and the ability to highlight true values. The solution of these complex tasks is impossible without the implementation of a value-based approach to the renewal of the university pedagogical education, without studying the problem of formation of value orientations of future educators of vocational training.

Economic, social and cultural changes objectively actualize the problem of creating a new paradigm. Not only the further survival and development of society but also future students' worldview, consciousness and values depends on solving this problem.

In modern conditions, the student youth is the main subject of reform and innovative development of higher education and society as a whole, therefore the problem of formation of worldview (value) orientations of future educators of professional training in the educational and educational environment of higher education institutions is becoming highly relevant.

The formulation of the goals of the article is to study the problem of the formation of worldview (value) orientations of future educators of professional training in the educational environment of higher education institutions.

Analysis of recent research and publications. Various aspects of the education philosophy and the peculiarities of the correlation of education with the values of education are analyzed in the works of modern Ukrainian and foreign philosophers V. Andrushchenko, M. Bakhtin, I. Bekh, P. Gershunskyi, P. Gurevich, M. Dmitrieva, E. Ilyenkov, M. Kagan, M. Konokha, M. Moklyak, O. Panarin, O. Punchenko, M. Romanenko, M. Tsybra, A. Chunayeva, V. Yadova.Modern researchers (O. Bondarevska, S. Vershlovskyi, V. Ginetsynskyi, V. Gubman, V. Hrynova, I. Zyazyun, I. Isaev, B. Likhachev, V. Lozova, M. Nikandrov, V. Slastyonin, etc.) expect that values are a prerequisite and result of education in the educational process. A significant scientific heritage of pedagogical profession values is represented in the national pedagogical opinion, in particular in the works of T. Butkivska, M. Vasylieva, I. Glazkova, V. Gubman, V. Hrynova, P. Ignatenko, V. Lektorskyi, E. Shiyanov, and others, where special attention is paid to professional and pedagogical training taking into account the conditions that actualize the subject position of students, their value orientations.

Not enough attention is paid to such an aspect as the feasibility of substantiating this problem in the possibility of using social and humanitarian disciplines in the process of formation of worldview (value) orientations future educators of professional training in the educational environment of higher education institutions in the context of the problem of the formation of worldview (value) orientations of future educators of vocational training in the educational environment of higher education institutions.

Results and discussion. A study of the formation of worldviews (values) orientations of future educators of vocational training showed that the attention of many scientists attracts the problem of returning to education values, particularly, values in institutions of higher education. The growth of active social brightness of the personality is a process of genesis of formation of new levels of life position, which allows to reveal new content in the existing educational environment. So, the phenomenon of education as an institution for the establishment, preservation and education of worldview (value) orientations requires further analysis.

A new educational paradigm was formed at the end of the 20th century. It is characterized by a fundamental revision of the very foundations of the educational process in the conditions of globalization. First of all, the new educational paradigm consists in the new formation of personal values based on humanism and is the main task of modern education. Economic, social and cultural changes objectively actualize the problem of creating a new educational paradigm. Not only the further survival and development of society but also future students worldview, consciousness and values depends on solving this problem. In modern conditions, the student youth is the main subject of reform and innovative development of higher education and society as a whole, therefore the problem of formation of worldview (value) orientations of future educators of professional training in the educational and educational environment of higher education institutions is becoming highly relevant.

The values of education cannot be established, they evolve together with the development of the content and technologies of education, together with the change of the socio-cultural environment
and the transformation of society. But as they change and refine, they do not change in their deep essence and global dimension, values are connected with the content and standards of education.

The new modern educator is defined as a person who doing teaching and educational work or develops problems of pedagogy (Kadievskaya, 2011: p. 2), is a professionally competent, creative, humane person who has a predominance of spiritual and moral qualities, a strong subjective opinion, and an individual style of activity (Beh, 2007: p. 11). As we can see, this interpretation provides the expansion of the functions and tasks of the pedagogical profession, that’s why scientists increasingly pay attention to the process of formation, development of psychological and pedagogical culture, creative abilities, value orientations of students - future educators. The attention is focused on such elements of teacher training as «culture» and «values», which are characterized as two interrelated components in the personality structure. As V. Lappo rightly emphasizes, value is an indispensable component of human culture, and «higher values are embodied in the creative activity of a person, directing the consciousness of the individual to them. This is the basis of spirit, spirituality as a system-forming quality of culture» (Lappo, 2014: p. 217)

The main feature of training a future educator at the higher education institution is the formation of not only a subject educator, but also the development of a mechanism for the formation of students’ value orientations, which are the reference point that determines the directions of professional activity.

The training of an educator of professional training in the educational and educational environment of higher education institutions should correspond to the rapidly changing practice of teaching, education, goals and content of pedagogical education. The professional thinking of a modern educator includes not only conceptual and logical (epistemological, gnostic, cognitive), but also value aspects.

The problem of training a future educator of professional education, who has a stable system of worldview (value) orientations, is determined both by the pedagogical activity and by modern transformations of national education and life. The requirements for the educator and the results of his or her professional activity are increasing, which determines the need for constant improvement of pedagogical education.

The modern development of higher education is made on the basis of increasing the role of the personal potential of the future specialist, humanistic priorities, strengthening the targeted orientation of higher education for the development of spiritual (cognitive, creative, moral) needs and value and meaning sphere of the future specialist. This is greatly facilitated by the implementation in practice of professional training ideas of individualization of the educational process, the development of subjectivity, reflectivity, creative and self-creative activity of future specialists.

Recognizing the readiness for professional self-improvement as an important component of general readiness for professional activity and emphasizing the need for professional assistance in its development, N. Shemygon high lights the leading patterns, principles and educational conditions of organization of students professional education and develops a complete system of professional support for their activity in self-education (Shemygon, 2014: p. 229).

According to V. Molodychenko (Molodychenko, 2009: p. 78), the main attention is paid to the importance of the coincidence of the logic of goal setting and the implementation of the professional process in higher education with the logic of the subject development of students, V. Molodychenko emphasizes the importance of personal and professional self-development as a system-forming factor of life and professional training, which ensures the formation of a subjective position of the future educator under appropriate conditions.

Modern researchers emphasize that it is important not only to accumulate knowledge, work experience, realize abilities, opportunities, but also value self-determination, meaning the formation of value orientations in the process of training future educators of vocational training. The solution of these issues by higher pedagogical education will ensure the continuous professional development of the educator, who is able to perceive new scientific and pedagogical thinking and activity. This can only be achieved by involving future educators in a system of values which is a symbiosis of universal and national assets. It is necessary to stimulate the student’s need to constantly improve his/her activity, to master new methods of pedagogical communication, to attract future educators to continuous general
cultural and professional improvement, development of the need for continuous self-education, «formation of the need for action, constant aspiration for professional growth» (Vasyanovych, 2009: p. 505).

It should be noted that issues related to human values are the most important in the field of human or social sciences. Thus, a holistic picture of human development as an individual and society as a whole is formed, and all other structures (spiritual, moral, social, political, and even economic) are created around it, and value orientations are defined. There are inevitable changes in case of their loss, even partial. They resemble a chain reaction and connect with all the above-mentioned spheres of social or spiritual life of society.

Thus, the orientation block of the model of the process of formation of ideological (value) orientations of future educators of vocational training includes:
- goals, the formation of worldview (value) orientations in the future educator of professional training in the educational and educational environment of a higher pedagogical educational institution is the leading one in it; theoretical and methodological approaches – axiological, personal-active, reflective.
- development and implementation of a special course of knowledge in the process of teaching social and humanitarian disciplines, which informs about professional values and is based on the basic concepts of pedagogical science at the same time; the use of dialogue technologies and ensure the effectiveness of the process of forming worldview (value) orientations of the future educator.

The effective block of the model of the process of formation of worldview (value) orientations of future educators of vocational training in the educational and educational environment of higher education institutions includes such a component as the formation of worldview (value) orientations, which is characterized by criteria, indicators and levels: levels of formation of worldview (value) orientations of the future educator: high, medium, low; criteria for determining the levels of formation of worldview (value) orientations: values-goals, values-knowledge, values-skills; values-quality (Lappo, 2018: p. 7).

Pedagogical conditions for the effectiveness formation of worldview (value) orientations of future educators of professional education are a complex of interconnected and mutually determined conditions of the process of orientation of the future educator on professional and pedagogical values, its implementation ensures the transition of the student to a higher level of their formation. The implementation of these conditions in the process of professional training of the future educator will contribute to: initiating the development of the subject position of future educators of professional training in the educational process; changes in the student's attitude towards themselves, environment; going from a passive, detached position to an active, transforming one based on changes in the personal system of worldview (value) orientations of future educators of professional training in the educational and educational environment of higher education institutions.

Determining the criteria and indicators of the levels of formation of worldview (value) orientations, we relied on the research of T. Butkivska, I. Kadijevska, V. Lappo, V. Molodichenka and others, which prove the need to classify value orientations according to certain groups. At the same time, such group scales are criteria for determining the value orientations of individuals. Based on this, the study’s diagnosis of worldview (value) orientations of future educators was made according to the pedagogical values identified in the theoretical section of this work, i.e., the criteria for the levels of formation of worldview (value) orientations were:
- values-goals (focus on the image of «I-professional»);
- values-knowledge (focus on mastering the system of professional and pedagogical knowledge);
- values-skills (focus on mastering the system of professional and pedagogical skills);
- values-qualities (focus on self-education and self-development of pedagogical qualities).
Conclusions. Worldview (value) orientations are an essential element of the formation of the personality of the future educator of vocational training, as they are a system that determines the worldview position, the directions of pedagogical activity, activating the internal mechanisms of the personality (needs, motives, interests). Formed professional and value orientations contribute to the value selection of objects of knowledge (pedagogical values) and determine the activity of a student - a future educator of vocational training with the help of assessments based on personal orientation.

Prospects for further research of the problem are related to furthering the conceptual analysis of worldview (value) orientations of future educators of professional education in modern conditions, the identification of individual differences in the manifestations of personal values, and the peculiarities of their formation among students. The need for such analysis leads to the search for adequate methods of diagnosis of this integral education in the context of holistic personal development of future educators and the theoretical justification of effective educational technologies for its formation.

REFERENCES

АНОТАЦІЯ
У статті досліджено теоретичні питання та особливості формування світоглядних (ціннісних) орієнтацій майбутніх педагогів професійного навчання в ЗВО. Доведено, що зростання активної соціальної яскравості особистості є процесом генезису формування нового рівня життєвої позиції, що дозволяє виявити новий зміст у наявному навчальному освітньо-виховному середовищі. Саме тому феномен освіти як інститут утвердження, збереження та виховання світоглядних (ціннісних) орієнтацій потребує поглибленого аналізу. Акцентовано увагу на підготовці педагога професійного навчання в освітньо-виховному середовищі ЗВО, яка повинна відповідати практиці навчання й виховання, що швидко змінюється, відповідати цілям і змісту педагогічної освіти. Професійне мислення сучасного педагога включає не тільки поняттійно-логічний (гносеологічний, гностичний, когнітивний), але й ціннісний аспект.
Світоглядні (ціннісні) орієнтації є необхідним елементом становлення особистості майбутнього педагога професійного навчання, оскільки виступають як система, яка визначає світоглядну позицію, напрями педагогічної діяльності, активізуючи внутрішні механізми особистості (потреби, мотиви, інтереси).
Ключові слова: підготовка педагога професійного навчання, освітньо-виховне середовище ЗВО, феномен освіти, нова освітня парадигма, ціннісні орієнтації.