

The study of the pedagogical values of the future elementary school teachers

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Abstract. The article contains the essential and substantial analysis of the concept of "pedagogical values", the different classifications of pedagogical values and the results of the experimental research of the pedagogical values of the students who are primary school to be. The authors answer the question whether the value of professional self dominant in the hierarchy of values students. The results of this study can be used by scientists, university professors, graduate students in solving problems of studying and training of teaching values of students.

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Introduction

The changes taken place in the social and economic fields of our modern society have led to the new requirements for a skilled teacher, who should be an up-to-date person of the modern formation with a wide spectrum of professional competences, able to realize new professional standards and labour conditions in an adequate way.

It is just such a specialist who will be able to fulfill his quality responsibilities in a skilled way and will differ with his high social and professional mobility.

To prepare teachers, ready to live and work in a rapidly changing society is a strategic task of the system of the vocational pedagogical education.

The basis of the personal and professional development of the future primary school teacher is pedagogical values.

Pedagogical values are formed during the development of the society, education, and fixed in teaching science as a kind of social consciousness in the form of specific conditions, samples and ideas.

The needs of the society, the school and the personality are changed, the pedagogical value are changed too.

The task of studying and creating the pedagogical values is recognized by us especially important.

The quality of the educational process depends on what a teacher draws his attention to, which values he considers to be priorities and especially important for himself and his pupil.

This is confirmed in the book "The Competence in The Modern Society" by J.Raven. He wrote: "The growth of competence is closely linked with the system of values. Therefore, the identification of the value orientations of the personality and the help for him clearly realize them, solve conflicts and the evaluation of alternatives is

the basis of any development program competence" [1].

The factors of the teacher's behavior which influence on the development of the children's creativity are marked out in Torrance's research works.

He attributes to them: the recognition of the value of creative thinking, the free manipulation of objects and ideas, the ability to give constructive information about the creative process, the ability to develop constructive criticism, to cope with the fear towards the evaluation and others [2].

A.G.Maslow in his book "The Farthest Limits of the Human Psyche" puts forward the thesis about the man's self-actualization: "The self-actualized people, one and all, passionate about something that does not directly relate with the pressing needs of their nature, something external to them. They are really devoted to a certain job, they are working on something that is very dear to them, and they are absorbed by some mission or devoted to serving, in the old religious meaning of this word. They follow the calling of their destiny, they really love their job that the painful choice <business or fun> does not exist for them. Self-actualization is a process, it assumes that every time when we are making a choice, we realize that it is worth being honest than saying a lie, that it is more honest not to steal than to steal, or, summing up, we make each our choice in favor of our personal growth. That means our step to self-actualization" [3, p.55].

In our opinion, the teacher will be successful only if he works hard on himself, follow the path of his personal growth, or, as Maslow wrote, if he is a self-actualized personality.

"How evolved the axiological potential University students, largely dependent on his professional life and the quality of its professional activity. Development of axiological potential of the

personality of the student assumes qualitative changes in value regard to training activities (formation of an integral and valuable Image of the world, to myself (formation of the Image of «I»), to the future professional work (designing Image of the future activities). This becomes a reality, if utilized values give students the knowledge, cooperation, creativity and self-realization the axiological orientation" [4,p.29].

Borodulin E.M., Portnov A.G., Kagan E.S. believe that "the competence of the person akmeologicheskaja teacher - an integrative personality characteristic that has a set of professionally important qualities for a teacher, has a high level of theoretical and practical training of scientific and pedagogical activity to the creative, able to communicate effectively with the students in the pedagogical process based on the use of modern technologies and uses these characteristics to achieve the best results in their professional activities" [5,p.9].

The study of the students' value orientations serves as a tool to find out the changes in the prospects of getting higher education, vocational training under the influence of social-economic changes taking place in the modern society.

The general direction of the reform of economic and social life in our country has significantly changed the situation in the higher education, in the system of life values, in choosing a job by young people.

All this has predetermined the choice of the theme of this study.

The aim of our study is to determine whether the pedagogical values are a priority for students - the future elementary school teachers.

To achieve this aim the following **research tasks** have been put forward:

1) the scientific and theoretical analysis of the problem of the pedagogical values using the works of Russian and foreign experts;

2) the study of the system of value orientations of the first year students-bachelors who are taught to the profile "Primary education" at the Institute of Psychology and Education of Kazan Federal University; determination of the place of the professional self-realization values in the hierarchy of students' values.

The research methods were defined by the aim and the tasks the problem taken for solution.

The authors have used a set of theoretical and empirical research methods in their research.

The theoretical methods: analysis, classification, generalization and comparison; the empirical ones: the study and synthesis of advanced

pedagogical experience, testing, pedagogical experiment.

The results of this study can be used by teachers, post-graduate students, the administration of secondary schools to solve the problem of studying and forming the pedagogical values of students and primary school teachers.

Methods

To study the value orientations of students - future teachers, we have used the methods of "Value orientations" by M. Rokich.

M. Rokich distinguishes two classes of values: terminal - the belief that the final aim of individual existence is worth seeking it; tool - the belief that certain activities or a virtueproperty of the personality is preferable in any situation [6].

This division corresponds to the traditional one into value-aims and values-means.

The methods of studying M. Rokich's value orientations are based on the direct ranking of the list of values.

A respondent is given two lists of values (each of 18).

He is asked to put a rank number to each value in his lists.

Main Part

In the philosophical dictionary values are defined as "a particular social phenomenon of the positive significance in the system of the social-historical human activity" [7, p.435].

I.Kant was the first who differentiated in the consecutive order and opposed the sphere of existence (actual) and predicted (valuable).

The value by I.Kant, "is the subject the existence of which is always an aim itself, not a means."

The concept of "value" used in modern science, is used to indicate the properties of objects and phenomena, as well as theories and ideas that serve the standard of quality and ideal which should be in accordance with social priorities of the development of culture.

Thoughts of a person, the meaning and value of human life and human activities were the key ones for many philosophers.

The most significant results of research in this direction can be found in V. Frankl's work "Man's Search for Meaning."

It is proved in this work that the "desire to seek and realization of the meaning of life by a human being is an inherent motivation common to all people and is a key driver of behavior and personal development" [8, p. 10].

The question is: what are the priority values in educational activities nowadays?

In our opinion, the highest value for the future teacher in his professional activity, regardless of time, should be the love to his job and students.

Lev Tolstoy wrote that the perfect teacher is one who combines in himself both love to job and love to the students.

However, to instill this value into the future teacher's consciousness of the, in the system of his personal guidance, a special work should be done in the teacher training institute.

Based on Carl Rogers's research, we believe that such a work should be founded on the formation of certain of future teachers that will be necessary in the process of interpersonal interaction with students.

Rogers identifies three such basic purposes [9].

The first of these purposes called an authenticity means an openness of a teacher to his own thoughts and feelings, the ability to transfer them in interpersonal communication with students.

The second one described by the terms "approval", "acceptance", is a teacher's inner confidence in the opportunities and abilities of each student.

The third one is "empathic understanding."

It is expressed in the teacher's vision of each student's inner world and behavior from the student's internal position, as if the teacher sees by student's eyes.

It should be marked that the problem of values occurs in any sphere of human activity, as well as in any science about a man.

As far as pedagogy and teaching activity are concerned, according to the researchers, values like aims in education, upbringing and self-development of a person have recently undergone some changes.

V.A.Slastenin understands the values of the educational activities like this: "those features that allow the teacher to enjoy their material and spiritual needs, and serve as a guide to his social and professional activity which is aimed to the achievement of the socially important humanitarian purposes" [10, p. 241].

V.A.Slastenin offers the following groups of values of teaching activities:

"Values deal with the affirmation in the society, in close social environment (social importance of the teacher, the prestige of his professional activities, recognition of relatives, friends, etc.);

values deal with the satisfaction of the needs of communication (constant work with children, children's love and affection, ability to communicate

with interesting people, parents, colleagues, exchange of spiritual values, etc.);

values deal with self-improvement (opportunities to develop creative abilities, initiation to the spiritual culture, hobbies, a favourite subject, an opportunity to improve knowledge, etc.);

values associated with self-expression (creative and various kinds of teacher's work, romance and thrill of teaching activities, the opportunity to re-educate "difficult" children, accordance of the teaching activity interests to abilities of the person, etc.);

values deal with utilitarian-pragmatic needs (possibilities of self-affirmation, interpersonal communication, career and promotion, a long vacation, etc.) "[10, p. 241].

Among the priority values of pedagogical activity (on the basis of dominance) V.I.Andreev highlights:

a) social: the importance of pedagogical work, the responsibility of a teacher before the students, parents and society, expansion of the opportunities of the teacher's creative self-realization;

b) psychological: the ability to co-creation with teachers, colleagues and children, self-assertion in pedagogical communication, love for children, the possibility of self-realization of their creative ideas, disclosing of his or her individual personality;

c) professional and pedagogical: the ability to learn new methods and techniques of training and education, unlimited professional growth and self-improvement of pedagogical skills "[11, p.45].

The system of value orientations determines the content side of the orientation of the individual's ideas is the basis of his relationship with the world, towards other people and himself, the basis of ideology and the motivation of vitality, the point of life activity, life concept and the "philosophy of life."

To study the value orientations of students - future teachers, we have used the methods of "Value orientations" by M.Rokich.

We have carried out our experimental work in the groups of the first year students of the profile "Primary education" at the Institute of Psychology and Education of the Kazan Federal University.

53 first year students took part in the experiment.

The respondents were given two lists of values (terminal and instrumental values from the methods "Value orientations" by M.Rokich). Each list contains 18 ones in an alphabetical order.

The students had to put a rank number to each value (rank values goals and values-means).

Based on the idea of our study, we paid our attention to the position of the group of the

professional self-realization values in the hierarchy of values.

We have included the following values in the professional self-realization ones, which are presented in Table 1.

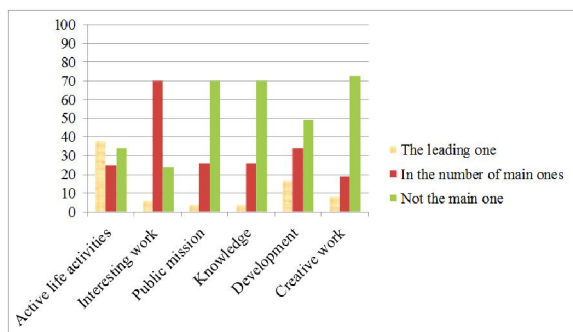
Table 1. Values in the professional self-realization

Terminal values	Instrumental values
1. Active life activities (completeness and emotional richness of life)	1. Independence (the ability to act independently, resolutely)
2. Interesting work	2. Education (breadth of knowledge, high general culture)
3. Public mission (the respect of people around, collective, co-workers)	3. Responsibility
4. Cognition (the ability to expand the educational horizons, intellectual development)	4. Self-control
5. Development (work on yourself, permanent physical and spiritual perfection)	5. Wide outlook (the ability to understand another's point of view)
6. Creation/ Creative work	6. Effectiveness in activities (diligence, productivity in work)

Interpretation of the data:

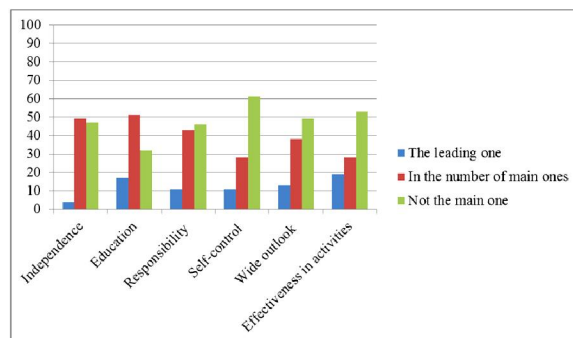
Rank number	Interpretation
1-3	"the leading one"
4-9	"in the number of main ones"
10-18	"not the main one"

The results of testing of the first year students reflected in the histograms 1, 2.



Pic.1. The results of the study of the first year students' value orientations (terminal values)

The analysis of the hierarchy of values of this unit allowed us to find out whether the professional self-realization values are dominant in the general hierarchy of values.



Pic.2. The results of the study of the first year students' value orientations (instrumental values)

According to our survey, the following terminal values are included in the category of "the leading":

active life activities - 20 students (38%),
interesting work - 3 students (6%),
public mission - 2 students (4%),
knowledge - two students (4%),
development - 9 students (17%),
creative work - 4 students (8%).

The following instrumental values are the leading ones:

independence - 2 students (4%),
education - 9 students (17%),
responsibility - 6 students (11%),
selfcontrol - six students (11%),
wide outlook - 7 students (13%),
efficiency in activities - 10 students (19%).

According to the results of the study at the first stage of the experiment only two students (4%) have chosen all the components of the selected unit of the terminal values as basic ones and 8 students (15%) have chosen practically all the components of the selected unit of the instrumental values as basic ones.

We can make a conclusion that the unit of the professional self-realization values we are interested in is not dominant in the general hierarchy of values of the first year students.

Conclusion

Being the most important source and mechanism, the system of the value orientations determines the spiritual core of the person, expresses his attitude towards the world and himself, a lifelong perspective, the "vector" of personality development.

The basis of personal and professional development of primary school teachers is pedagogical values.

The aim of our study was to identify whether the pedagogical values are of a priority for the students - bachelors, future elementary school teachers.

The tasks of the study is fully realized:

1) the scientific and theoretical analysis of the problem of the pedagogical values is given based on the works of the Russian and foreign experts;

2) The system of value orientations of the first year students of the profile "Primary education" of the Institute of Psychology and Education of the Kazan Federal University is studied; the position of the professional self-realization values in the hierarchy of students' values is defined.

We can make a conclusion that the unit of the professional self-realization values we are interested in is not dominant in the general hierarchy of values of the first year students.

The leading psychologists point out that the awareness of their own individuality; uniqueness and difference from others are the main thing for young people at the age of 17-19.

Therefore in youthful years the friendship plays huge role. She acts sometimes as a peculiar form of psychotherapy, allowing the young man to express feelings overflowing it and to get the support necessary for self-affirmation. By it is explained that in hierarchy of terminal values at students the leading place is taken by presence of good and loyal friends, health, self-confidence.

New growths of youthful age cover informative, emotional, motivational, strong-willed spheres of mentality. They are shown and in structure of the personality: in interests, requirements, tendencies, in character.

The meaning of the life is a major new growth of student's youth. I. Kohn notes what exactly during this period of life a problem of meaning of the life becomes globally comprehensive taking into account near and far prospect [12].

Also important new growth of youth is emergence of vital plans, and in it installation on conscious creation of own life as manifestation of the beginning of search of its sense is shown.

In youth of people seeks for self-determination as the personality and as the person included in a social production, in work. Profession search - the most important problem of youth. Taking into account above stated we define the main areas of work, directed on formation at students of values of professional self-realization which assumes:

1) personal the focused approach in training of students in higher education institution and their professional formation;

2) regular maintaining individual cards of the students considering a trajectory of personal development everyone;

3) personal the focused approach to carrying out student teaching of students 1-4 courses of a bachelor degree;

4) change of the content of educational work of curators of the groups including in the plan of work of conversation, round tables, meeting with the best teachers of elementary school;

5) psychology and pedagogical escort of students at all stages of their training in higher education institution.

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