Methods of forming a responsible attitude to the system of professional values in future teachers

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Abstract

The article describes the method of forming a responsible attitude to the system of professional values in future teachers. The essence of a responsible attitude to professional pedagogical activity is manifested in: the future teacher's awareness of the value of his profession, his own place in the professional environment, the formation of motives for professional behavior; the teacher has integrated subject and psychological-pedagogical knowledge, formed professional abilities and skills, experience in the practical implementation of professional activities; skillful organization by the teacher of his activity and effective management of it; the teacher's abilities to analyze pedagogical situations and pedagogical reflection; feelings of satisfaction from the results of pedagogical activity, striving for creative implementation of the teacher's duties and overcoming difficulties on the way to professional development. In the process of teaching the educational disciplines «Pedagogy», «Methodology of educational work», «History of pedagogy», «Fundamentals of pedagogical mastery», the methodology of forming a responsible attitude to the system of pedagogical values in future teachers was introduced. The requirements for the teacher's professional competencies were analyzed on the basis of modern documents on education. We determined the content of the educational material, identified semantic connections between its elements. The development of the procedural component consisted in the study of professional experience, the performance of cognitive and practical tasks. In the process of organizing educational activities, both traditional (lectures, practical, laboratory classes) and interactive (group work, business games, problem-based learning, project method) forms of work were introduced.

Keywords: responsible attitude, system of pedagogical values, future teachers, methods of formation a responsible attitude to the system of pedagogical values
Методика формування в майбутніх педагогів відповідального ставлення до професійних цінностей
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Анотація
У статті розкрита методика формування відповідального ставлення до системи професійних цінностей у майбутніх педагогів. Сутність відповідального ставлення до професійної педагогічної діяльності проявляється в: усвідомленні майбутнім учителем цінності своєї професії, власного місця у професійному середовищі, формуванні мотивів професійної поведінки; наявності у педагога інтегрованих предметних та психолого-педагогічних знань, сформованих професійних умінь та навичок, досвіду практичного здійснення професійної діяльності; вміння організувати педагогом своєї діяльності та ефективного управління ним; здібності учителя до аналізу педагогічних ситуацій та педагогічної рефлексії; відчутті задоволення від результатів педагогічної діяльності, прагнення до творчої реалізації обов'язків вчителя та подолання труднощів на шляху до професійного розвитку.

У процесі викладання навчальних дисциплін «Педагогіка», «Методика виховної роботи», «Історія педагогіки», «Основи педагогічної майстерності» впроваджували методику формування відповідального ставлення до системи педагогічних цінностей у майбутніх учителів. Були проаналізовано вимоги до професійних компетентностей учителя на основі сучасних документів про освіту. Ми визначили зміст навчального матеріалу, виявили смислові зв'язки між його елементами. Розробка процесуальної складової полягала в вивченні професійного досвіду, виконанні пізнавальних та практичних завдань. У процесі організації навчальної діяльності впроваджували як традиційні (лекції, практичні, лабораторні заняття), так і інтерактивні (групові роботи, ділові ігри, проблемне навчання, метод проектів) форми роботи.

Ключові слова: відповідальне ставлення, система педагогічних цінностей; майбутні учителі; методика формування відповідального ставлення до системи педагогічних цінностей

Problem statement. Globalization processes, leading to the convergence and interpenetration of scientific, educational, and cultural contexts, bring to the forefront the issue of the quality of professional preparation of future teachers. The implementation of a professional standard, outlining a broad range of professional and cultural competencies, urges the formation of a specialist's personality who meets the new requirements of professional activity. Accordingly, we consider the harmonization of professional training and professional-cultural development of the future expert as an essential component of professional education.

At the organizational and pedagogical level, it is necessary to take into account the personal qualities, resources, and educational opportunities of the learners, which determine the success of their future professional activity. These pedagogical recommendations are closely aligned with competency-based, cultural, axiological, and individual-activity approaches [11]. Therefore, it is pertinent for higher education instructors to focus on the value-semantic component of the professional preparation of future teachers. One aspect of this direction is the process of activating a responsible attitude of learners towards the system of values in pedagogical activities.

Analysis of Recent Research and Publications. Modern pedagogical understanding of the teacher's professional activity, based on value orientations, largely relies on the achievements of pedagogical theory (G. Ball, I. Bekh, O. Bida, S. Honcharenko, M. Hryniova, I. Ziuziun, A. Ivanchenko, V. Kremen, N. Kuzmina, V. Moljako, A. Ramm, V. Rybalka, A. Sbruieva, S. Sisoieva, M. Soldatenkov, M. Yarmachenko, and others). In the domestic science, there are various approaches to studying responsibility: psychological-pedagogical (Z. Borysova, Zh. Zavadska, L. Shevchenko), socio-psychological (L. Sukhinska, T. Sydorova), and role-based (N. Holovko, A. Plakhotnyi, S. Anisimov, A. Gryadunova).

In the context of our scientific interests, we focus on pedagogical values as one of the determinants of person-
al-professional and cultural development of higher education learners during their studies at institutions of higher education.

**The aim of the article** is to outline the methods of forming a responsible attitude towards the system of pedagogical values in future teachers during the study of pedagogical disciplines.

**The concept of «values»** is the subject of scientific research in the fields of sociology, psychology, ethics, and pedagogy. O. Lethun, synthesizing various approaches to defining this concept, identifies the following components: awareness of values, meaning that values are normative forms of people's life orientations, socially significant regulators of human activity, as specific evaluations and stereotypes that help individuals think and act in the socio-economic environment; embodiment of values in human life in various forms, whether tangible or ideal (spiritual) values; the opposite direction of values on one hand, and their interconnection on the other, as ideals with reality; the involvement of values in the evaluative and meaning-making activity of individuals [4].

The scientific-theoretical analysis of the definition of «value» indicates various approaches to its understanding, which allows us to determine the following essential characteristics [2]:

- Philosophical interpretation identifies values with a new idea that serves as an individual or social guideline; values are perceived as subjective images and are expressed through certain life conceptions, synonymous with cultural and historical standards, and associated with a specific lifestyle. Values are seen as spiritual foundations that give meaning to human life, organizing reality according to ideals, standard evaluations, and universally recognized norms.

- Psycho-pedagogical concepts consider values as conscious general content formations that determine a person's attitude towards different spheres of life activity (personal, professional, socio-cultural). They are relatively stable, forming an individual's moral position. Thus, the values of each person become concepts and convictions that determine the direction of their behavior, prompt action, define the characteristics of emotions and relationships, and involve the understanding of generalized social experience that individuals gain during their development, which depends on the socio-cultural and educational conditions of the surrounding reality.

An important aspect of the studied problem is the thesis about the interdependence of society's values, individual professional communities, and the value orientations of specific individuals [12].

The specificity of the contemporary understanding of the phenomenon of responsibility lies in the fact that it is considered not only as a characteristic that is essential for performing a certain type of activity but also as a necessary characteristic of human life in general, as the most important life principle of modern individuals, without which the self-preservation of humanity is impossible (H. Jonas) [3].

An individual who is capable of taking responsibility for events in their life proves to be better adapted than one who seeks to blame external circumstances.

The concept of «responsible attitude» is narrower than the concept of «responsibility» A responsible attitude is a person's position that determines the regulation of reactions and the volitional implementation of activities concerning external factors. This conclusion is reached by analyzing modern scientific interpretations of the concept in the aspect of a responsible attitude towards certain contexts of individual activity: attitudes towards life [6], health, nature [5], and education [1].

We believe that the process of forming a responsible attitude towards the system of pedagogical values in future teachers is especially important in the context of educational reforms and the implementation of the ideas of the New Ukrainian School in educational practice.

The methodology for forming a responsible attitude towards the system of pedagogical values in future teachers is based on a complex of pedagogical disciplines, including «Pedagogy» «Methods of Educational Work» «History of Pedagogy» «Foundations of Pedagogical Mastery» and methods of teaching specialized subjects. The content of these disciplines is characterized by didactic, methodological, and developmental opportunities in the context of forming a strong positive motivation in higher education learners to master the profession. These disciplines, as part of the basic cycle, are oriented towards the professional and cultural development of future teachers [8].

During the study of pedagogical disciplines, both traditional forms of educational sessions and non-traditional ones were applied. For example, during a lecture-discussion, the instructor asked preliminary questions such as «What influenced your choice of the teaching profession?», «In your opinion, what can be considered a professional teacher?», «What position does the teaching profession occupy in the ranking of 'Most significant for society'?». The focus was on ethical culture as an essential component of the pedagogical profession. In practical classes, students worked on developing their communicative skills, as well as improving their communicative abilities and language skills in the Ukrainian language. Exercises like the «Informational Labyrinth» were conducted during which students provided definitions of various pedagogical terms and interpreted the main features of the teaching profession [7].

During group discussions, students independently prepared presentations on the topic «Teacher's Code of Ethics» Each group presented and defended its opinion in the context of the announced theme. After the presentation, students answered questions from «opponents» and the instructor; then, they summarized and formulated the general principles of the «Teacher's Code of Ethics» In the process of this activity, most future educators noted that these principles are associated with the work of all individuals engaged in pedagogical activities. At the initiative of one of the groups participating in the discussion, a project called the «Teacher's Oath» was
created. Undoubtedly, such creative work done by students has a reflective character and contributes to the formation of professional values.

In our opinion, the integration of humanitarian disciplines is valuable as it contributes to creating a comprehensive understanding of the studied phenomenon. For example, students majoring in philology, during the study of the topic «Components of Pedagogical Mastery of the Teacher» in the course «Foundations of Pedagogical Mastery» explored the humanistic orientation of the profession using examples from works of Ukrainian literature that presented instances of teachers’ professional activities. Future teachers actively shared their impressions during this activity.

During pedagogy classes, business games were actively used with the aim of solving various pedagogical tasks. Participants of the game assumed specific roles, such as facilitator (instructor or student), leaders (presenters representing different opinions), experts (pedagogy department instructors), assistants (helpers to the leaders), provocateurs (students posing provocative questions, pointing out negative facts or controversial issues), recorders (participants who recorded the course of the discussion), and evaluators (students providing objective assessments of presentations, discussions, or decisions) [10].

The use of the case study method during laboratory and practical sessions facilitated the development of critical thinking and the ability to express one’s own position and opinions. It also helped students acquire skills for making alternative decisions in non-standard situations.

Furthermore, future teachers developed communication skills, including active listening, reasoned expression, counterarguments, self-assurance, and conviction that they could professionally solve problems in practical situations. Students became more prepared for self-assessment, reflection, and self-correction of their individual communication styles. It is worth noting that future teachers attended such sessions more willingly and, as a rule, showed great enthusiasm, actively engaging and finding the experience enjoyable.

Through active participation, students underwent sessions using the case study method. During one of these sessions, video recordings of lessons from different subjects were presented, and various aspects of participants’ behavior were discussed. Additionally, education seekers were asked to analyze the adherence to the teacher’s ethical code in the American films «Dead Poets Society» and «The Emperor’s Club» The students concluded that the male teacher portrayals depicted in the films serve as role models for every young teacher. After this exercise, during the reflective stage, future teachers expressed the view that an ethical code is essential for modern educators. Adhering to pedagogical tact, applying methods and techniques of educational influence that work in any unpredictable pedagogical situation – all of this is necessary for a teacher’s proper work in a school [9].

In our view, the form of interaction through discussion among participants in the educational process fosters their communicative and interactive culture. It teaches them to behave purposefully yet respectfully, to present arguments and counterarguments, and to be capable of abandoning their erroneous judgments while maintaining tolerance towards others’ opinions. Undoubtedly, this effectively contributes to the formation of all components of the future teacher’s ethical culture.

As for the advantages of the «brainstorming» method, it is important to highlight the promotion of creative thinking. Idea generation occurs within the framework of a clear procedure and a comfortable creative atmosphere. The method activates the participation of all process participants, making them feel equal and involved in the process of generating and discussing ideas, breaking free from conventional thinking patterns, thus avoiding stereotyping and leading to productive ideas.

The implementation of the methods mentioned above has changed the nature of intra-group communication: the focus shifted from individual connections (teacher’s question - student’s answer) to involving the majority of students in discussing the posed questions. During the creative portfolio work, there was interaction between the instructor and students, characterized by consultations, discussions of works, information, and data. Presenting the portfolio to the group served as a creative report after studying the discipline.

The reflective component of the sessions is especially important. For example, within the framework of a seminar on «Moral Education» students were asked to write down the values they considered most important in pedagogical activities. The records were then shared with everyone, and the students were tasked with arranging them in order of importance for successful professional practice.

To stimulate motivational and cognitive activity among students, besides appropriate educational methods, the method of creating tasks for checking the knowledge of their peers independently was used. We concluded that while preparing these test tasks, education seekers had the opportunity to practice and review the learning material additionally. Moreover, they could experience being a teacher themselves, demonstrating personal qualities. Undoubtedly, such forms of organizing educational activities contribute to the development of creative activity in future educators and, consequently, motivation to acquire the knowledge, skills, and abilities necessary for their future professional work. It also fosters the development of personal qualities such as tolerance, empathy, tactfulness, and more.

During a laboratory session on the topic «Pedagogical Technique in the Structure of Teacher-Pedagogical Communication» students had the chance to demonstrate their knowledge and communicative skills gained in the subject «Speech Culture». This task seemed interesting. They were asked to watch a video clip titled «This is So Similar to a Teacher» which contained phrases violating ethical norms of the profession. The students had to replace these phrases while retaining the content of the statements.
It is essential to emphasize that the completion of studying the discipline «Fundamentals of Pedagogical Mastery» did not mark the end of the work on developing professional competencies. The joint analysis of the achieved level and setting new goals became an effective stimulus for most education seekers to self-improvement. Further discussions of these matters took place through individual consultations, utilizing students' portfolios.

As part of extracurricular activities, future teachers participated in the «I Want to Know Everything!» intellectual competition. Curator hours were conducted on topics such as «Behavioral Culture in Higher Education Institutions» «How to Become a Successful Student» and «Features of Student Subculture» A significant stage in shaping a responsible attitude towards the system of pedagogical values in future teachers was the «Pedagogical Marathon» and the student scientific conference dedicated to the anniversary of V. Sukhomlinskyyi's birthday.

**Conclusion.** Therefore, the presented methodology for developing a responsible attitude towards the system of pedagogical values in future teachers within the educational space of higher education institutions is an organized set of traditional (lectures, practical and laboratory sessions) and innovative (brainstorming, role-playing games, case studies, etc.) forms and methods of work. This organization of the educational process reflects a gradual transition from the ability to act in various situations based on initial concepts of the system of pedagogical values, often intuitively, to the readiness of future teachers to carry out independent activities guided by ethical principles and norms in professionally oriented situations.

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