

The Formation of the Pedagogical Values of Future Primary School Teachers at the University

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Abstract

The relevance of this study is due to the search and identifying of effective pedagogical conditions of formation of the modern student, future teacher of primary school, priority orientations on spiritual and moral values of teaching activities, to practical necessity of formation of pedagogical values of a specialist in the field of primary education and the development of a methodological model of the formation of the pedagogical values of future primary school teachers. The purpose of this article is to reveal the essential characteristics of pedagogical values in modern conditions, the identification and justification of pedagogical values of future primary school teachers as the basis for his professionalism, the development of the methodological model of the formation of the pedagogical values of the future specialist in the field of primary education. A leading method of this problem study is a pedagogical experiment (ascertainment, formation and control stages) as well as the method of expert estimations, statistical processing of the quantitative results of the study, testing students, monitoring of their activities. The main results of the research are revealing of essential characteristic of pedagogical values identifying and justifying of pedagogical values of future primary school teachers, elaboration of methodical model of formation of pedagogical values of the primary school teachers. The article can be useful for teachers of higher educational institutions interested in the problem of ways and methods of forming the pedagogical values of students, leading to high achievements in pedagogical activity.

Keywords: student of bachelor's degree, teaching values, teaching model, professional competence, the teacher of primary school

1. Introduction

1.1 Relevance of the Problem

According to C. A. Slastenin, "pedagogical values are those features that allow you not only to meet the needs of the teacher, but also serve as landmarks of social and professional activity aimed to achieving the humanitarian goals" (Slastenin, 2007).

The system of pedagogical values includes:

- Values associated with the approval of the personality of its role as a social and professional environment;
- Values that satisfy the need to communicate and extend its range;
- Values, focusing on the development of creative individuality;
- Values, which allowed for self-realization;
- Values, which give the opportunity to meet the pragmatic needs (Slastenin, 2007).

Pedagogical values are humanistic in nature and essence, as the meaning and purpose of the teaching profession are determined by humanistic principles and ideals.

A. C. Kiryakova notes that "the orientation process is complicated, contradictory and at the same time, naturally, developing by a "spiral". The author identifies 3 phases of the orientation process (Kiryakova, 1998):

1st phase—Assignment of society values by individuality (phase of beliefs formation).

2nd phase—Conversion of personality based on the values assignment (self-knowledge, self-identity, formation of "me-image").

3rd phase—Forecast, goal-setting, design (the system of value orientations, the hierarchy of values).

N. A. Astasheva allocates the following sequence of actions of the teacher in the context of interiorization of the students values: “the inclusion of value objects into the process of education—presentation of the values of the individuality—providing of “subject-object” connection—calling of emotionally positive reaction—fixing this reaction—generalization of relationship—awareness of the value—correction of value relations on the basis of existing ideas about the ideal level values” (Astashova, 2002).

Kalimullin and Gabdilkhakov (2014) investigated the “dependence of the creative activity of students on the creative potential of teachers” (Gabdulkhakov, 2014).

1.2 Explore Importance of the Problem

The concept of “Personality of the child” and “I am a professional” in the mind of the teacher are interrelated. Values-goals reflect the national education policy and the state of pedagogy. Values-means or instrumental values are factors of pedagogical activity. They are formed as a result of mastering the theory, methodology and pedagogical technologies, providing a basis for vocational teacher education. In this regard, values- tools are divided into 1) values-relationships, 2) values-qualities, 3) values-knowledge (Bulycheva, 2012; Gabdulchakov & Yashina, 2014; Mokeyeva et al., 2015; Vlasova et al., 2015).

The first reflect the relationship of the teacher to himself as to a professional and personality (“Me-real”, “Me-a retrospective”, “Me-ideal”, “Me-reflexive”, “Me-professional”). The second (they have the “highest rank”) is an expression of professional and personal qualities of the teacher, role functions. Third (values-knowledge) include psychological and pedagogical knowledge, and their awareness by the teacher.

Thus, the possibility of the different approach to the analysis of efficiency of the personal approach is offered and tested in practice in modern science. By readiness for future pedagogical activities it is divided into three components: training, social and cultural.

2. Materials and Methods

2.1 Objects of the Study

The study was solved the following tasks: 1) selection of the experimental group students; 2) arranging of professional motivational training with students of the experimental group; 3) comparison of value orientations of students 1 and 2 courses of the experimental group in the process of formation of pedagogical values; 4) analysis of results of experimental work, evaluation of the effectiveness of the system of formation of professional values of undergraduate students profile “Primary education”.

2.2 Theoretical and Empirical Methods

A variety of different methods were used to test the hypotheses which were complementary to each other.

Theoretical- analysis of the works of literary critics, teachers and psychologists on the issue of research; analysis of methodical and educational literature; theoretical analysis of the main provisions of the proposed method, on the basis of the hypothesis of the study; theoretical justification of the educational model of the pedagogical values formation of undergraduate students; study and synthesis of innovative pedagogical experience, analysis, synthesis;

Empirical—observation studies, ascertaining and forming pedagogical experiment, questionnaires, tests, interviews, analysis of results of experimental work.

2.3 Stages of the Research

The study was carried out at three stages.

At the first stage we created the experimental playground at the Institute of Psychology and Education, of Kazan (Volga region) Federal University, monitored the activities of the of 1 year undergraduate students of “Pedagogical education” profile of “Primary education”; arranged questioning and conversation with students; established the level of formation of pedagogical values, carried out the testing research themes at the initial stage of ascertaining experiment.

At the second stage was refined and adjusted theoretical concept of the study, was arranged a mass training experiment in two groups of 1 and 2 year undergraduate students (53 people) of “Pedagogical education” direction of “Primary education” profile.

At the third stage we conducted the analysis, generalization and systematization of the data, the design of the study; carried out the testing of the research themes of the publications and speeches of authors in scientific

conferences

2.4 Basis for Research

The basis of the study was the Institute of pedagogy and psychology of Kazan (Volga) Federal University.

2.5 Evaluation Criteria

Evaluation of the effectiveness of professional values formation system of undergraduate students of Primary education was made using the following criteria:

- The level of formation of terminal values as a measure of the degree of psychological development of future specialists;
- The level of development of instrumental values as an indicator of the quality of training.

2.6 The Course and Description of the Experiment

We carried out an experimental work over the problem of pedagogical values of undergraduate students since October 2013 till December 2014. The Main goals of this research were: studying of the value orientations system of undergraduate students (53 persons) in profile “primary education” of Institute of pedagogy and psychology in KFU ; determination of values places of professional self-realization in the hierarchy of students’ values; carrying out of systematic work aimed to formation of pedagogical values of students.

The values orientation system determines the content of value orientations of the person and forms the basis of his attitude to the world, to other people, to himself, the basis of ideology and the core motivation, vitality, life concepts and philosophy of life.” For the study of value orientations of students - future teachers, we used the technique of “Value orientations” M. Rokich.

Respondents were offered 2 lists of values (Terminal and instrumental values of technique “value orientations” by M. Rokicha) each including 18 values all in alphabetical order. The students had to assign to each value rank number (rank values-aims and values-means).

Based on the purpose of our study, we paid attention to a location of group values professional fulfillment group values in the hierarchy of values. In the block of professional self-realization values, we have included the following values, which are presented in Table 1.

Table 1. The bloc of professional self-realization values

Terminal value	Instrumental value
1. Active life (emotional fullness and richness of life)	1. Independence (the ability to act independently, confidently)
2. Interesting work	2. Education (latitude knowledge, high culture)
3. Public vocation (respect for others, team mates of work)	3. Responsibility
4. Knowledge (the ability to extend their education, knowledge, intellectual development)	4. Self control
5. Development (work on oneself, the continuous physical and spiritual perfection)	5. Latitude views (the ability to understand the other person’s point of view)
6. Creativity	6. Effectiveness (being hardworking, productivity at work)

Table 2. Interpretation of data

Rank number	Interpretation
1-3	“is the leading”
4-9	“one of the major”
10-18	“not the main”

The test results of the 1st year students are reflected in tables 2,3.

Table 3. The results of value orientations study of the 1st year students (terminal values)

Rank number	Interpretation	Number of students
1-3	“is the leading”	2
4-9	“one of the major”	34
10-18	“not the main”	17

Table 4. The results of value orientations study of the 1st year students (instrumental values)

Rank number	Interpretation	Number of students
1-3	“is the leading”	8
4-9	“one of the major”	31
10-18	“not the main”	14

Analysis of the hierarchy of values of this bloc allowed us to determine whether the block of professional self-realization values is dominant in the overall hierarchy of values or not.

Analysis of the hierarchy of values of this block allowed us to determine whether the block of professional self-realization values is dominant in the overall hierarchy of values or not.

According to the results of our research, the following Terminal values are in the category of “leading”:

Active life—20 students (38%)

Interesting work—3 students (6%)

Public recognition—2 students (4%)

Cognition—2 students (4%)

Development—9 students (17%)

Creativity—4 students (8 %).

Following instrumental values are leading:

Independence—2 students (4%)

Education—9 students (17%)

Responsibility—6 students (11%)

Self control—6 students (11%)

Being open-minded—7 students (13%)

Effectiveness—10-students (19 percent).

According to the results of the study at the initial stage of the experiment, almost all components from the selected block of terminal values are basic only for 2 students (4%); and almost all the components from the selected block of instrumental values are basic for 8 students (15%).

We can make the conclusion that the block of professional self-realization values which we are interested in is not dominant in the overall hierarchy of values among the 1st year students.

Further, we have carried out systematic work aimed at formation of pedagogical values of students in three areas.

Due to the first direction of experimental work students were offered individual tasks during the studying of the course “children literature”, which allowed each student to do his own project.

Those projects were presented by the students at the seminar, which allowed students to understand the need of mastery of such special skills as reflective analytical and methodical skills. Topical lectures on discipline “kid’s literature” have created the necessary psycho-pedagogical conditions for formation of pedagogical values for the 2nd year students. Method of presentation of the course material is aimed to the formation of students’ research skills, skills of analysis and synthesis of the material, the ability to compare and contrast, to advance their own ideas and defend them.

Due to the second direction of experimental work after completing the course “children literature”,

undergraduate students prepared a script of the extracurricular activity “children’s folklore Games.” The purpose of the event was: 1) to teach how to organize their own activities, identify methods for solving professional tasks, to assess their effectiveness and quality; 2) to search, analyze and evaluate the information required for raising and resolving professional objectives, professional and personal development; 3) to use information and communication technologies to improve professional practice; 4) to work in a team and interact with team members. The event showed formed occupational and reflective analytical skills, developed students’ creativity, ability to work in a group, in a team.

Special work on teaching values was focused on understanding by the students the necessity of being successful, active, self-motivated, and able to work on them. Talks were held on the following topics: “How to be successful in the modern world”, “work on oneself”, “Who can be called a self developing person?”, “methods of self-education and self-development”.

Career guidance work during the experiment was carried out with students in a systematic way. The objective of this direction was the further submission of the students of pedagogical work, understanding of working specifics of primary education professionals, a willingness to work with the children of primary school age, to be active and creative in work with children. In this area, were held some discussions to the topics “portrait of a modern primary school teachers,” “Portrait of the modern primary school teachers,” “what should be the modern school”, “personality-oriented approach to teaching elementary school students”, “interactive teaching methods in elementary school”, “My idea of the work at school.”

During the period of teaching practice students attended classes of primary school teachers at schools of Kazan and Tatarstan, studied methodological skills, acquire communication skills with the younger students, were taught to use the time rationally. After mastering the rules of reporting, calendar documents, thematic planning of primary school teachers, of the electronic journal and diary, students under the guidance of the practitioner prepared trial lessons in several disciplines: Russian language, literary reading, math, the environment, technology.

As a result of practical pedagogical practice students comprehended the purpose and objectives of the basic general education, in accordance with the FSES. Undergraduate students came to the conclusion that an elementary school teacher in modern conditions becomes an actor of the second plan: 1) is near the working children; 2) directs their activities; 3) adjusts; 4) helps. After the lessons at the elementary school students learned that “education in the modern elementary school is held through activities: I study by doing” (Kamalova, 2013; Kamalova & Zakirova, 2014; Telegina et al., 2015; Zakirova & Koletvinova, 2014).

Step by step students came to conclusion that the main tasks of modern elementary school are the following:

- Formation of ability to learn, self learning by each child;
- A competence to master new knowledge, new activities;
- Shaping of their future path.

The third direction was work-cultural activity. Students attended exhibitions, museums, theatres of Kazan and Tatarstan, made brief reports, electronic presentations about them, wrote compositions, essays, penned poems.

As a result, the students made performances, scripts of studied works: “The little Prince” by Exupery “,” “Denis’s tails” by V. Dragunsky, “the adventures of Neznayka and his friends” by N. Nosova, etc.

In December of 2014 we carried out the control stage of the experiment. The students were offered the same questions of the terminal and instrumental values blocs, which were at the first stage of the experiment.

According to the results of the control stage of the research following terminal values were determined by the 2nd year students as the mean values: active life by 47 students (88%), interesting work by 46 students (86%), public recognition by 45 students (84%), cognition by 42 students (79%), development by 49 students (90%), creativity by 50 students (94%).

Following instrumental values were as leading values for the 2nd year students: independence by 44 students (83%), education by 49 students (90%), responsibility by 51 students (96%), self control by 43 students (80%), open mindedness by 52 students (98%), effectiveness at work by 48 students (90%).

Thus, the control stage of the experiment revealed significant changes in the structure of the hierarchy of values for 2nd year students. Pedagogical values took the first place in the hierarchy of values.

3. Results

The research of the problem of pedagogical values formation among the 1st year students showed that

professional self-realization values we are not dominant in the overall hierarchy of values of the 1st year undergraduate students.

According to the results of the study at the initial stage of the experiment, almost all components from the selected bloc of terminal values are basic only for 2 students (4%); and almost all the components from the selected block of instrumental values are basic for 8 students (15%).

The results of this experimental work suggest that the 2nd year students of the bachelor's degree changed their understanding the primary school teacher's profession. Students-bachelors came to the conclusion that the mission of primary school teacher is not giving the students knowledge in finished form, but in creating conditions for the problem learning, creative search, and self-realization of younger students.

According to a study at the control stage of the experiment for 46 students (86%) almost all components of the selected bloc of terminal values were the main; for 49 students (90 %) almost all components of the selected bloc of instrumental values were the main.

In the process of forming experiment of the 2nd year undergraduate students the following General cultural competences are formed:

- The culture of thinking, the ability to generalize, analysis, information perception, goal setting and choice of the ways of its achievement;
- Willingness to interact with colleagues, to work in a team;
- Commitment to a tolerant perception of social and cultural differences, respectful and careful attitude to the historical heritage and cultural traditions.

The undergraduate students 2 courses formed the following professional competencies:

- Awareness of the social importance of their future profession, have a motivation to engage in professional activities;
- Ability to use a systematic theoretical and practical knowledge of humanitarian, social and economic Sciences in the solution of social and professional tasks;
- Ability to take responsibility for the results of their professional activity;
- Willingness to apply modern techniques and technologies, including information;
- Ability to organize the cooperation of students and pupils.

4. Discussions

Works of C. I. Andreev, E. C. Bondarevskaya, S. Warszawsky, C. F. Gabdulkhakov, C. A. Slastenin, E. N. Shiyanov are devoted to The problem of formation and functioning of the pedagogical values of teachers .

At works of C. G. Vershlovsky common professional values are determined: the content of professional activity and possibilities of person's self realization; the social importance of the work defined by its results and impacts; assessment of employment by its degree of usefulness to society; the optimal mode and working conditions (Vershlovsky, 2009).

Klimenko (1992) said that interiorization of socially significant values occurs through the internalization of social norms both in verbal and behavioral plan.

Values include "elements of moral education as the most important components of the internal culture of a person, define his relation to the society, nature, other people, and to himself" (Astashova, 2002).

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

- a) Social: The importance of pedagogical work, the responsibility of the teacher in front of the students, parents and society, empowerment, self-actualization of teachers;
- b) Psychological: An opportunity for collaboration with teachers, colleagues and children, the assertion in pedagogical communication, love to children, the possibility of self-realization of their creative ideas, disclosure of their identity;
- c) Professional and pedagogical: the ability to learn new methods and technologies of training and education, the possibility of unlimited professional growth and self-improvement of pedagogical skills (Andreev, 2000; Kalimullin, 2014; Biktagirowa & Valeeva, 2015; Masalimova et al., 2014).

The mastery of pedagogical values occurs in the implementation of educational activities, which made them subjectivation. The level of subjectivation of pedagogical values is an indicator of personal and professional

development of the teacher.

Among the pedagogical values Slastenin (2007) allocates values of two types: self-contained and instrumental, distinguished by the subject content. Self-sufficient values are values-goals. Values of this type are the basis of personality development of teachers, and students.

In the hierarchy of pedagogical values of values of quality have the highest rank, because they demonstrate the essential personal and professional characteristics of the teacher. These include diverse and interrelated individual, personal, status-role and professional activity qualities.

Mastering the teacher fundamental psycho-pedagogical knowledge creates the conditions for creativity, alternative in the organization of the educational process, allows you to navigate the professional information, to track the most significant and solve pedagogical problems at the level of the modern theory and technology, productive using creative techniques of pedagogical thinking (Slastenin, 2007).

Thus, these groups of pedagogical values, causing each other make the axiological model with syncretic character. Axiological wealth of the teacher determines the effectiveness and purpose of selection and increment of new values, their transition into the motives and pedagogical actions.

Under the values of pedagogical activity E. N. Shiyanov highlights means that allow the teacher to provide for the physical, spiritual and social needs, and goals that serve as the landmarks of his social and professional activity (Shiyanov, 2007).

According to the scientist C. F. Gabdulkhakov, the teacher, should be a creative person, have a special way of thinking, to know the modern Arsenal of methodological tools and techniques: "Thus the training of creative activity development of the student must differ greatly from training normal educational activities. This mentor should be the bearer of creative ideas, a creative person. Such a person, in our opinion, should be in the center of a new ideology of teachers education in higher education" (Gabdulkhakov, 2014).

The process of formation of value orientations, as any psycho-pedagogical phenomenon, cannot flow perfectly within the given model, because it is associated with the development of personal qualities, many factors, such as family, friends, peers, teaching staff, educational process and, finally, the whole environment in one way or otherwise leave their mark on the process.

This aspect of the method of pedagogical values formation of the undergraduate students at the University was not studied before. We believe that the pedagogical values formation of undergraduate students takes place in three areas (academic, social, and cultural activities), is connected with the structure of the motives of the students and directly depends on the personality of the teacher. We developed the method of formation of pedagogical values; pedagogical competences of students while the learning process at the University. Our method is of interest in terms of organization of educational process in higher education institutions: it helps teachers and students to understand and appreciate the value of the pedagogical activity, the necessity of their formation at the stage of University education of future teachers.

5. Conclusion

The dynamics of the obtained results shows about positive changes on the selected criteria confirmed our hypothesis and allowed us to draw some conclusions. An essential characteristic of pedagogical values is determined by a set of signs, their hierarchy and meaningful orientation, place in the General system of values.

Priority for students of pedagogical specialties are socio-professional and ethical values, but also produce values associated with the economic foundations of their life both personally and professionally. Pedagogical and human values directly related to the motivation of professional activity.

The reasons that hinder the development of students of pedagogical values are determined by socio economic, educational, and personal conditions.

Upon admission to the University the complex of psychological phenomena, which determines the success of learning and the formation of a sustainable professional orientation of each student is not taken into account. An individual approach to personality is possible only when there exists availability of comprehensive information about the value orientations of students.

Experimental work on the formation of the pedagogical values of the undergraduate students and the development of the methodological model of primary school teachers was in the following areas:

- 1) Training activities;
- 2) Social activities;

3) Cultural activities.

The profession of a primary school teacher is one of the most important and popular in the modern world. Today, society needs not only a teacher, but the teacher master, professional, owning cultural, professional, special skills, able to learn and educate themselves, develop in connection with the rapidly changing realities of modern life. High school should be released from the walls of their expert, possessing in-depth knowledge, ready to live in a multicultural society, able to open dialogue with people of other faiths, traditions, culture, able to educate themselves, to set vital goals and achieve them.

So, based on the results of our experimental work, we have come to the conclusion that the professional creative activity of teachers at the present stage requires a high professional mobility, willingness to self-realization, knowledge of the art of professional communication, the ability to creatively apply and develop educational technology, to think freely and to take responsibility for the solution of the set tasks. In modern conditions we need such experts in the field of education who could not only see the problems, but also effectively solve them.

6. Recommendations

Materials of this article are of interest for teachers, University professors, engaged in the education and training of undergraduate students, the formation of professional competences of students, graduate students, undergraduates who are interested in the problem of teacher training.

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