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UDC 371

**THE VALUE-BASED ATTITUDE  
OF SENIOR PUPILS TO PEDAGOGICAL ACTIVITY  
IN THE PROCESS OF PROFESSIONALLY ORIENTED TRAINING**

*SUMMARY. In this article, the author reveals the problems of forming a value-based attitude to pedagogical activity, points out basic ideas of the eminence of needs and considers profession-oriented learning as a process of training in these values.*

*KEY WORDS. Value, value-based attitude, educational activities, needs, specialized education.*

Research done by the Pan-Russian Public Opinion Research Center suggests that the idea of secondary school specialization turns out to be the most positively estimated activity within the modernization of general secondary education. Unlike the Unified State Examination, school specialization does not radically break with the traditions and advantages of secondary education, and it has evident purposes. The modern pedagogical concept presupposes actualization and self-actualization of individual potential rooted in a person in accordance with the social and educational demands of citizens, and defines the leading social function of education. It should result in the shaping of a personality that will meet social demands and prospects for social development and will be able to adapt and work efficiently. Theoretically, graduates must be able to plan and exercise their chosen walk of life on their own.

It's safe to say that the system of high school seniors' [hereafter "seniors"] personal qualities must be "open", that is provide them with the ability to advance and transform this knowledge and skills, as well as to think efficiently. Obviously, the success of this task is possible in the case of providing an educational process with the formation of high school students' valuable relation to teaching, which is important not only in terms of the further functioning of a teacher or an educator, but from the perspective of interaction. Accordingly, our idea is that any educated person should have a value-based attitude to teaching.

Analyzing the research of many scientists, one can state that in philosophy values correspond to the terms "significance", "relevance", "importance", "standardization", "obligation" and the like. In sociology, value represents desired goals, which act as ideals and an attribute of regulated impact in intersystem relations. In psychological

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literature, values are considered as one of the major structural components of an individual performing directive and regulatory role in one's life. In pedagogy, values are traditionally understood as an internal emotionally mastered control of human activity, which is determined by its relation to itself, the world and current activity. Taking these findings into consideration, we will use the definition of **values** as phenomena of the material or spiritual world, having a special significance for a person or a group of people.

In this regard, consideration of the formation of a value-based attitude to teaching is impossible without analyzing this activity. We adhere to the viewpoint according to which the term "teacher" refers to people engaged in various teaching activities. For example, it could be said about people who have professional education and take appropriate teaching positions, e.g. work for a fee. The category of "informal" educators can include people performing educational functions and being specialists in other areas — parents, tutors, supervisors, leaders of informal groups, sharing their knowledge and experience with others.

In such a context, the interpretation of the "teacher" phenomenon is found in the thesis by I.P. Safronov, "The teacher as a phenomenon of culture and social reality." [1]. He, in particular, has very strong views on the role and status of teachers in social settings. He emphasizes that a teacher as a social worker can act as the "other" whose actions already have the intended meaning, which is significant, for other people who come into contact with it are guided by this alleged meaning [1;68]. He adds: "In this case we can talk about a teacher as a person representing a certain fragment of objective social reality and a significant friend in this reality for the people who interact with him or her."

In addition, I.P. Safronov proves that a 'teacher' could potentially be 'any person whose actions, while initially focused on subjective meaning implied only by himself, will receive the status of significance among other people, and the meaning of these actions will become the intended one as the basis of interaction'. The author emphasizes that such understanding "opens up broad humanistic prospects in the interpretation of social action."

In general, this fact suggests the use of a multi-valued category of "teacher." The word "teacher" can be used in such contexts as "school teacher", "teacher of life", "spiritual teacher", though there is of course a deep connection of these contexts.

Obviously, from the point of view of the formation in seniors of a value-based attitude towards teaching activity, we adhere to the second context: "teacher of life". In this context, one can use the second definition of the phenomenon "teacher" offered by I.P. Safronov, namely, a teacher is a person who interacts with other people, who has acquired not only a subjective meaning of some symbolic universe but constitutes or constructs this meaning for other people, who start actual or potential social interaction with him or her".

Thus, by "**teacher**", we understand not only a profession, but a person who enjoys undisputed spiritual and moral authority and is revered as a mentor. Accordingly, **pedagogical activity** in a broad sense can be interpreted as fulfillment of a universal

cultural function associated with the embodiment of a way of life worthy of emulation and personal presentation of cultural values.

The **value-based attitude to teaching** is a positive aspect of educational activity, when it acquires personal meaning and is defined as something meaningful to live by.

In our opinion, it is in adolescence when a student needs help to understand the value of pedagogical work. Adolescence is a period of life when people try to identify themselves on their own, to acquire maturity in mental, ideological and civic terms. During this period students' worldview, moral consciousness and self-awareness are formed. Changing conditions of life and activity significantly effect changes in character and position of seniors in society. First of all, it means requirements, which are almost identical to the requirements for adults. Studies point out that seniors actively develop their abilities, character and worldview. Alongside this appear problems determined by their personal changes, transformation of their requirements, interests and ambitions. This greatly affects their emotional life [2].

Interest in schooling remarkably increases due to the fact that for high school students, teaching activity acquires vital importance associated with their plans for the future.

Value orientations acquire important meaning for seniors. The formation of value orientations is implemented by the interaction of students with the world.

Research made by many scientists indicates that at this very age, value orientations are actively formed (L.I. Bozhovitch, L.S. Vigotskiy, A.G. Zdravomislov, I.S. Khon, S.L. Rubinshtain and D.I. Fieldshtein).

Based on analysis of psychology literature, we also managed to establish that seniors are characterized by the formation of personal self-identity, by a sense of individual self-relation, continuity, integration and revealing of the "self" [3]. As a result, the forming activity for students of this age is reflection and self-awareness. Therefore, seniors are eager to learn something new about themselves and their abilities.

So, seniors place a priority on self-expression, self-assertion and self-improvement, which are integrated into the social demand for self-determination. Self-determination is the dominant activity, which is reflected in the design and planning of their individual development trajectories. Teaching activity becomes more valuable for seniors. They correlate planning the future with the acquisition of knowledge. Mastering different roles, seniors make an active search and define their own capabilities. It should be noted that the identified individual psychological characteristics of seniors could be the basis for the definition of a "value-based attitude to teaching", as well as the expansion of the psycho-pedagogical mechanism of its formation. Seniors form such important qualities as consciousness and responsibility, which determine their behavior in adult life and orientation for meaningful values. Knowing their own psycho-physiological characteristics and abilities, as well as active sense-creating activities, contributes to self-determination of the future profession and to the formation of a vital strategy in accordance with ideas of a teaching component in professional and household activities.

Based on the above, **the value-based attitude of seniors to teaching**, we understand as a set of standard valuable social and moral norms defining the positive significance of teaching activity, when such an activity, on the one hand, reflects the focus on formation of the personal identity of seniors and implementation of their plans and strategies of professional self determination and, on the other hand, represents a way of life worthy of imitation, and characterizes demonstration of cultural values.

In this definition, we tried to focus on the following basic positions. Firstly, the positive significance of educational activity is emphasized. A value-based attitude to teaching activity involves understanding of personal meaning in this activity, which is defined as something significant for life. Secondly, in the above-mentioned definition, we have sought to reflect the correlation of social and moral norms that define a value-based attitude to teaching activity, with ideas of leading activity at senior school age. This, in particular, is reflected in senior's tendency to form self-identity and implement their plans and strategies of professional self-determination. Finally, clarification regarding the extended definition of the phenomenon "educational activity" seems essential to us. Here we rely on its understanding that reveals the subject's behavior in educational activity that is worthy of imitation and characterizes the demonstration of cultural values.

At the heart of the formation of seniors' value-based attitude to teaching activity lies **the theory of increasing requirements**, the essence of which, in most general terms, is that increase in any personal requirement reflects expansion and satisfaction of the whole system of material and cultural requirements of society.

In psychology, there is a fairly robust understanding of the classification of requirements which adequately discloses the broad panorama of an individual's aspirations. Traditionally, the standard one is the classification of requirements into material and spiritual, natural and cultural. However, a number of authors offer somewhat different approaches to requirements classification.

According to the theory of increasing requirements, as the lower level requirements are satisfied, the upper level requirements are highlighted. Following the relative satisfaction, expectation, vague aspiration, desire for a new purpose, and, finally, emergence of a new requirement are being formed [4].

Interpreting the theory of increasing requirements in relation to the subject of our study, it should be noted that formation of seniors' value-based attitude to educational activity is one of the leading factors developing the most important requirement to be significant for people around and to be the bearer of subjective meaning, which reflects the universal cultural functions and is interesting (or attractive) for other people. In other words, it is about meeting the requirements of the upper level to be a significant person who embodies the way of life worthy of imitation ("teacher of life", "spiritual teacher").

The analysis of psychological and educational literature has allowed us to state that senior school age is the most sensitive period for directional formation of such a requirement. The set guidelines as criteria of its value have the power of momentum. But the internal behavior control formed at this age is stable, projected for the future,

it changes seniors' attitudes, their relationship with other people and essentially determines their further development.

As a psychological and pedagogical specificity of the process of formation of seniors' value-based relation to teaching activity in relation to the increasing requirements process, the generalized evaluative mechanism "search—evaluation—selection—projection" adapted by A.V. Kiryakova [5] can be used.

Of particular importance is the conclusion that it is at the senior school age when favourable conditions for development of the requirement to be significant for people around us are created. This, which is not hard to imagine, can be a strong trigger for forming a values-based attitude towards pedagogical activity. Taking the age and psycho-physiological characteristics of seniors into consideration, the authors approach the definition of structural components of value-based attitude. Among the defined structural components, only those are embodied which are responsible for motivational, cognitive, emotional, activity-based and reflective aspects.

Taking the above-mentioned approaches into account, we, for our part, believe it possible to point out requirement-and-motivation, cognition-and-sense, emotion-and-will, activity-and-creativity and reflection-and-evaluation components in the structure of seniors' value-based attitude towards teaching activity.

**Requirement-and-motivation component.** This includes a) a tendency to behave in accordance with generally accepted norms and values; b) motivation to extend one's knowledge and skills in teaching activity; c) stable motivation to implement teaching activity.

**Cognition-and-sense component.** This includes: a) understanding the essence of teaching activity; b) understanding the meaning of teaching activity and awareness of its value for a person; c) understanding the need of implementation of teaching activity in various occupations; d) having an idea of teaching activity implementation.

**Emotion-and-will component.** This includes: a) emotional stability; b) emotion-and-will self-regulation of behavior; c) maturity of endurance and stamina.

**Activity-and-creativity component.** This includes: a) use of pedagogical knowledge in one's behavior b) creative use of pedagogical influence skills; c) independence in pedagogical decision-making

**Reflection-and-evaluation component.** As parts of this component we point out the following items: a) ability to establish the connection between one's actions and generally accepted norms and rules; b) adequate assessment of one's behavior; c) ability to evaluate adequately the behavior of others from a pedagogical perspective.

All the components of seniors' value-based attitude to teaching activity are closely related. Moreover, this relation is not summative, but system-related, whereas a value-based attitude towards teaching activity is an integral entity which includes closely-related subject-and-personal components, expressing the inner attitude of seniors towards this value and objective and practical actions.

Analysis of legal documents and psychological and educational literature has shown that specialized education is a complex tool to improve the quality of general

education. This is achieved by better exploration of the interests, abilities and aptitudes of students through changes in the structure, content and forms of educational process arrangement. The main purpose of specialized education is to give students the opportunity to design their future activities and create necessary conditions and resources to pursue a deliberate professional choice. Specialized education has significant teaching opportunities for the formation of a value-based attitude in seniors towards teaching activity. This is determined not only by peculiarities of senior school age, but also by some external conditions including: formation of seniors' interest in knowledge and self-knowledge, self-esteem and life orientation choices. In addition, specialized education contributes significantly to successful development of a value-based attitude as a process of increasing requirements.

Formation of a value-based attitude to teaching is possible within specialized education. Taking the specific character of formation of a value-based attitude to teaching activity and the legal grounds of implementation of specialized education for seniors into account, we have introduced 8 elective courses:

“Professional Career”, “Personal growth”, “School Counselors”, “Technique of pedagogical influence”, which are to be mastered in the 10th grade.

“Personal management”, “Technology of designing and organizing collective creative works”, “Technology of professional self-determination”, “Leadership Training”, which are to be mastered in the 11th grade.

Thus, specialized education has teaching opportunities to form a value-based attitude in seniors towards teaching activity, because a) it contributes to the development of seniors' interest in knowledge and self-knowledge, self-esteem, choosing life orientations, and b) it has reserves of structure-and-content modification, among which an important role is given to strengthening the research aspect in the educational activity of senior students; c) it allows senior students to build a socially oriented type of behavior, to develop abilities to choose life guidelines and be responsible for their adoption; d) it favors demonstration of seniors' personal activity in subject-to-subject interaction, and the expression of a value-oriented attitude to other people, to themselves and to their future.

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