

The Audit of the Axiological Component of an Undergraduate Teacher's Personality as the Basis of Preparedness for the Formation of the Axiological Component of Schoolchildren's Personality

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Abstract

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Modern Russian society in recent years has undergone a number of significant socio-economic and political changes that led to the creation of qualitatively new economic conditions and the formation of new social relations. Consequently, there appeared changes in people's consciousness and behavior, changes in life priorities and values that could not but affect the system of education, teacher education in particular. It is necessary to know the undergraduate teachers' attitude towards the reality and current events, their life goals and orientations, the disturbing problems and ways of resolving them. The audit of the axiological component of undergraduate teachers' personalities was carried out in 2010 and 2016. Significance indexes for each value category of Elabuga and Kazan high school students were obtained with the help of factor analysis technique based on the criteria of adequacy, selectivity, stability, dynamism, domination. Having compared the findings of our research, we came to the conclusion that the major values of undergraduate teachers greatly changed. In our opinion, changes in the choice of values by the undergraduate teachers are associated with the economic and political changes in the country and in the world, and in the ongoing changes in education as well. The article discusses the results of the research of the axiological component of undergraduate teachers' personalities as the basis of their preparedness for the formation of the axiological component of schoolchildren's personalities.

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Keywords: Values, social values, life values, formation of civic consciousness.

1. Introduction

Modern Russian society in recent years has undergone a number of significant socio-economic and political changes that led to the creation of qualitatively new economic conditions and the formation of



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new social relations, and changes in the structure of the society itself. These radical transformations in the society caused many serious problems: property and social inequality, increased rate of unemployment and crime, devaluation of spiritual and moral values affecting all spheres of human activity. Consequently, there appeared changes in people's consciousness and behavior, changes in life priorities and values that could not but affect the system of education, teacher education in particular (Vershinina, 2003).

1.1 Problem statement

The problem of younger generation adaptation to the new social reality is extremely urgent today; therefore particular attention is to be paid to the studies of the changes in the minds of modern youth. It is necessary to discover the undergraduate teachers' attitude towards reality and current events, their life goals and orientations, the disturbing problems and ways of tackling them.

1.2. Research questions

Our findings will help the University teaching staff to analyze undergraduate teachers' potential of social adaptability, and to influence and direct it. The data will allow with a certain probability to predict the youth's social reaction to state and educational reforms. Moreover, the axiological component of undergraduate teacher's personality affects the formation of axiological components of schoolchildren's personalities (Slastenin, 2003).

1.3. Purpose of the study

The purpose of our study is to audit the values of an undergraduate teacher personality as the basis of his/her preparedness for the formation of axiological component of schoolchildren's personality.

2. Research methods

300 respondents, students of the Teachers Training Departments of Elabuga Institute of KFU were involved in the study. Statistical packages SPSS, Statgraphics Plus for Windows and Microsoft Exsel data analysis tools were used for statistical data processing. We carried out a comparative analysis of the major values of the undergraduate teachers in 2010 and 2016. Interrogation of the future teachers was based on methods proposed by Leontyev D.A. Significance indexes for each value category for students were obtained with the help of factor analysis technique based on the criteria of adequacy, selectivity, stability, dynamism, domination (Leontiev, 1992).

3. Findings

Set of value orientations of a person is not a system given once for all: changes of living conditions, changes of the entire personality give way to new values, and sometimes one can state partial or

complete re-evaluation of them (Barron, 1981). Value orientations of students as the most flexible part of the Russian society seem to be the first to undergo changes caused by various processes in the country. Interrogations conducted in the cities of Kazan and Elabuga in 2010 and 2016 define the major life values of the undergraduate teachers.

Students were asked to range the offered values according to their significance using the grades from 10 to 0 (see Table 1).

Table 1. Major life values of undergraduate teachers in 2010 and 2016.

Major Values	Grade, 2010	Grade, 2016
Independence	9	10
Experience	7	7
Diligence	9	9
Enterprise C	7	6
Mutual aid	8	10
Beneficial links	8	4
Sociability	7	9
Honesty	9	5
Manipulation	6	5
Appearance	7	3
Fortune	7	4

We can see that among the "top three" values of students in 2010 were: "independence", "diligence" and "honesty".

Among the major values of future teachers in 2016 we can find "independence", "mutual aid", at a lower rank – "diligence", "sociability" and "honesty".

Comparing the results obtained in 2010 and 2016, it can be concluded that such values as "appearance", "manipulation," "fortune" fell sharply in the ranging scheme. In 2010 the value "appearance" got the 7th grade (out of 10), in 2016 only the 3d one. The value "fortune" occupied the 7th grade in 2010 and in 2016 it got the 4th grade; the value "manipulation" in 2010 occupied the 6th, in 2016 it got the 5th grade.

In our opinion, changes in the choice of values by the undergraduate teachers are associated with the economic and political changes in the country and in the world, the ongoing changes in education as well.

We investigated the attitude of the students towards the major values of the society; the results are presented in Table 2.

Table 2. Social value orientations of the students in 2010 and 2016

Social Values	Grade, 2010	Grade, 2016
Family	10	10
Personality	8	9
Education	9	9
Profession	9	9
Beauty	8	5
Fatherland	7	9
Work	8	8

Having determined the value orientation of the future teachers in 2010, we can affirm that the low index of the students got the value "Fatherland". We have found out the attitude of students to such values as "patriotism", "honor", "duty". Approximately 40-50% of respondents believe that such notions as "patriotism," "honor," "duty" are meaningless and became outdated. More than 35% of the students declare of their readiness to leave Russia, and more than 70% respondents deny military service.

From the results of the study, presented in Table 3 and 4, for the period from 2010 to 2016 there have been changes in the assessment of values such as "personality", "beauty", "Fatherland". If the values "personality" and "Fatherland" improved their grades from 8th to 9th and from 7th to 9th respectively, the value "beauty" lowered from 8th to 5th.

In our view, these changes are natural due to the policy of the state in all spheres, including the field of education. We have found out the attitude of students to the values of "patriotism", "honor", "duty". About 60% of respondents in 2016 found the concepts "patriotism," "honor," "duty" to be important for modern society, and stressed the necessity to develop them in the younger generation.

Significance indexes for each value category for students were obtained with the help of factor analysis technique based on the criteria of adequacy, selectivity, stability, dynamism, domination. Ranging values of both groups of students coincide.

Next task suggested to the students was to characterize the younger generation of present days using the adjectives given in the list. Their answers are presented in Table 3.

Table 3. Students' opinions on the younger generation in 2010 and 2016

Definition	%, 2010	%, 2016
Pragmatic	53	45
Indifferent	67	60
Skeptical	30	34
Aggressive	65	60
Lost	39	10
Disappointed	24	13
Tired	30	7
Cynical	45	50
Resolute	74	80
Diligent	48	45
Strong	60	75
Bold	73	78
Alarmed	19	10
Honest	33	43
Patriotic	30	60

The following definitions as "indifferent", "lost", "disappointed", "tired" chosen by young people while describing their own generation couldn't but surprise. These qualities are more typical for older people who have experienced either personal dramatic events or heartbroken situations, who haven't realized their dreams and aspirations living out their days in loneliness. But having been chosen by young people in conn **Resolute** action with their own younger generation, couldn't but struck any researcher and so did us.

Comparing the results obtained in 2010 and 2016, it can be concluded that there have been changes in the students' definition of their generation, especially in such definitions as "indifferent" in 2010 - 67% and in 2016 - 60%; "lost" in 2010 - 39% and in 2016 - 10% of respondents, "disappointed" in 2010 - 24% and in 2016 - 13%; "tired" in 2010 - 30% and in 2016 - 7%; "strong" in 2010 - 60% and in 2016 - 75% of respondents; "alarmed" in 2010 - 19% and in 2016 - 10% of respondents; "patriotic" in 2010 - 30% and in 2016 - 60% of respondents.

Nowadays students are attracted with the ideas of humanism, human rights and freedoms. However, the most of interrogated students perceive the values of humanism, either in abstract way, or only with regard to oneself: Freedom is just for oneself, rights are also for oneself. Attitudes of such kind in student environment caused the growth of selfishness, unfriendliness towards the course-mates (Eysenck,1993).

4. Conclusions

Modern conditions of life and activity of people form a new type of personality among the students which is not strongly expressed, but include vigorous, tenacious, shooting of the works. The activity of such kind of persons leads to a shift of moral values of youth and in general of the whole society (The Encyclopedia, 1989)].

Thus, young people were influenced by numerous social processes related, on the one hand, to the development of personal qualities and, on the other, to the total social crisis. The social crisis influenced the individual level of a growing personality. High school students as the most sensitive, the flexible part of the society, perceived the sequences of social "crisis". This in its turn affected values, civic consciousness and civic position, which are being formed precisely in this period of life of a person (Amabile, 1993).

That is why the civic approach of a student, which took shape in the modern society, in the new conditions of democratization, openness, diversity of opinions, the formation of the state legal system, freedom of choice of an individual in the process of confrontation between different forces, requires special attention and conditions of its formation (Bondarevskaya, 1995).

Universities have historically been the socio-cultural centers of the formation of civic consciousness. Following the historical tradition, pedagogical universities train and educate teachers, regardless of their specialty, to consider their career from the standpoint of universal values, global socio-cultural processes (Rockeach,1979). Therefore, educational space of higher educational institutions should be saturated with national priorities: patriotic ideas, high spiritual and moral values, the

importance of work and service for the benefit of the Fatherland.

It is well known that the transformations in Russian society have greatly influenced the processes of socialization and formation of a whole generation of young people (Dokuchaev, 2009).

Taking into account the study findings, an elective course for students of Teacher Training Departments, aimed at the formation of the axiological component of undergraduate teacher's personality as the basis of his/her preparedness for the formation of the axiological component of schoolchildren's personality has been developed.

Undergraduate teacher's professional growth and formation of axiological orientations are believed to be organized as a unified process of purposeful development of the citizen.

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