

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

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Article excerpt

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" (Astasheva, 2002).

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