

## **FORMATION OF FUTURE TEACHERS' VALUE ATTITUDE TO THE TEACHING PROFESSION: PROBLEMS AND PROSPECTS**

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**Abstract.** Pedagogical education determines the quality of professional training of specialists in all spheres of functioning of society and the state, which therefore contributes to their stability and development. In this regard, serious requirements are put forward to the personality of a modern teacher. However, the training of a teacher with an innovative type of thinking, ready for self-improvement throughout life, faces a number of problems: organizational, content, financial, etc. The development of modern pedagogical education is greatly influenced by informatization and the development of an open society, the development of civil society, the need to form a new cultural type of personality, etc. High requirements for the training of future teachers in modern conditions are in conflict with the falling prestige of this profession. In modern Ukrainian society the pedagogical profession is usually highly appreciated at the scientific and theoretical level, as well as at the declarative state level. However, despite this, in practice this assessment in terms of salary and working conditions is low. After all, the assessment of teachers by themselves as well as parents is not very high. The survey of future teachers (n=102) also confirmed this tendency. This circumstance actualizes the search for ways to form future teachers' value attitude to the teaching profession. Value attitude is the subject's internal acceptance of an object as a value. The value attitude to the pedagogical profession is represented by the unity of three components: cognitive, emotional and functional. In order to form in the mind of future teachers a value attitude to the teaching profession in the educational process of a higher education institution, a system was created in which the emphasis was placed on the formation of motivation for professional activity, modeling and solving professional and pedagogical tasks, as well as the permanent involvement of students in practical activities. The implemented pedagogical experiment proved the effectiveness of such a system.

**Keywords:** *assessment; pedagogical education; pedagogical profession; teacher; value attitude; values.*

## **Introduction**

Pedagogical education is a priority sector, as it determines the quality of professional training of specialists in all spheres of functioning of society and the state, which contributes to their social stability and development. The role of teachers in the formation of personality is crucial at all levels of the education system: from preschool to adult education.

The post-industrial era has generated and continues to pose challenges to professional pedagogical training. What should a modern teacher be like? What professional qualities should he/she possess in order to form in students the competencies necessary for life in a changing world? The changes taking place in education and teacher training abroad are accompanied by a new understanding of the role of the teacher in the education of young generations. As Renata Nowakowska-Siuta (Nowakowska-Siuta, 2012) notes, according to this understanding, a teacher should not only teach others innovatively, but also learn regularly. He or she should be prepared to work with children with special educational needs, different social status, belonging to different ethnic and religious groups, be able to navigate in the new social conditions based on increasing autonomy of schools and increasingly conscious participation of the local community in school life. The conditions of quarantine restrictions and military realities have actualized the need to master digital tools and readiness to implement the educational process through distance learning technologies, etc. After all, today we are talking about a teacher-tutor, a teacher-advisor, a teacher-mentor, and not a person who has the exclusive right to transfer knowledge, form skills and abilities of students.

The requirements for a modern teacher can be summarized by a quote from the Pedagogical Constitution of Europe: the personality of a teacher is a person who has a high level of education and general cultural training, shows high spiritual and moral qualities, is capable of teaching and educating children, youth and students in accordance with the requirements of the XXI century (Association of rectors of pedagogical universities in Europe, 2015).

Obviously, the training of a new type of teachers raises a significant number of organizational, content, financial, etc. problems. High requirements for teachers in modern conditions contradict the falling prestige of this profession, the loss of value attitude to the teaching profession. Therefore, the objective of the article is to find ways to form a value attitude towards the teaching profession among future teachers. For this, both theoretical (analysis, synthesis, generalization) and empirical (testing, questionnaire) research methods were used.

### **Theoretical foundations of the study**

All discussions on the strategy of development of modern education begin with the statement about the deep systemic crisis in which our civilization is, and which is manifested by a set of global problems of our time (i.e. those problems that affect all the peoples of the world – environmental and economic problems, energy crisis, medical problems, arms race, etc.) (Klymenko & Moskalenko, 2020; Shapoval & Tolstov, 2021). Various hypotheses about the type of society of the future (post-industrial, informational, post-economic, etc.) are characterized by signs of inevitable breakdown of all forms of human life.

The factors that are now becoming a catalyst for social change and affect the development of higher pedagogical education (the emergence of certain problems in it, and therefore the search for solutions to these problems) are informatization (increasing the role of information, the development of the information society, which is now made clear by quarantine restrictions), the development of an open society (the ability to overcome borders, often without leaving their own place of residence), the development of civil society, which, on the one hand, provides a person with fundamental freedoms, and on the other hand, increases the degree of responsibility for the steps taken within the framework of life, the formation of a new cultural type of personality (characteristics of this type – activity, independence, responsibility), learning and professional development throughout life). Today, changes in professional pedagogical education are also influenced by changes in public consciousness and the emergence of new values in education; the status of the student, whose interests are more important than the curriculum, etc. (Chernov, Konoplianyk, & Pryshupa, 2023; Kremen et al., 2022; Oleksiienko, Kuznetsova, & Zakharchenko, 2022).

An important factor in solving the problems of training pedagogical staff both in Ukraine and abroad is the awareness of the role of human potential, which in its turn will contribute to the creation of such an education system, within which the full disclosure of the capabilities and talents of the younger generation will take place. Therefore, in modern pedagogical education today, there is an inevitable transition from functional training of a specialist to the concept of his personality development, which presupposes an individualized nature of education. Today, a significant number of pedagogical educational institutions of Ukraine can not boast of significant numbers of entrants. Thus, recently it was reported that one student of the National University "Chernihiv Collegium" named after Taras Shevchenko is studying to become a physics teacher in the first year. And although small groups of students are economically disadvantageous, they are more productive in terms of the formation of a specialist, his style of activity, values, guidelines, beliefs.

The context of the development of pedagogical education is also represented by the status and prestige of the teaching profession in society. Unfortunately, today we state the low prestige of the teaching profession. However, it is necessary to make a remark here: at the scientific and theoretical level, the teaching profession is usually highly appreciated, as well as at the declarative state level. However, despite the declaration of high appreciation of the teaching profession, in practice this appreciation in terms of salaries and working conditions is low. And this situation can be seen not only in Ukraine (Bukach, 2021; Vansach, 2022).

The low prestige of the teaching profession provokes a situation when a small percentage of applicants who do not think of their future without working with children enter the teaching profession today. However, this profession is also attractive for applicants with low External Independent Evaluation scores, who are unable to realize themselves in the desired fields, or applicants who choose a higher education institution for territorial attractiveness. This ultimately leads to the fact that graduates do not plan to work in their specialty after graduation. Actually, here we can state the motivation of students to obtain higher pedagogical education, but not to obtain a teaching profession. The low prestige of the teaching profession is also associated with limited employment opportunities for graduates. What do we have in Ukraine today? In small towns, we are faced with overproduction of pedagogical staff, the inability of graduates to find a job in their specialty. Instead, in big cities the situation is radically opposite. Low salaries of teachers, lack of opportunities for rapid career growth provoke the outflow of staff from schools to higher-paying jobs that have nothing to do with education. Therefore, there is a significant number of vacancies for teachers that are difficult to fill. Obviously, in such a situation young people will try to choose another profession, one that will bring them not only moral but also financial satisfaction. Finally, the analysis of domestic realities almost all the time leads us to the sphere of finance, which is associated with optimization in the educational sphere, and therefore uncertainty in the future of teachers who work there, the continued pedagogical practice of retired teachers, problems in financing pedagogical institutions of education, which have a small number of students, etc.

Pedagogical education today should perform a preventive function in relation to other types and levels of education, and therefore it should be fundamental, orient future teachers to develop readiness for innovative changes, and most importantly – to the competitive advantages of the profession in the future. To achieve this, it is important to increase the prestige of the teaching profession, as well as to form a valuable attitude to the teaching profession not only among future teachers, but also among the whole society.

The value attitude to professional activity is a stable internal belief of the individual, based on professional and moral self-awareness, the significance of

which encourages to be active in mastering professional knowledge, skills and abilities (Partola, Smolianiuk, & Sobchenko, 2020, 168). The value attitude to professional activity is manifested in the attitude of the individual to a particular profession, as well as the qualities that should be typical of a specialist working in this field. The value attitude to the profession "...provides personal meaning of professional activity, its value in one's own life and in the life of society, stimulates interest in the activity...", regulates the constant development of a specialist (Kadaner, 2016).

The main features of the value attitude to professional activity G. Tymoshchuk (2014) names the following: the existence of objectively significant values of the profession and the subjective results of their mastering; integrity, multicomponent and activity character; focus on the process of professional socialization; determination of the level of professionalism and spirituality of the individual; mediation by a specially organized pedagogical process, taking into account axiological, personality-oriented, competence, activity approaches and attitude theory.

The analysis of scientific sources (Kadaner, 2016; Kobernyk, 2015; Tymoshchuk, 2014) allowed to summarize the components of value attitude: cognitive, emotional-volitional and behavioral components. The cognitive component covers the knowledge and skills necessary for the implementation of pedagogical activities, judgments about the teaching profession, as well as personal acceptance of this phenomenon. The emotional and volitional component is characterized by the presence of motives for pedagogical activity, awareness of the personal meaning of pedagogical activity, emotional manifestations in relation to the teaching profession. The behavioral component includes the nature of activities related to mastering the pedagogical profession, as well as the specifics of pedagogical communication with the subjects of the educational process. Actually, we directed our research attention to the formation of these components of the value attitude to pedagogical activity.

### **Methodology**

The study was conducted during 2020–2022. 102 future teachers who obtain their specialty at Drohobych Ivan Franko State Pedagogical University at the first (bachelor's) level of higher education took part in it.

The adapted test of M. Rokich "Value Orientations" (Rokich, 1973) was used for diagnostics. Thus, future teachers were able to rank the professionally oriented traits of the teacher by the degree of importance on the scales "Self-ideal" and "Self-real". The results of the study were interpreted by calculating the average rank of values in the process of their hierarchization.

The respondents were also offered a questionnaire that contained closed and open questions, which provided information about the motives for choosing the teaching profession and plans for the future.

### **Results of the research**

At the stage of the fact-finding experiment, based on the results of using the adapted test of M. Rokich's "Value Orientations" (Rokich, 1973), it was found that the features inherent in an ideal teacher are responsibility, benevolence, justice, balance, sociability, initiative, diligence, etc. In contrast, the unacceptable traits of an ideal teacher include selfishness, stubbornness, passivity, intolerance, self-love, ambition and integrity. In general, these traits hinder optimal communication, interaction and cooperation. At the same time, ambitiousness and integrity can become the basis for self-improvement and self-development of a teacher, but students are obviously not quite aware of this.

The priority traits of a real teacher, according to students, include being demanding of others, dominance, self-esteem, egocentrism, sociability, and integrity. Therefore, the comparison of real and ideal traits (values) of the teacher indicates the loss of goodwill, responsibility, justice, balance, initiative, diligence. We associate this state of affairs with the lack of motivation of future teachers for the profession. The ranking results are presented in Table 1.

*Table 1 The results of ranking values by future teachers (according to M. Rokich's methodology) at the stage of the stating experiment (created by the authors)*

Rank	Name of value	
	Ideal teacher	Real teacher
1	responsibility	demanding of others
2	benevolence	dominance
3	justice	self-esteem
4	balance	egocentrism
5	sociability	sociability
6	initiative	integrity
7	diligence	

The results of the survey on the motives for choosing a pedagogical profession indicated the independence of students in choosing a future profession (63.7%). As for the factors that influenced the choice of profession, the following were named: "positive attitude towards the subject of teaching" (55.9%), "positive attitude towards teaching activity" (45.1%), "desire to be like a favorite teacher" (45.1%), "positive attitude towards communication with children" (35.3%), "influence of parents" (30.4%), "opportunity to study according to the state demand" (20.6%), "location of the Pedagogical University" (15.7%), "prospect of a short working day of the teacher" (4.9%).

Regarding employment prospects, 51.96% of respondents dream of continuing their master's studies, 14.72% want to find a job in an educational institution, 16.66% intend to continue their master's studies in another specialty, 16.66% dream of finding a job outside the field of education.

Assessment of the teacher's status in Ukrainian society was related to the following criteria: "the profession of a teacher requires versatile knowledge" (55.9%); "the work of a teacher requires significant emotional and physical effort" (54.9%); "a teacher should be a highly moral person" (45.1%); "a teacher is perceived as a professional" (32.4%); "I like the teaching profession and I would like my children to continue the pedagogical dynasty" (27.4%); "the teaching profession is prestigious" (17.6%); "teacher's work is well paid" (3.9%).

Thus, the conducted experiment showed the existence among future teachers of the opinion about the low prestige of the profession. Therefore, only a small proportion of respondents want to work at school. At the same time, the choice of future profession is often motivated by admission to the state form of education, the influence of parents, the proximity of the educational institution to the place of residence, etc.

This state of affairs proved that the profession of teacher is a value only for a small number of future teachers, which led to the organization of work on the formation of the value attitude of future teachers to professional activity.

The study of scientific literature, observation of the practice of training pedagogical staff motivated us to organize a system in which the emphasis was placed on the formation of motivation for professional activity, modeling and solving professional and pedagogical problems, as well as the permanent inclusion of students in practical activities.

In forming the motivation of professional pedagogical activity, we were guided by the statements formulated by O. Kobernyk (Kobernyk, 2015). Therefore, the work was carried out in two directions. The implementation of the first direction – the transformation of general personal motives into professional ones – was carried out by mastering knowledge and ideas about the future profession. In the process of cognition, students were encouraged to compare their own motives with the requirements of the future profession, and therefore to evaluate future professional activity in terms of meeting their own needs. The second direction provided for the change of motivation at different stages of professional development. It was realized through the use of active forms of learning, diagnosis of psychological characteristics of the personality, writing reflections and other methods, as well as through pedagogical practice. Thanks to the formed motivation, there is a comprehension of the future profession and its place in it, the formation of a certain attitude to it, as well as readiness for active work and self-improvement in the professional field.

The solving of professional and pedagogical tasks and situations was aimed at providing professional formation of the future teacher's personality. Thanks to such activities, students had the opportunity to learn the essence of pedagogical values included in pedagogical activity, mastering theoretical knowledge on the formation of professional value orientations, development of communicative and perceptual skills. In the process of studying a specific situation and analyzing a specific example, future teachers could immerse into specific circumstances, and therefore understand and evaluate the situation, determine the presence or absence of a problem in it, establish their role in solving it and model an appropriate line of behavior.

Inclusion of students in various practical activities enabled their self-determination in the future profession, awareness of themselves in the role of a teacher. During the pedagogical practice, students solved professional problems according to the developed algorithm, used methods and techniques to manage the development of interpersonal interaction in the student group, developed extracurricular activities aimed at developing communication with students on the principles of cooperation, developed an individual style of communication, demonstrating the level of formation of pedagogical values. During the pedagogical practice, students solved professional problems according to the developed algorithm, used methods and techniques to manage the development of interpersonal interaction in the student group, developed extracurricular activities aimed at developing communication with students on the principles of cooperation, developed an individual style of communication, demonstrating the level of formation of pedagogical values.

At the control stage of the experimental work, the adapted test of M. Rokich's "Value Orientations" (Rokich, 1973) was used again. Ranking by the degree of importance of professionally-oriented qualities of the teacher on the scale "I-ideal" made it possible to eradicate such traits as a broad outlook, sincerity, purposefulness, self-demandingness, creativity, benevolence, justice, responsibility, sociability and initiative. Instead, the unacceptable features of an ideal teacher are defined as selfishness, stubbornness, passivity, intolerance, offensiveness, ego, arrogance, aggression, limited knowledge.

As for the traits of a real teacher, according to the students, he is characterized by demandingness to others, dominance, self-love, sociability, integrity, self-esteem. As you can see, among the listed qualities prevail volitional ones, which provide the teacher with self-affirmation. However, there are no humane qualities such as justice, balance, benevolence, etc. On the one hand, this is an alarming symptom. However, on the other hand, it is worth noting that the ideal teacher, according to respondents, has the human qualities. This means that students will strive for their formation. The diagnostic results are shown in Table 2.



**Table 2 The results of ranking values by future teachers (according to M. Rokich's method) at the testing stage of the experiment (created by the authors)**

Rank	Name of value	
	Ideal teacher	Real teacher
1	broad outlook	demandingness to others
2	sincerity	dominance
3	purposefulness	self-love
4	self-demandingness	sociability
5	creativity	integrity
6	benevolence	self-esteem
7	justice	

Repeated questioning allowed to establish that bachelor students see their future as follows: "to continue studying in the Master's degree" (67.6%); "to continue studying in the Master's degree in another specialty" (13.7%); "to get a job outside the field of education" (9.8%); "to get a job as a teacher" (8.9%).

Regarding the definition of the status of a teacher in society, the following answers were received: "the profession of a teacher requires versatile knowledge" (59.8%); "the work of a teacher requires significant emotional and physical expense" (54.9%); "I like the profession of a teacher and I would like my children to continue the pedagogical dynasty" (36.3%); "a teacher should be a highly moral person" (36.3%); "a teacher is perceived as a professional" (27.4%); "the teaching profession is prestigious" (18.6%); "teacher's work is well paid" (4.9%).

As a result, the number of future teachers who intend to continue their master's studies in the chosen specialty has increased by 15.64%. Accordingly, the number of students who intend to continue their studies in another specialty has decreased (-2.96%), as well as those who dream of getting a job outside the field of education after completing their bachelor's degree (-6.86%). These results were obtained despite the fact that students are aware of the low level of prestige of the teaching profession, as well as the insignificant material support of teachers. However, they strive to realize themselves in this profession, start and continue pedagogical dynasties and perceive this profession as a value.

### Conclusions

Consequently, realities place high demands on the modern teacher. They have to be ready for changes, constantly improve themselves, be able to work with different categories of students and in different environments, master modern technologies, and so on. And all this in conditions of excessive tension and stress, which are inevitable companions of the teaching profession, low material support, etc. However, such high requirements for the teacher's profession contradict the low level of prestige of the profession, and therefore

the reluctance of many modern applicants to master it. These circumstances actualize the problem of forming a value attitude to the pedagogical profession, which is an important component of the structure of the specialist's personality, awareness of the teacher's social role, etc.

The solving of this problem prompted us to organize a system in which we focused on the formation of future teachers' motivation for professional activity, modeling and solving professional and pedagogical tasks, as well as the permanent inclusion of students in practical activities. This work was realized in the conditions of classroom and extracurricular work, as well as in the process of students' industrial (pedagogical) practice. The results of the study made it possible to state that systematic work with future teachers during their studies at a pedagogical institution of higher education made it possible to form their awareness of the social significance of the teaching profession, the desire to improve themselves and self-realization in this profession, despite the awareness of the low level of prestige of the profession.

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