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## **Axiological Approach in Professional Pedagogical Education**

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**Abstract**--This scientific research examines the issues related to the axiological aspect of the professional training of future teachers. The relevance of the stated research topic is determined by the urgent necessity to increase the importance of high-quality professional training of future representatives of pedagogical professions, in the context of changes taking place in the modern education system. The purpose of this research work is to identify and state the main components of the axiological aspect of the professional training of future workers in the pedagogical industry, which is able to impart integrity to the entire process of their training. The leading approach in this scientific study is a combination of quantitative and qualitative methodological approaches to the study of issues related to the axiological aspect of the professional training of future workers in the pedagogical industry, in order to determine the main components of the factors affecting the quality and effectiveness of this training and further professional activities of teachers. The main results of this research work were: a statement of the necessity to develop and take a set of measures to clarify the existing value criteria of the education system to future teachers at the stage of their university preparation, as well as the acceptance of the fact of the need for the constant practice of future teachers in instilling in students respect for existing values in the context modern education system. The applied value of

this study is determined by the possibility and urgent need to apply in practice the recommendations obtained as a result in order to get practical outcomes expressed in a real increase in the quality of professional training of future teachers, primarily in terms of increasing the value of their profession and their awareness of the value orientation of their activities. Further scientific research within the framework of the stated topic will help to fully reveal the essence of the axiological approach to the system of professional training of future teachers and supplement the existing ideas about the value of teacher education, in the context of the real state of affairs in the modern education system in Ukraine.

**Keywords**---educational institution, pedagogue, teacher of a preschool educational institution, teacher.

## Introduction

The system of professional training of pedagogical workers, which has developed over the years of independence, at this point needs changes in direction of modernisation of the activities of representatives of social professions in present conditions (Yarmakeev, 2013). The activity of workers in the pedagogical sphere involves the promotion of humanisation of the surrounding social environment, is aimed at bringing culture and a healthy, active way of life to the masses (Faichuk & Shelchuk, 2017). In this context, the importance of the axiological approach to the formation of professional training of future representatives of pedagogical professions increases, as an element of increasing the value component and strengthening the authority of a teacher and the value of a student in the mass consciousness at the stage of preschool education and in the primary school system (Tokatligil et al., 2021). Changes in modern Ukrainian society have become the reason for the intensification of the search for new value guidelines for the younger generation, as well as methods for their implementation in the modern system of building the educational process and education.

Modern pedagogy has organically absorbed the axiological approach, in which a pupil is the highest value of society, its main reference point. Thus, the axiological aspect of the professional training of future workers in the pedagogical industry can and should be the basis of the existing education system and modern pedagogical science (Opachko & Kovach, 2020). The core of this aspect is the concept of value, which determines the attitude towards existing reality in its most diverse manifestations, in relation to the system of relations that have developed in the modern system of preschool and school education. Formed from early childhood, a person's notions of good and evil, right and wrong, fair and false, dictate a certain line of behaviour and a pattern of response to events taking place in everyday life (Maslov & Maslova, 2013). From this point of view, the concept of value aspects in modern pedagogical science presupposes the creation of a certain system of training future specialists, primary school teachers and preschool pedagogues, taking into account the main value criteria for the formation of students' attitude to the surrounding reality and response to events that occur to them in everyday life (Kravchenko, 2021). The needs of scientific

study, substantiation and practical solution of the entire spectrum of issues related to the axiological approach to the professional training of future teachers determine the direction of numerous studies in the field of psychology and philosophy, designed to provide answers to questions about a system of training future pedagogues from the view of pedagogic axiology (Maba et al., 2018; Trinova et al., 2021).

The pedagogical activity of a modern teacher in the context of the axiological approach contains ample opportunities for the formation of his future value potential, which in the future be an internal, emotionally mastered regulator of the teacher's pedagogical activity, acting as the main factor of his attitude to the surrounding reality, filling it with events, and also modelling the content and course of its very activity (Yarmakeev, 2013). The work of a teacher in itself is of great value from a humanitarian point of view, since it forms the inner culture of people, their worldview, value guidelines. Pedagogical activity is carried out by people and for people, and this is its main significance and greatest value (Yarmakeev, 2013). Acceptance of this point of view implies that a teacher perceives a student as the greatest value, presupposes a respectful attitude towards him, respect, care and all possible help in all aspects related to the educational process. In addition, it is assumed that a teacher knows the characteristics of age-related changes in students, understands of the associated emotional experiences, desires to build an equal dialogue with a student, as these are fundamental means and methods of pedagogical communication (Yarmakeev, 2013). The individuality and uniqueness of a student's personality are perceived as a unique value character, this means the totality of semantic characteristics and views of a particular person on events in his life (Shcherban et al., 2021). Thus, the orientation of a student in the existing system of values, basic incentive behavioural motives and characteristics are formed (Maslov & Maslova, 2013).

Pedagogical activity in general, and in the Ukrainian education system in particular, requires a teacher to be highly involved in the process, strive to understand the value of a student, his inner world, his needs and latent possibilities, and in every possible way contribute to their disclosure and implementation (Atroshchenko et al., 2020). Otherwise, a teacher is unlikely to be able to count on the trust of a student and, as a result, will not be able to fully realise the entire range of tasks facing him: unlocking the student's creative potential, realising his own value in the context of the system of values recognised today as the main ones in the system of modern Ukrainian education.

## **Literature Review**

Coverage of the axiological aspect of the professional training of future pedagogical workers is very widely represented in modern literature on pedagogy and the organisation of the modern education system in the world in general and in Ukraine in particular. This is due to the wide resonance of issues arising in connection with the latest trends in the system of modern Ukrainian education, and the variety of opinions expressed in this regard by modern researchers. So, Maslov & Maslova (2013), exploring the range of issues related to the axiological approach in modern pedagogy, point to the fact that "The central concept in axiology is the concept of value, which characterises the social and cultural

significance of the phenomena of reality that are included in value relationships". Also, the researchers state that "... the problem of criteria for the value of a phenomenon in pedagogical axiology needs deep theoretical research and scientific substantiation" (Maslov & Maslova, 2013). For his part, Maslova (2013), in her own research reveals the actual significance of higher pedagogical education and its relationship with other components of the formation of a personality of a future teacher and his development. "Higher education as a pedagogical phenomenon is an indissoluble unity of the intellectual, emotional-value and valeological components" (Maslova, 2013).

Developing the theme of domestic pedagogical education, Yarmakeev (2013), notes, "The traditions of domestic pedagogical education and science are called as an integral characteristic of the pedagogical profession, as an alloy of mental, moral and aesthetic forces of a person". With regard to aspects of the development of ideas of axiology in pedagogical science, the researcher draws attention to the following key components: "ideas of axiology in pedagogy have been developed for decades and have been reflected in the works of numerous researchers. Pedagogical axiology as a science of value characteristics is based on a certain psychological interpretation of the most important functions that personify values in the life of a human and the whole society" (Yarmakeev, 2013). Faichuk & Shelchuk (2017), in their scientific work, disclose the problems of the value direction of professional training of future workers in the social sphere, which include representatives of pedagogical professions. In the opinion of researchers, "Modern scientific literature does not give an unambiguous answer regarding the goal of higher education in the direction of valeologisation of professional training of future social workers. This situation prompts to search for a better answer to this question. Thus, the goal of higher professional pedagogical education in this direction is to consolidate valeological knowledge, concepts, ideas in the minds of workers in the social sphere".

The researchers also point to the need to select specific areas of research for the professional training of future teachers, in relation to the designated goal. "For the effective direction of professional training of future social workers in accordance with the intended goal, it is necessary to clearly define the specific directions of this process. In general, there are such areas as: actualisation of valeological values in the process of training future social workers; the formation of their valeological (value) consciousness and the stimulation of valeological activity" (Faichuk & Shelchuk, 2017). Thus, the axiological aspect of the professional training of future pedagogical workers has not yet been fully investigated in modern literature. Subsequent scientific research in this direction will help add clarity to the issue under consideration and will serve as a starting point for the formation of new ideas on the issues of value criteria in the modern system of Ukrainian education.

## **Materials and Methods**

This research study examines issues related to the axiological aspect of the professional training of future teachers. The object of the research is the axiological approach to the issues of pedagogical activity at the stage of training future employees of the pedagogical industry to conduct their professional

activities. Scientific research of the system of views formed in pedagogical circles on the issues of professional training of future workers in this field, in the context of the system of value assessment and the formation of value criteria for this type of activity was conducted. The methodology of this scientific research was based on a combination of quantitative and qualitative methods of researching the issues brought up for consideration in this research work. The chosen methodology in the context of the stated research topic contributed to the highest quality disclosure of the topic and a deep analysis of the full range of issues related to the axiological approach in preparing future teachers for their professional activities. The basis for a deep quantitative analysis of the stated research topic was a detailed review of the literature on this issue, which reflects the different points of view of modern researchers on axiology in modern pedagogy in general and in relation to the realities of the existing educational system in Ukraine in particular. A quantitative approach to the study of the axiological aspect of the professional training of future teachers contributes to the most objective and qualitative disclosure of the research topic, through the collection of a specific amount of information available on this issue with its subsequent, in-depth analysis (Mansor et al., 2012; Valeev & Kondrat'eva, 2015).

Based on the performed quantitative approach to the study of the questions asked, preliminary conclusions were formed regarding the object of consideration and generalisation, on which the main body of research conclusions will subsequently be based. In order to provide the most objective coverage of the stated topic, some of the research materials were taken from foreign sources, in which the authors studied issues related to the axiological approach to training professional teachers and improving their subsequent activities. For an objective and complete disclosure of the topic and to facilitate the perception of the final conclusions, all these materials were translated into Russian. Based on the foundation laid during the quantitative analysis of information within the framework of the stated research topic, a qualitative analysis was performed that summarized the research results and concluded the outcomes of this scientific work. All the results obtained within the framework of this research study were logically structured and summarised in the final conclusions (Evens et al., 2018; Suryasa et al., 2019).

The methodology chosen within the framework of this research work meets the stated problems of research issues and can serve as a qualitative scientific base for subsequent research in this direction. The vastness and ramification of the declared topic of this scientific research leaves a wide field for further scientific research in this direction, for which this scientific research can be the basis. The axiological aspect of professional training of future teachers in relation to the realities of the modern education system in Ukraine is of great importance in the context of the moral, intellectual and spiritual development of future mentors. Pedagogical education covers the preschool and school categories of the population, while creating the basis for other types of education. This fact determines the importance of high-quality training of specialists in the context of existing value criteria of educational excellence that can form students' ability to learn and the prevailing social conditions. The combination of the accepted research methods seems to be optimal for disclosing the topic and objective coverage of the entire range of issues related to axiology in pedagogy in general

and in relation to various aspects of professional training of future teachers in particular (Cojocariu & Boghian, 2014; Gorski, 2009).

## **Results**

The study of the range of issues related to the axiological aspect of professional training of future workers in the pedagogical sphere led to the following results. The education system that has developed in Ukraine in recent years should contribute to the formation of a person's essence, his worldview, a system of values, should be designed to impact on his moral views and beliefs. The concept of a value characteristic cannot and should not exist outside a person due to the fact that it acts as a special subject of the significance of objects and phenomena that take place in his life and activity (Yuksel, 2021). In this context, the following key points related to axiology in pedagogy and professional training of future teachers are decisive.

- At the stage of professional training of a future teacher in an educational institution, it is necessary to correctly place emphasis on the issues of understanding the humanistic values of pedagogical activity. The main in this aspect is the recognition of the fact of the highest value of the student's personality in the educational process and the value of childhood as a period of personality development, characterised by a special culture and perception of the surrounding reality.
- The professional and moral values of a future teacher are love for children, readiness to show them mercy, help them in learning in every possible way, be able to forgive and cultivate sincerity and compassion in them.
- The teaching program should be designed taking into account the individual characteristics of students, their creative abilities and the teacher's desire to help students in their realisation.

The axiological aspect of the professional training of a future teacher is based on the recognition of the highest value of a student in the system of modern education. Continuous improvement of the professionalism of a pedagogue, teacher, presupposes the ability to systematically build the process of one's own growth, in which love for children, recognition of them as the highest value in the educational process and concern for their future should appear as a fundamental factor (Lukiianchuk A et al., 2021; Bocheliuk et al., 2021).

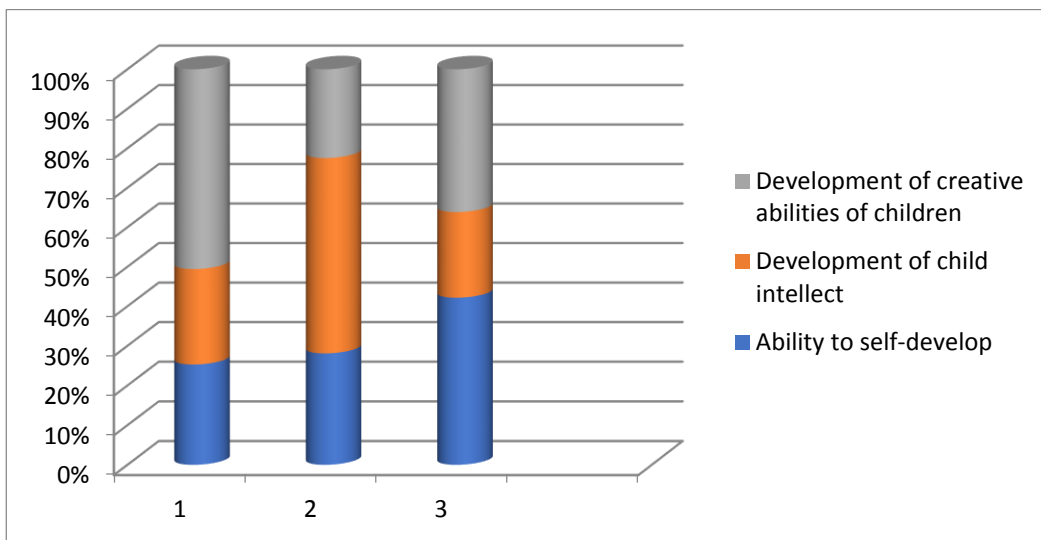


Figure 1. Results of the analysis of the assessment of priorities in the training of teachers of primary school, secondary school, and high school (1, 2, and 3, respectively)

Figure 1 shows the results of the analysis of the system of priorities in the training of teachers of primary school, middle and high school. From the presented it can be seen that at the elementary school stage, the most important aspect for teachers is the development of the creative abilities of children, while the upbringing of the ability for self-development in children comes to the fore already at the stage of study in high school. The development of intellectual abilities in children is predominantly laid down at the stage of education in secondary school. This information should be taken into account at the stage of university training of teachers for professional activity in the context of the axiological aspect of their training (Mihaela et al., 2011; Clipa & Boghean, 2015).

A particularly significant aspect of the professional training of future teachers in the context of the axiological approach is the practical application of the assimilated theoretical knowledge of the premises. Even at the stage of university preparation, it seems appropriate to undergo practical training in educational institutions, where future teachers would receive initial skills of educational interaction with students and have the opportunity to develop practical empathy for students and a set of qualities necessary in subsequent professional activities to form a correct picture of assessing the value component of their own activities. Thus, the theoretical knowledge obtained at the stage of university education will receive practical confirmation and become a solid foundation for further professional activity (Lefebure, 2019; Koçoğlu, 2009).

The axiological aspect of the professional training of future pedagogical workers presupposes an understanding of the principles of pedagogical education as a system of subject-object and inter-subject relations, in which the value attitude of a teacher and students is united by the value attitude to the surrounding reality. In this context, values act as the main components of a personality structure that determine the focus, activity and spiritual component of pedagogical activity in

general. All these components should be fully reflected in personal attitudes, through the relationship of an individual to society and its constituent phenomena. When planning the training of future teachers at the stage of university education, it is necessary to take into account these components in order to form the skills of interaction with students in future teachers, which imply the creation of a sufficient degree of mutual understanding within the educational process for the development of students' qualities that form the basis of a spiritual, highly developed personality. Table 1 shows the system of values of students of pedagogical universities, at the stage of their professional training.

Table 1  
The system of values of students of pedagogical universities, at the stage of their professional training

Humanistic values	Professional values	Intellectual values
Love for the profession	Improving professional skills	Striving for eruth
Love for children	Subject taught	Creative development
Understanding the value of a student	The honour and dignity of a teacher	Aspect of cognition
Respect for childhood	Obligation to perform duties	Freedom of information access
Respect for the student's personality	Fairness in assessing knowledge	Striving to develop the intellectual abilities of students
Trust in a student	Professional duty	Patriotism

The axiological aspect in the context of the professional training of future teachers also involves an emphasis on teaching students the basics of culture and spirituality, acquainting them with the culture of their native land and instilling the principles of moral behaviour and respect for others. Future teachers should be taught the ability to enthral a child, motivate and push them towards development, cognition of the world around them, and the formation of a holistic picture of their worldview and attitude. The laying down of moral and ethical qualities by a teacher is of great importance in the context of the subsequent perception by students of the surrounding reality and their own place in it. The axiologisation of the education system is becoming one of the dominants of the current, 21<sup>st</sup> century, and this is typical both for educational systems in other countries in general and for Ukraine in particular. This factor determines only the formation of a personality culture, but also contributes to the formation and disclosure of the essence of the axiological potential of each specific personality of a student at the stage of his training. The more important and significant is the proper assessment of the axiological approach to the professional training of future pedagogical workers at the stage of their training in the conduct of their professional activities in the future (Postareff et al., 2007; Tamir, 1988).

## Discussion

Questions related to the axiological aspect of the professional training of future pedagogical workers cause a lively discussion among scientists and researchers

involved in the development of this direction. The significance and importance of this topic determine the essential versatility of judgments of this kind, often completely opposite. So, [Maslova \(2013\)](#), exploring issues related to the emotional-value component in teacher training, points out that: "... there is an inextricable connection between the emotional-volitional sphere of the personality of a future teacher and his value orientation". Thus, the researcher emphasises the most important role of the existing system of values in professional pedagogical training and the necessity for a clear orientation towards it. For his part, [Yarmakeev \(2013\)](#), emphasises "... value is a criterion of perfection, it provides evaluative characteristics of the orientational side of a person's activity, thereby giving a person the opportunity to fully exercise his own choice in life, and this, in turn, is key in the process of education".

In turn, [Slastenin \(1982\)](#), divides the humanistic, professional and pedagogical values of the teaching profession into personal ones related to spirituality and universal human values. According to the researcher, "There are no values in pedagogical activity that would be detached from reality and had no connection with the system of universal human values, since it is a teacher who is responsible for the formation of the correct system of values among students, reflecting the level of spiritual development of the environment to which they and a teacher himself belong at the current moment of time". [Korotaeva & Matveichuk \(2012\)](#), examining the issues of professional values of a teacher profession, emphasise "Value is a component of culture from the standpoint of a cultural approach. It can be considered as a regulatory element of any culture, embodying representations about the standard and ideals". At the same time, the questions of values in the context of axiology in pedagogy attract close attention of foreign researchers. Thus, M. Fine, exploring the issues of values in the pedagogy of home education, notes "A child is the highest value of the existing education system, which is built around him and is subject to the creation of optimal conditions for his harmonious development" ([Fine, 2014; Baer, 2015](#)). D. Moran and R. Malott, researching on various existing teaching methods, draw attention to the similarity of these ideas. According to research scientists, "Education devoid of value orientations is meaningless and does not bring benefits to a student. All effective modern ideas of education are similar in one thing – the main value of the training system should be in creating conditions for the maximum efficiency of the process of assimilating knowledge, with the aim of the most effective development of a student" ([Moran & Malott, 2018; Bakmanova, 2018; Ivin, 2020; Bicheva & Filatova, 2018](#)). Here, too, the main focus is on the recognition of the student's value as the main factor in the formation of his training system ([Vezetiu, 2018](#)).

[Maslov & Maslova \(2013\)](#), exploring various aspects of the axiological approach in pedagogy, note that "Pedagogical values, like any others, are not affirmed spontaneously. They depend on social, political, economic relations in society, which largely determine the development of pedagogy and educational practice. Moreover, this dependence is not mechanical, because what is desired and necessary at the level of society often comes into conflict, which is resolved by a specific person, teacher, on the basis of his worldview, ideals, choosing the methods of reproduction and development of culture" ([Kiryakova et al., 2016; Shimanchik, 2015; Skripova, 2013](#)). Thus, the importance of the correct

formation of pedagogical values is emphasised by researchers as fundamental in the context of the general system of existing values of an economic, socio-political and social nature. In general, the questions of axiology in pedagogy are very extensive and are in constant development, which is facilitated by research developments in this plane.

### **Conclusion**

The study of issues related to the axiological aspect of the professional training of future workers in the pedagogical sphere led to the following conclusions. The modern education system in Ukraine requires teachers to realise the fact of the highest value of a student in the value system of education. It is a personality of a student that acts today as the main value in pedagogy, around which the entire system of value criteria in education is built. Professional training of future teachers in the context of the axiological approach should be built taking into account this factor as fundamental in the value system of modern education in Ukraine. In addition, even at the stage of university training of future teachers, it is necessary to focus on orienting specialists to the sensitivity to the student's problems, the ability to empathise with him and motivate him to master the knowledge offered within the existing education program. Particular attention in issues related to the axiological aspect of the professional training of future workers in the pedagogical industry should be paid to familiarising future specialists with spirituality, developing their perception of culture and cultural traditions and the ability to competently present this knowledge independently in the process of communicating with students.

The cultural component is extremely important in the context of the axiological aspect of the training of teachers, since thanks to the increase in the cultural level of teachers and their students it is subsequently possible for the latter to understand the basic cultural values that are of great importance in the education system in modern Ukraine. It is thanks to the knowledge and understanding of one's own culture and spiritual traditions of one's country that it becomes possible to realise subsequently universal human values, which are the main ones in the context of the formation of general culture and spirituality of an individual. The mastery by a future teacher at the stage of university education of the basics of psychological and pedagogical knowledge opens up wide opportunities for creativity, and also provides opportunities for varying the methods of conducting the educational process in order to create the most optimal conditions for learning. Knowledge and understanding of the main aspects of the axiological approach to the preparation of future teachers play an important role in this context. In general, further research on issues related to the axiological aspect of the professional training of future teachers, in relation to the existing realities of the education system in Ukraine, will help expand and supplement the theoretical and practical knowledge gained in this area, and will also contribute to further deepening the existing ideas about the possibilities and needs of pedagogical science.

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