

UDC 37.013.2

**PEDAGOGICAL CONDITIONS
OF VALUE ATTITUDE FORMATION TOWARDS TEACHING**

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The article is devoted to the analysis of pedagogical conditions of value attitude formation towards teaching. The set of conditions is outlined; their implementation in the teaching and educational process of higher educational establishments is described.

The problem of value attitude formation towards teaching has been a significant one for a long time. Teaching ranks low on the list of professions popular in this country and the tendency seems to be rather stable. The objective of our work was to scientifically justify and develop theoretical basis and organizational and pedagogical conditions of value attitude formation to profession among teachers-to-be. Therefore, this article describes pedagogical conditions of value attitude formation towards teaching among students.

The research we carried out dealt with the implementation of a set of pedagogical conditions aimed at the development of value attitude among teachers-to-be. We presupposed that the set included the following conditions:

- diagnostics of the components of value attitude towards teaching;
- successive change of phases in the process of value attitude formation;
- use of self-reflection and self-rating while setting personal developmental goals;
- ensuring of an active subject position in the educational and self-educational process;
- stimulation of stable positive motivation in order to accept professional values via situations of social and moral kind;
- activation of students' creative skills;
- use of traditional and nontraditional educational means and information-communication technologies.

The conditions enumerated were implemented through a number of teaching and educational procedures in the process of value attitude formation.

The adaptive-diagnostic stage of the experiment together with the planning-correction one let us estimate the level of value attitude among the students. We worked out a questionnaire that was used as a tool for building of the student's value attitude profile. It helped them to pinpoint the necessary directions of further work and mark them in their personal plan of self-development. We also tried to lower the level of stress and improve academic results of the students providing them with additional instruction, special organization of lectures and seminars, etc. This work showed that first year students are not equipped with a sufficient number of academic skills and need the help of lecturers and tutors in order to improve them.

The following aspect of experimental work was devoted to the problem of students' active subject position. Our research reveals that the vast majority of students are not ready to take responsibility for their academic success, are inclined to get ready-made answers, tend to memorize and repeat facts rather than question what they are said or instructed. In order to stimulate a more challenging atmosphere of studying we included inquiry-based learning using a gradual shift from structured to guided and then open inquiry. We started with the defining of the courses, giving the students a detailed plan of what they would discuss and explore, thus letting them be aware of the necessary information and skills to be proficient in at the end of the course. Another important step was stimulating of a complex communal dialogue in the classroom. For that reason, we tried to include more project work organized in groups rather than individual tasks checked in a written form. Evaluating student work without tests and quizzes turns out to be less threatening and monotonous. Projects also provide students with a variety of ways to demonstrate their understanding and competencies. They are more flexible than tests because they can be restructured owing to individual differences in cognitive skills. They also give students more opportunities to make their own decisions. Each project is unique meaning that students can recognize the importance of the choices they make while completing the task. Hence we inferred that the idea of a subject-centered classroom (achieved via project work, inquiry-based learning and a communal dialogue) creates more opportunities for higher order thinking; developing of communication and collaborative skills, research and information literacy; better retention, thus

forming lifelong learners. Project work also provided a chance for better evaluation of the student's results. Completing a project, they need a sort of guidance or supervision thus having their work assessed several times before it must be finished. Grading then becomes more a tool of learning and growth than a final judgment of the product. It also makes students rely on each other and the skills of consensus are more likely to be learned.

Another example of efficient organization of the teaching and learning process in order to stimulate active subject position of students is the use of debate. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing as well as analytic thinking skills. The practice in the debates also leads students to become more accustomed to expressing opinions.

Moreover, teaching is a demanding job that takes place in a complex and dynamic setting, the classroom. Although classrooms are familiar places for beginning teachers, most have known the classroom from in front rather than behind the teacher's desk. That is why we relied on the possibilities of professionally oriented technology in the educational process involving case method and management games. A case puts students in a role of a person faced with a problem and asks them to devise, defend, discuss, and refine solutions to that problem. Such situations usually require not only professional knowledge and skills but also a kind of moral choice that should be made in accordance with values either personal or professional. Management games help to create the atmosphere of a real classroom and imply a lot of acting out which is useful for teacher-to-be. Another advantage of management games and case method is enhancing student creative skills through eliminating of traditional discussion of theoretical points and inserting of practical tasks.

Taking into account what has been said above, it takes a lot to be an effective teaching professional. Moreover, accomplished teachers are inventive in their teaching, recognising the need to admit new findings; they stand ready to incorporate ideas and methods developed by others that fit their aims and their students. They are supposed to be involved into constant search and creative activity. Thus, the students took part in several university competitions and, while at school, prepared pupils for a local phonetic contest. Eventually, the students had to evaluate their progress in studies, review their performance in different activities either successful or not, describe their achievements and analyse their fails.

The conditions described proved to be efficient in the experiment we carried out from 2009 to 2013 at PSU. The qualitative and quantitative analysis of the results showed their considerable effect on the development of value attitude formation to teaching among teachers-to-be.

UDC 10.12.34"15/16"(441)

THE GENTRY DEMOCRACY CHARACTERISTIC FEATURES OF RZECZPOSPOLITA

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The features of social and political system of the Commonwealth are considered in the article. The general characteristic of the legal status of the gentry are mentioned. The process of the political system formation and development of the Commonwealth has been analyzed.

The period of the Rzeczpospolita comprised the territory of modern Belarus had a great value for the country's history. Such important law monuments as the Statute of 1588 and the Constitution of 1791 appeared right at that time. The level of the legal and political thoughts was very high in the country. Moreover, a special public way so-called "gentry democracy was set up in Rzeczpospolita". In this article we'll pay attention on reviewing the peculiarities of this public way.

During the 16 -18 centuries a social and social class polarization took place especially in Belarus, the gentry was glorified. Its special rights and freedoms gave researchers the reason to believe that Rzeczpospolita was a "gentry nation" [2].

Unlike the other countries in Western Europe, where the representative form was transiting to an absolute monarchy (France) or a parliamentary monarchy, Rzeczpospolita was advancing itself in its own way. It is in this form of government emerged an elected monarch who had very limited powers.

A special agreement was set up between the gentry and a new King – so called *pacta conventa* which stressed the exact duties of the new elected monarch and was a kind of an individual contract. "Henry's Articles"