

UDC37.013.2

VALUE ATTITUDE FORMATION TO TEACHING: METHODOLOGICAL ASPECT

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Teaching seems to be among the least popular professions with young people entering universities and colleges. The article is devoted to the problem of value attitude to teaching. The stages of its formation are outlined and described; the results of the research are represented.

The prestige of teaching has been decreasing over the last few decades. There are different reasons for this process such as economical and sociocultural ones. Teachers are underpaid; they often work under stress; they struggle with increasingly demanding curriculum requirements and lack of parental involvement; a teacher's job is not often finished at the end of the school day. But it's not the whole list of problems. Besides, the number of entrants is reducing in general, thus doing teaching no good: school leavers are more interested in technical professions or the ones where they can get a better salary. On the other hand, the need for teachers in this country has always been high, especially for ESL teachers. This contradiction has made us focus on the problem of value attitude to teaching.

Values guide our behavior at home, at work, or any other area of our life; they are part of our identity as individuals. Value attitude, formed either deliberately or spontaneously, is like a compass that helps us behave consistently, regardless of the situation. Numerous researches have proved that human life is impossible without value approach to either nature or society (O.G. Drobnitskiy, A.G. Zdravomyslov, V.A. Yadov, etc.).

Professional values and value attitude to any professional activity is a great means of personality development. It helps students to unveil their potential in the profession, allows them to get mobility in a professional sphere, and increases chances of promotion. That's why pedagogic education should focus not only on the professional training of students, but should also be aimed at the development of personal characteristics of specialists to be. Nowadays the problem of value attitude formation among students of pedagogic professions gains currency and needs a thorough investigation.

According to V.N. Myasishchev, personality is first of all characterized through a system of relations to the environment. Relations are seen through actions, reactions, and feelings; they are formed in activity [1]. Value attitude to teaching is defined as a stable, selective, and preferable bond of a student as a personality with their profession to be. Teaching therefore takes on special significance for the subject, and is estimated as something valuable for their life and the life of society. Value attitude is a complicated personality creation consisting of several interdependent components: value-motivational, cognitive-operational, organizing-planning, introspection-evaluative, and emotional-volitional components.

Hence the process of value attitude formation to teaching is the focus of our research that has been developing through six years (2009 – 2014). The main task of the research is working out and theoretical substantiation of conceptual grounds of value attitude formation to teaching and determining of general pedagogic characteristics and conditions for a successful achievement of the goal.

The students involved in the experiment were to go through the five stages of value attitude formation. During the first one they studied their value attitude via a special test and built their profile of value attitude to the future profession. We also resorted to another method of research – content analysis. The students were asked to write an essay on their value of teaching as a profession. They were also involved into a number of activities helping their adaptation to new circumstances (e.g. meetings with older students, extra classes for students falling behind with the studies, discussions on the rational style of studying and different learning strategies, etc.). Lecturers were encouraged to start classes with a special introductory part including links with other subjects or other questions of the very same subject. At the end of the lecture, the students were to reflect back the content. The students were given recommendations about taking notes in a special way. We called this stage adaptation-diagnostics stage.

On the second stage the students had to work out a personal plan of their development according to the problems they encountered and the profile they had built before. The variety of problems was great, e.g. low grades, stress, trouble in following the lectures, inability to manage time, reading problems, etc. This stage was called planning-correction stage.

The following stage was essential in understanding of the importance of different subjects for the teacher. We organized an effective feedback via ICT in methods of teaching and pedagogical practice thus enhancing their involvement into teaching. Professing methods of teaching we aimed not only at the students' knowledge of

the subject, but concentrated on the importance of personal growth. We meant that this profession needs individuals who are not just doers, but also are thinkers. Teachers have to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Thus we included a special planning of lectures and practical classes for the subject. As a rule methods of teaching had been taught in Russian before the research, but we tried to introduce English articles and abstracts of English textbooks into the course. We aimed this step at stimulation of interest towards contemporary research in pedagogy and methods of teaching. We called this stage information-activity stage.

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. We also tried to embrace a wide range of divisive issues to hold debate and encourage the students to defend their points of view. Another means of involving them into creative activity was research and project work, carried out individually and in groups. This stage was called variation-creative stage.

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 last stage was called evaluation-resulting stage.

The results of the constating experiment showed that value attitude to teaching among the students under consideration was at an average level. The average rate of value attitude made up 3,4 with the following rates of its components: value-motivational – 3,5, cognitive-operational – 3,7, organizing-planning – 3,0, introspection-evaluative – 3,4, and emotional-volitional – 3,3 (according to a five-point scale).

The content-analysis of the essays showed, firstly, a wide range of student opinions concerning value attitude to teaching. Such aspects of teaching value as content, procedural, organizing, and others were mentioned. Secondly,

the research proved the supposition that value attitude to professional activity can be regarded as a system creation with a number of components in it. Thirdly, personal and social value of teaching in today's society was showed.

According to the survey, the measures introduced at the adaptation-diagnostics stage were helpful to the majority of the students: 86% of the students estimated them as valuable; 10% of the students said they could have done without them; 5% of the students said they were useless. The students were also asked about their attitude to lecture delivering. 79% of the students agreed that introductory and concluding sections helped them to organise their knowledge better and get ready for classes more efficiently; 18% of the students didn't make use of them; 3% of the students under consideration found this measure useless.

Having worked out their personal self-development map, most of the students started to manage their time more efficiently. 81% of the students highly evaluated the role of the map for their successful studying at university and their future profession. According to their answers, it contributed a lot to their personal growth (60%); to the realization of their educational aims, the choice and structing of information (37%); to the acquirement of introspection skills and evaluative skills (46%); to the development of will-power in goal achievement (31,2%).

Aggregate indicators of value attitude to teaching are shown in the table below.

Table 1 – Average rate of value attitude to teaching before and after the experiment

	P _{v-m}	P _{c-o}	P _{o-p}	P _{i-e}	P _{e-v}	P _{av}
Before the experiment	3,5	3,7	3,0	3,4	3,3	3,4
After the experiment	4,3	4,4	3,5	3,8	3,4	3,9

In the course of the research the characteristics of value attitude to teaching were disclosed, its constituent parts were revealed and described. The process of value attitude formation was shown and structured. The results of the formative experiment proved the positive effect of the author's model of value attitude formation on the development of its constituent parts, thus confirming its efficiency.

REFERENCES

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