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### PEDAGOGICAL VALUES IN THE CONTEXT OF THE PEDAGOGICAL MASTERY OF PRIMARY SCHOOL TEACHERS

Telychko Natalia, Deshko Mariia

### ПЕДАГОГІЧНІ ЦІННОСТІ В КОНТЕКСТІ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

Теличко Н. В., Дешко М.

*У статті розглядається проблема усвідомлення студентами змісту педагогічних цінностей та формування професійно-ціннісних орієнтацій на здобуття вершин педагогічної майстерності.*

*Аналіз останніх досліджень дав змогу встановити, що вивчення дослідниками педагогічних явищ, розкриття сутності педагогічних цінностей базується на аналізі ключових понять, що складають ціннісно-сміслову сферу особистості майбутнього вчителя; на визначенні ціннісних орієнтирів і когнітивних структур у діяльності педагога.*

*Сконкретизовано сутність педагогічних цінностей у контексті формування педагогічної майстерності майбутніх учителів початкових класів. Ціннісні орієнтації на індивідуальному рівні є соціально-психологічним феноменом особистості, що знаходить відображення в наданні переваги або відкиданні певних смислів і моделей поведінки людини, проявляється в її спрямованості, установках, переконаннях. Ціннісні орієнтації містять у собі ідеали, уявлення про сенс життя і діяльності людини, є ядром мотиваційно-ціннісної сфери особистості, що характеризується єдністю процесів саморегуляції й усвідомленого саморозвитку в процесі набуття смислів-цілей, смислів-інтересів, смислів-мотивів, смислів-відношень.*

*Формування професійних цінностей і переконань, які складають професійну філософію і є центральною частиною професійної субкультури, яка формує культуру тих, хто опановує і тих, хто прийшов у професію, і в межах якої здійснюється соціалізація. Таким чином філософія стає частиною професіоналізму.*

*У кожній особистості є власний рівень «ціннісної парадигми», що окреслює та визначає соціальні кордони та особистісні межі дій майбутнього вчителя. Зі змістом цієї парадигми безпосередньо пов'язані певні професійно-мотиваційні аспекти аксіологічного спрямування.*

*Загальна спрямованість на гармонійний розвиток майбутнього вчителя у напрямі формування у студента основ педагогічної майстерності передбачає конкретизацію його ціннісно-сміслової сфери в напрямі професійного зростання. Для цього необхідно чітко усвідомлення студентами змісту педагогічних цінностей та цілеспрямоване формування професійно-ціннісних орієнтацій на здобуття вершин педагогічної майстерності.*

*Здійснюючи пошук шляхів реалізації цілей педагогічної діяльності, педагог вибирає власну професійну стратегію, зміст якої полягає в саморозвитку та розвитку інших. Таким чином, цінності-цілі відображають державну освітню політику і рівень розвитку самої педагогічної науки, які, суб'єктивуючись, стають значущими факторами педагогічної діяльності і впливають на інструментальні цінності, так звані цінностями-засобами. Вони формуються в результаті опанування теорією, методологією і педагогічними технологіями, складаючи основу професійної освіти педагога.*

**Ключові слова:** педагогічні цінності, ціннісні орієнтації, мотиваційно-ціннісна сфера, професійно-мотиваційний аспект, аксіологічне багатство.

*The problem of awareness by the students of pedagogical content and formation of professional values and value orientations for the achieving of the highest points of pedagogical mastery has been considered in the article.*

*The analysis of recent research has proved that the studying by the researchers pedagogical phenomena, revealing the essence of pedagogical values is based on the analysis of key notions forming value-notional sphere of a future teachers; on the definition of values' focuses and cognitive structures of the teacher.*

*The nature of pedagogical values in the context of the pedagogical skills of primary school teachers has been concretized. Value orientation at the individual level is a socio-psychological phenomenon of personality, which is reflected in the provision of benefits or rejection of certain meanings and patterns of human behaviour, manifested in his orientation, values, beliefs. Values include ideals, understanding of the meaning of life and human activity, are the core motivational value of a personality that is characterized by unity processes of self-regulation and conscious self-development in the process of acquisition of meaning, purpose, meaning interests, meanings, motivations, meanings, relationships.*

*Each individual has a level of "value paradigm" that outlines and defines the boundaries of social action and personal boundaries future teachers. With the content of this paradigm are directly connected certain professional and motivational aspects axio-acmeological direction.*

**Key words:** pedagogical values, values, motivational-value sphere, professional motivational aspect axiological wealth.

The normalized regulation of pedagogical activity is defined by pedagogical values, which act in the understanding of the cognitive-activity system, which serves as a mediating and connecting link between the public worldview in the field of education and the activity of the teacher. Pedagogical values are syntagmatic in nature, ie formed historically and fixed in pedagogical science as a form of social consciousness in the form of specific images and ideas. Mastering of pedagogical values is carried out in the process of pedagogical activity, during which their subjectivation takes place. It is the level of subjectivation of pedagogical values that serves as an indicator of the personal and professional development of a teacher and the formation of his pedagogical skills.

The study by researchers of pedagogical phenomena, the disclosure of the essence of pedagogical values is based on the analysis of key concepts that make up the value-semantic sphere of the future teacher's personality; on the definition of values and cognitive structures in the activities of the teacher [3] and others.

The main task of writing the article is to specify the essence of pedagogical values in the context of the formation of pedagogical skills of future primary school teachers.

The axiological ideas in the humanities have developed in the understanding of values as the highest principles to ensure consensus in society. It is known that natural phenomena exist in an original, real and objective way, and entering the sphere of human experience, acquire vital significance for people, become their values, which form the real world [4, p. 145].

The understanding the concept of "value" has a multifaceted orientation, which leads to the interpretation of its content in the context of the ability to meet the needs and interests of the individual; the presence of special significance of things, phenomena, processes, ideas for the life of the subject, his needs and interests; special individual reality, which has a certain positive significance for the subject who experiences it. The values of each person form his value orientations and reflect the higher levels of orientation of the individual, the general focus of human activity on something significant for him, for example, to master the basics of pedagogical skills. Thus, value orientations relate to the main areas of human self-realization, which are education, professional activity and the highest level of professional activity - skill. Sociologists argue that the system of value orientations is the level of self-regulation and is realized in the behavior of the individual. The concept of "value" is the main category in axiological science and is fixed in the human mind in the form of evaluative judgment or is characterized by a certain emotional reaction. Philosophical interpretation of axiological approaches is aimed at analyzing the meanings and human existence, its ideals and imperatives [2, p. 25-28].

Personal pedagogical values act as socio-psychological formations, which reflect the goals, motives, ideals, attitudes and other worldview characteristics of the teacher, forming a system of his value orientations. Axiological "I" as a system of value orientation contains not only cognitive but also emotional and volitional components that play the role of its internal orientation, which assimilates both socio-pedagogical and professional-group values, which are fundamental for the formation of individual and personal system of pedagogical values.

Scientists claim that this system includes:

- values associated with the assertion of a person's role in the social and professional environment (social significance of the teacher's work, the prestige of teaching, recognition of the profession by the immediate environment, etc.);
- values that meet the need for communication and expand its range (communication with children, colleagues, reference people, the experience of children's love and affection, the exchange of spiritual values, etc.);
- values that focus on the self-development of creative individuality (opportunities for the development of professional and creative abilities, involvement in world culture, pursuit of a favorite subject, constant self-improvement, etc.);
- values that allow self-realization in the profession (creative nature of the teacher's work, romance and enthusiasm of the teaching profession, the ability to help socially disadvantaged children, etc.);
- values that allow to meet pragmatic needs (opportunities to work in a public institution, wages and duration of leave, professional growth, etc.) [2, p. 58].

pedagogical values the values of self-sufficient and instrumental types which differ in the maintenance are allocated.

Self-sufficient values are values-goals, which include the creative nature of the teacher's work, prestige, social significance, responsibility to the state, the possibility of self-affirmation, love and affection for children. Values of this type are the basis of personal development of both teachers and students. Values-goals are characterized by a dominant axiological function in the system of other pedagogical values, because the goals reflect the basic meaning of the teacher.

Carrying out the search for ways to achieve the goals of pedagogical activity, the teacher chooses his own professional strategy, the content of which is self-development and development of others. Thus, the values-goals reflect the state educational policy and the level of development of the pedagogical science itself, which, subjecting themselves, become significant factors of pedagogical activity and influence the instrumental values, the so-called values-means. They are formed as a

result of mastering the theory, methodology and pedagogical technologies, forming the basis of professional education of the teacher.

Personal pedagogical values act as socio-psychological formations, which reflect the goals, motives, ideals, attitudes and other worldview characteristics of the teacher, forming a system of his value orientations. Axiological "I" as Values-means are three interconnected subsystems: actually pedagogical actions directed on the decision of professional-educational and personal-developmental tasks (technologies of training and education); communicative actions that allow to implement personally and professionally oriented tasks (communication technologies); actions that reflect the subjective essence of the teacher, integrative in nature, as they combine all three subsystems of action into a single axiological function. Values-means are divided into such groups as values-relationships, values-qualities and values-knowledge.

Values-relationships provide the teacher with an appropriate and adequate construction of the pedagogical process and interaction with its subjects. The attitude to professional activity does not remain unchanged and varies depending on the success of the teacher's actions, on the extent to which his professional and personal needs are met. The value attitude to pedagogical activity, which outlines the ways of teacher's interaction with students, differs in humanistic orientation.

In the hierarchy of pedagogical values, values-qualities have the highest rank, because it is in them that the personal and professional characteristics of the teacher are revealed. These include various and interrelated individual-personal, status-role and professional-quality qualities.

Values-relations and values-qualities may not provide the necessary level of pedagogical activity, if another subsystem is not formed and mastered - the subsystem of values-knowledge.

Values-knowledge is a certain orderly and organized system of knowledge and skills, presented in the form of pedagogical theories of development and socialization of the individual, patterns and principles of construction and functioning of the educational process, and others.

Thus, these groups of pedagogical values, generate each other, form an axiological model that has a syncretic (merged, dismembered) nature. It is manifested in the fact that the values-goals determine the values-means, and the values-relations depend on the values-goals and values-qualities and so on, ie they function as a whole.

Humanistic parameters of pedagogical activity, acting as its "eternal" landmarks, allow to fix the level of discrepancy between the existing and the proper, reality and ideal, stimulate creative bridging of these gaps, cause the desire for self-improvement and determine the worldview of the teacher [3, p. 59].

Recognition of education as a universal value today no one doubts. This is confirmed by the constitutionally enshrined human right to education in most countries. Its implementation is ensured by the education systems that exist in a given state, which differ in the principles of organization. They reflect the ideological conditionality of the initial conceptual positions.

The implementation of certain values leads to the functioning of different types of education. The first type is characterized by the presence of adaptive practical orientation, ie the desire to limit the content of general education to a minimum of information relevant to the provision of human life. The second is based on a broad cultural and historical orientation. This type of education provides for the acquisition of information that will not be required in direct practice [1, p. 12].

Thus, the professional and motivational orientation of the student's axiogenesis involves identifying his subjective abilities to master the basics of pedagogical skills by complicating the student's value aspirations on the basis of reaching the top (acme) in the future activities of the teacher.

The general focus on the harmonious development of the future teacher in the direction of forming in the student the basics of pedagogical skills involves the concretization of his value-semantic sphere in the direction of professional growth. This requires a clear awareness of students of the content of pedagogical values and purposeful formation of professional and value orientations to achieve the peaks of pedagogical skills.

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**FORMATION OF DIALOGIC SPEECH SKILLS AT A FOREIGN LANGUAGE LESSON USING A PERSONALLY-ORIENTED APPROACH**

Telychko Natalia, Toyunda Yana

**ФОРМУВАННЯ КОМУНІКАТИВНИХ НАВИЧОК НА УРОЦІ ІНОЗЕМНОЇ МОВИ З ВИКОРИСТАННЯМ ОСОБИСТІСНО-ОРІЄНТОВАНОГО ПІДХОДУ**

Теличко Н. В., Тоюнда Я.

*The expectations of today's youth require original and challenging methods of teaching foreign languages. A major objective of current methodology is teaching conversational skills. Students' communicative competence depends on how efficiently all the language skills are developed.*

*It is expedient to apply personality based approach involving the creation of pedagogical situations that require students' independent decision as they learn to think creatively; take part in conversation, the contents of which requires cultural dialogue speech; give a critical assessment of the problem discussed; replenish own glossary of foreign languages for the skills of dialogical speech of students at the foreign language classes. It is such a person oriented situation every teacher can create in the form of dialogue between teacher and students or between students at the foreign language classes.*

*Visual materials thus have the primary role of promoting and using communicative language.*

*One of the most effective techniques of providing motivation in teaching grammar is the use of visual materials as a way of influencing the quality of classroom interaction and language use. Visual materials thus have the primary role of promoting and using communicative language.*



# МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: [www.msu.edu.ua](http://www.msu.edu.ua)

E-mail: [info@msu.edu.ua](mailto:info@msu.edu.ua), [pr@mail.msu.edu.ua](mailto:pr@mail.msu.edu.ua)

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