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## **ESSENCE AND STRUCTURE OF VALUED AND SEMANTIC ORIENTATIONS OF FUTURE NURSERY TEACHERS OF PRESCHOOL EDUCATIONAL ESTABLISHMENTS**

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*Essence and Structure of Valued and Semantic Orientations of Future Nursery Teachers of Preschool Educational Establishments*

The article is devoted to the issue of valued and semantic orientations forming of future nursery teachers of preschool educational establishments in the process of professional preparation, actuality of that is predefined by unstable political, social and economic situation in the country, general falling of level of spiritual culture. The aim of the research is studying of essence and structure of valued and semantic orientations of future nursery teachers of preschool educational establishments. On the basis of ground analysis of accordant researches, it is distinguished and characterized by the author such components in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments as motivational, cognitive, emotional and strong-willed, pragmatist, communicative and reflexive.

Motivational component reflects totality of reasons, necessities, interests of future nursery teachers of preschool educational establishments that determine its general orientation, personal interest by a future profession and co-operating with children, aspiration to permanent self-development. Cognitive component represents synthesis of knowledge and beliefs of future nursery teachers of preschool educational establishments concerning publicly confessed values, senses, degree of their realization and acceptance, about hierarchical system of own values that regulate behaviour of an applicant. Emotional and strong-willed component characterizes the degree of emotional living of one or another values, level of conations, made in the process of inheriting values in life. Pragmatist component allows to understand how the confessed values show up in behaviour of an applicant, his or her ability to operate according to axiological principles. Selection of communicative component is predefined that values and senses are known and internalised during interaction with others. And, finally, reflexive component determines the capacity of personality for self-examination, reflection concerning own dominant values.

*Keywords:* valued orientations, life-purpose orientations, valued and semantic orientations, structure of valued and semantic orientations, future nursery teachers of preschool educational establishments, process of professional preparation.

The process of forming of Ukrainian state system is accompanied by political, social and economic transformations that ambiguously influence on the mood of population of the country on the whole and on young people in particular. Scientists establish the common falling of level of spiritual culture, re-orientation in the hierarchy of the system of values of personality toward more pragmatic, egocentric, vagueness of further life projects of the most young people. In this context the special attention is deserved by student young people, the elite of nation, that will create history in accordance with those values that they accept now, acknowledge as significant ones. That is why the problem of forming of valued and semantic orientations of future teachers, including future nursery teachers of preschool educational establishments is extremely actual.

Today there is greater attention of scientists to the problem of the values, valued and life-purpose orientations of future specialists. On the other hand, the problem of forming of valued orientations of future nursery teachers of preschool educational establishments is presented by scientific achievements of such scientists as H. Andriunina, V. Volkova, N. Havrysh, O. Horbatova, S. Husakivska, O. Lysenko, S. Kaminska, O. Padalka and others. Let us notice that the marked researches are mostly devoted to the search of mechanisms, technologies of forming of professional valued orientations, id est the scientists did not distinguish the concept "valued and semantic orientations of future nursery teachers" or "sense/ life-purpose orientation of future nursery teachers". Thus, the problem of forming of valued and semantic orientations of future nursery teachers of preschool educational establishments in professional preparation still needs research at theoretical and practical level.

The aim of the article is research of essence and structure of valued and semantic orientations of future nursery teachers of preschool educational establishments for the best understanding of the problem.

Detailed review of works of the leading scientists who investigated the structure of the valued orientations of future nursery teachers of preschool educational establishments allows to establish that most researchers (H. Andriunina, V.Volkova, O.Horbatova, O.Lysenko, S.Kaminska, O.Padalka) distinguish such components as cognitive, motivational (motivational and valued), emotional (emotive), pragmatist (behavioural), reflexive. The first one reflects totality of knowledge that one researchers connect with the future profession of a nursery teacher of preschool educational establishment and others connect it with the idea concerning variety of values and own valued orientations. Motivational component demonstrates reasons of professional activity: interest in a future profession, co-operating with children, the process of cognition and self-cognition and others like that. We find the emotional component in the structure of the valued orientations not in all researches but authors who distinguish it, mark that such constituent represents emotional attitude of future nursery teachers toward values, that are declared for the process of study on the whole. The authors underline the role of emotions during the estimation of meaningful values that becomes possible only during the emotional experiencing of value. Pragmatist or behavioural component characterizes ability to operate on principles of the accepted values, lean against them in behaviour, in the situation of existential and moral choice. Also it represents active position of an applicant, participating in different types of activity during professional preparation. And finally, reflexive component is characterized due to capacity for self-examination of a person, own skills, own behaviour and others like that.

Being based on the detailed review of categories that compile the concept "valued and semantic orientations of personality" and coming from the analysis of the above-mentioned works, we have the opportunity to define the structural components of valued and semantic orientations of future nursery teachers of preschool educational establishments, to that we rank motivational, cognitive, emotional and strong-willed, pragmatist, communicative and reflexive components.

Let us stop at each of them more in detail. So, the **motivational component** reflects interests, necessities, reasons of activity of a future nursery teacher of

preschool educational establishment that have already been before entering the establishment of higher education, and also those that are formed in the process of professional preparation. We hold to the point of view of A. Markova who distinguishes in the structure of motivational component such constituents as meanings and senses; necessities; aim; interest [1], but we consider that the motivational component in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments consists of reasons, necessities and interests of an applicant that in the unity influences on the aim of his or her activity, determine the method of its setting and achievement.

For complete understanding of elements that characterize the motivational component we determine the terminology. So, the *reason* we determine as one that any activity is for the sake of [2]. Each applicant, entering higher educational establishment, pursues own reasons that depend on the hierarchy of dominant values, orientation on internal or external reasons. So, to internal reasons of entry to pedagogical specialties on the whole, and to speciality 012 "Preschool education" in particular we rank love to children, desire to devote oneself to service to children, to become the specialist of the business that induces an applicant to activity. External reasons can be attempts formally to get the diploma of higher education, easier study in comparison with maybe technical specialties, getting a scholarship, approval from the side of reference group (parents, friends and others like that). In last case it is difficult to talk about meaningfulness of knowledge that is presented, seeing of sense in content of educational material, in a future profession on the whole.

On the other hand, educational environment of higher educational establishment can powerfully influence on becoming of valued and semantic orientations of future nursery teachers of preschool educational establishments and even in the case of absence of steady cognitive and professional reasons at the beginning of study, there is possibility to grow them by involving in different types of activity.

Different types of activity may be possible in the process of professional preparation of future nursery teachers of preschool educational establishments as

educational, social and humanitarian, research, professional and others like that. Exactly what kind of reasons induces a student to participating in different types of activity determines present values (ideals, vital aims and means of their achievement) that entered to the structure of personality. It is important for forming of cognitive and professional reasons that each of the types of activity offered for the choice of student was filled by semantic context (both in-class and out-of-class work).

Inadequateness of reasons of future nursery teachers of preschool educational establishments that induce them to activity, can become pre-condition of academic unsuccess on the one hand, on the other hand it can provoke distortion in valued and semantic orientations.

We understand *necessities* as absence or shortage of something for support of the optimal functioning of personality [3]. As justly A. Pavlichenko notices "satisfying the necessities takes off motivational tension and, causing a positive emotion, "asserts" this type of activity, attaching it in the fund of "useful activities". Dissatisfaction causes negative emotion, strengthening of motivational tension and at the same time activates searching activity" [4, p. 112].

Necessities have dynamic, changeable character, id est operate "here and now". Therefore, values in relation to necessities are more stable construct, although during the life of a person their hierarchy modifies depending on the leading type of activity, circumstances of life [Ibidem].

The leading necessity of a student age is self-determination, choice of further professional way and way of living. But, the reasons of such choice in a great deal depend on priority values. Obviously it is important to form in the process of professional preparation of future nursery teachers of preschool educational establishments cognitive (necessities in cognition, self-perfection) and spiritual necessities (aspiration to self realize in further professional activity, to communicate with others, to support and others like that) on the basis of acceptance of one or another values, that in combination with reasons will determine the orientation of personality of a future nursery teacher.

Necessities arise up on the basis of *interest*, the real reason of actions of personality of a future nursery teacher of preschool educational establishment. Interest is a sort of selective attitude toward objects, events, phenomena that became meaningful for personality as a result of emotional experiencing and understanding [4, p. 115]. Processes of emotional experiencing and understanding are psychological and pedagogical mechanisms of forming of valued and semantic orientations of personality. As we can see, they work through increasing of interest of a future nursery teacher of preschool educational establishment in something, id est already present interests and those that will be formed directly in different types of activity, is an effective pre-condition of comprehension of a further profession, self-development and self-perfection. Coming from the following positions, it is important to plan educational environment of preschool educational establishments in such a way, that an applicant had an opportunity of self-actualization and on this basis to choose different types of activity in accordance with own capabilities and interests.

Thus, motivational component involves all variety of reasons, necessities and interests of a future nursery teacher of preschool educational establishment that determine the vector of his or her orientation, represent the values, borrowed by personality, that induce to activity and choice in a contradictory situation.

**Cognitive component** in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments is characterized by totality of knowledge of an applicant about society and its values on the whole, the system of common to all mankind values, values of future profession and idea about the own hierarchy of values, own vital strategy on the one hand and on the other hand it synthesizes all variety of knowledge that are necessary for further professional activity, indeed senses arise exactly in the process of their capturing.

Cognitive component reflects knowledge about values, their classification, idea about own system of valued orientations, its accordance to the values of profession of a nursery teacher for children of early and preschool age, where a the leading value is a Child. We will notice that without the presence of corresponding knowledge the value will not be able to be built in the structure of personality that predetermines

expansion of axiology content of professional preparation. But, knowledge about values does not guarantee their personal acceptance by future nursery teachers of preschool educational establishments. Thus, we can retrace interdependence of motivational and cognitive constituents, indeed without the presence of steady positive motivation to the process of study, necessity in cognition, communication with a child, absence of interest in a future profession, knowledge becomes formal, mechanical and accordingly such that will not find the reflection in further activity.

The given component also contains knowledge about itself, its capabilities, possibilities, circle of interests, leading reasons of activity, reasonable vital plans. Fundamental importance is acquired by the degree of their realization, level of self-actualization of personality of a future nursery teacher of preschool educational establishment. It is well-proven in the studios of N. Maksymchuk that mastering and acceptance of different values depend on the degree of self-actualization of a future teacher: "it is set that formedness of professional and valued orientations of a future teacher is closely related to general level of his or her self-actualization: the higher level of self-actualization the more students-teachers accept professional, high moral and spiritual values" [5, p. 10].

Thus, cognitive component in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments synthesizes in itself knowledge about different values (common to all mankind, professional) and vital senses, their essence; knowledge about yourself, own capabilities and possibilities, interests, ideas about future and correlation of a person with a further profession. On the basis of such knowledge the valued attitude toward different objects, processes and phenomena is produced.

The important component in the structure of valued and semantic orientations of a future nursery teacher of preschool educational establishment is **emotional and strong-willed** component, as positive emotions assist experiencing of values, is the mechanism of transformation of values into valued and semantic orientations. On the other hand, willed self-regulation of behaviour is no less important in the process of recreation of values in activity, fixing in the structure of personality of the certain

valued features in particular: responsibility, independence, flexibility and others like that.

T. Antonenko notices that emotional and semantic saturation of content of study in the process of professional preparation assists to realization, comprehension of values through the mechanism of emotional involvement: "emotional saturation of semantic educational material, emotional culture of a teacher, dialogic forms of co-operation of a student and a teacher, emotional support and emotional "stroking" of students are able to wake up for future specialists' interest in profession, to form a necessity in systematic acquaintance with its specific, feel pleasure and gladness from watching skilful professional activity. Sense of pleasure from selected profession is an original stimulus to further cognitive activity, to positive setting on a profession, to the necessity of self-perfection and forming of meaningful professional qualities" [6, p. 120].

On the other hand, achievement of success with any activity, goal setting and its achievement need considerable conations. We found confirmation of such thesis in the research of I. Halian: "the level of development of strong-willed qualities determines force of internal source of activity of a subject, sent to those or other aims, in particular and on the estimation of surrounding reality and making of own autonomous system of values" [7, p. 71].

Thus, emotional experiencing during cognition of values in combination with strong-willed component during the recreation of values in behaviour, achievement of the set aim, is the necessary constituent of valued and semantic orientations.

**Pragmatist component** in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments comes forward as an original bridge that connects present for a student knowledge about values with his or her behaviour and degree of realization of values in the real life. As it has already been marked, knowledge about one or another values does not guarantee their recreation in activity, as they could not become semantic. We remember the point of view of G. Hegel who proved that single moral acts, id est a recreation of values in activity, also do not testify to their firmness, in fact they must become the features of



personality and constantly being realized in activity [8]. Pragmatist basis of valued and semantic orientations is well-proven in psychological and pedagogical studios (I. Bekh, I. Halian, D. Leontiev, S. Rubinstein, A. Sieryi, V. Slastonin, H. Chyzhakova, Yu. Shaihorodskyi, M. Yanytskyi and others), where it is marked that only in direct activity values are realized, comprehended, experienced from the emotional point of view, correlated with already existing and are being gradually transformed in valued and semantic orientations in the case of favourable external circumstances.

Coming from such logic, it is necessary to stop at the essence of the concept "activity" as determinant of valued and semantic orientations of future nursery teachers of preschool educational establishments. So, in reference psychological literature activity is interpreted as "totality of actions that are caused by reason; dynamic system of co-operations of a subject with the world, in the process of that there are appearance and embodiment in the object of mental model and realization of mediated by him or her relations of a subject in subject reality" [9, p. 101-102]. A. Pavlichenko notices that activity represents unity of two sides— subject and object, where the first one represents the subject (a future nursery teacher of preschool educational establishment) with all variety of reasons, necessities, interests, totalities of knowledge, ways of thinking, the second one represents totality of educational situations (represents the whole process of professional preparation) [4, p. 103]. Obviously that object side of activity influences on subject one, "results in the change of personality, stimulates his or her development as the subject of activity, enriches motivational, emotional, valued and semantic spheres of actual professional activity" [Ibidem].

I. Halian clearly determines the role of activity in the process of value passing to the valued and semantic orientation: "value acquires personal sense for a person only in the process of activity and on condition of its (value) "defending", id est when a person becomes the subject of activity, sent to realization, embodiment in life of this value, thus, translating it from the declared class to the class of actual values that regulate person's life" [7, p. 70]. Thus, only during permanent realization of known

and realized by personality values in behavior, they become semantic for a future nursery teacher of preschool educational establishment, predetermine fixing of values as personal features in psychological structure of personality of a future nursery teacher of preschool educational establishment.

Yu. Shaihorodskiy adds an important aspect to understanding of pragmatist basis of valued and semantic orientations, marking that the necessary condition of transformation of the publicly confessed values in personality is the practical involving of subject in collective activity, indeed by such method a person accepts the values of small reviewer groups. Taking into account professional preparation of applicants, a psychologist marks: "it is outstandingly important exactly in a student collective to organize such system of coexistence that would give possibility to each member of group to worry publicly important interests, laws and behavioural norms, socially useful activity" [10, p.110].

But, personality chooses for himself or herself such activity that suits his or her interests, reasons, necessities, id est to the confessed values. Besides, in the process of activity those values that entered to the structure of personality as ideals, vital plans, personal features are reflected. If the outwardly established activity with the set of corresponding values does not keep up with the system of the valued coordinates of personality, he or she enters into a conflict that causes contradiction. Such contradictions can become motive forces in relation to a revision and cardinal change of priority values and can provoke non-acceptance of values of a future profession.

As we can see, pragmatist component of valued and semantic orientations of future nursery teachers of preschool educational establishments is closely connected with previous ones, indeed reasons are the ones that induce personality to activity, experiencing of values during its realization, totality of knowledge about one or another values and senses, gives an opportunity to choose the ones of them, that are maximally close, alike with those, that have already been actual; positive emotions that arise up in the process of different types of activity, promote transformations of publicly confessed values in valued and semantic orientations.

Selection of **communicative component** in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments is connected with that cognition of values takes place in the process of communication with others. As justly marks Yu. Shaihorodskyi "within the limits of communicative sphere "begins" mostly the search, process of acceptance and mastering of values, as information about existence of value, condition of its realization, the initial stage of transformation of values takes place mainly within the framework of the distinguished aspect. Not only estimation but also its correction, reappraisal of values undergo an "examination" by means of communication. Moreover, quite often the value can "overcome" its way from information to the denial within the limits of communicative aspect" [10, p. 100]. It is possible to say the same about senses, vital aims and plans of personality, exactly during interaction with others there is "meeting" of two cultures, points of view to existence of the world, its priority values.

The leading subjects of communication for a future nursery teacher of preschool educational establishment are teachers and other applicants with that there is permanent communication both within the limits of in-class work and during out-of-class work (independent, research, social and humanitarian, professional and others like that). For this reason, organization of such co-operation between them is important that would induce to the permanent reflection, internal dialogue concerning own values, further vital orienting points. Not less important is communication with children of early and preschool age that becomes possible within the limits of different types of pedagogical practices and other forms of out-of-class work. Exactly during interaction with a child there are realization and acceptance of necessary professional values, grant to them of the semantic saturation, comprehension of further profession and own place in it.

Let us notice that in the process of co-operation of a future nursery teacher of preschool educational establishment with other subjects, exchange of values and senses between them, certain emotions appear: "communication is an important determinant of emotional states of a person. There is and develops all spectrum of

human emotions in it" [Ibidem]. It proves connection of emotional and communicative components in the structure of valued and semantic orientations of personality.

**Reflexive component** in the structure of valued and semantic orientations of a future nursery teacher of preschool educational establishment sends him or her to permanent self-examination, own capabilities, interests, analysis of results of own activity, that induces an applicant to think about expedience of own vital orienting points, plans, their realism, about own system of values, their hierarchy, semantic saturation of different types of activity. We consider the opinion of N. Havrysh and O. Sushchenko to be appropriate: "ability to reflect allows most fully not only to realize the features of own personality as valuable or not desirable in professional activity but also to define the ways of their correction and further development through making and mastering of new senses and values. Due to reflection a person is in the permanent search of senses of life, professional activity, in such a way moving to own subjectivity" [11, p. 409].

Reflexive component in the structure of valued and semantic orientations of an applicant allows him or her constantly to analyze own values for the purpose of expediency, rightness, accordance to the selected profession, certain vital strategy. Accordingly, in the process of professional preparation a future nursery teacher of preschool educational establishment constantly reflects concerning those values that are declared to him or her, accepts or thrusts aside them, straight from that depends a degree of meaningfulness of a further profession and own future.

On the other hand, scientists mark that reflexive constructs do not arise up by their own in the process of professional preparation. So, N. Havrysh, O. Sushchenko [11], V. Zhelanova [12], M. Marusynets [13] stand on positions of "growing" of reflexive capabilities of future teachers on the whole and future nursery teachers of preschool educational establishments in particular. Id est scientists prove the necessity of modeling and realization of special educational environment that would assist forming of reflexive component in the structure of valued and semantic orientations of applicants.

Let us notice that each component in the structure of valued and semantic orientations of a future nursery teacher of preschool educational establishment is organically connected with others, separately taken any component is unable to function independently. Conditional distribution of the structure of valued and semantic orientations on constituents is explained by complication of the investigated phenomenon and necessity of description of each component. Thus, the structure of valued and semantic orientations is an indivisible unity of its constituents, degree of connections between them allows to judge about its integrity.

For better evidentness we give the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments in a kind of figure (fig. 1).

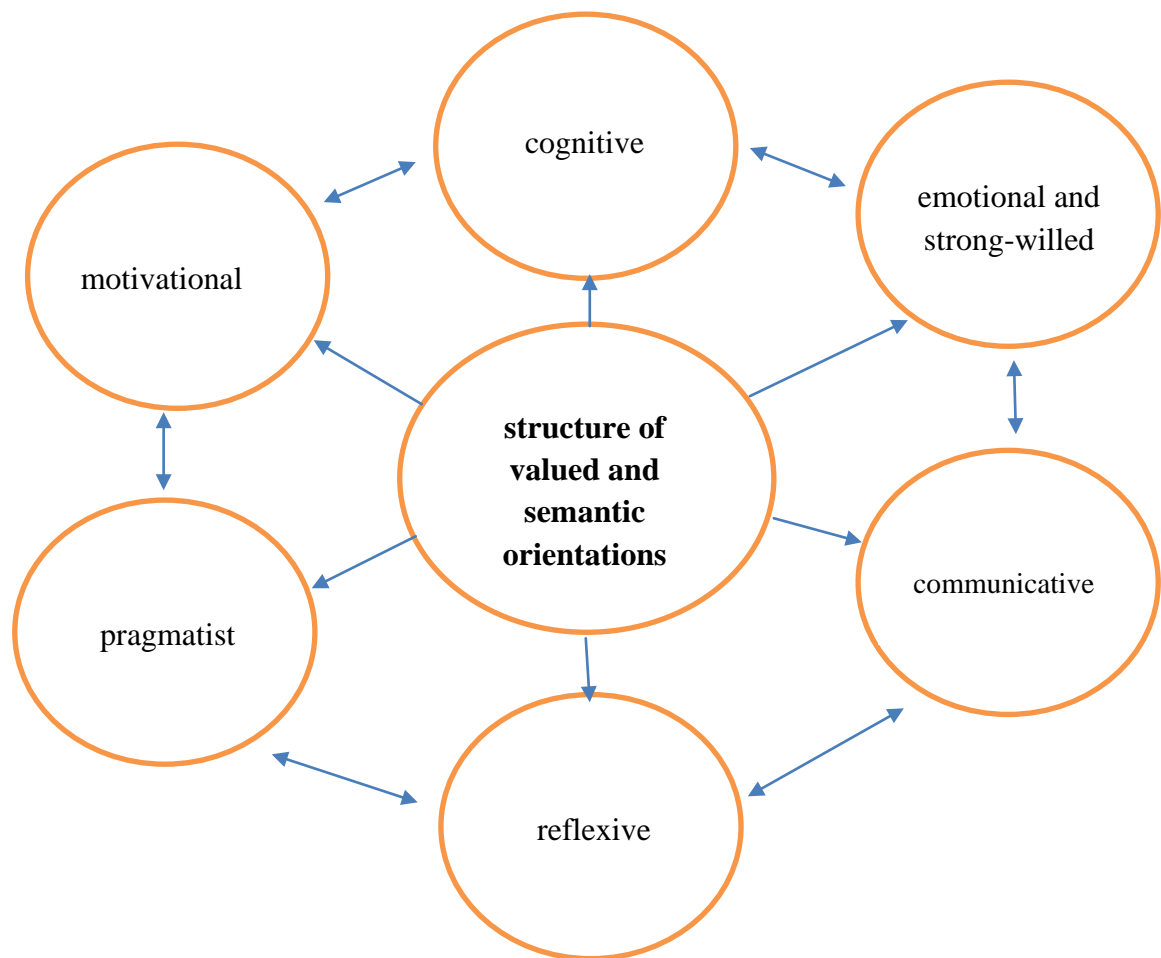


Fig. 1. Structure of valued and semantic orientations of future nursery teachers of preschool educational establishments

The structure of valued and semantic orientations of future nursery teachers of preschool educational establishments has such additional characteristics as dynamic and functionality. Dynamic is explained by that in the process of professional preparation there is rethinking of values by personality, their correction, sometimes change of leading values or place of concrete value in a corresponding hierarchy. Traditionally, personal values, unreal vital aims prevail on the first stages of study and closer to graduation an applicant begins to be oriented on professional values and put more clear, real goal, design a prospect of own development.

The structure grounded by us is functional, as each its component is examined in integral unity, but it also executes a functional contribution to the general structure.

Coming from such understanding of components in the structure of valued and semantic orientations of future nursery teachers of preschool educational establishments we determine this definition as **integrative formation of valued orientations and vital senses that accumulates in itself motivational (reasons, necessities, interests), cognitive (knowledge and beliefs), emotional and strong-willed (emotions, feelings, willed regulation), pragmatist (skills and abilities), communicative (exchange of values and senses) and reflexive (self-examination) components, it determines the orientation of personality, regulates his or her behaviour, influences on choice of his or her vital strategy and means of its realization.**

Research of essence and structure of valued and semantic orientations of future nursery teachers of preschool educational establishments allows us to make certain generalizations. Firstly, valued and semantic orientations are difficult integral formations, constituent of psychological structure of personality of a future nursery teacher of preschool educational establishment that appears through vital aims (ideal, real), means of their achievement, interests, necessities, reasons that characterize the orientation of personality of an applicant on the whole.

Secondly, valued and semantic orientations are realized in different types of activity on the one hand, on the other hand collective activity and interpersonal

communication are the condition of transition of values from the category of known to the category of meaningful. Forming of new or change of already existent valued and semantic orientations of future nursery teachers of preschool educational establishments are possible only in the process of real experiencing of consequences of the own valued choice that is reflected in activity.

Thirdly, valued and semantic orientations regulate behaviour of personality of a future nursery teacher of preschool educational establishment, "have real incentive, stimulant force" [10, p. 115], stipulate its choice in contradictory situations. In its turn, further realization of the confessed value in activity on the basis of such choice testifies to the orientation of personality of an applicant, characterizes his or her valued attitude toward the world, those around them, to himself or herself and the future.

We see the prospects of further research in modeling the system of forming of valued and semantic orientations of future nursery teachers of preschool educational establishments in professional preparation.

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Сутність і структура ціннісно-сміслових орієнтацій майбутніх вихователів закладів дошкільної освіти

Стаття присвячена проблемі формування ціннісно-сміслових орієнтацій майбутніх вихователів закладів дошкільної освіти (ЗДО) у процесі фахової підготовки, актуальність якої зумовлена нестабільною політичною та соціально-економічною ситуацією в країні, загальним падінням рівня духовної культури. Метою розвідки є дослідження сутності та структури ціннісно-сміслових орієнтацій майбутніх вихователів ЗДО. На основі ґрунтовного аналізу суголосних досліджень, автором виокремлено й схарактеризовано такі компоненти у структурі ціннісно-сміслових орієнтацій майбутніх вихователів ЗДО: мотиваційний, когнітивний, емоційно-вольовий, діяльнісний, комунікативний та рефлексивний.

Мотиваційний компонент віддзеркалює сукупність мотивів, потреб, інтересів майбутніх вихователів ЗДО, що визначають його загальну спрямованість, зацікавленість майбутньою професією та взаємодією з дітьми, прагненням до постійного саморозвитку. Когнітивний компонент відображає синтез знань та уявлень майбутніх вихователів ЗДО про суспільно визнані цінності, смисли, ступінь їх усвідомлення й прийняття, про ієрархічну систему власних цінностей, що регулюють поведінку здобувача. Емоційно-вольовий компонент характеризує ступінь емоційного проживання тих чи тих цінностей, рівень вольових зусиль, докладених у процесі наслідування цінностей у житті. Діяльнісний компонент дозволяє зрозуміти наскільки визнані цінності проявляються у поведінці здобувача, здатність його діяти на аксіологічних засадах. Виокремлення комунікативного компоненту зумовлено тим, що цінності й смисли пізнаються та інтеріоризуються під час інтеракції з іншим. І, нарешті, рефлексивний компонент визначає здатність особистості до самоаналізу, рефлексії з приводу власних домінуючих цінностей.

*Ключові слова:* ціннісні орієнтації, смисложиттєві орієнтації, ціннісно-смислові орієнтації, структура ціннісно-смислових орієнтацій, майбутні вихователі ЗДО, процес фахової підготовки.

Бадер С. А.

Сущность и структура ценностно-смысловых ориентаций будущих воспитателей учреждений дошкольного образования

Статья посвящена проблеме формирования ценностно-смысловых ориентаций будущих воспитателей учреждений дошкольного образования (УДО) в процессе профессиональной подготовки, актуальность которой обусловлена нестабильной политической и социально-экономической ситуацией в стране, общим падением уровня духовной культуры. Целью статьи является исследование сущности и структуры ценностно-смысловых ориентаций будущих воспитателей УДО. На основе тщательного анализа схожих исследований, автором выделены и охарактеризованы такие компоненты в структуре ценностно-смысловых ориентаций будущих воспитателей УДО: мотивационный, когнитивный, эмоционально-волевой, деятельностный, коммуникативный и рефлексивный.

Мотивационный компонент отражает совокупность мотивов, потребностей, интересов будущего воспитателя УДО, определяющих его общую направленность, заинтересованность будущей профессией и взаимодействием с детьми, стремлением к постоянному саморазвитию. Когнитивный компонент отражает синтез знаний и представлений будущих воспитателей УДО об общественно признанных ценностях, смыслах, степень их осознания и принятия, представления об иерархической системе собственных ценностей, регулирующих поведение личности. Эмоционально-волевой компонент характеризует степень эмоционального проживания тех или иных ценностей, уровень волевых усилий, прилагаемых в процессе реализации ценностей в поведении. Деятельностный компонент позволяет понять насколько признанные ценности проявляются в поведении, способность будущего воспитателя действовать с учетом аксиологических принципов. Выделение коммуникативного компонента обусловлено тем, что ценности и смыслы познаются и интериоризируются при интеракции с другими людьми. И, наконец, рефлексивный компонент определяет способность личности к самоанализу, рефлексии по поводу собственных доминирующих ценностей.

*Ключевые слова:* ценностные ориентации, смисложизненные ориентации, ценностно-смысловые ориентации, структура ценностно-смысловых ориентаций, будущие воспитатели УДО, процесс профессиональной подготовки.

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