

## **6. The problem of forming a value attitude to nature of future teachers**

*Problem statement.* The prospects of Ukraine's entry into the European educational environment, changing the spiritual and national priorities that have taken place in Ukrainian society in recent years have led to actualization of the reform of national education, in particular in the context of the formation of the values of young people.

The main goals of the modern system of higher pedagogical education are based on the training of a competitive specialist who can carry out his professional activities, based not only on special knowledge, but also on the experience of a value attitude to nature, labour and profession. In this regard, the formation of a value attitude to nature of future teachers in the process of professional training should be considered in the context of the axiological approach, in which the teacher and student are united by the value attitude to the surrounding reality. Values constitute the contents of self-concept and it is the basis of moral education of the personality, manifestation of a value attitude to himself, the regulator of behavior, act as meaningful benchmarks for the activities in a person's life, ensuring an appropriate level of consciousness and organization of the personality.

*Recent research and publication analysis.* Different aspects of the analyzed topic are studied in pedagogical, psychological and philosophical sciences. The study of psychological and pedagogical literature testifies that the problem of the formation of value attitudes is a constant interest among researchers.

*The article object* is a theoretical analysis of the problem of value attitude to nature, which significantly influences the process of formation of value attitude to nature of the personality of the future teacher, development of his professional potential, enabling the creation of a special environment where a person can realize his essence – the culture of society.

*Main material.* To implement the theoretical foundations of pedagogical universities development according to the concept of teacher education accreditation it is necessary to determine the conditions of management of innovative development

of pedagogical universities. Among them are the main creative and innovative orientation of teachers, availability of complex criteria for evaluating the effectiveness of the management of innovative development of pedagogical universities; availabilities of a system of criteria for evaluating the quality of innovative development programs and their possible comparison that provides synergy process of developing and implementing an innovative model program development, that is to say comprehensive analysis of the impact innovative development programs for university teaching activities, and the use of most effective borrowed resources.

Among the means of the theoretical bases of management of innovative development of pedagogical universities the leading are: educational, scientific and methodical work of teachers, introduction of teaching experience, the introduction of information and communication technologies and the creation of information-educational environment, innovative programs of universities etc.

Determination of conditions of the theoretical foundations enables election forecasting trends managing of innovative development of pedagogical universities.

Accordingly, and taking into account the analysis of the trends and challenges of teacher education, the main prognostic fields of management of innovative development of pedagogical universities were identified: changing conceptual frameworks of educational activities, modernization elements of the educational system, ensuring constant innovation in the educational system, the intensification of theoretical research development and their integration in the educational process, bringing the theoretical and methodological foundations of university governance according to the modern standards of education [7]

It should be noted that the peculiarity of value attitude to nature of the personality - is not only the fact of knowledge and understanding, but it is the ability to coexist with the closest surrounding reality, which is the native land for the personality. The initial aspect in the study of the problem under investigation is the definition of the ratio of «value attitude» and «value attitude to nature». Different

approaches to the definition of the essence of concepts of «value», «attitude», «value attitude» have been implemented in modern science.

And as a consequence, it is required transformation of the educational system elements such as: modernization of marketing activities, modernization of the educational process, educational practices, the changing of science role in school, modernization of management universities

Predictive direction of continuous introduction of innovation in the educational system will include:

- the creation of conditions for the introduction of innovative products into the practice of universities;

- development of technology and techniques of distance education; the creation of scientific and methodological works based on teaching experience and innovative technologies;

- creating new educational products; introduction of innovative learning technologies, education;

- the transition to an introductory electronic testing; forming environment for innovative thinking and receptivity focus on attracting talented young professionals for teaching and research activities;

- creating conditions for effective practical use established IT infrastructure and application environment of Universities, IT technology in the educational process on the basis of monitoring the internal environment;

- the development of innovation infrastructure in universities, achieving full provision of electronic resources by media center opportunities, information and communication networks and access to funds global cultural values, analysis, information dissemination, information storage capacity;

- foreign and internal information, etc [7].

On the basis of the researches of V. Benediuk, M. Krachylo, G. Pustovita, M. Riabko, T. Samoplavska, M. Solovei, O. Stoliarenko, M. Smetanskyi, O. Sukhomlynska it was established that the problem of studying value attitudes has a long history. Today there was no single understanding of this phenomenon in

psychological and pedagogical science. So this concept of «value attitude to the native land» is considered from the standpoint of the axiological approach.

Teaching activities in the aspect of the research problem provides the human adaptation to social and natural environments of their native land and creates conditions for expanding the outlook of the personality, the system of knowledge, moral views and beliefs that determine the attitude to nature and the development of the emotional and value sphere of the personality.

According to the standpoint of L. Bozhovych, M. Ivanchuk, G. Liublinska, O. Matviienko, the formation of a value attitude to nature at every age stage of the development of the personality has its own specific features, so the formation of a value attitude of the future specialists to nature is considered as a process that involves purposeful educational impact to the development of components of the investigated integrative quality due to the implementation of the relevant ethnographic aspect of the content of elementary education.

Let us turn to the interpretation of the concept «value». According to the philosophical standpoint, values are:

- social definitions of objects of the world that show their positive or negative significance for man and society (goodness, kindness, evil, beauty and ugliness, enclosed in the phenomena of social life and nature);

- a concept that points to the human, social and cultural significance of certain phenomena of reality; the term denoting immutable and desirable, unlike the real, valid. Thus, value is the trait of a subject or a phenomenon to satisfy the needs, desires, interests of the social subject (an individual, a group of people of the society)

In pedagogical science values are: ideas, things, phenomena, senses that have a positive meaning for man and society; phenomena and objects of material or spiritual nature, which have a positive meaning and can satisfy any human needs.

The results of the study of the encyclopedic and reference sources have shown that "value" can be identified as positively evaluated objects of behavior that can satisfy the needs of man.

Scientists explain the values as: specific formations in the structure of individual consciousness, serving as the ideal examples and guidelines for the activity of the personality and society (V. Slastonin, G. Chyzhakova); reflection of positive (negative) meaning of objects of the world or ideas for a society, group of people or a separate person (N. Tkachova); the significance that people attach to phenomena, things and it is the basis of their attitude toward them (T. Ponimanska).

According to V. Hrynova pedagogical values based on spiritual values are stable benchmarks according to which the student correlates his life and pedagogical activity [3].

Considering pedagogical values in the structure of professional and pedagogical culture, I. Isaiev states that pedagogical values are the norms regulating the teacher's professional and pedagogical activity, having an integral character and acting as a cognitive-operating system that determines the relations between the prevailing views on the problems of professional education and pedagogical activities of a teacher of higher education [5, p. 73-74]. According to the views of scientists (V. Hrynova, I. Isaiev, etc.) [3; 5], the system of pedagogical values has a syncretic character, i.e. its functioning depends on the interconnection of all its components.

The classification of pedagogical values in the structure of professional and pedagogical culture is considered in the works of I. Isaiev, V. Slastonin, G. Chyzhakov [5, p. 78-79] and it is implemented on the individual-personal level in a particular pedagogical situation. It includes such pedagogical values as: values-goals, values-means, values-relationships, values-qualities and values-knowledge.

The system of values and qualities of the individual develops and manifests itself through its own attitude. A part of the values is – a value attitude to nature. It is formed in the process of environmental education and is manifested in the following features: awareness of the functions of nature in human life and its self-worth; feeling of personal involvement in the preservation of natural resources, responsibility for them; the ability of the individual to co-exist harmoniously with nature; to behave competently, environmentally safe; a critical assessment of consumer and utilitarian attitude to nature, which leads to a disturbance of natural equilibrium, the emergence

of an ecological crisis; the ability to resist the manifestations of such an attitude in accessible ways; active participation in practical environmental activities: environmental protection activities; environmental education.

Value attitude to nature and the ecological culture formed on its basis is a required condition for sustainable development of society, harmonization of economic, ecological and social factors of development. The attitude of the person to nature has specific age features.

Value attitude and value are related concepts, two characteristics of one connection. The first concept fixes activity of the subject, the second – the result of the relationship. According to the teachers, the value attitude arises from the practice, when the qualities of the mastered, transformed subject begin to coincide with the criteria of a person, with his needs, interests, goals and ideals, influence human development and become a required condition for his existence. Comparison of the real and the ideal – the basis of the value approach, which ends with the assessment of the object.

The big role in formation of value attitude to nature is provided to elementary school. The chief traits of a person's character and communication with nature are formed here, and it plays a prime role. Instilling love to the nature, the highly moral attitude towards its wealth is a problem not only esthetic and ethic enrichment of the personality, but it is also formation of patriotism. The implementation of this depends only on the modern teacher. The teacher has to develop children's sense of beauty, systematize, specify their impression, to encourage the search for aesthetic emotions and acquaint them with works of art which display the nature as esthetic value.

Before considering a problem of formation of values at future teacher it is necessary to remember the main methodological approaches such as personal, acting, holistic, system, anthropological, dialogical approaches and so on. Methodological approaches allow to analyze problems of pedagogics and to define strategy and the main ways of their permission; to analyze all set of the most significant educational problems completely and in dialectic unity and to establish their hierarchy; to predict the greatest probability of the gained objective knowledge.

According to our point of view, learner-centered approach takes a powerful place in aspect of a problem of scientific search.

This approach defines the replying requirements to the teacher: not only to the level of his professional skill, but also to his general and professional education and culture. Deep possession of knowledge, presence of high level professionalism, readiness for self-education and high moral qualities are the general qualities of the teacher.

In general learner-centered approach in studying means that first of all the main task of education is put and solved in this process – it is the creation of conditions of development of harmonious, morally perfect, socially active through activation of internal reserves, professionally competent and self-developing personality.

The development of a teacher's personality had a deep analysis and scientific justification in the works of P. Galperin, A. Leontiev, S. Rubinstein, D. Yelkonin and others. The learner-centered approach in its personal component assumes that the learning center is the one who learns – his motives, goals, his unique psychological part, i.e. the learner, the student as a personality. In the interests of the pupil (the student), his level of knowledge and skills, teacher (lecturer) defines the educational aim of the lesson and generates, directs and corrects the whole educational process in the development of the students' personality.

In the process of activities, the personality does not only change the world around us, but also itself. Focus on the realization of conscious goals is an important aspect of its activities. In the pedagogical aspect (from the teacher's position) activities mean the management of students' educational activity for their harmonious development. This activity is constantly aimed at solving specific tasks (cognitive, research, transforming, project, etc).

Values are structural element of the activities. Man builds his value to the world in the process of his subject-practical activities. Any act of activity includes the perfect moment, during which the plan of action, its ideal goal, the implementation plan, as well as the meaning of life of this activity are made, in general for what the action is carried out. This moment of activity is characterized by the category of

values. Genetically these values have accumulated needs, interests, emotional experiences of the subject in the process of social practice.

Value consciousness creates a private world, a world of emotional experiences, value images. In the value form a person does not make external reality as the object but make it as the subject, possessing it, giving human meanings, claiming identity with him. Therefore, value is only what is perceived and experienced as a value.

The goal is also important in the process of activity. It ideally contains the future results of activities in itself, thus guiding and organizing the entire active process. As such a motivating force, purpose is a complex of integral combination of knowledge, will, emotions, values, and unlike value, it is a technological education element of the projective consciousness and always causes an appropriate action. The value stores the item of the impossibility, inaccessibility and due to this it stores spiritual sublimity.

So, the teacher is a specialist who is capable of forming value view of the world picture.

Thus, theoretical bases of formation of future teachers' value attitude to nature are scientific principles about the system of values and attitudes of the personality.

On the basis of the acquired theoretical knowledge, in the process of practical activities a future teacher has to use successfully the following types of activities: structural-engineering; organizational; communicative; research.

Each of these activities should contribute to the high level of formation of value attitude to nature of the personality.

Constructive – project activity includes the selection, the composition of educational material, planning and construction of a pedagogical process.

Organizational activity involves the implementation of actions aimed at inclusion of the students in various activities, organization of the team. It works in the field of management to create new ways of planning, monitoring, resource mobilization, linkages with society.

Communicative activity is connected with the organization and formation of pedagogical communication among participants in the educational process.



Under communicative knowledge N. Volkova understands the generalized experience of mankind in communicative activities, the reflection of communicative situations in their causal relationship in human consciousness. In this context, individual thought of the scientist tells that «communicative skills should be the basis for the implementation of any communication, self-enrichment and personal communicative experience, the formation of competence and communication» [2, p. 174]. Only the necessary amount of knowledge gives you an opportunity to implement the technology of communication in practice, to model communicative actions and to enrich the communicative experience. Thus, the possessing the appropriate communicative knowledge by future teachers is the basis of formation of the values.

Research activity involves the implementation of a scientific approach to the natural and pedagogical phenomena, the application of the methods of scientific research.

Therefore, formation of the future teachers' value attitude to nature is an activity that can be classified into two groups: the first – purposeful (education, training, development, motivation); the second – operating (diagnostic, structural and design, organizational, communicative and gnostic, prognostic, correction and reflexive, recreational, teaching, research).

*Conclusions.* Thus, the analysis of psychological and pedagogical literature and practice has shown that positive experience has accumulated in the solution of this problem and further decisions of this problem have been set. Future teachers' value attitude to nature will be formed if the modern teacher understands the essence of this attitude of this phenomenon as important moral – aesthetic properties of the personality, perceives the aesthetic properties of nature, appreciates them, shows the careful and humane attitude to the environment and expresses his attitude.

*Prospects for further research* in this area is to examine the connection of formation of future primary school teachers' value attitude to nature with the level of development of professional culture of personality and its individual qualities.

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