

**THE INFLUENCE OF MOTIVATIONAL AND VALUE SPHERE OF PERSONALITY ON THE
PROCESS OF FORMATION FUTURE PRIMARY CLASS TEACHERS' HARMONIOUS
INTERPERSONAL RELATIONSHIPS**

Borzyk O.

*Lecturer of the Department of natural sciences
Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy»
of Kharkiv Regional Council
Kharkiv, Ukraine*

Abstract

The article highlights the features of the manifestation of the motivational and value sphere of future primary school teachers and their impact on the process of forming harmonious interpersonal relationships of future professionals. It analyzed of existing definitions of the concept of «value» in the scientific literature. The value triad that plays a decisive role in the formation of harmonious interpersonal relationships is defined: Good, Truth, Beauty. It is proved that the formed individual hierarchical system of human values is the basis of its value orientations, which determine a person's life position in the world and, in particular, in harmonious interpersonal relations. It is established that the activation of motivation of young individuals provides awareness of what they aspire to, identifying flexibility of mind, activity, interest, initiative, entrepreneurship, openness to communication, willingness to cooperate, self-regulation of their actions, deeds, behavior, which, in turn, promotes the establishment of harmony in interpersonal relationships.

Keywords: values, motives, needs, harmonious interpersonal relations, future primary school teachers.

Person by nature is a social being, and only in the process of communication he can express his own «I», self-disclose, self-affirmation. And, entering into interpersonal relationships with other people, the individual consciously, and sometimes subconsciously, seeks to establish relationships and achieve harmony in them [21].

However, the process of establishing, maintaining and developing harmonious interpersonal relationships of future primary school teachers is complicated by the fact that young people, being relatively mature individuals, in terms of training are capable of flattery, insincere support with classmates, pretending compassion, understanding, interest in the subject. Interpersonal interaction, veiling of true views, thoughts, nature, actions, deeds for their own benefit: to achieve high learning outcomes.

For these reasons, we consider it fair that the motivational and value sphere of future primary school teachers plays a decisive role in the formation of harmonious interpersonal relationships.

As noted by A. Kharkivska, motivation – «a set of stable motives, motivations that determine the content, direction and nature of the individual, his behavior» [19, p. 135].

Scientists also claim that motivation, performing a meaningful function, awakens human activity, sets the vector for human thinking, the process of cognition, perception, emotions and feelings, attitudes, actions, deeds, personality behavior and gives them personal meaning and significance [15, p. 97].

Many scientific works are devoted to the study of the motivational and value sphere of the personality, in which various aspects are covered. Thus, S. Anisimov, M. Bauer, V. Bobrytska, L. Bozhovych, R. Brown, P. Halperin, T. Kolomiets, V. Kuzmych, O. Miroshnychenko, O. Molchaniuk, H. Ponomaryova, M. Roganova, S. Rubinstein, A. Stepaniuk, N. Tkachova,

A. Kharkivska, O. Yastrub and others studied the motivational and value sphere of personality.

Despite the fact that the available research significantly enriches the theoretical and methodological basis of the research problem, however, the question of the importance and influence of motivational and value sphere of personality on the formation of harmonious interpersonal relationships of future primary school teachers remains partially covered.

The purpose of the article is to reveal the features of the manifestation of the motivational and value sphere of future primary school teachers and its impact on the process of forming harmonious interpersonal relationships of future professionals.

Motivational and value sphere of personality is a set of personal psychological heterogeneous factors, which is the motivating force and fundamental value guideline of future professionals to the quality of assimilation of diverse knowledge; knowledge of oneself, another and a specific situation of interpersonal interaction; to some extent give rise to the corresponding emotions and feelings; self-education, self-development and self-improvement of personality. And most importantly, motivation is a source of personal activity and serves as a trigger for the manifestation of the highest spiritual, moral, humane qualities in the actions, deeds and behavior of the individual in specific situations of interpersonal interaction of future primary school teachers.

The study of the motivational and value sphere of personality, first of all, actualizes the study of values and value orientations of personality, because at this stage values are transformed into the object of spiritual needs of young people, determine the content of motives and, turning them into beliefs and attitudes. Direct its activities, communication, actions and behavior to the highest manifestations of spirituality, morality, humanity.

In modern scientific sources, the concept of «value» is interpreted differently.

In the «Encyclopedia of Education» the concept of «value» is defined as a culturally mediated standard, focused on achieving needs and going beyond the individual human consciousness; what a person can appreciate that is significant and important specifically for him [4].

According to O. Molchaniuk, values are specific formations in the human consciousness of generalized ideas, ideal patterns, on the basis of which a person evaluates the world, himself, other people, which are the landmarks of human activity, behavior in general; reflection of the positive (negative) meaning of the objects of the world or ideas for society, a group of people or an individual; the importance that people attach to certain objects, objects, phenomena or processes and which is the basis of the attitude towards them [9].

Y. Pelekh interprets the essence of the concept of «value» as internalized in the consciousness of the individual and associated with the satisfaction of spiritual and material needs of the individual maximum, which in the process of socialization rises to the standard [12].

I. Melnychuk, generalizing philosophical approaches to understanding the concept of «value», defines the essence of the multi-vector direction of its interpretations, the content of which: is the ability to meet the needs and interests of the individual; reflected in the special significance of things, phenomena, processes, ideas for the life of the subject, his needs and interests; is a form of manifestation of various human relations; is a special individual reality that has a certain positive significance for the subject who experiences it [8, p. 8].

According to M. Roganova, values are, first of all, a reflection of the world of culture in its broad sense, the sphere of spiritual activity of man, his moral consciousness, his preferences – those assessments in which the measure of spiritual wealth of the individual is expressed [16, p. 123].

As A. Kharkivska emphasizes: «Values reveal a person's inner state, his desire to cover certain structures of social space. There are basic, biological (inherent in both humans and animals) and social, which belong to man, depend on the level of culture. Values can change, deviate or new ones are born» [20, p. 32].

The multiplicity of views of the authors on the understanding of the essence and nature of the phenomenon of «value» determines the presence of numerical classifications in the scientific literature. It is obvious that absolutely all kinds of values take place in a person's life, because he is not the bearer of one specific value, but of a holistic perfect set of values that is hierarchical, orderly, purely individual, unique and unreproducible. Among the most significant values of personality – the future primary school teacher who is able to establish, maintain and develop harmonious interpersonal relationships, we highlight such groups of values as spiritual, moral, ethical, humane, cultural, social, intellectual, emotional, pedagogical and others.

Note that a special link in the hierarchical system of values of a worthy human life are spiritual values, which are the highest principle in a person focused on recognizing the value of another person, the value of

human existence and the pursuit of the spiritual ideal [16]. In these conditions, the value of another person and self-worth, human in a person, which is the most important prerequisite for the establishment, maintenance and development of harmonious interpersonal relationships.

Based on the peculiarities of a dignified human life among people, we determine the fundamentality of the value triad in harmonious interpersonal relationships: Good as a blessing for «another person», Truth as an objective reality of human inclusion in interpersonal relationships, Beauty as a harmony of emotional reactions, behavioral manifestations in relation to the subject of interaction. In this case, harmonious interpersonal relationships become a value to which a person aspires.

In the context of the research problem, L. Pomitkina's judgment is of interest that the values, norms, and patterns of behavior learned by a young person during student years are transformed into human value orientations, acquiring a sufficiently stable character and, as a rule, not subject to radical changes. In addition, even significantly important events in the social, professional or individual or other spheres of life of young people, the established «value backbone of the individual» is not significantly transformed [13].

For these reasons, it is extremely important at this stage of young people's lives to help them determine the hierarchy of personal value system, which will be a perfect model for them, which will give them the necessary motivation and consciousness, in turn, determining thinking, views, beliefs, attitudes, actions, deeds and behavior of the individual.

In order to form harmonious interpersonal relationships of future primary school teachers, the process of education should be aimed at transforming into personally meaningful human meanings (interiorization) such values as good, good, truth, beauty, peace, man as the highest value, dignity, sensitivity, tolerance (toleration), cheerfulness, autonomy, self-control, self-esteem, education. Under the condition of internalization of these values, they will occupy the highest levels of the hierarchical system of values and will become a real ideal model for imitation, formed need, values of a young man on a thorny life path, which will ensure the formation of young people as true carriers of spirituality, morality, humanity spiritual basis and enabling them to achieve harmony both inside and outside the world [5]. That is, the formed individual hierarchical system of human values forms the basis of its value orientations, which determine a person's life position in the world and, in particular, in harmonious interpersonal relations.

The appeal to the works of O. Zdravomyslov, O. Molchaniuk, H. Ponomaryova, M. Roganova, M. Stebleva allows to state that the system of value orientations as one of the central formations in the structure of the relatively mature personality of the future primary school teacher expresses its content and orientation, perception and attitude to reality, yourself and others, which in turn determines the motivation of human activity, actions, behavior. To some extent, the

value orientations of the individual characterize his inner readiness to carry out certain activities aimed at meeting the needs and interests.

Thus, values and value orientations, as part of the motivational and value sphere of future primary school teachers, determine the emergence of aspirations and desires in the individual, determine the content of needs as an early form of motive and motives of young people, transforming them into personal beliefs, attitudes and interests.

It is obvious that the study of the motivational and value sphere of future primary school teachers actualizes the consideration of the problem of motives of individuals. In this regard, B. Lomov rightly notes that even in the most primitive version of interpersonal interaction, each of its subjects has a certain motive, the reason that inspired them to establish contact [7].

As defined by M. Kuznetsov and N. Tokareva [6; 18], the motives of activity, actions and behavior of the individual perform the following functions: motivational (reflects the energy basis of the motive and is associated with the emergence of the desired state); guiding (sets the direction of a person's energy potential to a given object, thus causing its activity); stimulating (ensures the maintenance of the state of mobilization tension of the human body when carrying out the intention for a certain period of time); organizing (provides the formation of the plan of activity in the internal plan); manager (provides action planning according to plan); directive (ensures the authorization of the beginning of the act of activity); regulatory (related to the support and stimulation of activities in the process of its course, personality transformations that occur in the course of interpersonal interaction and stabilization of the activity process); controlling (allows you to adjust the course and direction of activity, reconciling it with the meaning of the situation); meaning-making (associated with giving personal meaning to actions, deeds, that is, gives the opportunity to understand why and why a person does so and not otherwise); reflective (consists in the reproduction of needs, goals, means of achieving them, their own capabilities and consequences of activities in the human mind); explanatory (consists in the conscious formulation by the individual of the reasons for his own actions, deeds); protective (allows motivation – the substitution of the true motive, which may be unacceptable for others and for the person himself).

It should be noted that the motivational sphere of future primary school teachers at different stages of educational activity is expressed from active to passive. Therefore, the activation of motivation of young individuals is designed to ensure awareness of what they aspire to, the identification of flexibility of mind, determination, activity, interest, initiative and entrepreneurship. Thus, they will be open to communication, willing to cooperate, will quickly find common ground with the interlocutor, to self-regulate their own actions, deeds, behavior, which, in turn, will ensure the establishment of harmony in interpersonal relationships.

Analysis of the scientific works of L. Bozhovych, M. Veit, S. Zanyuk, E. Ilyin, I. Ladanov, N. Fetiskin

make it possible to identify the following groups of significant motivational orientations of personality, which potentially determine the nature of activity and behavior of the individual as a conscious subject of interpersonal relationships and ensure the achievement of harmony in them. These include the following: focus on interaction and cooperation; focus on enjoying the communication process; focus on the adequacy of perception, understanding and attitude to the subject of interaction; focus on success, recognition, etc.

It is known that the motives of personality, being a relatively independent phenomenon, arise on the basis of needs, which means internal states that express the dependence of a living organism on the need for something, and which, in need of pleasure, are the main source of energy, internal impulse [6].

Among the most important needs of the individual, we include sociogenic needs, the satisfaction of which provides a comfortable spiritual and emotional life of young people as social beings, subjects of society.

In the course of scientific research, the opinion of W. Schutz attracts attention, who believes that most situations of interpersonal interaction can be explained by three factors that meet the three sociogenic needs of each person: inclusion, control and affectation [22, p. 218–219]. The need for inclusion is determined by the individual's desire for comfortable interpersonal interaction, joint activities based on cooperation, legitimate equality, openness, understanding, and so on. The need for control varies from the desire for personal power and control over other people to the need to be controlled by others. In our opinion, affectation is especially valuable in establishing, maintaining and developing harmonious interpersonal relations of future primary school teachers. This is significantly related to the specifics of professional activity: a primary school teacher deals with pure, sincere souls of students and love for children should become his integral personal quality, the spark of truth, goodness and beauty that will ensure the effectiveness of education, training and development applicants for primary education.

Based on the analysis of the scientific literature of I. Bekh, B. Lomov, V. Myasishchev, A. Petrovsky, J. Reykovsky to other significant sociogenic needs that contribute to the formation of harmonious interpersonal relationships of future primary school teachers, include the following: the need for communication (there is a social conditioned and connected with the exchange of information, broadening of horizons, knowledge of a person's partner, self-knowledge and clarification of information about oneself, mastering the experience of social life); the need for respect and recognition (manifested in a sense of self-worth, significance, respect for others to you); the need to acquire social status (related to the status-role self-determination of the individual and self-affirmation in interpersonal relationships); the need for personalization (or the need to «be a person»), (the need for a perfect representation of oneself in the other); the need for psychological security (manifested in comfortable positive communication, which eliminates feelings of tension, anxiety, fear) and others.

In our view, in addition to sociogenic needs, the process of formation and development of harmonious interpersonal relationships is due to other, no less important needs that guide the individual to understand the meaning of his life, universal values, promote his spiritual and moral self-improvement, aesthetic and intellectual growth. Among such needs we distinguish: spiritual (higher needs of the individual, involving the creation of man's inner essence, which is the beginning that connects the human «I» with the world) [16, p. 134]; moral (characterize the stable mental states of man, reflected in the selfless desire to act for good, show sincerity, decency, love, respect, as well as the desire to eradicate evil, envy, selfishness, selfishness, hypocrisy, arrogance, etc.) [2, p. 127]; aesthetic (consist of admiration, enjoyment of beauty, a sense of satisfaction, the need to achieve order and harmony, etc.) [1, p. 305–306]; intellectual (are the need to know the world, society and self-knowledge) [14] and others.

We believe that the satisfaction of the above needs is one of the «catalysts» of the process of forming harmonious interpersonal relationships of future primary school teachers.

Motivational components together determine the orientation of the individual, which is the defining motivational guideline that gives the process of cognition, attitudes, activities and behavior of purposefulness, structure, order and understanding.

We join the opinion of M. Kuznetsov [6], by whom personality orientation understands the macro-characteristics of personality, formed by a system of stable most important and influential internal impulses that determine the specifics of his worldview, activities, behavior, communication, attitudes, others, world, defining its social and moral value.

In the context of the problem, when B. Bratus became aware of the problem, he was aware of the problem of directing the specialness across the prism of being put before oneself and those who saw the four of the same kind [3]: egocentric: determined by the tendency of the individual to satisfy only their own needs; group-centric: characterized by a predominant desire to identify a person with a particular group; humanistic: due to the orientation of man to socially useful activities; spiritual: characterized by the development of the spiritual world of the individual.

According to G. Nesterenko and O. Stolyarenko [11; 17], the presence of humanistic orientation of the individual is optimal in establishing, maintaining and developing harmonious interpersonal relationships and is the attitude of the individual to the world, activities, others and himself, based on needs, motives, ideals, goals, values, and manifests itself in kindness, love, respect, honor, responsibility, justice, tolerance, desire to help, etc.

Sharing the opinion of S. Musatov [10, p. 31–38], the main characteristics of the personality of a humanistically oriented future primary school teacher include: accuracy and objectivity in the perception and evaluation of the subject of interpersonal interaction; developed reflexive skills that allow understanding of value orientations and social expectations of another; toler-

ance, which is manifested in the recognition of the individuality of the subject of interpersonal interaction; a high level of empathy, which provides a manifestation of warm, sincere feelings, sympathy, respect and empathy for another person.

Thus, the motivational and value sphere of future primary school teachers serves as an imperative for the manifestation of genuine spirituality, morality, humanity in thoughts, words and actions of the individual, which ensures his interest, activity, desire to establish, maintain and develop harmonious interpersonal relationships; directs and organizes the views, judgments of person, inspires worthy human deeds and actions, as well as gives them meaningfulness, purposefulness, personal meaning and significance, and as a result – contributes to the formation of harmonious interpersonal relationships of future professionals.

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EDUCATION OF VALUE ORIENTATIONS OF FUTURE TEACHERS OF PRIMARY EDUCATION

Kharkivska A.

*Doctor of Pedagogical Sciences, Professor,
Vice Rector on Scientific and Pedagogical Works
Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy»
of Kharkiv Regional Council
Kharkiv, Ukraine*

ВИХОВАННЯ ЦІННІСНИХ ОРІЄНТАЦІЙ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ОСВІТИ

Харківська А.А.

*Доктор педагогічних наук, професор,
проректор з науково-педагогічної роботи
Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради
м. Харків, Україна*

Abstract

The article analyzes the different approaches of domestic and foreign scholars to the study of the problem of values and value orientations of future teachers of primary education. The essence of the concept of «value» and «value orientations» is revealed. The focus is on the psychological features of value orientations as a mechanism for regulating the behavior of future teachers. The author found that value orientations are formed from childhood, develop, change throughout life, but special attention should be paid to the training of future teachers of primary education. Education of value orientations of future teachers of primary education is carried out in institutions of higher pedagogical education by organizing classroom and extracurricular educational and cognitive activities of applicants for higher education.

Анотація

У статті проаналізовано різні підходи вітчизняних і зарубіжних науковців до дослідження проблеми цінностей та ціннісних орієнтацій майбутніх учителів початкової освіти. Розкрито суть поняття «цінність» та «ціннісні орієнтації». Зосереджено увагу на психологічних особливостях ціннісних орієнтацій як механізму регуляції поведінки майбутніх педагогів. Автором з'ясовано, що ціннісні орієнтації формуються з дитинства, розвиваються, змінюються упродовж усього життя людини, але особливу увагу необхідно приділяти в підготовці майбутніх учителів початкової освіти. Виховання ціннісних орієнтацій майбутніх учителів початкової освіти здійснюється в закладах вищої педагогічної освіти шляхом організації аудиторної та позааудиторної навчально-пізнавальної діяльності здобувачів вищої освіти.

Keywords: value, value orientation, upbringing, future teacher, primary education, institution of higher pedagogical education, applicant for higher education.

Ключові слова: цінність, ціннісна орієнтація, виховання, майбутній учитель, початкова освіта, заклад вищої педагогічної освіти, здобувач вищої освіти.