FORMATION OF VALUE-SENSITIVE ORIENTATION IN THE EDUCATIONAL SPACE OF SOCIETY COMPETENCE OF MAGISTRACY STUDENTS OF PSYCHOLOGICAL-PEDAGOGICAL COURSE

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ABSTRACT

The problem and purpose of the article. The article considers the formation problem of the value-semantic orientation in the educational space of society competence of the magistracy students of the psychological and pedagogical direction.

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The aim of the article is to identify and substantiate the psychological and pedagogical conditions for the formation of the competence of the value-semantic orientation in the educational space of the society among the students of the master's degree.

**Methodology and methods of research.** The methodological basis of the study was: a systematic approach; activity approach; a person-oriented approach; acmeological approach; subject approach; competence approach; culturological approach; philosophical and psychological concepts of the integrative essence of man as a subject, personality, individuality; the concept of personal-oriented education; theory and practice of the organization of the educational process in the university; axiological approach.

Methods of research:
- theoretical: the analysis of scientific methodological, philosophical, pedagogical, psychological literature on the research problem, the synthesis and analysis of knowledge about the subject of research, the method of modeling.
- empirical: questioning, testing, ascertaining, forming and control experiments;
- mathematical processing of experimental data.

**Results.** The theoretical model of the competence formation of the value-semantic orientation in the educational space of the society was developed and implemented during the research; a higher level of mastery of the master's students by the competence studied is ensured. Introduced in the educational process of the magistracy educational module, which includes the disciplines of the psychological and pedagogical cycle, the author's course on the choice of "Value-semantic content of the educational space of the society", implying the fulfillment of the creative project, scientific and pedagogical practice, the preparation of the master's thesis on the formation of the competence of the value-semantic orientation in educational space of society, can be applied in other pedagogical directions of preparation of students of a magistracy.

**The conclusion.** The definition of the competence of the value-semantic orientation in the educational space of society is given. The content and structural components of the competence of the value-semantic orientation in the educational space of the society are revealed: value-motivational, cognitive-operational and reflexive-evaluative. The pedagogical module (disciplines of the psychological and pedagogical cycle, the author's course on the choice of the "Value-semantic content of the educational space of the society", scientific and pedagogical practice, preparation of the master's thesis) was introduced into the educational process. Levels (initial, optimal, high) and criteria (personal and professional) of the
formation of the competence of the value-semantic orientation in the educational space of the society among the students of the magistracy and their indicators were developed.

**Keywords:** value, meaning, competence approach, value-semantic orientations, magistracy, educational space.

**INTRODUCTION**

The problem and purpose of the study. The problem of the research consists in revealing the psychological and pedagogical conditions for the formation of the competence of the value-semantic orientation in the educational space of the society among students of the magistracy of the psychological and pedagogical direction. The competence of the value-semantic orientation in the educational space of the society assumes the personal and professional readiness of the specialist for pedagogical activity, taking into account the development of socio-cultural values, ideals and goals of society. The basis for the professional competence of a specialist in the field of education is the value-semantic self-determination in pedagogical activity in the context of the constant updating of value orientations in the educational space of the society.

The aim of the research is to identify and substantiate the psychological and pedagogical conditions, to develop and experimentally test the model of forming the competence of the value-semantic orientation in the educational space of the society among the students of the master's degree.

Research methodology. Within the framework of our theoretical research, the concepts of "educational space" (V.I. Slobodchikov [22], Motschnig-Pitrik R., Figl K. [3], Paulmani G. [4]) and "educational space (V.I. Zhukov [16], Umbleja K. [8], Sedelmaier Y., Landes D. [6]), which led to the conclusion that "educational space" is defined in pedagogical science as a concept, reflecting the social and cultural spheres of society, as well as a space that unites the ideas of education and upbringing with the phenomena of the transfer of culture, social experience, personal senses and values to the new generation.

Value-semantic reference points are the integral quality of a specialist that includes a humanistic value system and a conscious attitude to self-realization in professional activity in the educational sphere of society (A.V. Seryi [20], Ragusa G., Matherly C., Phillips S. [5]).

The value-semantic reference points of the educational activity of the teacher are developed under the influence of causal and factor determination of the development of education in society (V.I. Bidenko [13], Sonja Š., Tomislav I., Dilda P. [7]).
The causal determination of the development of the value-semantic sphere of education represents the influence of the formed social model of education on individual educational systems and institutions, while factor determination reflects social processes that affect the educational system as a whole. Thus, the causal determinants of the development of the value-semantic sphere of education include the factors that determine the formation of the teacher's values and semantic orientations in the education system in interrelation with social institutions, while factor determinations include the notions of social processes that affect the development of the educational system in dynamics (A. P. Tryapitsyna [23], Umbleja K., Kukk V., Jaanus M., Udal A. [10]).

Unifying component of education and society is the value-semantic sphere (VA Slastenin [21], Berdonés C.G., Aguilera F.D.T., Hurtado J.C.T. [1]).

Meaning as a scientific concept (D.A. Leont'ev [18], A.G. Asmolov [12], Vaca J.M., Agudo J.E., Rico M. [11], Umbleja K., Kukk V., Jaanus M. [9]) expresses the attitude to values and the orientation of man in life. The meaning is found on the basis of the choice for which he is responsible to society. Personal meaning reflects the entry of values into the lifestyle and professional activity of the teacher in the educational space of the society.

The following methods adapted to the subject of the study were included in the diagnostic complex: To determine the level of the value-motivational component of competence, we applied the questionnaire to determine the level of professional orientation of students (author T.D. Dubovitskaya [15]); To determine the level of the cognitive-operational component of competence, we applied express diagnostics of the social values of the individual (Fetiskin N.P., Kozlov V.V., Manuylov G.M. [24]) and the test "The methodology of unfinished sentences on the study of pedagogical consciousness" (the author of Pazukhin S.V. [19]); To determine the level of the reflective-evaluative component, we applied the method of "Level of self-development and professional-pedagogical activity" (author Berezhnova L.N. [14]) and the questionnaire "Students' assessment of the master's theories of the value-semantic content of education in modern conditions."

Results of the research. In the course of our research, we determined the structure of the competence of the value-semantic orientation, which is determined by these value mechanisms (search-estimation-choice-projection) and acquires expression in the form of its main components: value-motivational, cognitive-operational and reflexive, where the search corresponds to the value-motivational, the evaluation and choice - to the cognitive-operational, and the projection - to the reflexive-evaluative one.
The main mechanisms of value-semantic orientation formed the basis for determining the structure of the competence of the value-semantic orientation in the educational space of the society.

The value-motivational component in the structure of competence determines the teacher's need for systematic verification of the value-semantic orientations of personal pedagogical activity and bringing it in accordance with the demands of time and society.

The cognitive-operational component allows the psychologist-teacher to constantly improve his psychological and pedagogical activity in the direction of the value-semantic reference points put forward by the social development of society and meeting the requirements of the state, expressed in tactical vectors in the present tense and perspective.

Within the framework of our research, the reflective-evaluative component reflects the teacher's ability to self-analysis as the basis of a self-developing personality and to determine the projection of his further personal and professional development with an orientation toward innovative processes of the development of education.

Theoretical analysis allowed us to determine the competence of the value-semantic orientation in the educational space of the society as the ability to consciously determine and regulate the teacher's personal orientation and content of professional activity based on the search, evaluation, selection and projection of socially significant values of the development of education.

The formation of the value-semantic orientation reflects the process of appropriation of cultural and social values by the individual and is carried out according to the phases reflecting the orientation process (A.V. Kiriakov [17], Gaeta M., Orciuoli F., Fenza G., Mangione G.R., Ritrovato P. [2]): "the phase of appropriation of the values of society by a person" structures value-semantic orientations in a single system; "The phase of transformation", acting as the main component of orientation, transforms external social values into internal, personal, significant for the person; The "forecast phase" is the final one, which is responsible for the formation of the future direction of the person, its orientation.

The formulated ideas served as a theoretical basis for the development of a model for the formation of the competence of the value-semantic orientation in the educational space of the society.

The system-forming component of this model is the goal - the development of value-semantic orientations in the educational space of the society among students of the master's degree.

Significantly - the target unit acts as a single module that includes the disciplines of the psychological and pedagogical cycle, the course on the choice of "Value-semantic content of..."
the educational space of the society", scientific and pedagogical practice and the preparation of the master's thesis. The technological block includes the composition of pedagogical actions of methods of actions and means that contribute to the formation of the competence of the value-semantic orientation in the educational space of the society and is aimed at the implementation of pedagogical conditions for the development of value-semantic orientations in the educational space of the society (software and methodical equipment of the process, support of the process of cultural identification, psycho-pedagogical diagnostics, means, methods of technology of pedagogical activity Nost, etc.). The resultant block of the model is aimed at revealing the dynamics of the development of the pedagogical professionalism of specialists in the educational space and the indicators of the formation of the competence of the value-semantic orientation in the educational space of the society, which are the analysis, evaluation and self-assessment in the course of mastering the pedagogical module, the personal and professional criteria that underlie diagnosis during the study. Through reflexive activity, future specialists determine for themselves an internal plan of action, reflected in their professional activities, which contributes to the formation of the competence under study.

Diagnostic methods of research are selected according to the components of the competence of the value-semantic orientation in the educational space of society, developed in the study. The study involved 114 magistracy students, which is sufficient to ensure the applicability of the data used in the work with statistical methods and the representativeness of the results. The presented results made it possible to form a control group and an experimental group equivalent in all indicators (age, academic achievement, gender, results of the ascertaining stage of the experiment), for 57 people each.

To determine the level of formation of the competence of value-semantic orientations in the educational space of the society, the students of the magistracy summarized the number of points obtained by undergraduates for each component of the competence under study (Table 1).
Table 1. Levels of the formation of the competence of the value-semantic orientation in the educational space of the society among the students of the master's degree in the control and experimental groups at the ascertaining stage

<table>
<thead>
<tr>
<th>Levels of competence formation</th>
<th>Value-motivational component</th>
<th>Cognitive-operational component</th>
<th>Reflective-evaluational component</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Control group</td>
<td>Experimental Group</td>
<td>Control group</td>
</tr>
<tr>
<td>High</td>
<td>Per. %</td>
<td>Per. %</td>
<td>Per. %</td>
</tr>
<tr>
<td></td>
<td>20 35, 1</td>
<td>17 29, 8</td>
<td>17 29, 8</td>
</tr>
<tr>
<td>Optimal</td>
<td>30 52, 6</td>
<td>32 56, 1</td>
<td>28 49, 1</td>
</tr>
<tr>
<td>Elementary</td>
<td>7 12, 3</td>
<td>8 14, 1</td>
<td>12 21, 1</td>
</tr>
</tbody>
</table>

The analysis of the results obtained on the basis of the use of diagnostic tools made it possible to establish that in a significant part of the participants in the experimental group the levels of the components of the competence of the value-semantic orientation in the educational space of the society, in terms of the value-motivational, cognitive-operational and reflexive-evaluative components, are not sufficiently expressed, and lower than in the control group, which indicated the need for further work on the development of these components the competence in this group.

At the forming stage of the pedagogical experiment, when developing the model for the formation of the competence of the value-semantic orientation in the educational space of the society, we pursued the goal of creating conditions in the educational space of the university for the formation of this competence among the magistracy students in the direction "Psychological and pedagogical education."

The implementation of the developed model was carried out step by step in the process of mastering the pedagogical module, which provides for the study of the disciplines of the psychological and pedagogical cycle, the course on the choice of the "Value-semantic content
of the educational space of the society", scientific and pedagogical practice and the preparation of the master's thesis.

When implementing the tasks of the first block of the pedagogical module, the following disciplines were studied by students of the magistracy within the framework of the educational process of the university when preparing undergraduates in the direction of "Psychological and Pedagogical Education": "Cultural-Historical and Activity Approach in Psychology and Education", "Modern Problems of Psychological and Pedagogical Science and Education ", "Pedagogical Culturology ", "Organization of Professional Activities of the Psychological and Pedagogical Direction ", "Scientific Research in a Professional activity of the psychological and pedagogical direction ", "Social psychology of education ", etc. Each discipline studied revealed features of factor and causal determination of the development of the value-semantic sphere of education and the role of the teacher in this process.

The leading value in the process of implementing the pedagogical module for the formation of the competence of the value-semantic orientation in the educational space of the society was allocated to the author's course on the choice "Value-semantic content of the educational space of the society". The elective course program consisted of lectures and seminars, the last of which is presented by the final session in the form of protection of the creative project.

The aim and objectives of the course were to disclose the relationship of education with the society and their value-semantic interaction (analysis of the accumulated experience of targeted integration of education and society, the reflection of the main mechanisms and connections of the influence of society on the professional sphere, familiarization with the methods of studying the value-semantic sphere of the individual in education, with methods aimed at studying the value-semantic orientations, the study of the level of meaningful and professional orientations in pedagogical activity, mutual link educational institutions with the various institutions of society).

Lecture sessions of the course are represented by the following topics: "Regularities of changes in the value-semantic paradigm in the educational space", "Value-semantic content of the modern educational space", "Value-semantic orientations of the teacher's personality". The logic of constructing the course of choice presupposed a combination of acquired theoretical knowledge on the problem of forming the competence of value-semantic orientations in the educational space of the society and their realization. When implementing the third block of the pedagogical module, the participants of the level groups passed scientific and pedagogical practice. The combination of the scientific and pedagogical components of the practice made it possible to focus students' attention on the study of trends
in the development of education in a real social process and to determine trends in value-semantic changes in the educational space of society. Students were asked to analyze the system of development of social value-semantic reference points when studying the documentation of an educational institution necessary for the educational process and analysis of the dynamics of the results of the quality of the educational process.

The implementation of the fourth component of the pedagogical module was carried out through the preparation and defense of the master's thesis at the request of employers. This approach allowed fulfilling a social request that meets the needs of the society and represents the interrelationship between education and society, reflected the result of the formation of the students' competence in the studied competence, which they realized in their educational and professional activities, showed how much it corresponds to the values and semantic orientations of society and the individual.

Summary data on the final stage of the pedagogical experiment are presented in Table 3.

**Table 2.** Levels of the formation of the competence of the value-semantic orientation in the educational space of the society among the students of the master's degree in the control and experimental groups at the ascertaining and final stages

<table>
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<tr>
<th>Levels of competence formation</th>
<th>The ascertaining stage</th>
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<tbody>
<tr>
<td></td>
<td>Value-motivational component</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
</tr>
<tr>
<td></td>
<td>Per. %</td>
</tr>
<tr>
<td>High</td>
<td>20, 35, 1</td>
</tr>
<tr>
<td>Optimal</td>
<td>30, 52, 6</td>
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<tr>
<td>Elementary</td>
<td>7, 12, 3</td>
</tr>
</tbody>
</table>

Итоговый этап

<table>
<thead>
<tr>
<th>Value-motivational</th>
<th>Cognitive-operational</th>
<th>Reflective-evaluational</th>
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</table>
A comparative analysis of the data obtained at the staggered and final stages of the pedagogical experiment revealed that the majority of the students of the Masters of the EGs developed the level of the components of the competence of value-semantic orientations in the educational space of the society, in terms of the value-motivational, cognitive-operational and reflexive components, the participants of the CGs did not make any significant changes. This fact indicates the effectiveness of the work done, the correctness of the choice of methods and means in achieving the stated goal, confirmed the legitimacy of the hypothesis of the proposed study.

Consequently, the results obtained are justified and are caused by our purposeful actions, their interpretation allows us to state that the use of the model of forming the competence of the value-sense orientation in the educational space of the society among students of the magistracy against the background of the revealed psychological and pedagogical conditions is an essential factor ensuring the observed in the course of the pedagogical experiment changes. The tasks set in the study are fulfilled, the goal is achieved, the hypothesis put forward is confirmed.

The conclusion. The concept of the competence of the value-semantic orientation in the educational space of the society as an ability to consciously determine and regulate the personal orientation and content of professional activity based on the search, evaluation, choice and projection of socially significant values of the development of education is

<table>
<thead>
<tr>
<th>Component</th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>19, 33, 3</td>
<td>23, 40, 4</td>
<td>16, 28, 1</td>
<td>22, 38, 6</td>
<td>19, 33, 3</td>
<td>24, 42, 1</td>
</tr>
<tr>
<td>Optimal</td>
<td>28, 49, 1</td>
<td>32, 56, 1</td>
<td>28, 49, 1</td>
<td>32, 56, 1</td>
<td>30, 52, 6</td>
<td>32, 56, 1</td>
</tr>
<tr>
<td>Elementary</td>
<td>10, 17, 6</td>
<td>2, 3, 5</td>
<td>13, 22, 8</td>
<td>3, 5, 3</td>
<td>8, 14, 1</td>
<td>1, 1, 8</td>
</tr>
</tbody>
</table>
formulated. The content and structure of the competence of the value-semantic orientation in the educational space of the society (value-motivational, cognitive-operational and reflexive-evaluative components) are disclosed, which contributes to an understanding of the essence of this phenomenon. Psychological and pedagogical conditions for the formation of the competence of the value-semantic orientation in the educational space of the society among students of the master's degree have been revealed. The model of the formation of the competence of the value-semantic orientation in the educational space of the society was developed, which became the theoretical basis for the process of training the students of the magistracy, which includes the content-target, technological, resultant blocks. The levels (initial, optimal and high) and criteria (personal and professional) and their indicators of the formation of the competence of the value-semantic orientation in the educational space of the society among the students of the master's degree are determined. Levels and criteria were a set of indicators that characterize the necessary manifestations of the phenomenon under study.

BIBLIOGRAPHY


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