



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 2 (101)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 2 (101)

ISSN (Print): 2663-6387
ISSN (Online): 2664-0155

UDC 378.147:37.091.321

DOI 10.35433/pedagogy.2(101).2020.45-52

AXIOLOGICAL PRINCIPLES OF FORMING THE VALUE OF SELF-ORGANIZATION IN FUTURE LECTURERS IN HIGHER EDUCATION

A. I. Kuzminskyi*

The article presents the requirements for the personality of a modern lecturer in higher education in the context of changes and innovations in the higher education system. The signs of the lecturer's activity as an open, nonlinear, self-organizing system are presented. It is noted that the training of future lecturers in higher education to self-organization in professional activities should be carried out taking into account the axiological approach. The subject-object nature of values is characterized on the basis of the analysis of scientific works. Emphasis is placed on introducing the value of "lifelong learning" and the value of self-organization. It is noted that the use of the axiological approach in the professional training of future lecturers in higher education to self-organization in professional activities involves updating the content of education, the system of forms, methods and means of training. The principles of forming the value of self-organization in masters are determined: the humanistic nature of the educational process; awareness of the value of knowledge about self-organization; systematic formation of valuable experience of master students; relationship with professional activity; emotionality and reflectivity of the educational process. The organizational and pedagogical conditions for the formation of future lecturers' skills of self-organization are outlined: enrichment of the content of disciplines with the theory and practice of forming the value of self-organization; informing and motivating about the value of self-organization; creation of a favorable professional environment of a higher education institution; formation of experience of self-organization in the process of research and production practices. The means of forming the value of self-organization in future specialists are named: axiological content of academic disciplines; pedagogical motivation; educational and professional environment; research and production practice. Prospects for further analysis are the consideration of technologies for the formation of valuable professional experience of future professionals in the educational environment of higher school.

Key words: self-organization, axiology, values, axiological approach, future lecturer in higher education, professional activity, professional training a lecturer, organizational and pedagogical conditions.

* Doctor of Pedagogical Sciences, Professor
(Glukhiv Oleksandr Dovzhenko National Pedagogical University)
anatoliy230743@ukr.net
ORCID: 0000-0001-6108-4066

АКСІОЛОГІЧНІ ЗАСАДИ ФОРМУВАННЯ ЦІННОСТІ САМООРГАНІЗАЦІЇ У МАЙБУТНІХ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ

А. І. Кузьмінський

У статті зазначено вимоги до особистості сучасного викладача вищої школи у контексті змін та інновацій у системі вищої освіти. Викладено ознаки діяльності викладача як відкритої, нелінійної, здатної до самоорганізації системи. Зазначено, що підготовку майбутнього викладача до самоорганізації у професійній діяльності необхідно здійснювати з урахуванням аксіологічного підходу. На основі аналізу наукових праць охарактеризовано суб'єкт-об'єктну природу цінностей. Наголошено на упровадженні цінності "освіти упродовж життя" та цінності самоорганізації. Зазначено, що використання аксіологічного підходу в професійній підготовці майбутніх викладачів вищої школи до самоорганізації у професійній діяльності передбачає оновлення змісту освіти, системи форм, методів і засобів підготовки. Визначено принципи формування цінності самоорганізації у магістрантів: гуманістичний характер освітнього процесу; усвідомлення цінності знань щодо самоорганізації; системність та систематичність формування ціннісного досвіду здобувачів; взаємозв'язок з професійною діяльністю; емоційності та рефлексивності освітнього процесу. Окреслено організаційно-педагогічні умови формування у майбутніх викладачів умінь самоорганізації: збагачення змісту дисциплін теорією і практикою формування цінності самоорганізації; інформування та мотивування щодо цінності самоорганізації; створення ціннісного професійного середовища закладу вищої освіти; орієнтація дослідницької та виробничої практик на формування досвіду самоорганізації. Названо засоби формування цінності самоорганізації у майбутніх фахівців: аксіологічний зміст навчальних дисциплін; педагогічне мотивування; освітньо-професійне середовище; дослідницька та виробнича практика. Перспективами подальшого аналізу визначено розгляд технологій формування ціннісного професійного досвіду майбутніх фахівців у освітньому середовищі закладу вищої освіти.

Ключові слова: самоорганізація, аксіологія, цінності, аксіологічний підхід, майбутній викладач вищої школи, професійна діяльність, професійна підготовка викладача, організаційно-педагогічні умови.

Introduction of the issue.

Reforming a modern system of higher education causes changes in the goals, content, values of training of specialists of different educations' levels and requires a qualitative update in a process of professional training of a lecturer in higher education who acts as a repeater and active participant in these changes.

A modern lecturers in higher education must be able to think critically, structure and process various information, use the acquired knowledge to creatively solve professional problems, be able to analyze and predict their activities, identify and eliminate shortcomings in the teaching, design and implement their self-development and professional growth. Such challenges require the

formation of a lecturer in higher education at an appropriate level of self-organization in professional activity.

Current state of the issue. Analysis of modern scientific and pedagogical research shows a symbiosis of different methodological approaches to organization of an educational process (R. Gurevich, O. Dubasenyuk, A. Kolomiets, N. Lazarenko, etc.), including a process of developing theoretical and methodological foundations of training lecturers in higher education (N. Batechko, V. Bobrytska, S. Vitvytska, O. Gura, V. Kravchenko, L. Lebedyk, S. Sysoeva, T. Sushchenko, etc.). N. Dudnik, O. Demchenko, N. Myronchuk, T. Novachenko and others solve problems of future teachers'

preparation to self-organization in professional activity.

Substantiating pedagogical axiology, T. Kalyuzhna [4] argues that a teachers' axiological orientations, being implemented in the activity, determine his/her personal and professional status, affect the quality of his professional functions, building relationships with subjects of education and an effectiveness of pedagogical work in general. S. Vitvytska [3] proves that value orientations are one of the criteria of future teachers' socialization; N. Myronchuk [8] defends the position that a persons' value attitude to him/herself and others, to activity is a basis of her life affirmation and self-realization in professional activity.

Aim of research of this article is to identify the features of the professional activity of a lecturer as a synergetic system and outline the axiological basis for the formation of a value of self-organization in future lecturers in higher education.

Results and discussion.

Regularities and principles of self-organization in systems of different nature are studied by synergetic approach. Taking into account the synergetic methodology, a concept of professional training is developed: goals, objectives, content, forms, methods of education are formulated, a process of professional training is managed, as well as the basics of teacher and student interaction are substantiated.

Based on provisions of a synergetic approach, the activity of a lecturer in higher education is considered as an open, nonlinear, self-organizing system, which has the following features:

- conscious focus on acquiring new knowledge, qualitative change of own experience, mastering of innovative technologies and methods;
- comprehension of a new type of rationality, which expands a field of reflection on an activity, harmonizes a

knowledge about an object with value-semantic structures;

- ability to self-reflection of own pedagogical activity;
- openness to new experiences, communication, personal and professional self-development, ability to exchange energy and information;
- the ability to critically comprehend information flows, to distinguish general and secondary, identify true and false;
- nonlinearity of thinking in non-standard / crisis situations, selection of optimal scenarios of self-organization in professional activity;
- formation of individual trajectory of professional growth;
- ability to predict, design and choose the best option of own professional development, increase professional competence, taking into account the situational influences of various factors;
- awareness of a need for systematic self-development, use of a powerful resource of self-motivation for fulfilling tasks of professional activity and for systematic work on self-improvement.

According to the synergetic approach, each individual is a complex system that is able to build, structurize and program. At the same time, it is important to correctly initiate desired trends in his /her development, strengthening the value orientations of his / her axiological sphere.

As noted by the authors of a collective work [5: 28], the educational process should reflect a real nature of a life process, its contradictions, troubles, positive and negative sides. Accordingly, the philosophy of education should take into account changes in the culture of emotional experiences, values, ways of working, behavior, peculiarities of individual and social life. For this purpose, there should be a change in self-awareness in the direction of convergence of the subject content of scientific and educational activities with an

axiological focus on the content and result of own work.

Due to the need to determine the strategic goals of pedagogical activities of the lecturer in higher education, the relationship of social and personal activities, value orientations are an important basis for his training to self-organization in professional activities.

Philosophical and pedagogical axiology as a theory of values develops axiological issues of value bases of modern pedagogical practice, focused on the formation of a professionally competent person with a pronounced innovative potential and ability to lifelong learning and self-education [6: 18].

Values are considered subjective, for they exist only if there is a person, the subject of their development and perception, but they are not exclusively subjective due to their bond with properties of objective reality.

According to V. Andrushchenko, the aggravation of global problems and the strengthening of the tendencies of globalization of civilizational development necessitate the formation of a new ethic, for which the principles of responsibility, mutual understanding, justice and solidarity are decisive. In accordance with all systemic socio-cultural changes, the value-based foundations are built on the following core elements: the values of humanism, human and personal dignity, individual identity; democracy, partnership and self-government; creativity as a form of productive, creative and innovative attitude to oneself, the world, one's activity; social initiative and creativity, responsibility as a way to realize personal freedom; tolerance, etc. [1: 180-181].

The philosophical doctrine of axiology encourages the analysis of the phenomena of personality and individuality, "humanistic in man", the definition of the meaning of human existence, the understanding of value as a moral phenomenon, an ideal.

Modern philosophical axiology uses the position about the subject-object nature of values – the object acquires an axiological significance if the subject has shown interest in it. One of the main purposes of axiology is the value projection by a person of his / her life aspirations into a future, the doctrine about forms and methods of its planning. The value mechanism of such actions is the person's will to carry out purposeful, valuable activities to achieve the goal.

Modern studies of *axiological problems* are characterized by a focus on the subjective paradigm and the search for internal determinants that significantly affect the axiological genesis of personality (K. Abulkhanova-Slavskaya, G. Ball, I. Bekh, M. Borishevsky, S. Maksimenko, V. Slobodchikov, N. Chepeleva and others).

Based on the provisions of synergetics, G. Radchuk considers the axiological genesis of personality as a complex nonlinear creative process of free choice of ideals, life-meaning attitudes, which determines the value-target vector of personality self-realization in the context of integral life activity [9]. V. Andrushchenko notes that in modern conditions the main determinant of professional activity and life is the ideological value image of the future. Without the ability to recognize and take into account the challenges of the future in pedagogical activity, the teacher will not be able to avoid the "shock because of the future" (E. Toffler) and will not be able to warn the students, since he will reproduce those ideological values that are already outdated in a constantly changing society [1: 182].

In addition, philosophical and pedagogical axiology focuses on the implementation of the value concept of "lifelong learning", based on the values of continuity and creativity. This concept promotes the training of a person who is able to act improvised

and effectively solve problems in situations of new professional or life reality.

The axiological foundations of the professional training of a lecturer in higher education to self-organization in professional activity are determined by the following provisions:

- pedagogical professional activity is aimed at the humanistic development of personality;

- the applicant of higher education is a value-motivated subject of the pedagogical process;

- the future lecturer organizes his activities and project an individual trajectory of movement in educational / educational-professional activity, taking into account value orientations, including the self-worth and personal significance of self-organization.

The importance of using the axiological approach in the professional training of future teachers is emphasized by scientists S. Vitvitska, R. Vinnichuk, L. Lebedik and others. The essence of the axiological approach is substantiated by the concepts of dialectical-materialistic axiology, the conceptual apparatus of which consist of the following notions: value, axiological characteristic of the subject of value relations, general axiological categories (meaning, evaluation, need, motivation, goal, value orientations) [10]. Values are a set of real objects and abstract ideas that are meaningful to society or the individual [2].

In the structure of value imperatives of the content of modern education, as noted by R. Vynnychuk [2], it is especially important to form a value attitude to the natural and social environment, personal health, human creativity, development of her abilities

and skills to transform existing reality; formation of character and moral responsibility in situations of adaptation to the social and natural environment; providing opportunities for personal and professional growth, self-realization; mastering the means to achieve personal autonomy, creating conditions for self-development of creative personality, etc.

The training of future lecturers in higher education to self-organization in professional activities should be based on the following values: the value of professional activity, the value of self-organization competence for the effective implementation the functions of teaching and maintaining professional efficiency. Values are the basis for regulating the behavior of a future specialist, performing the functions of professional activity, making decisions in situations of self-organization. The application of the axiological approach in the training of future lecturers in higher education to self-organization in professional activities involves the analysis of educational content, forms, methods and means of training for the formation of undergraduate's value attitude to the content and results of their activities, awareness of their own self-esteem and the value of self-organization skills as a means of professional efficiency and preservation of professional health. Personal-professional values of self-organization have a target, motivational and regulatory orientation in the professional self-organization of a future specialist.

The formation of the value of self-organization requires the application of appropriate principles, methods, tools and the creation of organizational and pedagogical conditions (Figure 1).

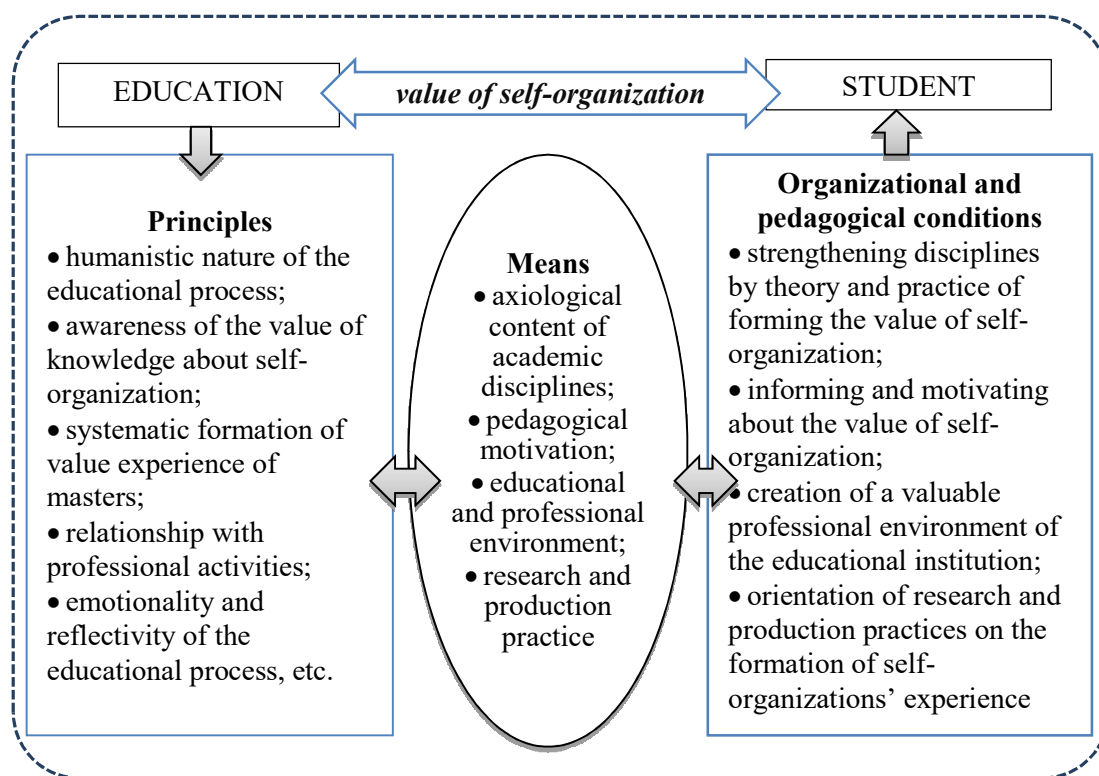


Fig. 1. Axiological bases of formation of value of self-organization in master students

The use of the axiological approach provides a reorientation of external leadership in the process of forming the competence of self-organization of future lecturers in education to the internal value awareness of the formed competencies of self-organization.

Learning based on the axiological approach involves the use of situations of semantic experience, emotional response, resulting in the formation of valuable personal experience.

An important aspect in the context of the application of the axiological approach is axiologization on the basis of recognized priority values of the process of teaching academic disciplines and ensuring the unity of content and forms of education. The lecturer must be aware of the ideological value of his discipline and consistently disclose and implement it in the teaching process. Thanks to this, such knowledge can become part of the general system of values and worldviews orientations of master

students. The value potential of the discipline "Fundamentals of self-organization in professional activity" is substantiated by N. Myronchuk [7].

In addition, the lecturer must be aware of the responsibility for the emotional and psychological atmosphere created by him / her while teaching the discipline, for the moral and ideological values that he consciously or unconsciously reproduces in the teaching process. In this context, it is important that the process of professional training of future lecturers in higher education is based on appropriate values.

The master student as a subject of higher education continuously evaluates, compares, interprets, decodes, experiences cultural values that appear in the obvious, superficial meanings of educational content. In the context of developing the skills of self-organization, the master must unequivocally recognize the value of his personality, professional health, self-

worth of personal and professional self-improvement, the value of self-organization as a means to achieve positive results, success and efficiency in professional activities.

Conclusions and research perspectives. Thus, the process of forming the optimal level of self-organization in professional activities of future lecturers in higher education requires a value-based understanding of the need to learn such basics of behavior, understanding the priority of this knowledge and skills, and taking into account individual characteristics. The axiological foundations of formation of the value of self-organization in masters include adherence to the relevant principles of organizing the educational process and creation of organizational and pedagogical conditions. Prospects for further analysis are to consider technologies for the formation of valuable professional experience of future professionals in the educational environment of higher education.

REFERENCES (TRANSLATED & TRANSLITERATED)

1. Andrushchenko, V., & Peredborska, I. (2009). *Filosofia osvity [Philosophy of education]: navch. posib.* Kyiv: Vyd-vo NPU imeni M. P. Drahomanova [in Ukrainian].
2. Vynnychuk, R.V. (2018). Aksiologichniy ta kulturolohichniy pidkhody yak aspekty metodolohii suchasnoi pidhotovky fakhivtsiv u vyshchii shkoli [Axiological and culturological approaches as aspects of the methodology of modern training in higher education]. *Molodyi vchenyi – Young scientist*, № 22, 94-96 [in Ukrainian].
3. Vitvytska, S.S. (2015). Aksiologichniy pidkhid do vykhovannia osobystosti maibutnoho vchytelia [Axiological approach to the education of the future teacher]. *Kreatyvna pedahohika – Creative pedagogy*, vyp. 10, 63-67 [in Ukrainian].
4. Kaliuzhna, T.H. (2012). *Pedahohichna aksiolohiia v umovakh modernizatsii profesii-pedahohichnoi osvity [Pedagogical axiology in the conditions of modernization of professional and pedagogical education]: monohrafiia.* Kyiv: Vyd-vo NPU imeni M.P. Drahomanova [in Ukrainian].
5. Kremen, V.H. (2014). *Synerhetyka i osvita [Synergetics and education]: monohrafiia.* Kyiv: In-t obdarovanoi dytyny [in Ukrainian].
6. Kuchera, T.N., Nasonova, L.I., & Deineka, V.V. (2015). *Filosofia osvity [Philosophy of education]: navch. posibn.* Kharkiv: KhNMU [in Ukrainian].
7. Myronchuk, N.M. (2020). Informatsiino-komunikatsiini tekhnolohii yak zasib samoorhanizatsii subiektiv osvitnoho protsesu [Information and communication technologies as a means of self-organization of the subjects of the educational process]. *Informatsiini tekhnolohii i zasoby navchannia – Information technologies and teaching aids*, t. 75, № 1, 202-211. <https://doi.org/10.33407/itlt.v75i1.2537> [in Ukrainian].
8. Myronchuk, N.M. (2015). Tsinnisne stavlennia do sebe ta inshykh yak osnova zhyttievoho samozdiisnennia osobystosti [Values of oneself and others as the basis of life self-realization of the individual]. V: *Formuvannia osobystosti v osvitno-vykhovnomu seredovyshchi navchalnoho zakladu: problemy i poshuky – Formation of personality in the educational environment of an educational institution: problems and searches: zb. nauk. prats. Zhytomyr: FOP Levkovets*, vyp. 2, 82-85 [in Ukrainian].
9. Radchuk, H.K. (2015). Psykholohiia aksiogenezu osobystosti v konteksti vyshchoi profesii-noi osvity [Psychology of personality axiogenesis in the context of higher professional education]. *Osobystist u rozvytku: psykholohichna teoriia i praktyka –*

*Personality in development:
psychological theory and practice:
monohrafiia. Sumy: Vyd-vo SumDPU
imeni A.S. Makarenka, 319-339 [in
Ukrainian].*

10. Shynkaruk, V. (2002). *Filosofskyi
entsyklopedychnyi slovnyk*
[Philosophical encyclopedic dictionary].
Kyiv: Abrys [in Ukrainian].

Received: July 02, 2020
Accepted: August 10, 2020