

Improvement of value orientations in the process of forming the professional competence of teachers

Mejora de las orientaciones valorativas en el proceso de formación de la competencia profesional del profesorado

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Summary

This study examines the issues of value orientations of a teacher and their development as an integral part of professional competence. We drew attention to the relationship between the value orientations and the value sphere within the process of teacher's professional development, the conditionality of professional competence by the value system. The aim of the research is the theoretical and empirical study of value orientations as a component of the professional competence of teachers. Particular attention is paid to the role and significance of creativity in the teaching performance. Based on the analysis of current literary sources, we examined the phenomenon of professional creativity of a teacher, made an attempt to define this concept and considered its structure and structural components. The research methodology and its algorithm were selected due to the purpose of the study. Experimental work included a complex psychological and pedagogical experiment and diagnostics of the stated parameters before and after the implementation of the advanced training. The study was carried out on the basis of the Institute of Foreign Languages of the Federal State Autonomous Educational Institution of Higher Education "The Peoples' Friendship University of Russia" (RUDN). The results of the study allow us to conclude that there is a significant relationship between the professional creativity of a teacher and the effectiveness of professional performance, which is confirmed by the results of statistical processing of the data obtained. In the Russian psychological and pedagogical literature on the problem of professional competence two basic concepts are discussed, competence and competency. Researchers argue that these concepts are multidimensional and systemic in nature. In Russia, the difference between these concepts is most thoroughly substantiated in the glossary of the Federal State Educational Standard. It is indicated that competencies consist of knowledge, skills and abilities, as well as of practical experience. The ability to apply them in professional activities is called competence.

KeyWords: professional competence, competencies, value orientations, components of the teacher's professional competence.

Resumen

Este estudio examina las cuestiones de las orientaciones valorativas de un docente y su desarrollo como parte integral de la competencia profesional. Llamamos la atención sobre la relación entre las orientaciones valorativas y la esfera valorativa dentro del proceso de desarrollo profesional docente, la condicionalidad de la competencia profesional por el sistema de valores. El objetivo de la investigación es el estudio teórico y empírico de las orientaciones valorativas como componente de la competencia profesional del profesorado. Se presta especial atención al papel y la importancia de la creatividad en el desempeño docente. A partir del análisis de fuentes literarias actuales, examinamos el fenómeno de la creatividad profesional de un docente, intentamos definir este concepto y consideramos su estructura y componentes estructurales. La metodología de investigación y su algoritmo fueron seleccionados en función del propósito del estudio. El trabajo experimental incluyó un experimento psicológico y pedagógico complejo y el diagnóstico de los parámetros establecidos antes y después de la implementación del entrenamiento avanzado. El estudio se llevó a cabo sobre la base del Instituto de Lenguas Extranjeras de la Institución Educativa Autónoma de Educación Superior del Estado Federal "Universidad de la Amistad de los Pueblos de Rusia" (RUDN). Los resultados del estudio permiten concluir que existe una relación significativa entre la creatividad profesional de un docente y la efectividad del desempeño profesional, lo cual es confirmado por los resultados del procesamiento estadístico de los datos obtenidos. En la literatura psicológica y pedagógica rusa sobre el problema de la competencia profesional se discuten dos conceptos básicos, competencia y competencia. Los investigadores sostienen que estos conceptos son de naturaleza multidimensional y sistémica. En Rusia, la diferencia entre estos conceptos se fundamenta más a fondo en el glosario del Estándar Educativo del Estado Federal. Se indica que las competencias

consisten en conocimientos, destrezas y habilidades, así como de experiencia práctica. La capacidad de aplicarlos en actividades profesionales se denomina competencia.

Palabras clave: competencia profesional, competencias, orientaciones de valores, componentes de la competencia profesional del docente.

Introducción

The overwhelming majority of researchers (Sokolova, Kolchina, 2018; Terelyanskaya, Kurysheva, 2012; Vasbieva et al., 2018; Bírová et al., 2018) single out the value orientations of a teacher among the most important components of professional competence. Their development facilitates the improvement of professional and personal qualities.

Value orientations reflect the values that a teacher uses as strategic goals and general worldview guidelines. The value orientations of a teacher directly affect the components of professional competence. This connection is due to the special role of the teacher's personality in the field of activity where the specialist is endowed with powers, information and responsibility for the fate of young people.

The development of value orientations contributes to the improvement of the teacher's professional qualities. The most important of these are tolerance, humanism, self-development and social activism.

The modern interpretation of the competence-based approach to the educational results differs depending on the interpretation of the competence itself and how this characteristics is commensurate with the acquired knowledge and skills. In the process of professional training, teachers should have a clear idea of the professional competence, as well as the content and structure of the basic concepts: competence, competency, professional competence. Building a professional competence is a complex, multidimensional process directly related to the formation of various competencies that differ in their internal specifics and external manifestations. The foundation of professional competence is, first of all, general and special competencies, reflecting the level of qualifications of a university or college graduate (Kolchina, 2017).

Pedagogical competencies are an indispensable component of the system of competencies necessary for a teacher of a higher or secondary professional educational institution not only for the effective implementation of the educational content, but also for comprehensive assistance to the enrichment of the student's personality. The need to build a complex of pedagogical competencies is due to the fact that the professional and pedagogical performance of a teacher is manifested in society, a complex multidimensional system (Sharonova et al., 2018). The teacher and the student function within the framework of a social structure, a social whole, consisting, according to an outstanding Russian psychologist A.K. Uledov (1996), of the elements (types of activities, individuals) aimed at the implementation of certain social needs. The definition of social subjects (for example, a teacher and a student of a university or college, the types of activities and the connections between them) is currently the most popular and functional concept of the structural components of social systems. Neglect of this circumstance can lead to the formation of unproductive complexes, including complexes of competencies of specialists performing professional duties. Thus, the development of a teacher's competence system in the field of professional education requires taking into account the specifics of the educational process, the variety of activity types and the social context of the interaction between the teacher and the student. The components of social systems (including educational ones) are closely integrated, and each element can act in relation to others either as a consequence, or as a cause, or as a dialectical combination of them (Volkova, Panchenko, 2018).

Literature review

The problem of the professional competence development was discussed by the Russian researchers of education A.G. Bermus (2014), I.A. Zimnaya (2010). These authors consider this problem through the existing professional requirements for the teacher. Another point of view was held by A.V. Khutorskoy, who wrote that professional competence should be reflected through a certain structure of the educational standard (Khutorskoy, 2019).

Modern foreign studies, considering the problems of the teacher's professional competence, turn to the question of what is more important: the content of teaching or teaching methods. Thus, F. Fahriany believes that the predominance of one over the other leads to a decrease in the quality of education in general (Khutorskoy, 2019). The author notes that in Indonesia, many professors ignore the importance of mastering teaching and learning methodology and tend to emphasize the importance of mastering the subject area. When the quality of primary and secondary education declined, as shown by the national assessment test, the cause was attributed to the content and implementation of the teacher education curriculum, and very rarely attention was paid to the preparation of teachers to teach specific subjects.

F. Fahriany comes to the conclusion that it is necessary to take into account the peculiarities of the Indonesian education system, in which the abilities of students have always been very heterogeneous, so as in Russia. This means the need to improve teacher training for working with students with different learning speeds, learning abilities, knowledge and skills level.

R. Holm and J.L. Weadd distinguish among the most important components of professional competence the value orientations of a teacher, contributing to the professional and personal qualities (Terelyanskaya, 2012; Tekucheva, Gromova, 2016).

Russian and foreign researchers also pay attention to the importance of the value attitudes among teachers as an integral part of professional competence. M.V. Coskun, Y. Altinkurt believe that not only knowledge and skills are associated with the teaching profession before the start of training. Values and approaches to education also have a significant impact on every aspect of the quality of education (Gorev et al., 2018; Dolzhich, Dmitrichenkova, 2018; Blinova, Dugina, Zabolotskikh, 2018).

The researchers note that values can influence behavior and thinking, as well as facilitate adaptation to social norms and expectations. The influence of values can be explained by the fact that values are the determining factors of preferences, assessments, behavior and attitudes. G. C. Delariarte, R. B. Moralista believe that any innovations would not ensure the success of the educational process if teachers have not formed value attitudes (Martishina, 2006; Kozyreva, 1994). The authors note the increasing relevance of the moral education of schoolchildren and students and turn to the issue of the formation of the value attitudes of teachers, as the success of the whole educational process depends on this. These educators compared the results of the successful development of the moral qualities of schoolchildren with the use of innovative technologies and without them, while obtaining similar results. The process turned out to be more effective only when teachers were trained to improve their value orientations, their knowledge was expanded and updated.

Proposed methodology

The study was carried out on the basis of the Institute of Foreign Languages of the Federal State Autonomous Educational Institution of Higher Education "The Peoples' Friendship University of Russia" (RUDN).

The experimental group consisted of 30 teachers. The analysis of psychological and pedagogical literature made it possible to single out the components of the teacher's professional competence: motivational-volitional, functional, communicative and reflexive. For each of the

components, corresponding methods were selected and adapted (Table 1). The portfolio analysis and the interviewing were carried out in accordance with the developed plan and criteria. The results of the distribution by the levels of component development were correlated according to points.

The purpose of the indicative stage was to identify the level of professional competence, before and after pedagogical influence, at the formative stage.

Each of the diagnostics was carried out following the requirements and instructions. The results were interpreted due to the instructions, calculated, analyzed, in accordance with them, the participants in the experiment were distributed over three levels.

Table 1
Diagnostic card of the experimental study

Components of professional competence	Indicators	Diagnostic tools
Motivational-volitional	motives, goals, interest in professional activity	Motivation for success and fear of failure (Questionnaire by A.A. Rean)
		Diagnosing the level of burnout by V.V. Boyko
		Personality Orientation Inventory (B. Bass)
Functional	knowledge about the methods of teaching	Portfolio
		Interviewing
Communicative	the ability to clearly and precisely express thoughts, to persuade, to argue, to establish interpersonal communication, organize and maintain a dialogue	The teacher's ability to empathize (I.M. Yusupov)
		Test "Assessment of Self-control in Communication" (M. Snyder)
		Assessment of the level of sociability (V.F. Ryakhovsky)
Reflexive	the ability for self-knowledge, reflexivity as a regulator of personal achievements	Test questionnaire "Determination of the self-esteem level" (S.V. Kovalev)
		Assessment of the ability to self-development, self-education (V.I. Andreev)
		Methods for diagnosing reflexivity (questionnaire by A.V. Karpov)

The algorithm of the experiment is presented in Table 2.

Table 2
Algorithm of actions in the course of the experiment

Algorithm of actions
1) diagnostics of the structural components of creativity: intellectual, individual, social and emotional creativity;

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| 2) diagnostics of the effectiveness of solving professional tasks; |
| 3) correlation analysis of the relationship between professional competence and the effectiveness of solving professional tasks. |

Result analysis

The indicative stage of the pedagogical experiment identified the initial level of motivational-volitional, functional, communicative and reflective components of the teacher's professional competence. Analysis of the results showed that only 20% of the participants in the experiment were at a high level. This proved the need to organize the work to improve the professional competence of teachers.

At the formative stage, a training program was introduced, based on the analysis of scientific psychological and pedagogical literature. It was revealed that the most important value orientations of a teacher in the context of improving professional competence include pedagogical tolerance, personal and professional self-development, the organization of a humanistic educational space and social activism. These qualities correspond to the sections of the developed program, which deal with the following topics:

- tolerance as the most important component of humanistic pedagogy;
- ways of developing pedagogical tolerance;
- self-development;
- self-education;
- pedagogical reflexivity;
- basic ideas and provisions of humanistic pedagogy;
- humanistic orientation of a teacher's personality;
- professional mobility of a teacher;
- charity;
- social activism.

In order to identify the dynamics of professional competence and confirm the hypothesis of the research, a control stage of the experiment was organized.

The components of the teacher's professional competence (motivational-volitional, functional, communicative and reflective) were measured repeatedly using the same set of diagnostic tools as at the indicative stage of the experiment:

- Motivation for success and fear of failure (Questionnaire by A.A. Rean);
- Diagnosing the level of burnout by V.V. Boyko;
- Personality Orientation Inventory (B. Bass);
- Portfolio, Interviewing;
- The teacher's ability to empathize (I.M. Yusupov);

- Test “Assessment of Self-control in Communication” (M. Snyder);
- Assessment of the sociability level (V.F. Ryakhovsky);
- Test questionnaire “Determination of the self-esteem level” (S.V. Kovalev);
- Assessment of the ability to self-development, self-education (V.I. Andreev);
- Methods for diagnosing reflexivity (questionnaire by A.V. Karpov).
- Further we consider in detail some of them.

The results of the control stage of the experiment are shown in Figure 1.

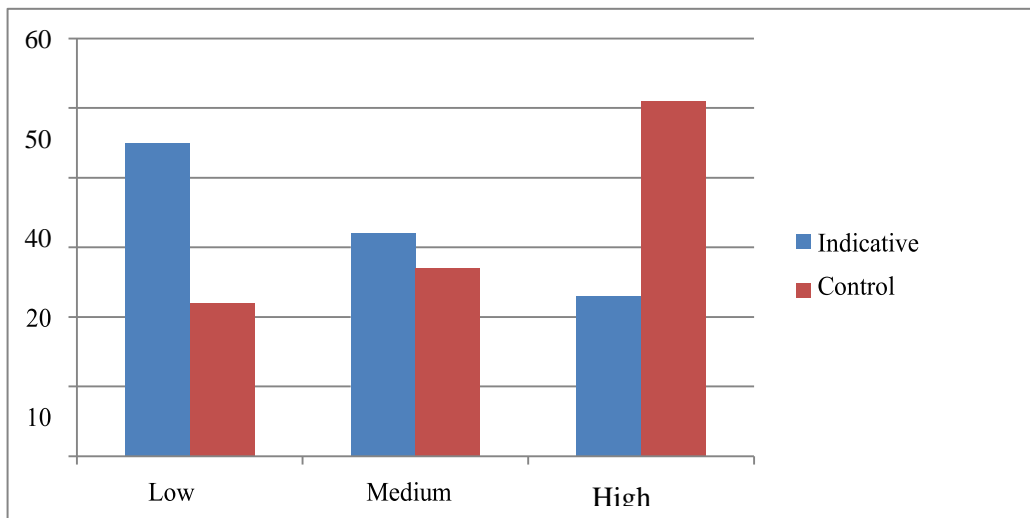


Figure 1. Distribution of participants in the experiment by levels based on the results of the diagnostics of the emotional burnout level (V.V. Boyko test) at the control stage

Calculations showed that the number of participants who were previously classified as low, that is, were in the “exhaustion” phase during the first test, decreased by 23%. At the same time, there are now 5% fewer specialists at the medium level, that is, in the “stress” phase. The number of teachers at a high level has increased by 28%, that is, in the “resistance” phase.

This suggests that teachers who completed the advanced training program became less susceptible to emotional burnout. The training sessions helped to relieve stress among specialists at risk, and also increased resistance to stress at work, which is the cause of loss of strength and motivation.

The diagnostic technique for assessing self-control in communication by M. Snyder was also repeated to measure the communicative component. The results are shown in Figure 2.

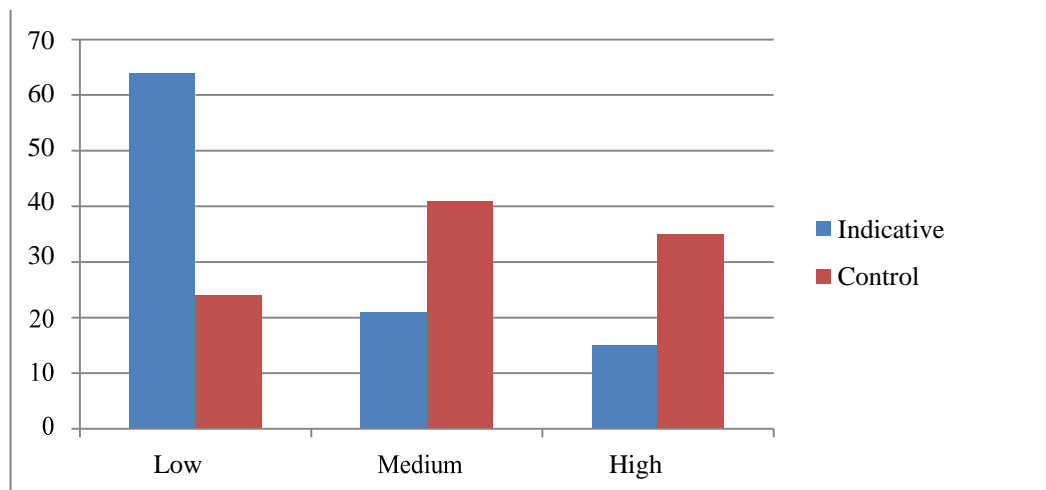


Figure 2. Distribution of participants in the experiment by levels based on the results of the diagnostics for assessing self-control in communication by M. Snyder at the control stage

The results showed a decrease of 40% at the low level, an increase of 20% at the medium and high levels. There is a positive trend in the communicative component of professional competence. The participants in the experiment began to better manage their communicative behavior, emotions in order to take into account the interests and behavior of others. During the re-diagnostics, the specialists noted that it became easier for them to find a common language in a conflict situation, since during the training sessions they were trained to apply several techniques that help to avoid negative consequences and misunderstandings. Also, the awareness of responsibility for self-development and self-improvement helped teachers feel more confident in the processes of building communicative interaction, make the right decisions, avoid unwanted concerns and set an example for students.

The re-analysis of the portfolio was carried out, which included materials for the period of training under the advanced training program. The results are shown in Figure 3.

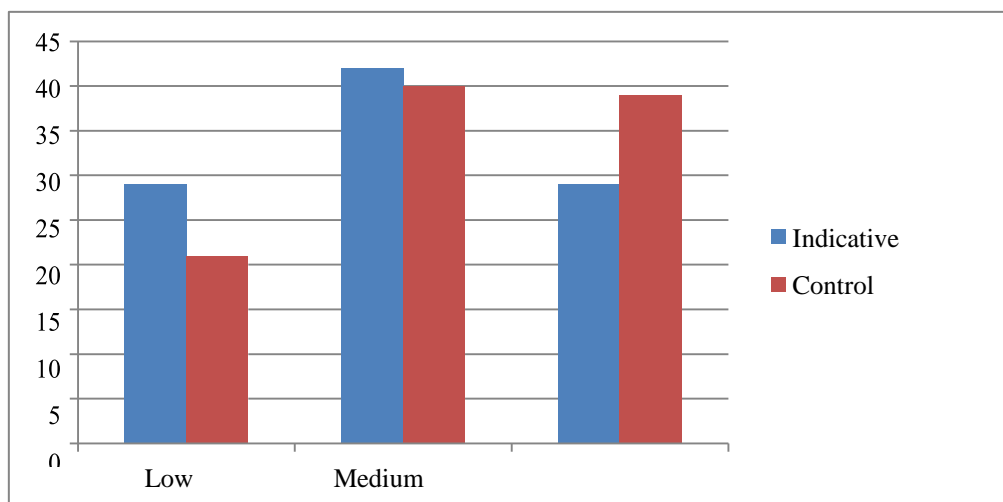


Figure 3. Distribution of participants in the experiment by levels based on the results of portfolio analysis at the control stage

Analysis of the research papers, diplomas, certificates showed that 10% more specialists can be attributed to a high level than before the experiment. At the same time, the number of participants decreased by 8% at a low level and by 2% at a medium level.

The number of published scientific articles doubled. During training under the program, 32 out of 45 teachers took part in conferences, forums and master classes. It is worth noting that most specialists used the acquired knowledge as the topics for study, devoting various publications to the ways of developing pedagogical tolerance, self-development, self-education and pedagogical reflection, including teaching guides, tests and questionnaires, speeches at professional associations.

Repeated interviews also related to the period between the indicative and control stages. Qualitative analysis of the data made it possible to distribute participants into three levels (Figure 4).

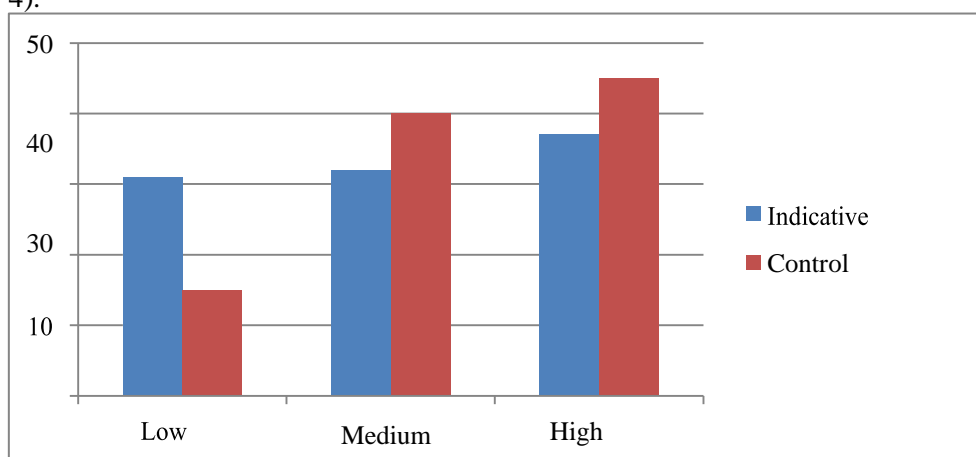


Figure 4. Distribution of participants in the experiment by levels based on the results of interviewing at the control stage

So, at the low level there were 16% fewer teachers, 8% increased at the medium and high levels each. The specialists, who showed low results at the indicative stage, corrected shortcomings in the knowledge of normative documents, as well as in theoretical psychology and pedagogy issues. All teachers who completed the training program noted that they expanded their knowledge of methods of persuasion, argumentation, improved interpersonal skills. It was decided to conduct the meetings of methodological associations regularly, to consider both current experience, published in the latest scientific psychological and pedagogical literature, and situations from real practice, which would help teachers constantly develop and improve.

Methodological support for the preparation of scientific articles and the database of journals that accept publications free of charge made it possible not only to increase the number of publications, but also to improve their quality. The teachers noted that earlier in their professional activities they had more than once faced the need to publish a particular article, but they were stopped by the high cost of the service. It was decided to cover this issue regularly at methodological associations in order to expand the possibilities of research activities of teachers. After repeating all eleven methods, the results were analyzed, the average indicators were calculated and the general level of the functional, communicative, reflexive and motivational-volitional components was drawn. The results of the two stages of the pedagogical experiment by components are shown in Figure 5.

As can be seen from the diagram, approximately the same changes occurred in the motivational-volitional and reflexive components. So, in the first case, it increased by 17% at a high level, and in the second by 13%. The changes on the medium level were 2% and 6%, on the low level they decreased by 19% in both components. In general, positive changes are observed for each of the components of the teacher's professional competence.

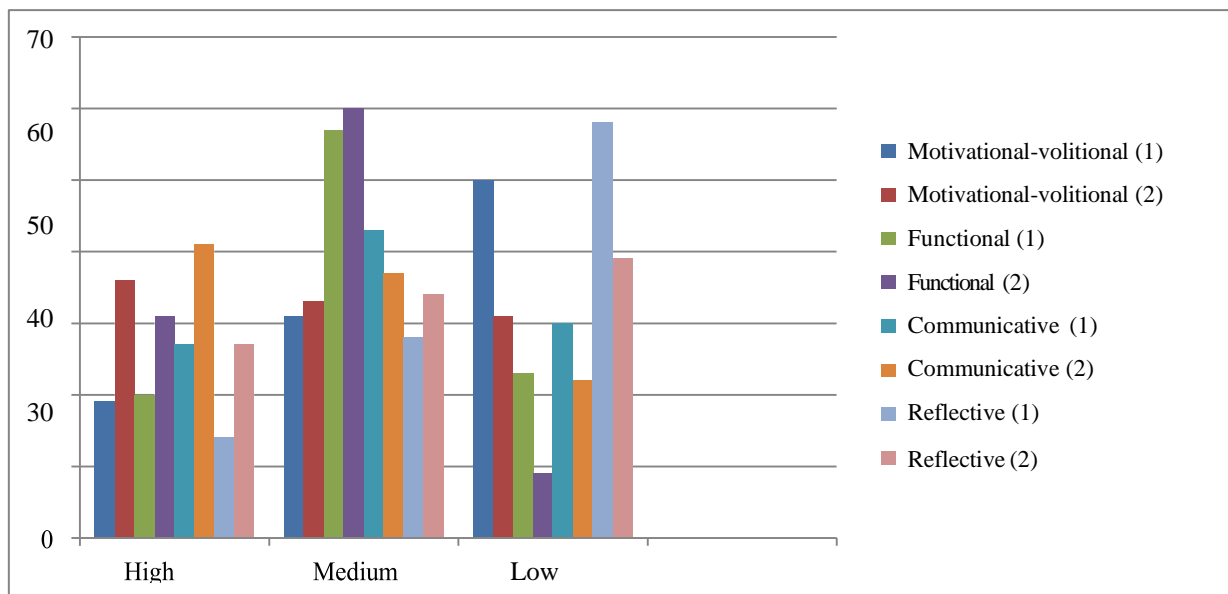


Figure 5. The results of the control experiment on the components of the teacher's professional competence

The general distribution of participants in the experiment is shown in Figure 6.

The number of specialists classified as having a high level of professional competence grew by 14%. At the medium level this number increased by 9%, and at the low level, it decreased by 23%.

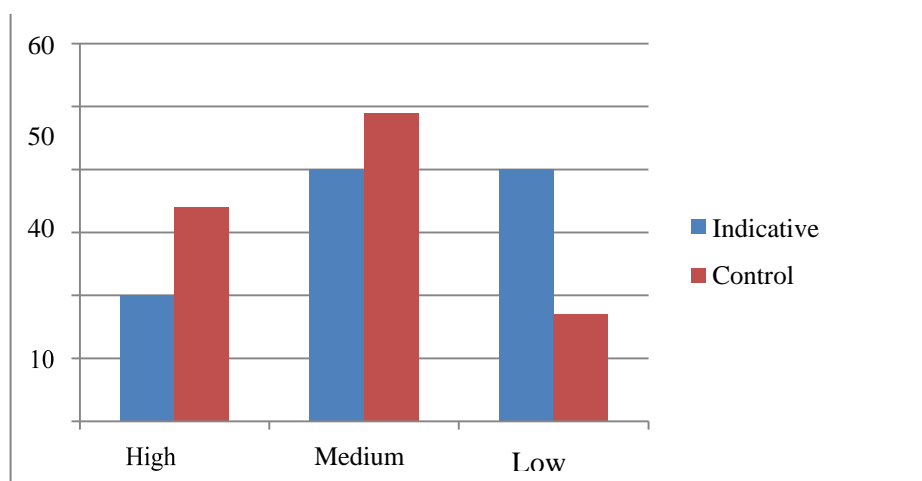


Figure 6. The general results of the control experiment

Thus, the introduced pedagogical conditions and the advanced training program turned out to be effective in developing the components of the teacher's professional competence, which is confirmed by the results of the control stage of the experiment.

Conclusion

The indicative stage of the pedagogical experiment revealed the initial level of the motivational-volitional, functional, communicative and reflexive components of the teacher's professional competence. Analysis of the results showed that only 20% of the participants in the experiment are at a high level. This proved the need to organize the program to improve the professional competence of teachers.

The formative stage of the experiment included the introduction and testing of the advanced training program “Development of teacher’s value orientations”. The emphasis was placed on pedagogical tolerance, personal and professional self-development, the organization of a humanistic educational space and the social activism of the teacher.

The control stage of the experiment, carried out after the completion of training sessions, showed that the number of specialists referred to the high level of professional competence increased by 14%. At the medium level, this number increased by 9%, and at the low level, it decreased by 23%. In general, there is a positive trend in each of the components of professional competence.

Conflict of interests: The authors declare that they have no conflicts of interest.

Authors' contribution: The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

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