ROLE OF THE SYSTEM OF VALUES OF DESIGN STUDIES GRADUATES IN PREPARATION FOR EDUCATIONAL WORK

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Abstract

The issue under study is seen as urgent since Russian education at all levels is facing an important task - to achieve a new quality - thus making it necessary to revise the objectives and methodology of preparing university students for professional work. According to the Federal State Education Standards of Russia undergraduates must be trained to be engaged in various activities including teaching. The Bachelor of Design Studies programme at Kazan Federal University trains students to teach arts-centred disciplines at different levels of continuous art education. Therefore, the issue of forming academic students' system of values becomes important as it ensures their readiness to work in the system of art education.

The system of values of the person forms a complex multi-level hierarchical system and occupies a borderline position between the motivational sphere and the system of values, thus organising a relation of the inner world and the world outside.

Defining acceptable ways to implement various motivators of human activity and, at the same time, being an integrative core of human goal-setting, the system of values is a functional and psychological body of self-development and self-actualization necessary for professional self-determination.

The article presents the results of a study of the system of values of the Design Studies graduates at Kazan Federal University. The authors also provide the contents of the system of values of an Art teacher at the experience of a number of teachers of the city of Kazan, Russia. The study has shown that the system of values of a teacher is determined by his or her emotional and psychological state, satisfaction and fullness of life, and its meaning. The system of values influences behaviour and activities, determines the motivation sphere, professional direction of the teacher, willingness to be guided by these values in their professional activity. The system of values of a teacher determines their position, direction, and contents of professional activity. The system of values of a student is dominated by the values of self-development necessary for the career of a designer, however, students are not fully aware of the values of educational work. The authors of the article propose possible solutions to the issue.

Keywords: System of values, Design Studies graduates, teaching, self-development, art education.

1 INTRODUCTION

1.1 Background

The system of values of a person forms a complex multi-level hierarchical system occupying a borderline position between the motivational sphere and the system of personal meanings, thus uniting the internal world with the world outside. Defining acceptable ways of implementation of a person's various motivators and, at the same time, being an integrative core of human goal-setting, the system of values is a functional and psychological body of self-development and self-actualization of a person that is necessary for professional self-determination and professional activity. The system of values, defining the purpose of a person's life, is a specific psychological condition that always forms a hierarchical system, exists in the structure of a personality as one of its elements, expresses respectively what is most important for a person, and has personal meaning for him or her. In psychology, personal meaning is regarded as a personalized reflection of a person's real attitude to the objects which their activity is aimed at and is treated as a "value-for-me" of impersonal knowledge of the world including concepts, skills, actions and deeds committed by people, social norms, roles, values and ideals. [21] The psychological basis of the system of values of a person is a diverse structure of needs, motives, interests, goals, ideals, beliefs, worldview that take part in the creation of

orientation of the person expressing his or her socio-deterministic attitude to reality. Modern researches regard the system of values as:

- a system of meaningful ideal and material objects for the person that is hierarchically interrelated and provides coordination of its activities and behavior according to personally and socially significant needs [16];

- the process of enduing reality with subjective significance and meaning; essential self-identity [8];

- individual choice of the person; his or her way of activity [20].

The system of values of the person is reflected, fixed and adjusted in his or her professional activity as well as at the stage of higher vocational education [24]. It should be noted that the process of formation of the system of values and professional activities are mutually defined. On the one hand, the attitude to professional working environment is based on a system of personal senses of a person due to their past experience. The reportable part of this system is presented in the form of values and value orientations; on the other hand, professional activity has impact on the system of values of the person.

O. Akulich [2] proposes a technique of realization of the system of values of students when studying medical and biological physics, based on an integrative unit that ensures implementation of independent learning and cognitive activity of students associated with revision, systematization, generalization of knowledge on the basis of structural and logic models, the value-semantic awareness of the content of the studied material through successive relationships of disciplines.

As a category of cultural approach the system of values is regarded as an integral and system forming component of the culture of a person. Within this approach the system of values is the result of interaction of internal and external determinants of the development of a person's culture [11] and the reason of the formation of the culture of professional teaching. Given that educational activities is a special kind of social activities aimed at transmitting culture and experience accumulated by mankind from older generations to younger ones enabling their personal development and preparation for the implementation of certain social roles in society [17], an activity can be called professional and educational if it is connected with professional competences. The change of the values of education in Russia has led to a change of the system of values of a teacher. [4] Modern Russian school teachers have an active position in life, the desire to make real steps in this direction, the desire to improve their skills and make a successful career.

The study of the value-semantic sphere of professional activity of teachers of fine arts, drawing and technology in the Republic of Tatarstan (the study involved 84 teachers) showed that modern teachers consider the following skills to be major components of professional competence: modelling of pedagogical process; implementation of educational impact adequate to the nature of the child, childhood, national, regional, and cultural traditions; organization of communication; building relationships with each student so as to contribute to their spiritual development and education; possessing the ability of self-determination, self-organization, self-education by creating conditions for self-development of the student as a subject of the activity, as a person, and develop independently. We argue that these competencies form the system of values of professional and pedagogical activity of students.

1.2 Status of the Problem

The system of values is an essential characteristic of a person and an indicator of his or her maturity. The level of development of the system of values and peculiarities of their formation allow to judge the level of a person's development. In the system of higher education it is important to take into account the changes in personal meanings and semantic systems that have been influenced by the changes in society, as well as conditions contributing to the formation of values and the system of values of the person determining his or her professional and personal growth. [7] The development of the system of values of academic students majoring in non-educational programs should be aimed at students' mastering their basic skills alongside with the chosen profession, thus further eliminating the problem of unemployment and, if necessary, creating willingness in students to acquire a new specialization. At the same time a social order is formed which requires preparation of a new generation of teachers who are able to carry out innovative professional activity, possess the required level of methodological culture and are well-prepared for a continuous process of education throughout life. [17]

Axiological orientations, the system of values of a future profession are already formed at the university. For example, Z. Yavgildina and E. Dyganova have defined the structure of the culture of the student's self-education which consists of three components: value-motivational, cognitive-operational, and reflexive controlling. According to them the value-motivational component, being the leading one, is a system of educational values, personal meanings, motifs, interests and needs of a future expert that forms his or her personal attitude and promotes the development of his or her professional and pedagogical self-education. [9]

It has been proved that the purpose of education is the "awakening" of spirituality and creation of conditions for the ascent of the individual to his or her integrity by gaining new knowledge, experience, and development of a system of values. The person accepts the meaning that as he or she feels it regulates his inner world and opens a perspective of life to him or her. [23]

In this context, we agree with S. Karkina who points out that a burning issue of education is a conscious attitude of the younger generation to the timeless values of humanity. [12]

Professional teaching has been studied as a system and a sequence of a teacher's actions aimed at the achievement of the goals by solving pedagogical problems. In the psychological structure of the teacher's activity N. Kuzmina highlights five functional components: gnostic (cognitive), design, developmental, organizational, and communicative. Efficiency of solving pedagogical problems and situations depends on the presence or absence of the above-mentioned components and their ratio. Studying the specificity of professional work of the teacher, many researchers have concluded that the most important condition for its productivity is the teacher himself or herself. The quality of education and efficiency of pedagogical process are determined not only by high professionalism and productive technologies, but by the teacher's personality and his or her values too. [6]

During the internship an individual style of work of the soon-to-be designer is formed. According to R. Khurmatullina and N. Yachina "One of the factors that significantly influences the development of creative activity of the personality of the future teacher is the style of work which largely affects the form of cooperation of the teacher and the student, a way of opening students' abilities and capabilities... Therefore, the teacher's style of work is the most significant factor influencing the formation of creative activity of the individual." [13]

There has been argued a complex of pedagogical conditions of formation of value-semantic orientations of a teacher's activity for students during the internship. The authors have introduced a model of school practice where the main factor is the development of the environment that allows to transfer the formation of individual routes of school practice of each student to a new level. [10]

2 MATERIALS AND METHODS

2.1 Thematic Justification

The issue analyzed in this article is crucial for the improvement of the quality of education of modern Russian schoolchildren which affects social, cultural and economic development of the country. A designer having received basic training in the art of design of the environment and knowing how to combine specialized knowledge and skills in various fields of art and design and project activities is capable with careful attitude to a child and meaningful attitude towards teaching to conduct professional and educational activities and enrich the lessons of aesthetic and technological cycle with new non-standard technologies acquired from other fields of knowledge. Lack of research into the development and implementation of models of training academic students to perform educational activities in the Republic of Tatarstan and in the whole country complicates the process of adaptation of students to the conditions of general and further education as evidenced by the results of the surveys conducted among young teachers.

2.2 Objectives of the Research

In order to prepare Design Studies graduates for professional and educational activity and form their system of values the Department of Design and National Arts of the Institute of Philology and Intercultural Communication named after Leo Tolstoy of Kazan (Volga Region) Federal University has developed and is implementing an educational model consisting of three blocks: target-oriented, content-related and resultative-reflexive.

The target-oriented block (2nd year of the Bachelor of Design Studies programme) reflects the targets set in educational process (formation of the system of values of educational activity of the student), approaches (integrative cultural that is defined by cultural, axiological, and activity approaches), and principles (cultural conformity, self-actualization, axiological identity of the person, finding meaning and active position).

The content-related block of the teaching model reflects the stages of the process, each of which technologically provides consistent formation of the system of values of professional education activity in Design Studies students:

- at the motivational and target stage the student together with the tutor chooses a cluster in which his or her professional experience will be formed. Clusters include a university educational environment, a partner company (where students undergo their internship and develop professional competences of a designer) and an educational institution (a school or an institution of additional education where they have school practice and gain experience of professional educational activity). The result is an individual route based on the values of the student;

- at the cognitive-reflexive stage (2nd–3rd-year students) knowledge and experience in studying and research activities is accumulated in the course of acquiring a valuable content of academic disciplines, professional judgment of the aspects of company employees and partner companies during the first meeting, analysis of sources of information necessary for the implementation of an individual route;

- the operational and activity stage (3rd–4th-year students) provides an immersion of the student into various aspects of professional work of a designer and teacher during the internship. Giving lessons during school practice, visiting and conducting master classes, adventure games, exhibitions of achievements of students, the portfolio of pedagogical ideas and achievements of the student within a selected cluster are complemented by the organization of interaction between students and different structures of the university (laboratories, workshops, a museum) and partner enterprises (excursions, creative tasks). This interaction allows adjustment of the system of values of professional educational activity of design students.

The resultative-reflexive block provides an independent choice of the student of the areas of their professional activities. In order to give a reflexive assessment of his or her attitude students use the Rokich's test to determine their value orientations and Leontiev's test to define their life meaning orientations.

The proposed model can be implemented in the educational environment of any non-pedagogical university for students doing a degree in other areas of training provided that the following organizational and pedagogical conditions have been fulfilled:

1 the concepts "the system of values of the student", "experience in professional and educational activities" have been introduced into the content of education that motivate students to develop their motifs of educational activity;

2 clusters (university, partner company, educational institution of general and additional education) have been created that ensure integration of educational and professional activities of the student;

3 pedagogical techniques promoting development and adjustment of the system of values of professional and educational activities are used in educational process.

2.3   Methods of the Research

In order to achieve the objectives and solve the problem of the research the following general scientific methods (analysis, synthesis, comparison, generalization, and classification) and specific scientific methods (questionnaires and interviews of students and practicing teachers, teacher modeling) were used allowing to analyze the existing situation, give its pedagogical interpretation and suggest possible solutions within the leading cultural approach.

The theoretical and methodological basis of the research formed the works of A. Kiryakova (1996), S. Anisimov (1970), K. Abulkhanova-Slavska (1980), A. Zdravomyslov (1986), D. Leontiev (2003) who studied the system of values of the person; research of Russian scholars and educators of the problem field of vocational and educational activities - V. Slastenin and I. Isaev (2000). The study also includes analysis of the theory of the system of values of American cultural anthropologists F.

Kluckhohn and F. Strodbeck (Kluckhohn, Strodbeck, 1961), professors and scholars of Kazan (Volga Region) Federal University such as R. Khurmatullina, N. Yachina, S. Karkina, E. Dyganova, Z. Yavgildina, E. Gabdrakhmanova.

2.4   Factual Material of the Research

The study involved 24 (10 males and 14 females) 4th-year full-time students of Kazan Federal University and the students doing a continuous education course for teachers of fine arts and technology - 84 people (12 males and 74 females). The average age of the teachers - 45.7 ranging from 32 to 58. Teaching experience was not considered in the survey. The respondents were asked to answer a few questions concerning the system of values of a modern teacher that were later reviewed and ranked. The choice of the group of respondents and research materials can be explained by the need to analyze the opinion of those who are directly involved in teaching and have a set of required competencies, i.e. are able to express an objective professional opinion. The survey of the teachers was also linked with the need to detect changes in the content of the value-semantic sphere of the teacher in the process of modernization of education. Interviews and a questionnaire were used as "the most common methods of collecting survey data" (De Vavs, 2001). The data were analyzed by counting the number of responses ranked under a certain category.

3   RESULTS

In the course of preliminary work, the respondents noted the favorable environment of educational institutions of the Republic of Tatarstan. It was found out that in the majority of general and additional education institutions for children (86%) arts-centered disciplines were taught by teachers having a degree in Education (university and college). A number of teachers have basic level of knowledge in the field of contemporary art and design that does not always meet the demands of modern school curricula oriented to deal not only with high art but its new directions too. So, 27% of the teachers had difficulty answering the questions about the names and works of famous designers, iconic design artworks, modern trends of the plastic arts, while the students demonstrated fluency in art history material; 13% of the teachers only have a general idea of a project activity and they are completely unfamiliar with design projects, while the students had no difficulty answering these questions.

The method of unfinished sentences introduced by I. Batrakova, A. Mosina, and A. Tryapitsina [20], the test of value orientations by M. Rokich, the test on life orientations by D. Leontev, adapted for the survey, were used to determine the formation of value-semantic orientations of the students and teachers. The teachers' answers were compared with the descriptions presented in scientific literature and were used as a template to check the students' answers.

Answering the question "What is the meaning of a teachers' work?" the majority of the students answered that it was to teach children specific subjects, develop their imagination and creativity. Thus, academic students relate a teacher's activity with didactics.

The most common answer to the question "Are you ready to make changes into the traditional system of teaching subjects of artistic and aesthetic cycle?" was they were unable to make any global changes as all depended mainly on the management of an educational institution and educational policy of the state, while 58% of design students showed a desire to make the world a better place by their activities and their commitment, the desire to be necessary and useful to society. 46% of the students showed an active interest in the professional pedagogical activity justifying it by the desire to communicate with children. Interestingly enough, the students were willing to get a job in institutions of supplementary education explaining their choice by greater freedom of action. According to them, all depends on professional competence and professionalism. To be a good teacher, you need to develop personally and professionally and have a skill. The analysis of the students' answers shows partial formation of the system of values of professional pedagogical activities that are mostly personally oriented, misunderstanding of integration of pedagogical and personal values.

The study of life orientations associated with education and prospects of professional activity has shown that the majority of the respondents share the point of view of the importance of obtaining an academic degree (96%), the majority prefer to work and develop within their profession of a designer (62%), if the pay is high they are ready to work in a different sphere, e.g. in education (42%), believe that the profession of the designer will provide opportunities for self-realization (67%), would like to work in education - 29%, 58% of the students believe that to succeed in their profession the acquired knowledge and experience in a higher educational institution will be enough. The study of the motifs of

professional choice and activity and the use of methods of ranking of the importance of factors important in their future work, confirmed the readiness of some students for a career of a teacher and lack of readiness of others which was clearly seen in the previous tests. However, satisfaction from the mastered profession, but not from the university, was shown by 75%, and by the university and not by profession by 25% of the respondents.

The survey results have shown that while still a student it is necessary to form the system of values and skills aimed at self-development and their activity.

More than half of the students do not possess the technology of how to realize themselves in profession, and hence it creates chaos in the labor market and dissatisfaction with profession.

When ranking the needs of the final-year students trained according to the model of the formation of the system of values of professional and educational activities, they showed that subject knowledge continued to hold leading positions. Simultaneously, there was a considerable increase in the awareness of new educational technologies (72%), new techniques (62%). The fourth place was divided between the need to conduct research and be engaged in personal self-development (38%). After the survey there significantly increased the values that are related to personal professional and general development (development of their own abilities was 15%, became 52%; self-knowledge - was 13%, became 38%).

4 DISCUSSION. MEETING THE CHALLENGE

The study showed that the system of values of professional pedagogical activity is determined by their emotional and psychological state, satisfaction and fullness of life, meaning, and the system of values regulates behavior and activities, determines the need and motivational sphere, the willingness to be guided by these values in professional and educational activities.

The study has revealed a problem of professional identification of students, lack of formation of professional pedagogical values.

The study has revealed the influence of the system of values of Design Studies graduates on developing their position, orientation, and idea of the content of professional and pedagogical activity of the designer. There has been revealed a lack of professional pedagogical values and difficulties encountered in the application of theoretical knowledge in practice.

This allows us to make the following conclusions: the system of values of soon-to-be designers is dominated by the values of personal self-development necessary for the designer, however, students do not fully realize the values of educational activities. Traditional training of Designer Studies students must change and acquire new forms.

Based on the above findings, we have looked at the need to create such a model of training of bachelors which will be the basis for the formation of the system of values in students' professional activities, including teaching.

This model can be implemented in any educational environment of a non-pedagogical higher institution and should consist of a unity of the following components: an objective, effective and transparent cooperation of the participants, content, information and methodological support, motivation, resources, monitoring and effective concepts.

One of the conditions for the implementation of the proposed model of training designers should be the creation of clusters (university, a partner company, an educational institution of general or additional education) that integrate educational, professional and educational activities of the student; the use in the educational process of pedagogical techniques that promote development and adjustment of the system of values of professional and pedagogical activities.

5 CONCLUSIONS

The perspective of implementation of the pedagogical model of the formation of the system of values of professional and pedagogical activity of students-designers is the following:

- development of a regional training program for academic students for professional and pedagogical activity in educational institutions and supplementary education, art schools;

- introduction of a mechanism of coordinated and effective inter-agency cooperation of research and educational institutions of different levels to ensure the quality of training of students of universities to pedagogical activity in the Republic of Tatarstan and outside;

- improving the system of monitoring and support of young teachers, development of mechanisms to assess their pedagogical growth;

- keeping the bank of advanced pedagogical experience, new teaching ideas, development of creative laboratories;

- improving the legal framework to support young teachers.

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