

# Axiological approach to the psychological and pedagogical training of future teachers of the new generation

Olena Kryvylova<sup>1[0000–0003–2542–0506]</sup>,  
Natalya Sosnickaya<sup>2[0000–0001–6329–768X]</sup>,  
and Karina Oleksenko<sup>2[0000–0002–2965–5145]</sup>

<sup>1</sup> Berdyansk State Pedagogical University, 4, Schmidta Str.,  
71100, Berdiansk, Ukraine

<sup>2</sup> Dmytro Motornyi Tavria State Agrotechnological University, 18,  
Bogdan Khmelnytsky Ave., 72312, Melitopol, Ukraine

{krivileva.lena, nsosnickaya19}@gmail.com, roman.xdsl@ukr.net

**Abstract.** The role of axiological approach in the training of new generation teachers is theoretically substantiated in this article. The axiological approach makes it possible to identify a set of priority values in the education, upbringing and self-development of a person in modern society and to design their reflection in the norms and aims of future teachers in the process of psychological and pedagogical training. Possible ways of implementing an axiological approach in the educational process of higher education institutions are outlined, such as: the identification of value orientations of higher education applicants, with further adjustment regarding ethical positions in psychological and pedagogical activity; informing students of higher education about value orientations and identification of the most important ones in teaching the cycle of psychological and pedagogical disciplines; adaptation of higher education students to the system of professional value orientations through educational, practically-oriented, independent activity and interaction with teachers as carriers of moral principles and others. Thus, 45.83% of respondents found: having ethical knowledge about generally accepted norms and principles of pedagogical morality; mastering the basic requirements of pedagogical ethics; ability to act positively according to moral choice; the need to work independently to improve themselves and improve their moral qualities.

**Keywords:** axiological approach, ethical values, psychological and pedagogical training, new generation teacher.

## 1 Introduction

### 1.1 Problem Statement

Integration of Ukraine into the world educational space requires continuous improvement of the national education system, which is caused, first of all, by the tendencies of its development, has initiated in the

Presidential Decree about the National Strategy for the Development of Education in Ukraine until 2021 (2013), the Pedagogical Constitution of Europe (2013), the Concept of Development of Education of Ukraine for the period 2015–2025 (2014), the Sustainable Development Strategy “Ukraine 2020” (2015); secondly, by a series of decrees of the Ministry of Education and Science of Ukraine and state normative-legal documents, which declare requirements for the educational process, professional-pedagogical activity and personality of the new generation teacher — the Law of Ukraine “About Higher Education” (2014), “About Education” (2017), Concepts of New Ukrainian School (2017), Concepts of Development of Teacher Education (2018).

For example, the Concept of development of teacher education (2018) was developed with the purpose of improving the system of teacher education for training of pedagogical workers of the new generation and formation and development of modern alternative models of continuous professional and personal development. For the present, there is a discrepancy between the axiological component of the professional competence of future teachers and the priority values of the education sector, which requires psychological and pedagogical training of future teachers on the basis of the axiological approach.

## **1.2 Theoretical background**

The axiological approach makes it possible to identify a set of priority values in the education, upbringing and self-development of a person in modern society and to design their reflection in the norms and aims of future teachers in the process of psychological and pedagogical training [1–4].

The theoretical basis of the study is the experience of pedagogical science on the axiological component of the psychological and pedagogical training of teachers, in particular their professional competence (I. Beh, V. Grinyova, M. Kagan, V. Kryzhko, E. Lodatko, N. Moyseyuk, V. Ognevnyuk, Yu. Pelekh, M. Savchin, S. Sysoeva, V. Slastionin, V. Yagupov and others).

Specificity of pedagogical activity poses a number of requirements to the personality of the teacher, which in pedagogical science are defined as professionally significant personal qualities. The latter characterize the intellectual and emotional-willed sides of the personality, significantly influence the result of professional and pedagogical activity and determine the individual style of the teacher.

Understanding the value characteristics of pedagogical phenomena is influenced by general axiology, the specificity of which is determined by the peculiarities of pedagogical activity, its social role and personality. The

basis of pedagogical axiology is the understanding and affirmation of the value of human life, education and education, education in general and pedagogical activity, which are able to really provide each person with the conditions for the maximum realization of the opportunities laid down in it.

Pedagogical values, like any spiritual values, are not spontaneously affirmed in life. They depend on social, political and economic relations in society. The latter significantly influence the development of pedagogy and educational practice. With the changing social conditions of life, the development of the needs of society and the individual are transformed pedagogical values.

The value orientations of the personality are one of the main characteristics of the personality, and their development is the task of humanistic pedagogy [5–9].

I. Zyazyun [5], V. Ognevyuk [7, 8] and V. Slaktionin [9] have repeatedly addressed to the problem of teacher's value orientations. Considering the structure of the teacher's personality, his professional self-consciousness, they distinguish the priority position of professional-value orientations, defining them as the core of education, the personality of the teacher, a system component of professional culture, which demonstrates readiness for educational activity in accordance with high spiritual values, beliefs and loyalty to humanistic ideals.

Most scientists define the concept of “value orientation” as the orientation of the individual to absorb certain values to meet their needs. In value orientations, value plays the role of a kind of reference and a certain regulator of human behavior and activity in the subject and social reality. Personality is guided by the values that are most necessary to it, which in the future will meet its interests and aims, will impress its own experience. In the professional value orientation of the teacher such is a specific profession, when the pedagogical values are relatively stable guidelines, in which the teacher correlates his life and pedagogical activity.

Understanding as the professional values of the teacher the element of the internal structure of personality, which expresses his subjective attitude to socially significant values of work and individual components of pedagogical activity, V. Kryzhko distinguishes seven groups of professional value orientations for: communication activity, diagnostic activity, organizational and prognostic activity methodical activity, constructive activity, research activity, and social activity [10].

In general, the system of professional and pedagogical values (value

orientations) of the modern teacher can be represented as a three-dimensional model. The first dimension includes three components: cognitive, emotional and action; the second dimension contains values: existential, moral, political, environmental, aesthetic, artistic; third dimension — personal (kindness, love, care, will, identity, beauty), professional and pedagogical (tolerance, understanding, citizenship, responsibility, creativity, harmony), social and cultural (humanism, altruism, patriotism, nature, culture, art) [12].

The system of pedagogical values has a syncretic character, that is, its functioning depends on the interweaving of all components. It can be argued that the diversity of values of the teacher, which determines its uniqueness and uniqueness, axiological “T”, value orientations, depends on the effective and purposeful selection of new values, their transition to the motives of behavior and activity of both the teacher and his students.

Pedagogical values are norms that regulate pedagogical activity and mediate between the formed public outlook in the field of education and the activity of the teacher. The mastery of pedagogical values is carried out in the course of pedagogical activity, during which their subjectivation takes place. It is the level of subjectivity of pedagogical values that is an indicator of the teacher’s personal and professional development.

The basic principles of pedagogical axiology, which play the role of initial postulates and find application in the analysis of pedagogical realities from the standpoint of the pedagogy of humanism, are the following: — sensual sphere and optimally organized activity based on personally attractive values); complexity (value orientations exist and are transmitted to the individual as a holistic systemic formation; to unite human and national, gender-age and individual values); adequacy (focuses on the relevance of the qualitative characteristic of value to the true relationship between subject and object); dynamism of value orientations (provides adequate social adaptation of both the system as a whole and of the individual); emotional openness (emotional expression makes the behavior expressive and flexible); inclusiveness (characterized by value from the point of view of coherence with other values and its ability to enter into a broader social or axiological system); hierarchy (assumes the arrangement of values in the order of highest to lowest, which allows to determine the structure of value orientations of an individual or group).

Thus, the creation of conditions for the psychological and pedagogical training of teachers of the new generation on the basis of the axiological approach involves: identification of the value orientations of applicants for higher education; informing them about value orientations and highlighting

the most important ones (the dominant axiological vector), which leads to the solution of educational problems; taking into account the dependence of the value sphere of the individual on the axiological priorities of the group; adaptation of higher education applicants to the value system; emotional reinforcement of behavior.

### **1.3 Purpose of the article**

The purpose of the article is to theoretically substantiate the role of the axiological approach in the preparation of teachers of the new generation and the experimental verification of all possible ways for its implementation in the educational process of higher education institutions.

## **2 Results**

The development of professional values, the ability to teach on a value basis and to form their own value system are elements of systemic competences specific to pedagogical education. Ethical values are an integral part of the future teachers' psychological and pedagogical competence.

According to the definition of researchers of "value" — this is what a person especially values in his life, in what he sees a particularly positive vital value [11, p. 401]; any material or ideal phenomenon that matters to the person for whom it acts, consumes power, lives [12, p. 203]. Value orientation is a selective, relatively stable system of orientation of interests and needs of the individual, focused on a certain aspect of social values; set the axiological vector of human activity at the ideal level [11, p. 402].

In a general sense, ethics (ethical standards) are principles that distinguish right behavior from wrong behavior; set of norms of behavior of any group, profession; system of common values and rules of ethics, which the organization requires from its employees [13, p. 27].

Pedagogical ethics studies the essence and content, features of pedagogical morality, substantiates its categories, norms, principles, functions in the process of pedagogical activity. The subject of pedagogical ethics is peculiarities of manifestation of morality in the consciousness, behavior, professional activity of the teacher and his relations with students, parents and colleagues.

The meaningful structural components of pedagogical ethics include moral consciousness, moral activity and moral relations.

Moral consciousness is a form of social consciousness that is reflected and entrenched in the form of moral norms and rules of behavior of people in public and personal life.

The structure of moral consciousness is formed by the following basic elements:

1. Moral knowledge. They are the special form of spiritual assimilation of the results of cognition, the process of reflecting reality in terms of morality (humanistic orientation, national dignity, intelligence, vital ideals, conscientiousness, honesty, truthfulness, objectivity, tolerance), which is characterized by an awareness of their truth.

2. Moral feelings are the form of subjective, direct moral attitude of the person to the phenomena of the surrounding reality, to other people and their actions, to themselves and their own actions.

Feelings make it possible to turn “knowledge” into “consciousness” and to do actions, in other words, it is a condition of internalization, assimilation of moral norms. Knowledge of moral principles and personal attitude to them make possible the presence of moral activity and moral relations.

Moral activity covers not only enlightenment, self-education and experience, but also the purpose, needs, motives, means and result of the activity. It is the moral aspect of social activity that is driven by moral motives: the desire doing good, to obey a sense of obligation, to achieve the moral ideal.

Moral relationships are represented at the level of relationships with the student (student team), colleagues and school leaders, parents and society.

The formation of ethical values involves the use of effective approaches in the psychological and pedagogical training of future teachers.

According to the Ukrainian dictionary, the “approach” indicates the view from which the object is viewed and reflects the set of ways, methods of considering something, influencing someone, something, treating someone, something [14]; a set of content-oriented principles.

Based on the fact that psychological and pedagogical preparation involves the formation of deep human knowledge, communicative skills and competences in the field of human relations [15], the principle of human priorities is chosen to be dominant.

This choice is due to a change in the paradigm of learning in a sustainable society, whose components reflect the basic requirements for the expected educational process: values (learning for the sake of self-realization of a person in life and personal career); motives (interest of learners in learning, satisfaction with achievement of results; interest of teacher in development of learners, pleasure of communication with them); norms (the learner assumes responsibility for his / her teaching).

The authority of the teacher is created at the expense of his personal qualities); aims (focus on learning to master the foundations of human

culture and competences (educational, social, civic, professional, etc.); lifelong learning); the position of the participants in the educational process (the teacher creates the conditions for independent learning; the teacher together with the student, mutual partnership); forms and methods (democratic and elitist (based on equality) methods; dynamic structure of academic disciplines; dynamic forms of the educational process; emphasis on independent work of students); facilities (the training book is supplemented by resources of information and communication systems); control and evaluation (shifting emphasis on self-control and self-assessment of learners).

The axiological approach is chosen to take into account the value component of the psychological and pedagogical training of future teachers.

The following approach is implemented through the following actions:

1. Identify the value orientations of higher education applicants (features of the system of orientation of interests and needs of the individual), with subsequent adjustments regarding ethical positions in psychological and pedagogical activities (moral consciousness, moral activity and moral relations).

2. To inform students about value orientations and identification of the most important ones (that is, determining the dominant axiological vector — the system of common values and rules of ethics, the observance of which is necessary for performing psychological and pedagogical activities) in teaching the cycle of psychological and pedagogical disciplines.

3. Analysis of the axiological potential of psychological and pedagogical disciplines, in order to identify opportunities for further influence on higher education students, that is, a special form of spiritual assimilation of the results of cognition, the process of reflecting reality from the point of view of morality (humanistic orientation, national dignity, intelligence, ideals of life, truthfulness, objectivity, tolerance), which is characterized by an awareness of their truth.

4. Consideration of the dependence of the value sphere of the individual on the axiological priorities of the group when structuring for teamwork in practical-oriented classes (practical, seminars, laboratories) with the aim of forming a subjective, direct moral attitude of the person to the phenomena of the surrounding reality, other people and their people yourself and your own actions.

5. Adaptation of students to the system of professional value orientations through educational, practically-oriented, independent activity and interaction with teachers as carriers of moral principles.

6. Emotional reinforcement of behavior on the outside (by teachers and the group) and internally (satisfaction with the decision, the result,

etc.) at the level of moral relations and moral activity (covering the educational process, self-education, purpose, needs, motives, means and result of activity).

We have conducted our experimental research on the basis of higher education institutions of Ukraine: Kamianets-Podilskyi Ivan Ohienko National University, Kryvyi Rih State Pedagogical University, Berdyansk State Pedagogical University, Zaporizhzhia National University, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Pavlo Tychyna Uman State Pedagogical University.

Preparation is carried out in three stages: initial (adaptation), basic (intensification), final (identification). The result of the preparation is a gradual advance in the formation of ethical values.

Stage I — Initial (adaptation) — Course I. Ethical values: suitability for mastering a pedagogical specialty: focus on the profession “person-person”; tendency to empathy, positivity; the need to be among other people, to communicate with them; conscious and active involvement in educational, scientific and civic activities.

Stage II — basic (intensification) — II–III course. It is mean to know the essence, content and features of pedagogical morality; understanding of its categories, norms, principles, functions in the process of pedagogical activity; awareness of the truth of ethical values (humanistic orientation, national dignity, intelligence, life ideals, conscientiousness, honesty, truthfulness, objectivity, tolerance). Moral attitude to the phenomena of the surrounding reality, other people and their actions, themselves and their own actions. Moral relations with the environment (classmates, classmates, teaching staff, administration).

Stage III — Final (Identification) — IV course. Persistent interest and emotional attitude to pedagogical activity (love and pleasure); awareness of their vocation and a sense of need for their chosen activity; awareness of the rules, rules, models of the teaching profession; the formation of professional credo, the concept of teaching work; correlating yourself with a professional standard; identification with the profession.

Indicators of the levels of ethical values formation are selected: possession of ethical knowledge and evaluation of moral pedagogical norms and principles; the presence of moral qualities; social significance of motives for behavior and awareness of the need for ethical values; conformity of moral acts with proclaimed values; ability to act in situations of moral choice; striving for moral self-development, self-education and self-improvement.

All of the above made it possible to conclude that the levels of formation of ethical values of future teachers are:



The low level is characteristic of higher education students who have deep knowledge of pedagogical ethics, have unformed moral qualities and fuzzy ideas about the norms and principles of pedagogical morality; during the educational process they act contrary to the requirements of generally accepted norms of behavior; the formation of professionally necessary moral qualities is at an early stage, and behavior is largely motivated by one's own interests; there is no desire for moral self-improvement.

The intermediate level is characteristic of higher education graduates who have acquired ethical knowledge of generally accepted norms and principles of pedagogical morality; have mastered the basic requirements of pedagogical ethics; have contradictory behaviors in the learning process, without significantly overcoming positive or negative actions; in the situation of moral choice, they motivate their actions by "keeping order", "strict adherence to the rules", etc., focusing mainly on external factors (instructions of teachers, influence of the student team); the need to work independently on self-improvement and improvement of one's moral qualities is not sufficiently expressed.

The sufficient level is characteristic of higher education graduates who have acquired ethical knowledge of generally accepted norms and principles of pedagogical morality, have mastered the basic requirements of pedagogical ethics; positive actions are dominated by learning; ethical values are more often observed in moral choices; they need to work independently to improve themselves and improve their moral qualities.

The high level is characteristic of higher education students who possess moral and will qualities, deep knowledge of the basic norms and principles of pedagogical morality; have a moral sense; acquired skills and practical skills to act in accordance with ethical values in situations of moral choice; constantly work on their self-improvement, actively resist violations of moral standards in the student team and environment, ensure the moral character of relationships and communication with teachers.

Criteria, indicators and diagnostic tools for monitoring the ethical values of future teachers, defining the axiological vector of future psychological and pedagogical activity.

Personal: moral attitude of the person to the phenomena of the surrounding reality, other people and their actions; the formation of positive motivation for psychological and pedagogical activity (the method "Value orientations" (M. Rokich) [16]; the method "Assessment of the level of development of moral consciousness" (L. Kolberg) [17].

Substantive procedural: awareness of the truth of moral values (humanistic orientation, national dignity, intelligence, vital ideals,

conscientiousness, honesty, truthfulness, objectivity, tolerance); moral relations with the environment; goal-setting that satisfies the requirements of motivation for psychological and pedagogical activity (the technique “Diagnosis of the level of moral and ethical responsibility” (I. Tymoschyk); the method “Motivation of professional activity” (by K. Zamfir in A. Rean’s modification); the method of observation).

Assessment and regulation: the moral attitude of the individual to himself and his own actions; needs for improvement of psychological and pedagogical activity (the technique “Diagnosis of the level of moral and ethical responsibility” (I. Tymoschyk) [18]; the technique “Motivation of professional activity” (by K. Zamfir in A. Rean’s modification) [19]; questionnaire method).

The effectiveness of using the axiological approach to the psychological and pedagogical training of future teachers was confirmed by means of a pedagogical experiment [20].

The purpose of using L. Kolberg’s method “Assessment of the level of development of moral consciousness” was to identify the moral attitude of future teachers to the phenomena of environmental reality, other people and their actions (personal criterion of ethical values). Levels of moral consciousness according to L. Kolberg (six stages) we considered as follows: I–II stages — low level, III–IV stages — intermediate level, V stage — sufficient level, VI stage — high level.

A significant percentage of higher education applicants at the beginning of the experiment were at the III–IV stage of the conventional level of moral consciousness, which corresponds to the average level of ethical values. The behavior of the individual is motivated by the desire to maintain good relations with others, to give them a positive impression and awareness of the need to follow the established rules and perform their duties in order to maintain order in the team.

The orientation of behavior is explained by M. Rokich’s method of terminal values (values-aims), which we conditionally divided into four groups (aims-acme, spiritual aims, social aims, material aims). Social aims reflect values that indicate the domination of the need for recognition of the environment (the presence of a person fell in love with whom, good and faithful friends; respect for others and staff; happy family life and more).

After the experiment, the intermediate level of the control group (CG) decreased by 8.34%, the experimental group (EG) — by 32.81%, and the sufficient level of CG increased by 8.33%, the EG — by 28.12%. A sufficient level corresponds to Stage V of L. Kohlberg, which indicates the need to master the basic values established by society (including teacher

activity) and to identify with this community. This directs future teachers toward the attainment of spiritual aims (according to M. Rokich), namely, mastering interesting work and active work in the attainment of professional experience.

3.65% of CG and 18.75% of EG reached a high level in the development of moral consciousness (stage VI by L. Kolberg), which is characterized by the acceptance of universal moral principles that have become the inner convictions of future teachers: justice, equality of rights and respect for their dignity each person and so on. At this level, aims-acme (according to M. Rokich) are clearly distinguished: the possibility of expanding their education, outlook, general culture, intellectual development; maximize the full use of their capabilities, strengths and abilities; work on yourself, continuous improvement; possibility of creative activity; inner harmony, freedom from internal contradictions and doubts.

At the end of the pedagogical experiment, the number of applicants for higher education with a low level of moral consciousness was 5.21% in KG, no such students were found in EG. This level reflects behavior aimed at avoiding punishment and pursuing self-interest in dealing with others (on a “you to me, I to you” principle). Such manifestations are in line with the material aims (according to M. Rokich), which in the majority are focused on the materially assured life (absence of material difficulties); enjoyable, easy time, no responsibilities, and more.

According to the method of Diagnosis of Level of Moral and Ethical Responsibility (by I. Tymoschyk), awareness of the truth of moral values (humanistic orientation, national dignity, intelligence, vital ideals, conscientiousness, honesty, truthfulness, objectivity, tolerance) and moral relations with the moral values were revealed with the environment of future teachers (substantive-procedural criterion of ethical values). The data were analyzed on the scale of “moral and ethical values”, which synthesizes and integrates into a single personal gestalt such psychological entities as the outlook, attitudes, interests and ideals of the subject, the main ones — values of goodness, justice, love and honesty.

At the beginning of the experiment, most students revealed an average level of morality and ethical values (according to I. Tymoschyk) of CG — 60.94% and EG — 67.19%. The data are consistent with the ranking of values-means (according to the method of M. Rokich), so higher education students identify values that reflect the need for independence, rationalism and courage in defending their own thoughts (which explains the difficulty in interacting with the environment).

At the end of the experiment, these indicators underwent some changes: CG decreased by 5.73%, EG — by 23.44%. The EG shows the dynamics of a high level of moral and ethical values formation, namely the increase of the indicator by 4.69%. This is explained by the results of the ranking of values-means (according to M. Rokich), which are predominantly dominated by values focused on moral and ethical interaction with the environment: responsibility, tolerance, breadth of views, honesty and responsiveness.

The methodology “Diagnosis of the level of moral and ethical responsibility” (by I. Tymoschuk) was also used to identify the level of moral and ethical reflection — the ability to quickly and deeply understand the moral and immoral aspects of their own communicative intentions (the evaluation and regulatory criterion of ethical values).

At the beginning of the experiment, the level of moral and ethical reflection of higher education applicants was at the average level of CG — 53.65% and EG — 52.08%. Significant shifts after the experiment are seen in the experimental group, the number of students in whom the level of moral and ethical reflection at a high level increased by 17.71%. Therefore, future teachers are able to constantly analyze their own behavior and actions, to reflect on how this will affect their environment.

The motivation for the implementation of psychological and pedagogical activity was tested using the method “Motivation of professional activity” (by K. Zamfir in A. Rean’s modification).

After the experiment, the motivation of the students of the higher education of the experimental group has shifted in the direction of the inner position, when the activity itself is important for the individual. The number of applicants for higher education of EG, dominated by intrinsic motivation, increased by 15.1% to a sufficient level, and by 11.98% at a high level. CG compared to EG has revealed the increase in the indicator at sufficient and high levels — 3.12%.

### **3 Conclusions**

Achieving the expected results of the implementation of updating the country’s education system as a model of the teaching profession, in particular the personality of the new generation of teachers, depends on the methodological approaches which were chosen. The axiological approach makes it possible to identify a set of priority values in the education, upbringing and self-development of a person in modern society and to design their reflection in the norms and aims of future teachers in the process of psychological and pedagogical training.

The developed algorithm of actions for formation of ethical values of future teachers envisages: identification of value orientations of the students of higher education, with further adjustment regarding ethical positions in psychological and pedagogical activity; informing the students of higher education about value orientations and highlighting the most important ones in teaching the cycle of psychological and pedagogical disciplines; analysis of the axiological potential of the psychological and pedagogical disciplines, in order to identify the possibilities of further influence on the students of higher education, that is, a special form of spiritual assimilation of the results of cognition, the process of reflection of reality from the point of view of morality, characterized by the awareness of their truth; Adaptation of higher education students to the system of professional value orientations through educational, practically oriented, independent activity and interaction with teachers as carriers of moral principles and more.

The analysis of the experimental data on the implementation of the axiological approach in the educational process of future teachers revealed the most significant qualitative changes at the average level of ethical values formation, due to the decrease of the number of higher education applicants of the respective category during the pedagogical experiment by 5.74% in CG and 27.08% — in EG.

Intermediate and high levels of ethical value formation were also demonstrated by positive qualitative changes: an increase in the number of higher education applicants in the control (by 6.51% and 2.75% respectively) and experimental (by 22.26% and 13.28% respectively) groups. The smallest dynamics of qualitative changes in the level of formation of ethical values were recorded in the category of “low level”: 3.52% in CG and 8.46% in EG.

After conducting the formative experiment, the majority of applicants for higher education (45.83%) have found: the presence of ethical knowledge about generally accepted norms and principles of pedagogical morality; mastering the basic requirements of pedagogical ethics; ability to act positively in a situation of moral choice; the need to work independently to improve themselves and improve their moral qualities.

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