

Development of Social Orientation of the Future Teacher's Personality in the Educational Environment of the Higher Educational Establishment

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ABSTRACT

The effectiveness of scientific and research activities in the development of social orientation of future teachers has been examined in the article. Orientation has been found out to be a selective human activity, associated with a positive emotional attitude of a person to a cognitive object, a phenomenon, a certain type of activity, to be one of the most important incentives for knowledge. The intensification of participation in scientific and research work has been established to be of great importance in the development of students' social orientation. The scientific and research activity of a future teacher is an important condition for the development of a creative, initiative specialist with a focus on constant knowledge; desire to determine the essence of any phenomenon, finding the best means of solving professional problems, constant experimentation, self-analysis and self-evaluation. After analyzing the data obtained, it has been discovered that the results of identifying social orientation indicate that it is much higher in the groups of students involved in scientific and research activities in the course of their professional training. That is, scientific and research activities significantly affect the formation of the orientation of future teachers. According to the study, future teachers of the experimental group are able to solve creative, research problems with previously unknown results, they are more knowledgeable and confident in choosing their profession, and they assess the situation more rationally and adequately and plan their future more thoughtfully than the students in the control group.

Keywords: *social orientation, scientific and research activity, professional training, future teachers.*

1. INTRODUCTION

Higher education refers to university life and is a place of acquiring knowledge. Challenges and obstacles often arise in university life, which become the driving force of development and the key to success, the key to existence in the social environment, how a person interacts with the environment and his culture or way of life [1]. Student age contributes to the formation of worldview, perseverance, self-confidence and initiative, qualities, which are an objective prerequisite for the development of perseverance [2].

In the process of professional training on the basis of value orientation the motivational and value relation to a pedagogical profession is formed, the purposes and means of pedagogical activity. Motivation is a

combination of an effort, the desire to attain a goal, a favorable attitude to the goal to be achieved [3].

Motivational and value attitude to pedagogical activity in its broadest sense is ultimately expressed in the direction that forms the core of the teacher's personality.

Orientation is an important indicator of a person's attitude to any activity. This concept is considered differently in philosophy, psychology and pedagogy.

Orientation is always socially conditioned and formed in the process of learning and education, acts as a quality of the individual, being manifested in worldview, professional orientation, in activities related to personal hobbies, doing something in free time from the main activity (fishing, knitting, photography and art, sports, etc.) [4, p. 110].

In all types of human activity, the orientation is manifested in the peculiarities of the individual's interests.

2. RESEARCH METHODOLOGY

The methodological basis is the leading theories, pedagogical ideas and principles of scientism, complexity, accessibility, integrity, explaining the important aspects of the investigated problem, as well as a set of general theoretical (analysis, synthesis, comparison and generalization of scientific literature on philosophy, psychology and pedagogy, theoretical model building; synthesis of empirical material, classification, deduction, induction, modeling) and empirical (observation, questionnaire, pedagogical experiment - to test the effectiveness of scientific and research activity in the development of social orientation of future teachers; methods of mathematical statistics - to process the results of experimental work) research methods.

3. ISSUE DISCUSSION

In philosophical studies on this issue, social orientation is especially distinguished, being defined as "the real cause of social actions, events, accomplishments, which is directly motivated <...> by individuals involved in these actions, social groups, classes" [5, p. 213].

In psychology, there are different approaches to defining this concept. Some researchers identify the orientation with the needs (V. M. Miasishchev, L. I. Bozhovych, etc.), others with the manifestations of personality (H. M. Morozova, L. A. Hordon, T. P. Pankratov, S. L. Rubinsh, etc.), the third refers to the focus on the sphere of relations (Ie. F. Rybalko, Yu. V. Sharov). The most general definition has been given by R.S. Nemov, considering interest as "emotionally colored, increased human attention to any object or phenomenon" [6, p. 254].

In pedagogical research, the problem of orientation is represented by the works of M. A. Danilov, M. N. Skatkin, K. K. Platonov, H. I. Shchukina and others. Thus, H. I. Shchukina defines orientation as "a complex human attitude to objects and phenomena of the surrounding reality, which expresses his desire for a comprehensive, in-depth study, knowledge of their essential properties" [7, p. 10].

Despite the differences in the definitions of "orientation", a number of common features can be identified: orientation is a selective human activity, it is associated with a positive emotional attitude to the cognitive object, the phenomenon of a particular activity,

is one of the most significant incentives for acquiring knowledge.

Of great importance in the development of students' social orientation is the intensification of participation in scientific and research work. The research activity of the future teacher is an important condition for the development of a creative, initiative specialist with a focus on constant knowledge, the desire to determine the essence of any phenomenon, finding the best means of solving professional problems, constant experimentation, self-analysis and self-evaluation.

4. RESULTS

Synthesizing in the pedagogical literature the idea of research and activity, we will treat research activity as a special type of activity that arises as a result of the functioning of the mechanism of searching activity and is based on its research behavior. But if the searching activity involves only searching in an uncertain situation, the research activity includes also the analysis of the results (in this case, we mean the act of analytical thinking: analysis, classification, synthesis, etc.) and assessment of the situation, and forecasting in accordance with its further evolution, as well as modeling of its future intended actions.

The research nature of the activity accustoms the future teacher to independence, cultivates self-demand, develops the ability to analyze and synthesize processes and phenomena, it contributes to the formation of appropriate thinking and activates the searching activity. Also, one of the important conditions for the development of social orientation is the ability of the individual to study - himself, society, profession, activity. Today, research has become the subject of attention of teachers and psychologists. In particular, I. A. Zymnia and Ye. A. Shashenkova, considering research work, understand it, on the one hand, as a process of interaction, activity of the subject of activities with objects of the real world or other subjects and, on the other hand – the form of activity of the subject, which in research activities is manifested at all levels of development of the subject: cognitive, conscious, intellectual, social, etc. [8]. Recently, in the educational practice of higher education, research activities are considered as a combination of scientific and research, educational and research. The term educational and research work in investigations is considered as an integral part of the educational process, it "covers all types of educational activities and is carried out through the harmonious introduction of research elements into the educational process at lectures, practical classes, preparation of course, diploma, master's projects, etc. [9, p. 115].

Thus, F. Sh. Haliullina divides student research work into two types: activities related to the educational process, and activities that complement it. According to the author, within the framework of educational and research work related to the educational process, there is a strengthening of creative orientation in the content of academic disciplines, learning technologies and a set of individual research tasks. The main means of the second direction are the focus on an individual approach to research interests and abilities of students, a variety of extracurricular forms of research, the formation of student investigative associations (clubs, laboratories, problem groups, etc.) [10, p. 34].

O. O. Lebediev distinguishes between research and educational investigative work by stages of preparing students for creative research work. He determines educational and research work of students as their acquisition of the necessary skills for creative research activity. This work ends with an independent solution by students of a problem that has already been developed in science. The author calls the work scientific and research if the implementation provides a new result for science [11, p. 76].

Among the important factors that distinguish between educational and research work, scientists call the degree of independence of the research task and the novelty of the scientific result, being aware that scientific and research work is organized mainly from the third year of study (period of professional identification), educational and research work involves junior students (period of entry and orientation in the profession). The main purpose of educational and research work consists not so much in obtaining scientific results that have an objective novelty, but in the ability to apply simple research skills. The content of educational and research activities is that in the process of its implementation the student acquires a certain set of research skills: he independently selects literature, works with archives, catalogs, information reviews, compiles his own file, summarizes literature, develops a program and conducts independent research, speaks in public presenting scientific reports. We believe that the differentiation of research activities into educational and research is conditional, because as a result they have a common goal.

Thus, the analysis of scientific literature allows us to conclude that educational and research activity is a form of organization of the educational process in which the student is placed in a situation where he masters the concepts and approaches to solving problems in the process of independent cognition, more or less organized, directed by the teacher and settles creative, research problems with a previously unknown result. However,

the essence of scientific and research activity as a specific type of human activity, is characterized by the factor of "discovery" of new knowledge, which arises on the basis of previous knowledge and human experience, much attention in this aspect is paid to the process of cognition, which Yu. I. Passov considers as "the basis that generates the cognitive activity of a student and a teacher" [12, p. 11–12].

Certainly, both educational and research work contribute to the involvement of students in science as a professional activity, almost all researchers agree that for different types of scientific work of students can be identified common features - this work involves familiarity with the methods of experiment, scientific literature, mastering the technology of creativity. It should be noted that the determined types of research activities are conditional, as they are in the state of interaction, complementarity and enrichment.

The individualization of the professional development of the future teacher has not been limited to classroom learning activities. Favorable conditions for the formation of social orientation of students' personality is created by multifaceted extracurricular work, which includes any activity carried out within the institution outside the educational process, which contributes to personal development of students, expansion and deepening of professional knowledge and formation of professionally significant qualities. In the process of extracurricular work we solve the following tasks: expanding and deepening the knowledge of students; development and improvement of psychological qualities of students' personality: initiative, persistence, creativity; increasing the creative potential of future teachers.

Extracurricular activities have opened a wide range of opportunities for individualization of social development of future teachers. All the held events have taken into account the peculiarities of higher education training, impress, arouse considerable interest and a high level of social activity of students. Participation in conferences gives future teachers the opportunity not only to make a scientific report, join the discussion on a social and pedagogical issue, but also to compare the methods used in preparation for the speech and the results of their own work, to stand out among like-minded people. In turn, the speaker must have an idea of the scientific text, have the techniques of an overview of scientific, theoretical and experimental data on the investigated topic.

Experimental work has been carried out at the Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko. To conduct experimental work, two research groups have been formed - experimental and control. Experimental group - future

teachers who have taken an active part in scientific and research activities, the control group has brought together those who do not participate actively in scientific and research activities.

For the purity of the experiment, we have equalized the respondents of the experimental and control groups, taking into account the place of birth (geographical features), social status, basis of study.

The assessment of university students of 2020 has been conducted mainly with students included in the 2017 sample.

Detection of social orientation is much higher in students participating in research activities (Table 1). The numerical value of the index of orientation of students of the experimental group falls in the range of 4.0 - 4.5, and students of the control group - 3.5 - 4.

The results of the identification of social orientation indicate that it is much higher in groups of students involved in scientific and research activities in the course of professional training. That is, scientific and research activities significantly affect the formation of the orientation of future teachers.

It should be noted that there are differences in the severity of social orientation associated with the year of study at higher educational establishment. The smallest number of socially oriented students has been noticed at the first year of study, and the maximum - at the fourth year, which may be related to students reviewing the motives of choosing a teaching profession, their attitude to it, with self-esteem as a teacher, with confidence in the chosen goal. Increasing the level of social orientation of fourth-year students indicates the social and professional development of future teachers. The number of socially oriented students is slowly growing from the first to the

third year, which is explained by the increasing interest of students in the disciplines taught. In addition, the role of the teacher changes to the organizer, not the provider of information [13]. Therefore universities are increasingly using new innovative methods and research to improve the quality of education and its importance for the rapid development of new technologies [14].

Only fourth-year students have become a significant difference in the structure of social orientation. The average scores for all types of orientation of fourth-year students differ significantly in the control and experimental groups.

An important factor in the activation and development of scientific and research work of students is the effective organization of individual scientific and research work of a student.

The implementation of an individual approach allows the fulfilment of the principles: involvement of students in scientific and research work since the 1st year and continuous monitoring of their professional and scientific growth throughout the period of their studies at higher educational establishment; availability of a constant research topic during the last 2–2.5 years of study; compliance with the topics of research work of students in the field of training; practical orientation of research work, the possibility of implementing scientific developments in practice; merging the topics of student works with complex topics developed by departments, the possibility of publishing student research papers; the presence of a competent specialist as a supervisor; introduction of "research training", when an able student from the very beginning of training works not on a diploma, but on a dissertation research; the individual learning program aims to identify talented students and stimulate their research activities.

Table 1. Frequency distribution of students with the specified intervals according to the index of social orientation as of: 1st assessment - February 2018; 2nd assessment - May 2020

Scale of intervals		1,0	1,5	2,0	2,5	3,0	3,5	4,0	4,5	5,0
Students involved in scientific and research activities (H = 45 people)	1 assessment	-	5	5	6	8	7	8	6	
	2 assessment	-	3	6	4	4	7	13	8	
Students not involved in scientific and research activities (H = 45 people)	1 assessment	6	7	9	5	11	3	4	-	
	2 assessment	-	3	4	4	9	12	7	6	

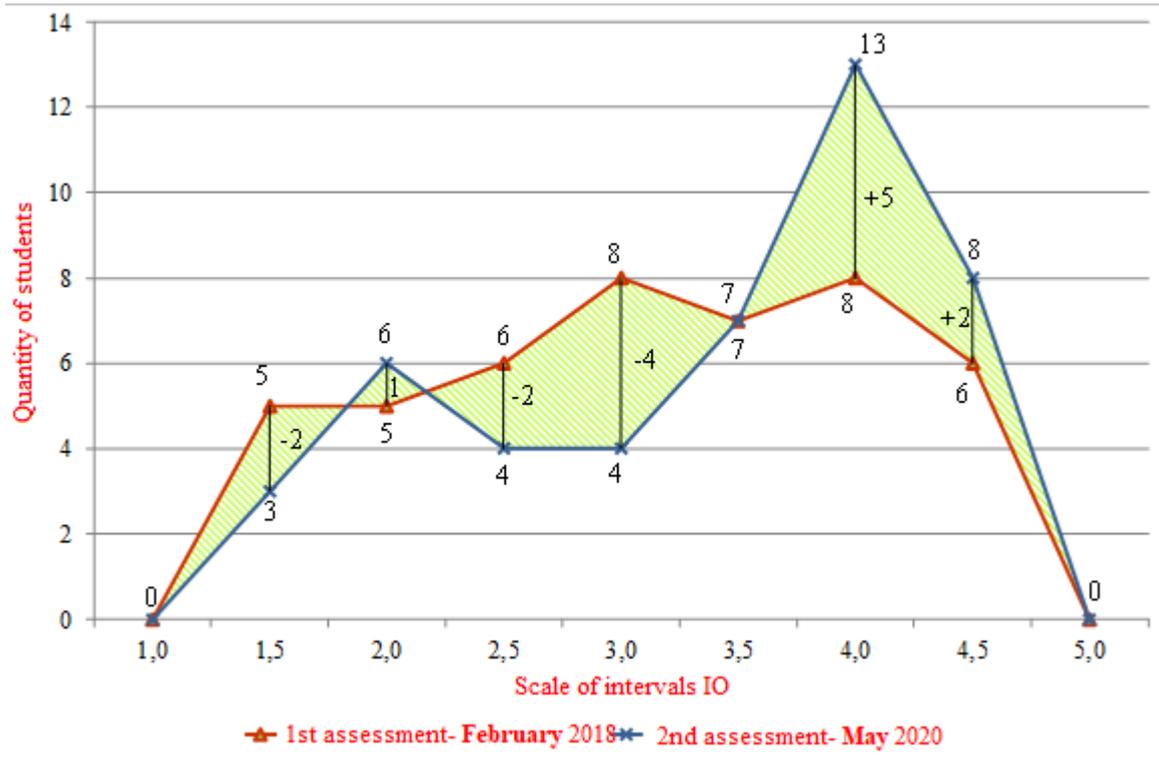


Figure 1 Dynamics of the frequency distribution of students of the experimental group according to the index of social orientation

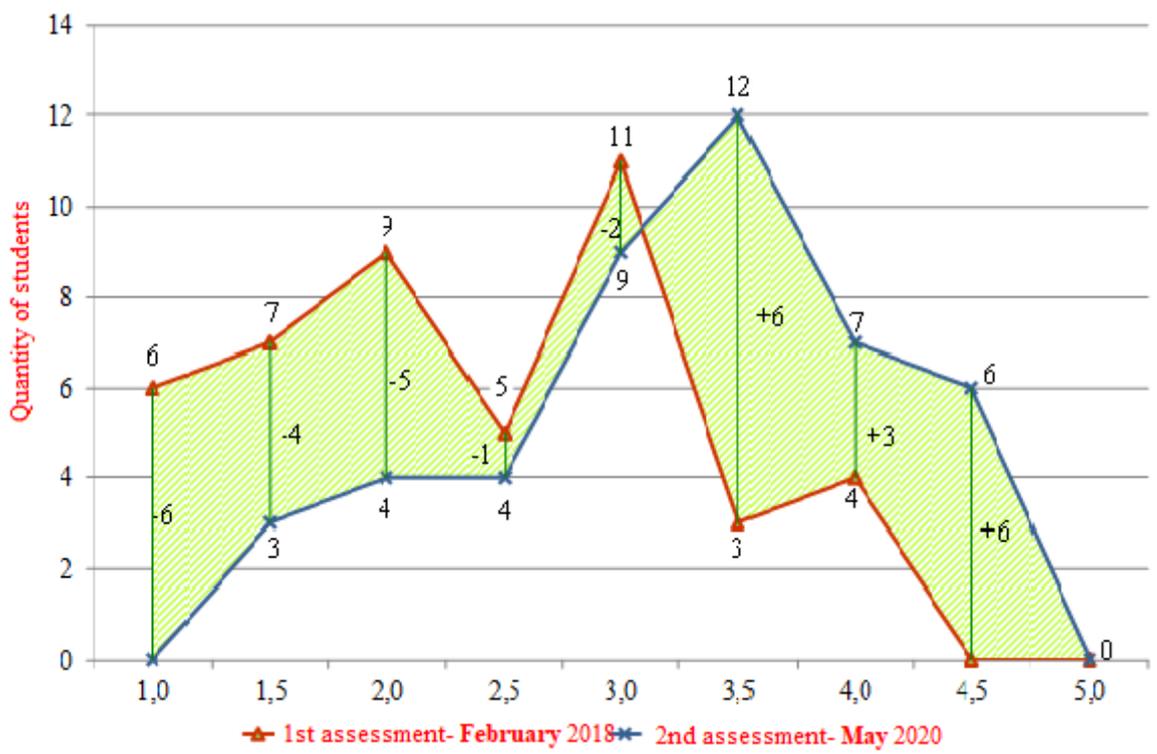


Figure 2 Dynamics of frequency distribution of students of the control group according to the index of professional orientation

5. CONCLUSION

Since the indicators of social orientation in the experimental sample, in general, have been higher than in the control sample, we can say that scientific and research activities significantly affect the formation of social orientation of future teachers. As the results of research and experimental work have shown, the most effective method of social orientation development for students are round tables and problem groups on the problematic issues of modern education ("Social networks, pros and cons", etc.). The choice of this form of work is due to a sufficient amount of information, the subject of discussion. Future teachers, as equal participants in communication, offer different ways of handling the issue, each of which can be subjected to critical thinking and, if necessary, correction.

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