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Psychological aspects of the relationship of value-semantic sphere and professional growth of teachers: modern educational field

This scientific article is devoted to the study of the psychological characteristics of personality of teachers in the conditions of modern educational field. The chosen theme, according to the authors of the study, is relevant due to the intense process of modernization of education system, new demands both to the quality of training of qualified teaching staff, as well as directly to the development of professional competencies in media pedagogical specialty. The necessity of study the value orientations of modern professional teaching staff is due to the requirements of the high rate of increase of professionalism, optimization of professional adaptation and professional growth of the individual of teacher. The sample of this research were employees of the teaching staff of the gymnasium № 9 of Karaganda in the composition of the two samples, depending on the length of professional experience. The findings are based on the results of the application of techniques such as questionnaire terminal values by I.G. Senin, intended to determine the life goals of the individual; life orientations test by D.A. Leontiyev, aimed at identifying the «source» of the meaning of human life, expressed purpose, process or outcome — indicators of future importance, present or past, respectively. The achieved results are based on empirically obtained data. The study authors have come to several conclusions. Firstly, in a group of teachers, seniority of which is 0–15 years, there are dominated values such as achievement of active social contacts and preserve their own identity; for teachers with experience of 16 to 43 years the dominant values are achievement, spiritual satisfaction. Secondly, in the life orientations of teachers with experience of 15 years are presented severity of target and locus of control of life scales; in life orientations of teachers with experience of 16 years, are expressed such scales, as the result and the locus of control.

Keywords: pedagogue/teacher, values, motivation to success, meaning of life orientation, comparative analysis.

The modern pace of life has a great influence on various aspects of the personality, exposed to external factors. This is particularly observed among teaching staff whose professional activities puts a mark on the personal characteristics of teachers due to exposure to a professional deformation [1].

This situation, characteristic of the education system modernization process makes it necessary to focus on the personality of the teacher, the study of his inner world and the establishment of communication with the optimization and improvement of its activities [2]. Formation of value-semantic sphere of the person occurs during the development of a conceptual picture of the world throughout their lives. [3] Their constant change is due to the crises of identity, social transformation, professional qualifications and personal formation processes [4].

An empirical study of value orientations and motivation to success at teachers was conducted on the basis of a gymnasium № 9. Analysis of the results of the study revealed some psychological characteristics in value-semantic sphere of teachers of the school. The entire sample was divided into 2 groups according to length of work experience: the group «A» teachers with experience of 0–15 years, the group «B» — experienced teachers from 16 to 43 years.

Analysis of group «A», shown in Figure 1 specifies that for this category of the greatest importance are values such as achievement; subjects aim to achieve concrete results in different periods of life. At the moment the important thing for them is the planning, setting specific goals; implementation planned in a pedagogical process for this group can be a basis for the maintenance of their own self-esteem. Also important for this group of subjects are active social contacts and preserve their individuality. They strive to establish a supportive relationship and convinced that through dialogue can achieve the purposes and facilitate their activities. Most likely, this is due to the fact that for the efficient operation of the school must have a certain status, which is composed by the association with other teachers. But it is also important for them to maintain their own individuality. Saving their own individuality, most likely, it is a protective mechanism that allows them to avoid identification with the other teachers.

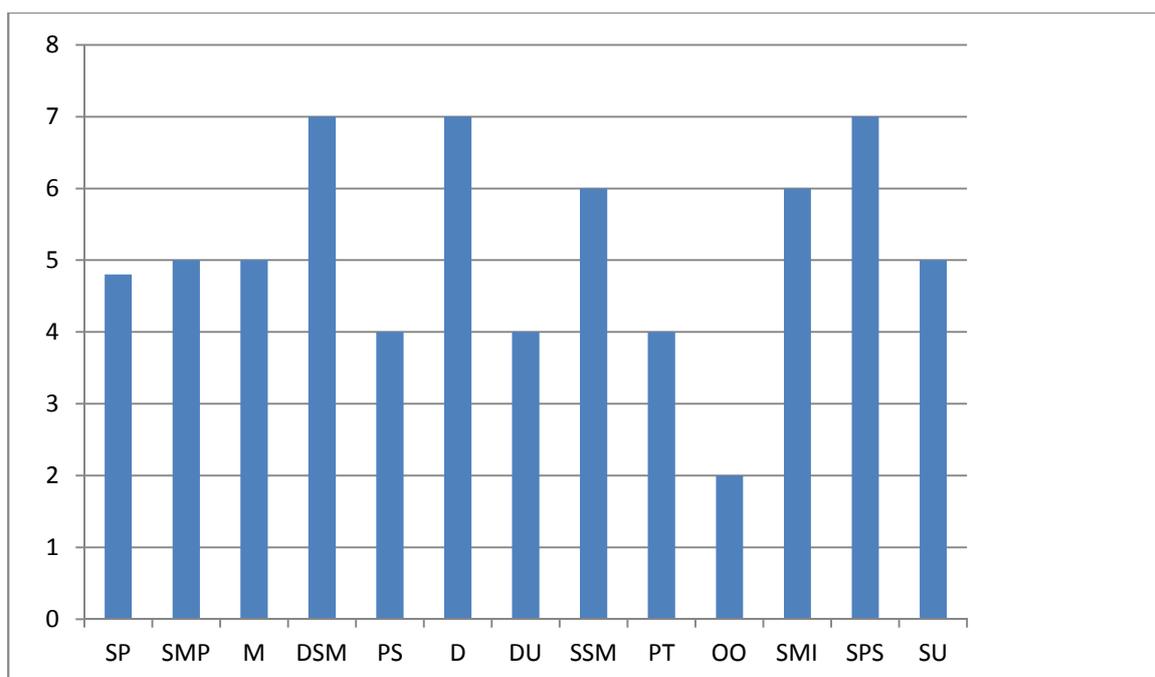


Figure 1. Intensity values and life spheres of teachers with experience of 0–15 years

As for the severity of vital areas, the most important areas for the given category of subjects are the sphere of social and family life. Teachers of this group focused on the events related to family life. The sphere of social life is also interesting for this category of teachers. Accordingly, in the collective, these subjects are actively interested in the events taking place in the school.

Analysis of indicators in the «B» group shown in Figure 2 shows that for teachers with experience of 16–43 years in the first place there are values such as achievement, spiritual satisfaction. For these subjects it is important to set goals at every stage of life and their implementation. Also relevant is the value of spiritual satisfaction, they tend to get moral satisfaction in the areas of life that are available at the moment. They focus on actions that bring inner psychological satisfaction. At the same time the most important life values for these teachers are the sphere of training and education, also sphere of public life.

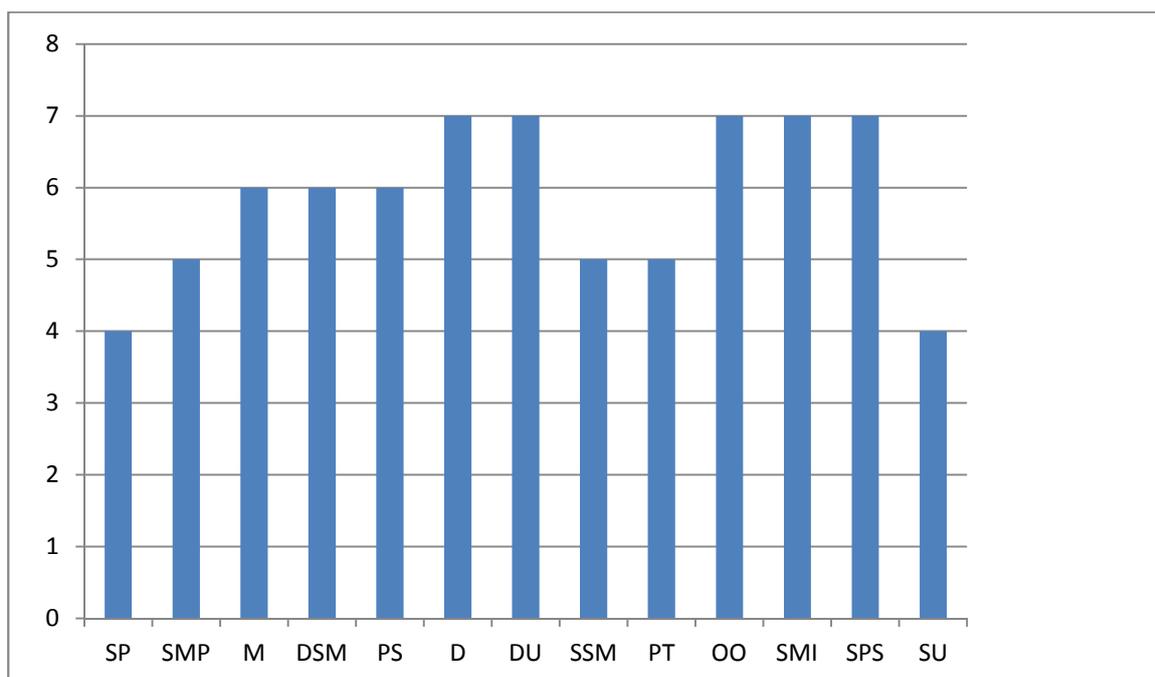


Figure 2. Histogram expression of values and life spheres of teachers with experience of 16–43 years

It is interesting to observe that for this category of teachers is a relevant increase in their education, broaden horizons. Perhaps this is due to the fact that the activity of pedagogue is affected to professional deformation, and training is one of the incentives that promote the dynamics of life. In addition to learning another way of removing the psychological stress of the teacher in this category is considered an active social life. They need to monitor the situation, which is happening in school and in society, defend their own interests. This enhances their social status among teachers' environment.

Following the procedure of the meaning of life orientations [5] were calculated based on the mean group scores of individual results, which are listed in the Table.

T a b l e

The meaning of life orientations means group results

Group	Purposes	Process	Result	Locus of control I	Locus control of life	Life orientations
Teachers with experience of 0–15 years	24,93	7,87	7,33	17,5	23,60	84,53
Teachers with experience of 16–43 years	7,33	23,93	24,20	23,5	5,80	66,27

For teachers with experience of 0–15 years are preferable indicators on such scales as objective and locus of control life. High scores on these scales indicate that this category of teachers shows purposefulness. They have expressed an idea of themselves as a strong personality. They believe that the person is given control over their lives, free to make decisions and implement them. Low scores on scales present process and the result. This suggests that these groups of teachers are not satisfied with their lives, as in the present, and partially in the past.

Analyzing the results presented in the table, we can say that a group of teachers with experience of 16–43 years is characterized by a high level of severity scales such as the process and the result. This suggests that teachers prefer to live for today. High scores on the scale of the process are characterized by the hedonistic orientation of the personality. High scores on the scale of the result suggest that most of the events were in the past, they live out their lives. Interestingly, in this case, the past gives meaning later in life. But at the same time they have also noted an increase on the scale of locus of control I, indicating the need for freedom of action and desire in order to build their own lives according to their own desires. Low results are revealed on such scales as the goal, the locus of control life. This suggests that a group of teachers with experience of 16–43 years are living today. They are expressed to a small extent the meaningfulness, focus and temporal perspective of life.

Comparing figures of the meaning of life orientations in the two groups, using Student T-test, we found statistical differences between the groups in the two main scales and presented them in Figure 3. Teachers work with experience of 16–43 years tends to live in the present day, without relying on the activity. It is important for them to have fun here and now. This confirms the results of previous methods of terminal values. For teachers with experience of 0–15 years in the first place there is the image of the future, focused on active position. These results are also evidence of the results of the previous techniques. For this group of the subjects' important value are active contacts and achievement. At the same time there is an increase figures on the scale of locus of control I in a group of teachers with experience of 16–43 years compared to teachers with experience of 0–15 years. This may indicate a need for this group's freedom of choice, opportunities to build their lives in accordance with their own wishes and for getting pleasure. Thus, from the study of the specifics of the value-semantic sphere determine the presence of statistical differences on certain criteria among the two categories of teachers.

Summarize the study. An analysis of the hierarchy of values of teachers with experience of 0–15 years revealed the presence of such important values as life wisdom, health. Also, there is a match in the actual values and values with the ideal ones. Considering the hierarchy of values from the perspective of time perspective, we find that in the past for the subjects were important terminal values such as active life and health, whereas in the future they see relevance in values such as interesting work experience of beauty, love. Analysis with experience of 16–43 years, the hierarchy of values of teachers revealed the presence of such important values as health, love, happy family life. Needless to say that in this group can be traced in the fu-

ture the possibility to structure a system of values to position a particular situation. In the past, the subjects were current values such as active life, health, love, material security, punctuality, cheerfulness, independence, and in the future, they are guided by values such as good manners, responsibility.

Teachers with experience of 16–43 years have a tendency to reduce the importance of the group of values in the future in comparison with the past. By questionnaire terminal values revealed that for teachers with experience of 0–15 years, the importance have such values as achievement of active social contacts, preservation of their own identity, the most important spheres of life is the sphere of family and social life. According to the teacher questionnaire terminal values with the experience of 16–43 years in the first place there are values such as achievement, spiritual satisfaction. Major areas are the sphere of training and education and the sphere of public life. Comparative analysis of terminal values between the two groups using the Student's T-test found significant differences ($p \leq 0.002$) for the value of spiritual satisfaction, which is the most significant for the second group of subjects (teachers with experience of 16–43 years) and is not important for teachers with experience of 0–15 years. Comparison of life spheres in groups of teachers has also led to the finding of statistical differences in Student's T-test ($p \leq 0.002$) for an area such as education and training. As for teachers with experience of 16–43 years, the scope of training and education is an important part of life at school, for teachers with experience of 0–15 years, it does not have importance.

The meaning of life orientations of teachers with experience of 0–15 years, we found the following trends: the intensity of the scale and purpose of life locus of control. High scores on these scales indicate that this category of teachers shows purposefulness. They have expressed an idea of themselves as a strong personality. This group shows dissatisfaction with their lives in the present, and is not satisfied with the lived part of life. They see their consistency, first of all, as the realization of the goals and achievements. At the same time the possibility of satisfaction is not determined by material factors. Feeling the ability to manage their life and be its master is realized through setting and achieving goals. At the same time it is expressed in the desire to focus on the future. The meaning of life orientations of teachers with experience of 16–43 years are expressed as the scale of the process, results and locus of control. Teachers prefer to live for today. The only meaning is to live and to feel pleasure from it. They manifested a hedonistic orientation of the personality, combined with the desire to act and to exist freely and independently.

In addition to the value-semantic sphere of an important component of professional work of the teacher is motivated to achieve while avoiding failures. According to the methods of analysis showed that in the group «A» expressed high level of motivation to succeed. These subjects are focused on the positive image of the future; believe that the activity brings those positive emotions and feelings, tend to evaluate a successful professional future. At the same time in this group reduced the risk index orientation. That is, the subjects prefer proven ways to achieve success, excluding the possibility of failure in planned activities. But this feature has some negative characteristics, as subjects of the group in facing with failures or risks are not able to fast active reaction that may result in decreased performance. In group «B» performance motivation to achieve is average, with an increase in performance motivation of avoiding failure. In general, this group is focused on success, but it is different when choosing specific calculation methods for achievement. This helps reduce wrong actions and increases overall efficiency.

Thus, analysis of the results revealed that in the «A» group is dominated by values such as achievement of active social contacts, and preservation of their own identity, the most important spheres of life is the sphere of family and social life. In life meaning orientations of teachers of this group present the intensity and scale of the purpose of life is the locus of control. At the same time, this group is focused on the success in reducing the willingness to take risks that could affect the success and efficiency.

In group «B» of the dominant values is achievement, spiritual satisfaction. Major areas are the sphere of training and education and the sphere of public life. In life meaning orientations of teachers with experience of 16–43 years are expressed scale such as process, outcome, and locus of control I. These teachers are also focused on achieving success, but also they are ready for failure, which allow them to be more efficient in operation.

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Педагогтардың құндылықтық-мағыналық аймағы мен кәсіби дамуының өзара байланысының психологиялық аспектілері: заманауи білім беру кеңістігі

Мақала заманауи білім беру кеңістігі жағдайындағы педагогтардың тұлғалық мінездемелерінің психологиялық ерекшеліктерін зерттеуге арналған. Таңдалынған тақырып, зерттеу авторларының пікірінше, заманауи білім беру кеңістігінің жаңғыруы себептерінен педагогикалық мамандықтарға қойылатын талаптардың көбейіп жатқанына байланысты өте өзекті болып табылады. Заманауи педагогикалық қызметкерлердің құндылықтық және кәсіби бағдарларын зерттеу қажеттігі кәсіби тұрғыда жоғарылаудың күшеюімен, педагог тұлғасының кәсіби өсуі мен бейімделуін жетілдірумен байланысты. Зерттеменің таңдамасын Қарағанды қаласының № 9 гимназиясының педагогикалық құрамының қызметкерлері құрады және де олар еңбек өтілі бойынша іріктелді. Зерттеу нәтижелері келесідей әдістемелерді қолдану барысында алынды: И.Г. Сениннің терминалды құндылықтар сұрақнамасы (тұлғаның өмірлік бағдарларын анықтауға мүмкіндік береді), Д.А. Леонтьевтің өмірлік-мағыналық бағдарлар әдістемесі. Алынған нәтижелерге эмпирикалық жолмен қолжеткізілген болатын. Зерттеу нәтижесінде авторлар бірқатар қорытындыларға келді. Біріншіден, еңбек өтілі 0–15 жылды құрайтын педагогтарда белсенді әлеуметтік байланыстар құндылығы және өзіндік жекелікті сақтау құндылықтары басым болып келсе, еңбек өтілі 16–43 жыл құрайтын мұғалімдерге рухани қанағаттану құндылықтары басым болып табылады. Екіншіден, 15 жылға дейін жұмыс жасайтындарда мақсат шкаласы мен өмірлік локус бақылауы басым болса, 16 жылдан көп жұмыс істейтіндер үшін процесс, нәтиже шкалалары басым болып табылатыны анықталды.

Кілт сөздер: педагог/мұғалім, құндылықтар, жетістікке жету ынтасы, мағыналы-өмірлік бағдарлар, салыстырмалы таңдау.

Ж.А. Ширинбекова, С.О. Бурленова

Психологические аспекты взаимосвязи ценностно-смысловой сферы и профессионального роста педагогов: современное образовательное пространство

Статья посвящена изучению психологических особенностей личностных характеристик педагогов в условиях современного образовательного пространства. Выбранная тема, по мнению авторов исследования, представляется актуальной в связи с интенсивными процессами модернизации современной образовательной системы, выдвигающей новые требования как к качеству подготовки квалифицированных педагогических кадров, так и непосредственно к развитию профессиональных компетенций у носителя педагогической специальности. Необходимость изучения ценностных и профессиональных ориентаций современных педагогических работников обусловлена требованиями высокого темпа наращивания профессионализма, оптимизации профессиональной адаптации и профессионального роста личности педагога. Авторами проанализированы данные по педагогическому коллективу гимназии № 9 города Караганды в составе двух выборок, в зависимости от длительности профессионального стажа. Результаты исследования основаны на итогах применения таких методик, как опросник терминальных ценностей И.Г. Сенина, предназначенный для определения жизненных ориентиров личности; тест смысложизненных ориентаций Д.А. Леонтьева, нацеленный на выявление «источника» смысла жизни человека, выраженного целью, процессом или результатом — показателями важности будущего, настоящего или прошлого соответственно. Достигнутые результаты базируются на эмпирически полученных данных. В результате исследования авторы приходят к ряду выводов. В группе педагогов, стаж работы которых составляет 0–15 лет, доминируют такие ценности, как достижение активных социальных контактов и сохранение собственной индивидуальности; для педагогов со стажем работы от 16 до 43 лет доминирующими ценностями являются достижения, духовное удовлетворение. В смысложизненных ориентациях педагогов со стажем до 15 лет присутствует выраженность шкалы цель и локус контроля «жизнь»; в смысложизненных ориентациях педагогов со стажем от 16 лет выражены такие шкалы, как процесс, результат и локус контроля.

Ключевые слова: педагог/учитель, ценности, мотивация успеха, смысложизненные ориентации, сравнительный анализ.

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