

**SOCIAL AND HUMANISTIC VALUES OF TEACHERS IN
THE SUPPLEMENTARY VOCATIONAL TRAINING SYSTEM
(ON THE ECAMPLE OF VORONEZH OBLAST)**

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Abstract: *This article discusses the development of the social and humanistic values of teachers in the refresher training system related to the implementation of the professional pedagogical standard in the pre-school, primary general education. The subjects of analysis were the theory and practice of teacher training. The geographic scope of the analysis includes one constituent entity of the Russian Federation. The analysis time frame is 2011-2015. The authors of the article justify the need for a scientific study of the pedagogical essence and content of the process of developing teachers' social and humanist values in the educational process of career development in the task of testing and implementing the concept of development of teachers' social and humanist values within the refresher training system. As a tool to achieve these objectives, the authors of the article offer an expanded version of technological support for the development of social and humanistic values of teachers within the refresher training system that structures the educators' activities, as well as the activities of the course participants of State Budget Institution for Supplementary Vocational Training in Voronezh Oblast of the Institute for Educational Development.*

Keywords: refresher training, social and humanist values of teachers, development of the social and humanist values of teachers within the refresher training system.

Teacher training is the process that promotes the mainstreaming and developing their social and humanistic values. Rethinking and developing the social and humanistic values of course participants are being redefined from the viewpoint of updating the theoretical and scientific pedagogical activity background.

The development of teachers' social and humanistic values dates back to the research¹ and others. The regulations drafted in the area of didactics and the methodology for supplementary vocational training has been the subject of studies in most works.

The development of the social and humanistic values of teachers in the refresher training system has not been sufficiently researched. Its updating is due to a number of reasons, among which the most important are: finding ways to develop the social and humanistic values of teachers in the refresher training system; providing such organization of the educational process, in which structural elements included therein and defined in a certain way identify the value preferences and professional difficulties of the course participants; their reflection.

The novelty and relevance of the concept of transfer of the ideas for the development of the teachers' social and humanistic values in the refresher training system is also confirmed at the legislative level. The upgrade of the modern native education starts with the entry into force of such basic documents as the Federal law dated 29.12.2012 No. 273-Φ3 „On the Education in Russian Federation”, the regulatory acts of the Ministry of Education and Science of the Russian Federation, the implementation of the professional standard „Pedagogue” (pedagogical activity in pre-school, primary general, and basic general education) (educator, teacher), adopted by the order of Ministry of Labor and Social Security of Russian Federation, dated October 8, 2013 No. 544H, the „Federal State Standard of Primary General Education” adopted by Order of the Ministry of Education and Science of the Russian Federation dated 06.10.2009 No.373 „On Adoption and Implementation of the Federal State Educational Standard of Primary General Education” (with amendments and additions), the „Federal State Standard of Pre-School Education” adopted by Order of Ministry of Education and Science of the Russian Federation, dated October 17, 2013 No. 1155. At the regional level: The law of Voronezh Oblast „On the Regulation of Certain Educational Relations in the Territory of Voronezh Oblast”, laws and regulations of the Government of Voronezh Oblast, orders of the Department of Education, Science, and Youth Policy of Voronezh Oblast.

In the context of these transformations, the value of the Russian government's demand is seen in the federal awareness of the role and

¹ C. W. Morris, *Varieties of Human Value*, Chicago, University of Chicago Press, 1956; S. L. Rubinshtein, *General psychology*, St. Petersburg, SETOR, 2007; K. Yaspers, *Meaning and purpose of history*, Moscow, Publishing House of Political Literature, 1991.

place of teacher training. The society's focus on thinking, professionally active teachers has stimulated the search for new models for upgrading the skills of pedagogical staff. From the viewpoint of the selected scientific approaches, each model reviews the professional requests of trainees, based on which the content and methodology of the specially-organized refresher training process at educational organizations are selected (Figure 1):

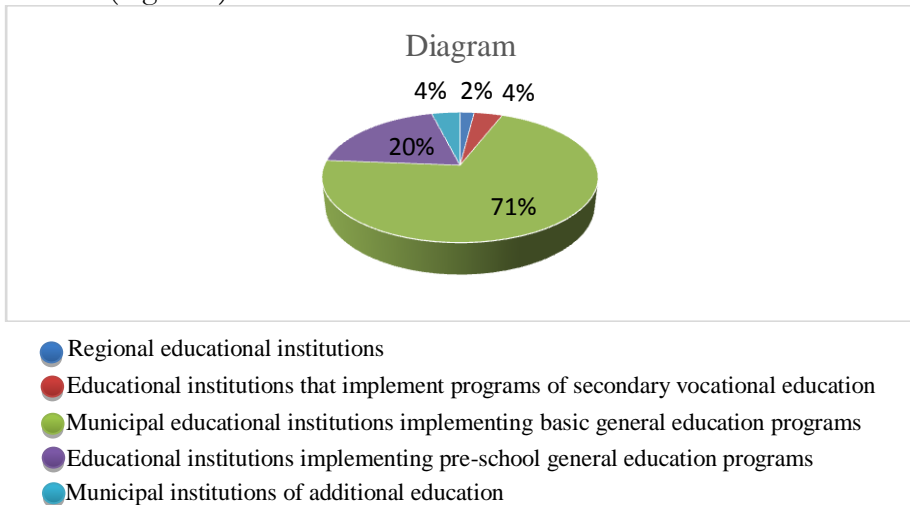


Figure 1: Professional development of educational institutions

To define the current development state of the teachers' social and humanistic values in the refresher training system, we used the studies of the refresher training, conducted by the National Training Foundation and Institute of Education Sociology of the Russian Academy of Education, as well as the poll and questionnaire data of pre-school and primary general education teachers who taught during the second half of 2011 to the end of the first half of 2014 in the Voronezh Regional Institution of Further Teacher Training and Qualification Upgrade. Our monitoring of the social and humanistic values of pre-school education teachers and primary school teachers focused on identifying the social and humanistic values of a particular teacher. The questionnaire data presented in Table 1 and Figure 2 implicitly confirm the results of the interview: „What are the social and humanistic values you would like to develop?”.

Table 1: Social and humanistic values

Ser. No.	Question in the questionnaire	% of respondents
1	Professional qualification (category)	68.7
2	Information competence	65.3
3	Psychological and pedagogical competence	54.1
4	Legal competence	53.7
5	Methodological competence	52.4
6	Theoretic competence	48.2
7	Communicative competence	34.9
8	Competitive ability	25.3
9	Creative competence	23.6
10	Other	0.7

All other social and humanistic values that determine a teacher's qualification level are less important. The reason is likely to lie in the motivation of educators for achieving professional success by bypassing professional difficulties, rather than overcoming them. Identifying their professional difficulties and designating them as values, teachers are unwilling or unable to work towards overcoming them. This trend has recently been aggravated by the implementation of tutoring support for the educational process at the primary school level. According to the study results, educators devote less and less time to creativity in the educational process and do not improve their competitiveness. In this regard, a modern teacher has to update and adjust his or her value preferences; form professionally meaningful qualities: empathy, pedagogic tact, tolerance, attention; create a positive attitude towards all students; and eliminate the „like-not like” principle; establish values that recognize the life and health of students as the highest values on Earth. The lack of understanding and non-maturity of teachers' social and humanistic values is a sign of limited life, social, and professional experience, as well as of the unwillingness to engage in productive pedagogical activities.

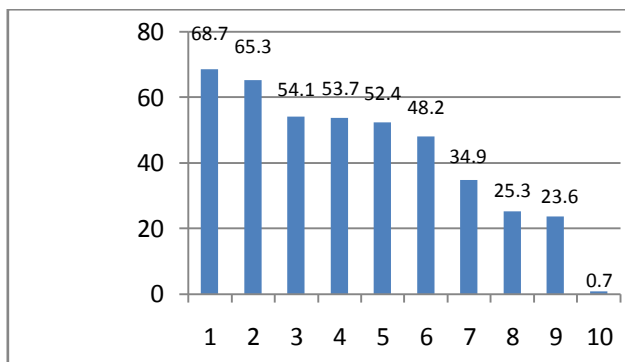


Figure 2: Diagnostics of the social and humanistic values

Thus, modern teachers have serious professional problems, one of the mechanisms for the resolution of which can be the concept of the development of the teachers' social and humanistic values in the refresher training system.

Importance of the Problem

The refresher training system is intended to compensate for the shortfalls of the estimated value preferences of teachers. Traditional training programs focusing, in the main, on reproduction and assimilation of knowledge and skills, only partially provide for the needs of pre-school teachers of educational organizations and primary schools to raise awareness of the values and meaning of modern education. The process of refresher training, built without considering that the professional path of a teacher is not only the daily educational activity, but also the value that is invested in it, does not give the expected results to the educator. In recent decades, research has been stepped up on questions relating to the meaningful aspects of personality development in the professional activity.² Research on the value

² I. V. Abakumova, P. N. Ermakov, I. A. Rudakova, *Meaning centralism in the pedagogics: modern conception of didactic methods*, Rostov-on-Don, Publishing House of the University of Rostov, 2006; A. H. Asmolov, „Cultural and historical system-based pragmatist paradigm for designing of the standards of the school education”, in *Psychology*, no. 4, 2007, pp. 16-23; A. A. Derkach, *Acmeological basis for the professional development*, Moscow, Publishing of Moskow psychological and pedagogical institute; Voronezh, SPA „MODEK”, 2004; B. E. Fishman, „The mathematical basis of the methodology for objectification of subjective pedagogical perceptions of the problems of own activity”, in *Integration of science and education to develop the creative potential of specialists: Interuniversity collection of research papers*, Birobidzhan, Birobidzhan State Pedagogical Institute, 2001, pp.

and meaning of the pedagogical sector presents scientific works that emphasize the following problems: development of the value competencies in primary school teachers;³ development of the value determinants of professionalism;⁴ development of the professional standpoint of teachers in their professional activity, creation of a pedagogical notional sphere, criteria, and levels of its development⁵; development of the conceptual personality of teachers in the refresher training system.⁶

Scientific scholars have noted the singularity of pedagogical activities, which is inherently deterministic in the personal values that ensure its content and direction and give meaning to the professional behavior system. However, the social and humanistic values of pedagogical activities and the personality of teachers in the process of skill upgrade are examined in a rather fragmented way.

In the context of the issues described, there is a need to reorganize the educational process in institutes of further training. Thus, the purpose of this study is to develop the concept of social and humanistic values of teachers in the refresher training system.

Relevant Scholarship

The role of the system of values in professional activities has been explored by many scientists. For example, A. V. Seryi⁷ considered the system of values of a person in the structure of professionally important qualities of psychologists.

A. A. Derkach,⁸ conducting the research on acmeological basis for the development of professionals, named the value of professionalism one of the main values that ensure optimal life. „*The established value*

337-342; B. E. Fishman, *Pedagogical support for the postgraduate self-development of teachers*, Moscow, Moscow State Pedagogical University, 2002.

³ O. N. Nikitina, *The dynamics of change in the value and meaning sphere of personality in the course of professional development*, PhD. thesis, Moscow, 2002.

⁴ M. N. Mironova, „Intentions as meaningful structures”, in *Consultative psychics and psychotherapeutics*, no. 3, 2011, pp. 97-113.

⁵ N. H. Zotova, „The value-semantic components of the psychological culture of the teacher”, in *Educational psychology in the 21st century: theory and practice. Materials of the International research and practice conference*, Volgograd, Publishing of Volgograd State Pedagogical University „Peremena”, 2011, pp. 27-30.

⁶ H. V. Mishenina, *Development of the teacher's meaning in the refresher training system*, PhD. abstract thesis, Rostov-on-Don, 2009.

⁷ A. V. Seryi, *The value orientations of the individual in the structure of the professional qualities of school psychologists*, PhD. thesis, Irkutsk, 1995.

⁸ A. A. Derkach, *Acmeological basis*.

attitude to professionalism is a cultural determinant". He emphasized the special role of values for people in professional activities. Personal values, as a unit of vitality, determine the specialist's behavior. Effective professional activity is not possible without a value-based approach. For an idea to become the purpose of action, it must be accepted as a value to be mastered. A. A. Derkach⁹ (2004) noted that the formed value-based attitude to professionalism is a motivation and contributes to the ambition for personal and professional development and personality formation, aimed at achieving high professional level. „*Professionalism is achieved through self-development, during self-determined professional activity and interrelationship*”.

The ego involvement, partiality, understanding, ability to positively influence others through the disclosure of subject values and semantics are the basis of teachers' work. The singularity of pedagogical activities is inherently deterministic in the personal values that ensure its content and direction and give meaning to the professional behavior system. The value system competencies include the understanding of the value of pedagogical activities, awareness of the social importance of their profession, and high motivation to perform professional activities. The ideas expressed by these researchers are shared by the authors of this article. By organizing training sessions with educators, the refresher training system should:

- encourage and support the aspirations of adults to learn and develop themselves;

- define the objectives and develop a training program in accordance with the interests of adult trainees, create an enabling environment for the individualization of education; actively use students' personal experience to learn and assist in its analysis;

- take into account various professional, social, temporal, and everyday life factors, etc.

State hypotheses and their correspondence to research design

The study was based on the hypothesis consisting of the following provisions requiring proof:

1. In order to study the development of social and humanistic values of teachers in the refresher training system as a pedagogical problem, one should perform an analysis of the concepts composing the current psychological and pedagogical knowledge in the field of our

⁹ *Ibidem*.

research. An essential underpinning of the development of social and humanistic values of teachers in the refresher training system should be the principle-based approach. We believe that one methodological approach cannot reflect the problem of developing the social and humanistic values of a teacher with the same degree of confidence. The study will be effective if, at the theoretical level, a set of provisions defining the theoretical and methodological foundations for the development of social and humanistic values of a teacher in the refresher training system are developed from the standpoint of various, complementary methodological approaches.

2. The development of the social and humanist values of the teacher in the refresher training system is based on the existence and quality of the basic professional value system of the participants in the educational process. The scientific understanding of the pedagogical essence and the content of the social and humanistic values development of the teacher in the refresher training system make it possible to take full advantage of this process to achieve the objective of the study. The process of developing the social and humanist values of the teacher in the refresher training system is a purposeful and well-organized pedagogical activity aimed at transforming the existing professional values in the social and humanistic value system of the course participants.

3. The most important aspect of modern pedagogy is the search for necessary organizational and pedagogical conditions for the professional formation of the teacher and the development of his social and humanistic values. The social and humanistic value system of the teacher are influenced by a variety of factors, including, in particular, the educational, organizational, and pedagogical conditions. In selecting such conditions, the individual characteristics of the course participants, their values and professional difficulties should be taken into account. The process of developing the social and humanist values of a teacher in the refresher training system cannot be successful without identifying, justifying, and complying with the relevant organizational and pedagogical conditions.

4. The multilevel nature of the social and humanistic values of a teacher assumes emphasizing the necessary and sufficient structural components for its research and development. An important point in the study of the development of the social and humanistic values of a teacher in the refresher training system is the problem of measuring and assessing the status of the process under study. Thus, we consider it

necessary to identify and justify the structural components, criteria, and levels of development of the social and humanistic values of a teacher in the refresher training system.

5. The need to reorganize the educational process at institutions of further should address the issue of formulation and implementing the concept of the development of the teachers' social and humanistic values in the refresher training system. The profession of educator imposes special demands to his personality and activities as social and humanistic norms and values that are manifested in the concept in the form of the idea reflecting the trend of professional development of teachers. The objective need to develop the social and humanistic values of a teacher in the refresher training system, assuming the form of a science-based concept, meets the contemporary requirements of the state professional standard „*Pedagogue (Pedagogical Activity in Pre-School, Primary General, Basic General, Secondary General Education) (Educator, Teacher)*”.

6. The incorporation in the educational process of institutes of further training of the technological development of social and humanistic values in the refresher training system structures the activities of educators and trainees and makes the concept holistic and systemic. The essential features of the technological support are expressed by the form, process, means, method and outcome of the educational and pedagogical activities. The development of technological support for the development of social and humanistic values of teachers in the refresher training system is intended to align the social and humanistic values of the trainees, the motivation to achieve the values of the refresher training, and the development of adequate assessment and self-assessment of social and humanistic values.

Method

The Method of statistical survey: The research program included a set of complementary research methods: the theoretical methods that include an analysis of research sources on the research subject, a conceptual analysis of previous thesis research, modelling; the empirical methods that include conversations, questionnaires, testing, ascertaining and educational experiments; and the statistical methods that include quantitative and qualitative processing of empirical data.

Methods of analysis and measurement: Our analysis of the diagnostic tools has shown that there are no special techniques to study the value-semantic sphere, personal characteristics, and refresher training

directions. Proven methodologies are used to analyze the effectiveness of the concept of development of social and humanistic values of teachers in the refresher training system. The „System of values” methodology by M. Rokich.¹⁰ This technique is based on direct ranking of eighteen terminal values (values-goals) and eighteen instrumental values (values-means). The resulting individual value hierarchy can be divided into three equal groups: preferred, valuable (ranks from 1 to 6), indifferent (ranks from 7 to 12), and rejected, valueless (ranks from 13 to 18). The methodology of D. A. Leontiev¹¹ „*Life-Purpose Orientation Test*”, developed based on the PIL test¹² (scales: need for cognition, value system, creativity and behavioral flexibility scale).

The criteria for the effectiveness of value-semantic refresher training in the analytical and synthetic activities have become the basis for studying their level manifestations. The relationship between criteria, indicators, and levels of effectiveness of the course of value development is provided in Table 2.

Table 2: Criteria, indicators, and levels of development of the social and humanistic values of teachers in the refresher training system

Criteria	Indicators	Levels	Score	Techniques
System of values	Scholarship values	low	0-7	„Value System” by M. Rokich. ¹³ Instrumental values (scales:scholarship values,psychical and physical activity values)
		medium	8-14	
		high	15-17	
	Responsibility values	low	0-7	
		medium	8-14	
		high	15-17	
	Professional success values	low	0-7	
		medium	8-14	
		high	15-17	
Life-Purpose Orientation	readiness to achieve the objectives	low	0-24	„Life-Purpose Orientations Test” by D. A. Leontiev ¹⁴ (scales:
		medium	25-30	
		high	31-37	
	satisfaction with	low	0-24	

¹⁰ M. Rokich, *Methodology for „Value Orientations”*, retrieved from: www.psycabi.net.

¹¹ D. A. Leontiev, *Methods for the value orientations studying*, Moscow, Sense, 1992.

¹² Dzh. Krambo, L. Makholik, „Life-purpose Orientation Test”, retrieved from: www.refik.in.ua; Yu. E. Aleshina, L. Ya. Hozman, M. V. Zagika, M. V. Croz, „Self-actualizing Test-SAT”, retrieved from: www.psychologos.ru.

¹³ M. Rokich, *Methodology for „Value Orientations”*, retrieved from: www.psycabi.net.

¹⁴ D. A. Leontiev, *Methods for the value orientations studying*.

	the results	medium	25-30	life goals and satisfaction with the results). Methodology for assessing the qualifications of pedagogical workers. ¹⁵
		high	31-37	
	Semantic and motivational competence	low	0-24	
		medium	25-30	
		high	31-37	
Self-actualization	The need for expression of own values and motives	low	0-45	„Self-Actualizing Test” ¹⁶ (scales: demand for cognition, value system, creativity and the behavioral flection scale) „Teachers Review Methods” ¹⁷
		medium	46-55	
		high	56-60	
	Readiness to share pedagogical experience	low	0-45	
		medium	46-55	
		high	56-60	
	Active participation in projects, seminars, conferences	low	0-45	
		medium	46-55	
		high	56-60	

According to the identified criteria and indicators, the effectiveness levels for the development of social and humanistic values of teachers in the refresher training system were defined: low, medium, high.¹⁸

Description of the study sample

The empirical study of the development of value-semantic sphere of a primary school teacher, as well as a teacher of a pre-school educational organization during the refresher training took place in 2011–2015 at the premises of Voronezh Regional Institute for Refresher Training and Retraining of Teachers. 200 teachers in total participated in the study. The tested persons weinvolvedwere primary school and pre-school teachers. The total sample included 200 pedagogical workers, all women between 20 and 62 years of age. The study used a set of methods

¹⁵ B. E. Fishman, *Pedagogical support for the postgraduate self-development of teachers*, Moscow, Moscow State Pedagogical University, 2002.

¹⁶ Yu. E. Aleshina, L. Ya. Hozman, M. V. Zagika, M. V. Croz, „Self-actualizing Test-SAT”.

¹⁷ B. E. Fishman, *Pedagogical support for the postgraduate*.

¹⁸ N. H. Zotova, „The value-semantic components of the psychological culture of the teacher”, in *Educational psychology in the 21st century: theory and practice. Materials of the International research and practice conference (27-30)*, Volgograd, Publishing of Volgograd State Pedagogical University „Peremena”, 2011.

to collect empirical data. The statistical processing was based on the cluster analysis and group comparison method with the implementation of psychodiagnostic technics: tests and questionnaires.

The process of development of social and humanistic values of teachers in the refresher training system is provided for in several sources:

-Decree of President of Russia dated 07.05. 2012 No. 599 „On Measures to Implement the State Policy in Education and Science”;

-The Federal Targeted Program of Education Development in 2011-2015;

-Expert studies in regions of Russia by the National Training Foundation dated 30.09.2014 No. 1882/01/IIA, etc.

Results

The results of the diagnostic of the teachers' value system are provided in Table 3.

Table 3: The results of the diagnostic of the teachers' value system at the initial stage of 2011-2012¹⁹

System of values									
Indicators	Values of scholarship			Values of responsibility			Professional success values		
Levels	low	mediu m	high	low	mediu m	high	low	medium	high
Control group %	27	66	7	28	66	6	26	67	7
Experimental group %	27	67	6	28	66	6	27	66	7

As seen in the table, the low level of the system values is roughly equal in the control and experimental groups for all indicators (scholarship values: 27%, 27%; responsibility values: 28%, 28%; professional success values: 26%, 27%). According to the latter indicator, the experimental group has a higher percentage of teachers with low professional success values. The medium level of values is also roughly equal in the control and experimental groups for all indicators (scholarship values: 66%, 67%; responsibility values: 66%, 66%; professional success values: 67%, 66%). For two indicators (the scholarship values and professional success values), the difference made 1%. A similar situation exists in measuring the high level of the system of values, the obtained are roughly equal in the control and experimental

¹⁹ *Ibidem*.

groups for all indicators (scholarship values: 7%, 6%; responsibility values: 6%, 6%; professional success values: 7%, 7%). For two indicators (the scholarship values and professional success), the difference made 1%. Thus, the discrepancy is negligible and evidences the approximate equality of the results of the participants in both groups.

The results of diagnosing teachers' life-purpose orientations are presented in table 4.

Table 4: The results of diagnosing teachers' life-purpose orientations at the initial stage of 2011-2012²⁰

Life-purpose orientation									
Indicators	Readiness to achieve objectives			Satisfaction with the results			Professional competence		
Levels	low	medium	high	low	medium	high	low	medium	high
Control group %	30	65	5	20	73	7	24	71	5
Experimental group %	33	63	4	22	72	6	25	70	5

As seen in the table, the share of teachers with low life-purpose orientations is slightly smaller in the control group than in the experimental by all indicators (readiness to achieve objectives: 30%, 33%; satisfaction with the result: 20%, 22%; professional competence: 24%, 25%). The discrepancy is between 1% and 3%.

The medium level of life-purpose orientations is also approximately equal in the control and experimental groups for all indicators (readiness to achieve objectives: 65%, 63%; satisfaction with the results: 73%, 72%; professional competence: 71%, 70%). The discrepancy is between 1% and 2%.

The high level of life-purpose orientations resulted in approximately equal values in the control and experimental groups for all indicators (readiness to achieve objectives: 5%, 4%; satisfaction with the results: 7%, 6%; professional competence: 5%, 5%). The difference between two indicators (satisfaction with the results and readiness to achieve objectives) made 1%. Thus, the discrepancy is negligible and evidences the approximate equality of the results of the participants in both groups.

The results of diagnosing the pedagogical self-actualization are provided in Table 5.

²⁰ *Ibidem*.

Table 5: The results of diagnosing the pedagogical self-actualization at the initial stage of 2011-2012²¹

Self-actualization									
Indicators	Need to express own values and motives		Readiness to share pedagogical experience			Active participation in projects, seminars, conferences			
	low	medium	high	low	medium		low	medium	high
Control group %	26	69	5	30	64	6	26	71	3
Experimental group %	27	69	4	30	65	5	24	72	4

An analysis of the data presented in the Table shows that the number of teachers with a low level of self-actualization is approximately the same in the control and experimental groups for all indicators (need to express own values and motives: 26%, 27%; readiness to share pedagogical experience: 30%, 30%; active participation in projects, seminars, conferences: 26%, 24%). The discrepancy is between 1% and 2%.

The medium level of life-purpose orientations is also roughly equal in the control and experimental groups for all indicators (need to express own values and motives: 69%, 69%; readiness to share pedagogical experience: 64%, 65%; active participation in projects, seminars, conferences: 71%, 72%). The discrepancy is 1%.

In determining the high level of life-purpose orientations is also roughly equal in the control and experimental groups for all indicators (Need to express own values and motives 5%, 4%; readiness to share pedagogical experience: 6%, 5%; active participation in projects, seminars, conferences: 3%, 4%). For all indicators, the discrepancy is 1%. Thus, the discrepancy is negligible and shows the approximate equality of the results of the participants in both groups.

So, in describing the state of the value and meaning of teachers, we have come to the conclusion that most of them, with a low baseline of values, have a mismatch between social and humanistic values and objectives of the professional growth, the dominance of social motivation in the choice of the form of refresher training, and a weak reflective position in self-education. Among the teachers surveyed in the control and experimental groups, there were no more than 6 teachers with a strong strive for professional success, and the rest replaced professional values with financial values. The meaning of professional

²¹ *Ibidem*.

self-improvement is associated with the ability of teachers to raise the qualification category and to obtain an increment in wages. None of the teachers surveyed combined the readiness to achieve the goals with the professional meanings and values that determine the pedagogical work quality. Satisfaction with the results and the professional competence of every third teacher is associated with improving the financial situation. The strive for self-approval as a mentor is well noticeable, while the teachers lack basic skills to define meaningful objectives based on professional values, plan, and organize their activities. A large number of teachers (62%) wish to share pedagogical experience and a small share (11%) is capable to reflect the essence of experience. 92% of the respondents express the desire to participate in projects, conferences, seminars, and only 8% are ready to define a specific subject for the presentation.

The analysis showed that, according to all criteria, the level of development of teachers' social and humanistic values in the refresher training system of the trainers of the experimental and control groups was approximately the same. A large share of educators who had difficulties in choosing the path of refresher training showed, according to all criteria, that the structural components of teachers' social and humanistic values development in the refresher training system were insignificant or not formed at all: value-targeted, semantic and motivational, reflective and correctional.

The testing of the teachers' social and humanistic value development concept is performed according to the following stages:

The first stage, substantially targeted, defines the professional demands of educators and opportunities for joint planning. Teachers are provided with a list of modules and topics to develop an individual path of training. Training groups are formed based on the analysis of professional difficulties and value-semantic preferences. This includes an analysis of the opportunities for career development, as well as meeting the relevant and updating the potential needs of educators, which is an essential condition for creating a meaningful and value-bearing attitude to learning, as well as for the awareness of the need for their professional and personal growth.

The result of the first step is the draft path of skill upgrade made by each refresher course participant. Questionnaires, ranking, consulting are used as the training form.

The second stage, project-technological, provides the teacher with a set of creative situational tasks, in the course of which the individual path of

the teacher's development is implemented. The development of the value-semantic sphere of an educator is performed through updating the sense-seeking activity; broadening the meaning field, awareness and development of social and humanistic objectives, ideals and perceptions of the results of pedagogical work; formation of professional orientations; improvement of the level of professional independence, responsibility and self-actualization. The first pedagogical action at the second stage is to build the educational space of the teaching setting, which substantially reproduces the actual educational practice of the course listener. At the second stage, during the work on the project, trainees should learn how to structure events, interpret it through actions, detect problematic areas, determine its place and position in specific conditions, set practical transformation goals. The purpose of pedagogical support at this stage should be to exhibit innovative pedagogical ideas capable of providing a meaningful environment for drawing a path of value-semantic refresher training.

At the same stage, each listener will independently develop an approximate technological courseware for the individual development path. Trainees should gain experience in expressing practical problems in the theoretical language. In the course of such work, trainees acquire the self-organization and productive communication skills. As a matter of fact, this stage provides the elaboration of project ideas, which will be further processed at the next stage.

The outcome of the second stage is the update of the existing values and the senses of the refresher training and acquisition of new professional knowledge, skills, and abilities (KSAs), as well as the formation of positive values of pedagogical workers. Seminars, solutions to pedagogical situations, multimedia training, and coaching are used as a form of learning to meet the real demands of the trainees.

The third stage, analytically diagnostic, is designed to update the results of the active, professional work of a teacher in the refresher courses. The teacher analyzes the meaning of pedagogical activities during the refresher courses and uses it as the basis to draw up a program for further professional development.

The results of the third stage are focused on the comprehensive examination of the innovative path of individual development. Students obtain the skills of presenting and defending their projects. Depending on the specific pedagogical task, the training activities are deployed at this stage either in the form of presentations or expert evaluations. The change of game positions at the third stage allows forming professional

value-semantic orientations and value, semantic, and behavioral competencies. The course participants demonstrate the ability to present their viewpoints, adequately understand the meaning of other's speech, criticize and develop ideas, and organize all these processes as a single process, defend their professional value-semantic orientations to engage the capacity and experience of each member of the team design work.

The result of the third stage is the sufficiently updated pedagogical project for the development of teachers' social and humanistic values, expressed as the path of individual refresher training and including a program for its implementation. Presentation, expertise, diagnostics, and analysis are used as the form of learning.

The dynamic assessment of the stages assumes the integration of pedagogical conditions in the concept of development of teachers' social and humanistic values in the refresher training system with the forms, methods, and means of learning.²²

In the course of pilot testing of the development of teachers' social and humanistic values through drawing up the refresher training path for all three stages, all educators in the experimental group, with varying degrees of intensity, used our teaching materials that ensure the revision of teachers' social and humanistic values. Upon completion of the three stages, the results of development of teachers' social and humanistic values in drawing up the teachers' qualification improvement paths are:

-(as part of the value-targeted component) the revision of the traditional training and on that basis, the setting of new professional objectives in developing the value-based competencies of the pedagogical staff;

-(as part of the semantic and motivational component) the revision of usual motivations for the development of skills and, on the basis of these motivations, the identification of new professional semantics that promote the sense of competence of pedagogical workers;

-(as part of the regulatory and correctional component) the revision of the reflexively-estimative activities of the experiment participants aimed at identifying values and meaning of the professional activities and developing the behavioral competency of pedagogical staff.

We diagnosed the participants in the educational and training process of the experimental and control group at the beginning of school year 2011–2012, which coincided with the start of the practical implementation of the experiment aimed at determining the dynamic path of the formed indicators and adjusting the path for primary and

²² *Ibidem*.

pre-school teachers (initial diagnostic assessment). The interim diagnostic assessment was conducted in 2012-2013 aimed at correcting the experimental activities; and finally, at the end of school year 2013-2014, a diagnostic assessment took place to check the effectiveness of the concept we proposed for the development of teachers' social and humanistic values in the refresher training system (final diagnostic assessment).

To summarize the information and better illustrate the pre-diagnostic data, we used the statistical averaging of the results for the selected indicators, which was calculated by the following formula:

$$M = \frac{1}{n} \sum_{i=1}^n a_i .$$

The averaging ("average profiles") are summarized in Table 6.

Table 6: Dynamic assessment of the system of values in the professional work of teachers

System of values	Scholarship values									Responsibility values									Professional success values								
	Low			Medium			High			Low			Medium			High			Low			Medium			High		
Years																											
Co ntr ol gr ou p %	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014	2011,2012	2012,2013	2013,2014			
	27	26	25	66	67	66	77	77	99	28	27	27	66	66	65	66	77	88	26	25	24	65	67	68	77	88	88
Ex per i me n t al gr ou p %	27	19	10	67	69	69	66	12	21	28	20	99	66	66	69	66	14	22	27	18	88	66	67	68	77	15	24

For better illustration, we have reflected the initial and final diagnostic assessment data in Figures 3 and 4.

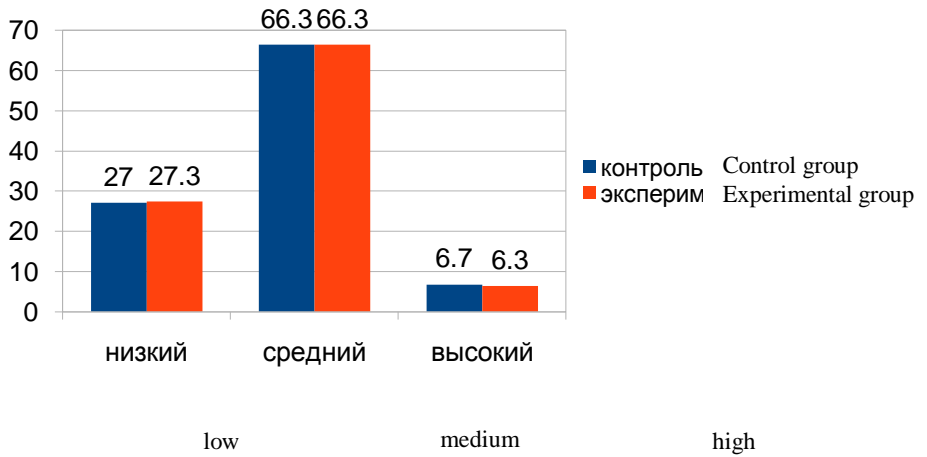


Figure 3: Initial diagnostic assessment of the value system of teachers in professional activities

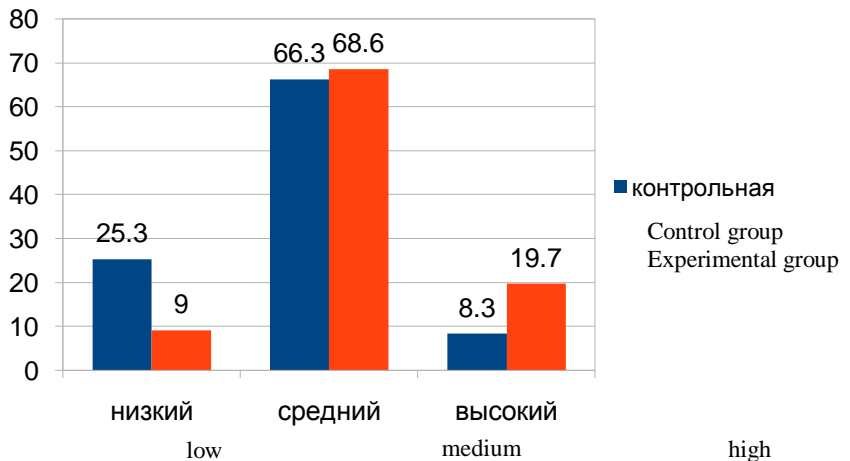


Figure 4: Final diagnostic assessment of the value system of teachers in professional activities¹

The performed study showed that the difference in the preliminary diagnostic assessment of the primary school teachers in the control and experimental groups was negligible.

¹ *Ibidem.*

As seen in the table and graphs, the low level of the value system in the professional activities of teachers decreased in the control group by 1.7% and in the experimental group by 18.3%. At the end of the experiment, the share of teachers with low value system in the professional activity decreased to 25.3%, in the experimental group to just 9%, and the difference reached 16.3%. The medium level of the system of values in the professional activities of teachers in the control group remained the same (66.3%), and of teachers in the experimental group increased from 66.3% to 68.6%. The difference made 2.3%. The share of teachers with the high level of the system of values in professional activity has also increased in both the control and experimental groups. The increase was 1.6 % in the control group and 13,4%in the experimental group. Teachers with the high level of the system of values in professional activity in the last stage of the experiment numbered 8.3% in the control group and 19.7% in the experimental group, with the difference of 11.4%

As a result of interim diagnostic assessment, we adjusted the path of value-semantic refresher training by using didactic materials that promote verbal creativity.

The allocation of teachers by the creative competence level is presented in Table 7.

Table 7: Development levels of the path of value-semantic pedagogical training

Development of the path of value-semantic pedagogical training.	Control group			Experimental group		
	Low %, Person.	Medium %, Person.	High %, Person.	Low %, Person.	Medium %, Person.	High %, Person.
Beginning of the experiment	26.3 ---	68 ---	5.7 ---	27 ---	67.8 ---	6.4 ---
End of the experiment	23.3 23	69 69	8.8 8	11.9 12	70.6 71	16.6 17

We used the formula for calculating the arithmetic average of the criteria in the control and experimental groups in order to summarize the data of diagnostic assessment of development of teachers' social and humanistic values in the refresher training system through the development of the value-semantic teacher training path. Thus, the difference between the initial diagnostic assessment of the experimental

and control groups is negligible, namely: the experimental group showed higher results by 0.7% at the low level, 0.2% at medium level, and 0.7% at the high level. Therefore, at the stage of the ascertaining experiment, there was an approximate equality of the original state in both groups. The results of the final diagnostic assessment show the considerable positive dynamics both in the experimental group (the increase was 15.1% at the low level, 2.8% at the medium level, 10.2% at the high level) and the control group (11.4% at the low level, 1.6% at the medium level, 7.8% at the high level) (Figures 4, 5).

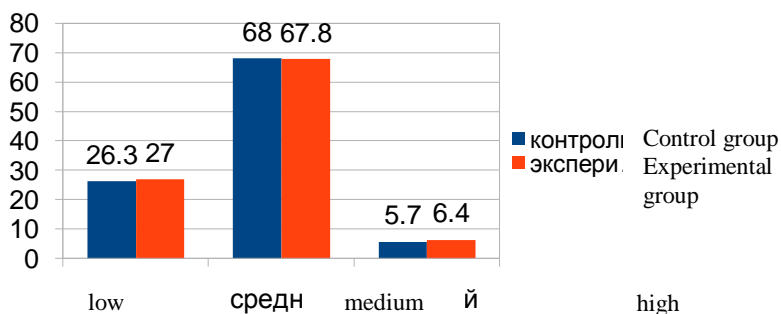


Figure 5: Initial diagnostic assessment of the development of teachers' social and humanistic values in the refresher training system through the development of the refresher training path

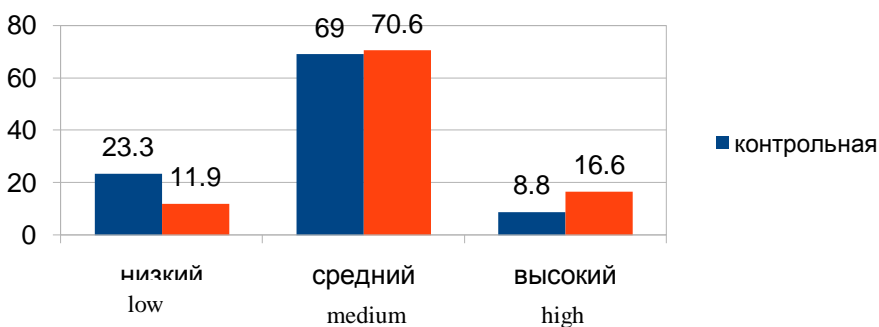


Figure 6: Final diagnostic assessment of the development of teachers' social and humanistic values in the refresher training system through the development of the refresher training path

Based on the foregoing, we have reached the following experimentally confirmed conclusion that the results of the development of teachers' social and humanistic values in the refresher training system through the development of the refresher training path in our study: the system of values, life-purpose orientations, and self-actualization are interrelated with the corresponding criterial indicators: the scholarship values, the responsibility values, the professional activity values, the willingness to achieve goals, the satisfaction with results, the semantic and motivational competence, the need to express own values and semantics, the need to share pedagogical experience, active participation in projects, seminars and conferences, demonstrate high efficiency of the experimental work.

Discussion

The scientific and theoretical analysis allowed identifying a number of parameters of the semantic sphere of a teacher, their development level, and indicators of semantic formations. These include:

- the personal values represented by the value system, which are dominant;
- the nature and orientation of the life-purpose orientations, which specify the professional activity development vector;
- the characteristics of the subjective level of the teacher's life meaningfulness;
- the substantial features of the percept of the meaning of „Ego”;
- specific characteristics of the value-semantic sphere: autonomy, operational flexibility, ability to transform, ability to preserve the value-related unity of the past, present, and future, ensuring the authenticity of the subject over time;
- the emotional fullness of self-attitude of a teacher as a bearer of values and semantics with respect to the sense of purpose formed in the society (determination, will, success, moral approval);
- behavior strategies as the individual projection of personal values of a teacher.

The theoretical analysis of the problem of this study allowed concluding that the conceptual sphere of a person manifests itself in many different forms and cannot be reduced to single-order structures. Accordingly, different methods and methodological procedures are required to analyze its aspects. Therefore, the empirical study required a comprehensive research strategy and a variety of complementary methods

and approaches. Our analysis of the diagnostic tools has shown that there are no special techniques to explore the value-semantic sphere as an integral characteristic of a person in the development of teachers' social and humanistic values in the refresher training system. However, there is a wide range of proven techniques currently, which can be used to develop a psychological portrait of the personality of a modern teacher, identify his or her values, life, and personal orientations, perceptions, and mindsets that manifest themselves in the specifics of overcoming behavioral strategies. At the same time, moving the center of gravity to meet the professional, private, and pedagogical needs of an educator will, in our view, result in increasing the purely pragmatic approach to teaching and the functional approach to the teacher. Conversely, the focus on the development of teachers' social and humanistic values in the refresher training system and satisfaction of teachers' value-oriented personal needs, including their system of values, will promote the formation of teachers' value, sense, and behavioral competence. The experiment formed a special type of training for the trainees of institute of further training, which meets the following professional development strategies: teaching must be meaningful, motivated by social and humanistic values, pragmatic and reflective.

Conclusion

The study has clarified the substantial characteristics of the development of teachers' social and humanistic values in the refresher training system through developing a refresher training path. The concept of „*development of teachers' social and humanistic values in the refresher training system*” has been introduced into science. The dynamic assessment of the changes in teachers' social and humanistic values in the refresher training system have been identified according to the criteria corresponding to its components.

The experiments have proven that the concept of the development of teachers' social and humanistic values in the refresher training system and its technological support can serve as the basis for developing an individual path of teacher training.

The implementation of the special course „*Professional Values of Teachers*” ensures high efficiency of the development of an individual refresher training path for teachers. The results of the experiment can be used in the development of new learning technologies, programs, methods, and techniques to form and develop teachers' social and humanistic values in the refresher training system.

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The study, being theoretical and practice-oriented, engages the development of the value, sense, and behavioral competence of teachers.