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### **PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL AND PEDAGOGICAL VALUES OF THE FUTURE TEACHER**

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*This article deals with the problem of forming professional and pedagogical values of a future teacher. The concept of "pedagogical values" is comprehensively revealed, approaches to the classification of professional and pedagogical values and their characteristics are given, as well as the values of pedagogical activity according to their subject content, in particular, the values of a self-sufficient type, which presuppose the creative nature of the teacher's work, the prestige of his professional activity, social significance, greater responsibility to the state and society, the possibility of self-affirmation, love and affection for children. Values are the means that are formed as a result of mastering the theory, methodology, and pedagogical technologies that form the basis of a teacher's professional education. With a sufficiently high level of formation of professional and pedagogical values, the teacher becomes a subject who implements in pedagogical activity his / her humanistic lifestyle, readiness to take responsibility for the fate of his / her students and the future of society. On the basis of subject-activity and personality-oriented approaches, the pedagogical conditions for the formation of professional and pedagogical values in higher education institutions are theoretically justified and their essence is revealed.*

*Keywords: values, formation, pedagogical conditions, actualization, stimulation, personality-oriented technologies.*

### **ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКИХ ЦЕННОСТЕЙ БУДУЩЕГО УЧИТЕЛЯ**

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*В данной статье рассматривается проблема формирования профессионально-педагогических ценностей будущего учителя. Всесторонне раскрывается понятие «педагогические ценности», подходы к классификации профессионально-педагогических ценностей и дается их характеристика, также ценности педагогической деятельности по их предметному содержанию, в частности, ценности самодостаточного типа, предполагающие творческий характер труда педагога, престижность его профессиональной деятельности, социальную значимость, большую ответственность перед государством и обществом, возможность самоутверждения, любовь и привязанность к детям. И инструментального типа, называемые ценностями-средствами, которые формируются в результате овладения теорией, методологией и педагогическими технологиями, составляя основу профессионального образования педагога. При достаточно высоком уровне сформированности профессионально-педагогических ценностей учитель становится субъектом, реализующим в педагогической деятельности свой гуманистический образ жизни, готовность принимать на себя ответственность за судьбы своих учеников и будущее общества. На основе субъектно-деятельностного и личностно-ориентированного подходов теоретически обоснованы педагогические условия формирования профессионально-педагогических ценностей в вузе раскрывается их сущность.*

*Ключевые слова: ценности, формирование, педагогические условия, актуализация, стимулирование, личностно-ориентированные технологии.*

### **БОЛАШАҚ МҒАЛІМНІҢ КӘСІБИ-ПЕДАГОГИКАЛЫҚ ҚҰНДЫЛЫҚТАРЫН ҚАЛЫПТАСТЫРУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ**

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*Бұл мақалада болашақ мұғалімнің кәсіби-педагогикалық құндылықтарын қалыптастыру мәселесі қарастырылады. «Педагогикалық құндылықтар» ұғымы, кәсіби-педагогикалық*

құндылықтарды жіктеудің тәсілдері жан-жақты ашылады және оларға сипаттама беріледі, сонымен қатар педагогикалық қызметтің мәні олардың пәндік мазмұны бойынша, атап айтқанда, педагог жұмысының шығармашылық сипатын, оның кәсіби қызметінің беделін, әлеуметтік маңыздылығын, мемлекет пен қоғам алдындағы үлкен жауапкершілікті, өзін-өзі растау мүмкіндігін, өзін-өзі қамтамасыз ететін типтегі құндылықтар, балаларға деген сүйіспеншілік пен бауыр басу. Құндылықтар деп аталатын аспаптық тип - мұғалімнің кәсіби білімінің негізін құрайтын теорияны, әдіснаманы және педагогикалық технологияларды игеру нәтижесінде қалыптасатын құралдар. Кәсіби-педагогикалық құндылықтардың қалыптасуының жеткілікті жоғары деңгейімен мұғалім педагогикалық іс-әрекетте өзінің гуманистік өмір салтын жүзеге асыратын, студенттердің тағдыры мен қоғамның болашағы үшін жауапкершілікті қабылдауға дайын субъектіге айналады. Субъектілік-әрекеттік және тұлғаға бағытталған тәсілдер негізінде университетте кәсіби-педагогикалық құндылықтарды қалыптастырудың педагогикалық шарттары теориялық тұрғыдан негізделген, олардың мәні ашылады.

Түйінді сөздер: құндылықтар, қалыптастыру, педагогикалық жағдайлар, өзектендіру, ынталандыру, тұлғаға бағытталған технологиялар.

### Introduction.

At present, when the process of modernizing education and rethinking spiritual, moral and professional values is underway, special attention should be paid to the training of future teachers. This is primarily due to the need to establish a professional position of the future teacher, develop his intelligence and creative thinking, culture and morality. In this regard, the problem of forming professional values of a future teacher becomes particularly relevant. The teacher's pedagogical values are an important social, moral and spiritual potential, the implementation of which is of strategic importance for its sustainable functioning and development in the context of the implementation of national projects in the field of education.

The purpose of this research is to provide a theoretical justification of the pedagogical conditions for the formation of professional and pedagogical values of the future teacher.

**The main part.** Pedagogical values, like any other spiritual values, are not established spontaneously in life. They depend on social, political, and economic relations in society, which largely affect the development of pedagogy and educational practice. Moreover, this dependence is not mechanical, since what is desired and necessary at the level of society often come into conflict, which is resolved by a particular person, a teacher, by virtue of his worldview, ideals, choosing ways to reproduce and develop culture.

In order to consider the essence of the concept of "professional and pedagogical values", let us turn to the characteristics of its constituent concepts of "values", "professional values" and "pedagogical values".

The concept of "values" is used to denote the properties of objects and phenomena, as well as theories and ideas that serve as a standard of quality and an ideal of what is due in accordance with socially determined cultural development priorities [1, p. 257]. Values act as reference points that are useful and necessary for people of a historically defined society as a goal or ideal.

Each profession is characterized by general and specific values that are unique to it. Features of professional values are determined by the role of the profession in the life of society and the individual. *Professional values* are understood as objects, phenomena and their properties that are necessary for society and the individual as a means of meeting personal and social needs. They are formed in the process of mastering a person's social experience and are reflected in their goals, beliefs, ideals and interests.

E. H. Shiyonov, defining the essence of the concept of "*professional values*", understands under the values of pedagogical activity...those features that allow the teacher to satisfy his material, spiritual and social needs and serve as guidelines for his social and professional activity aimed at achieving socially significant humanistic goals [2, p.85].

*Pedagogical values* are norms that regulate pedagogical activity and act as a cognitive-functioning system that serves as a mediating and connecting link between the established social worldview in the field of education and the teacher's activities. They, like other values, have a syntagmatic character, that is, they are formed historically and fixed in pedagogical science as a form of public consciousness in the form of specific images and representations. Mastering of pedagogical values takes place in the process of implementing pedagogical activities, during which their subjectivation is performed. It is the level of subjectivation of pedagogical values that serves as an indicator of a teacher's personal and professional development.

A wide range of pedagogical values requires their classification and ordering, which will allow us to present their status in the general system of pedagogical knowledge. However, their classification, as well as the problem of values in general, is still insufficiently developed in pedagogy. However, in our opinion, the classifications of professional and pedagogical values proposed by E.N. Shiyonov and I.F. Shiyonov are

quite reasonable. Isaev. These classifications complement each other, since their authors belong to the same scientific school, the school of V.A. Slastenin.

Based on the level approach to values, V.A. Slastenin distinguished personal, group and social pedagogical values. *Socio-pedagogical values* reflect the nature and content of those values that function in various social systems, manifesting themselves in the public consciousness. This is a set of ideas, ideas, norms, rules, and traditions that regulate the activities of society in the field of education. *Group pedagogical values* can be represented in the form of ideas, concepts, and norms that regulate and guide pedagogical activity within certain educational institutions. The totality of such values has a holistic character, has relative stability and repeatability. *Personal and pedagogical values* act as socio-psychological formations that reflect the goals, motives, ideals, attitudes and other ideological characteristics of the teacher's personality, which together form a system of his value orientations.

Among the values of pedagogical activity, according to their subject content, E. Shiyanov distinguishes the values of self-sufficient and instrumental types. *Self-sufficient values* are values-goals that presuppose the creative nature of the teacher's work, the prestige of his professional activity, social significance, greater responsibility to the state and society, the possibility of self-affirmation, love and affection for children. The values of the self-sufficient type are expressed in the goals of pedagogical activity related to the development of the personality of both the teacher and students, as well as the teaching staff. Self-sufficient values act as the dominant axiological function in the system of other pedagogical values, since the goals reflect the main meaning of the teacher's activity.

When searching for ways to achieve the goals of pedagogical activity, the teacher chooses his professional strategy, the content of which is the development of himself and others. Consequently, values-goals reflect the state educational policy and the level of development of pedagogical science itself, which, being subjectified, become significant factors of pedagogical activity and affect *instrumental values*, called values-means. They are formed as a result of mastering the theory, methodology and pedagogical technologies, forming the basis of professional education of a teacher.

I.F. Isaev considers values as a component of the teacher's professional and pedagogical culture and defines professional and pedagogical values as a complex socio-psychological education in which the goal and motivational orientation of the individual merge.

He noted that only those professional values that acquire a vital and professionally necessary meaning for a young person are actualized. I.F. Isaev identified the following professional and pedagogical values:

- 1) *values-goals*: the concept of the student's personality in its various manifestations and the concept of "I-professional" as a source and result of professional self-improvement;
- 2) *values-means*: communication concepts, pedagogical techniques and technologies; pedagogical monitoring;
- 3) *values-attitudes*: the concept of one's own personal and professional position as a set of relations of a teacher to students, other participants in the pedagogical process, to oneself and one's own professional activity;
- 4) *values-qualities*: a variety of interrelated individual, personal, communicative, professional qualities of the teacher's personality as a subject of professional and pedagogical activity, manifested in special abilities: creativity, the ability to design your own activities and anticipate their consequences, etc.
- 5) *values-knowledge*: theoretical and methodological knowledge about the formation of personality and activity, knowledge of the leading ideas and laws of the holistic pedagogical process [3, pp. 77-78].

Based on this classification and the peculiarities of pedagogical activity, we have determined the professional and pedagogical values of the future teacher, which is reflected in Table 1.

Table 1-Professional and pedagogical values of the future teacher

Semantic (values-goals) values	Substantive and procedural values	Values-qualities
Self-expression Self-improvement Creativity	Values-Relationships Values-Knowledge Values-Means	Personal and professional qualities
They reveal the meaning of professional activity goals	They reveal the importance of ways and means of implementing professional activities	They reveal the personal potential of the future teacher

The development of a teacher's personality implies, first of all, the assimilation by students of the entire system of humanistic values of pedagogical activity, which form the basis of their general and professional culture. Therefore, the content of professional training should provide the future teacher with a conscious choice of spiritual values and form on their basis a stable individual system of professional and value orientations.

With a sufficiently high level of formation of professional and pedagogical values, the teacher becomes a subject who implements in pedagogical activity his / her humanistic lifestyle, readiness to take responsibility for the fate of his / her students and the future of society. The interiorization of professional and pedagogical values by the future teacher leads to such a level of activity when he becomes able to act independently of the particular circumstances and situations that develop in his professional activity, create them, fill them with humanistic content, and develop a personality-oriented strategy in the educational process.

The values of pedagogical activity become the object of the future teacher's need if the educational process purposefully creates conditions for this.

Since the process of forming professional and pedagogical values is a complex process, its awareness and further implementation should be carried out from different points of view. In this regard, as theoretical and methodological grounds for identifying the pedagogical conditions for the formation of professional and pedagogical values of the future teacher, we chose the subject-activity and personality-oriented approaches.

The subject-activity approach is implemented through stimulating, self-realization and self-affirmation of the individual as a true subject of the educational process. In the modern interpretation of this approach, not only the activity of the individual is important, but also the orientation to its needs, the creation of conditions for self-determination of the future teacher in professional activities and the implementation of value-oriented and transformative activities corresponding to it. This condition is provided when orientations to cognition and the upcoming professional activity, its values and self-transformation in accordance with them appear as early as possible. The subject-activity approach requires a qualitatively different structure of interaction between teachers and students, which implies equality of their positions.

In our study, the use of general ideas of the subject-activity approach to the study of the problem of forming professional and pedagogical values was carried out through the implementation of the following provisions:

- 1) consideration of the process of forming professional and pedagogical values of the future teacher as creating conditions for his self-actualization and personal growth;
- 2) formation of student activity in the educational process through partnership, trust, subject-subject relations with teachers;
- 3) ensuring the unity of external and internal motives of educational activities in the process of studying pedagogical disciplines;
- 4) organization of the formation of professional and pedagogical values of the future teacher as a continuous process of setting, accepting the educational task and satisfaction from its solution in cooperation with other participants in the educational process.

The main provisions of the subject-activity approach were supplemented with a personality-oriented approach. Personal-oriented approach, which studied E.V. Bondarevskaya, E.F. Zeer, V.V. Serikov, and I.S. Yakimanskaya, and other scientists, means orientation in the design and implementation of the pedagogical process on the individual as the goal, subject, result and the main criterion of its effectiveness. It constantly demands recognition of the uniqueness of the individual, his intellectual and moral freedom, and the right to respect. This approach assumes that education relies on the natural process of self-development of inclinations and creative potential, creating appropriate conditions for this [4, p. 86] and was implemented in our study through the following provisions:

- 1) the process of forming professional and pedagogical values of a future teacher provides each student, based on their abilities, inclinations, interests, value orientations and subject experience, with the opportunity to realize themselves in cognition, educational activities, behavior;
- 2) orientation of the future teacher's professional training to the development of his / her creative personality, when the means and methods are selected and organized so that the student can show selectivity to the subject material, its type and form;
- 3) education as a set of knowledge, skills, and individual abilities is the most important means of developing the spiritual and intellectual qualities of a future teacher, which is the main goal of modern education;

These approaches served as the basis for identifying the following conditions for the formation of professional and pedagogical values of the future teacher:

- updating the vital experience of students;
- stimulating students' creative activity;
- organization of the development of pedagogical values through personal-oriented learning technologies.

The first pedagogical condition – ***the actualization of the vitagenic experience of students***; vitagenic experience-is based on the concept of vitagenic education (A.S. Belkin, D.V. Kachalov, V.A. Krivenko) and the concept of actualization as an internal and external process (V.V. Kachalov). Bachmanova, A.V. Grishin, L.M. Mitina).

By vitagenic training, A. S. Belkin understands training based on the actualization of a person's life experience, his intellectual and psychological potential for educational purposes.

The principles of actualization are development, reflexivity and axiology. In this regard, the actualization of vital experience allows us to successfully solve a number of important tasks in the process of forming professional and pedagogical values of the future teacher, namely: forming the meanings of pedagogical activity and professional improvement; raising professional needs, socially recognized goals of activity, results and assessments of a specialist. This ensures the following: 1) the subject matter of classes is transformed into a life reality with all the attributes of personal participation: choice, responsibility, full return, etc.; 2) the level of trust in the teacher – student, student – student relationship increases by giving special significance to the experience acquired in practical activities through a system of personal meanings; 3) on the basis of integrating the conceptual-semantic and activity-practical spheres of personal consciousness, the quality of motivation increases.

To actualize the vitagenic experience of students, the techniques of the holographic method technology proposed by A.S. Belkin [5] allow us to use them [5]. The holographic approach, according to A.S. Belkin, is the process of multidimensional three-dimensional disclosure of the content of the studied knowledge, states that combine at least three projections with centric vectors. Vitagenic projection is the vitagenic information of students that is required by the teacher in the learning process to prepare for the presentation of new knowledge. The technology of the holographic approach means a set of techniques that ensure the implementation of educational tasks. It is based on the desire to involve students in joint activities on the basis of cooperation and based on their vital experience.

Actualization vitagenic experience of students' vitagenic experience in the process of forming professional and pedagogical values of future teachers required us to apply the techniques of vitagenic education. The use of these techniques stimulates students' assessment activities, ensures the acceptance of valuable information at the level of personal significance. Actualization vitagenic students' vital experience increases the motivation to independently initiate ideas, which ensures the formation of professional and pedagogical values among future teachers. In this context, the most effective ones are:

- *reception of a retrospective analysis of life experience* with its parallel correlation with the acquired value information, determining the value-based causes of certain actions, events, and the adequacy of existing attitudes to these events and facts;

- *additional construction of an incomplete educational model* (complete a phrase, sentence, description of the situation from the point of view of certain value relations, orientations);

- *vitagenic analogies*, in which students illustrate the cognitive value categories (phenomena, events, relationships, etc.) with examples from experience.

The second pedagogical condition-***stimulating the creative activity of students*** - ensures the creation of positive motivation for learning, allows you to involve the future teacher in active creative activities for the development of pedagogical knowledge and skills, the formation of professional and pedagogical values.

The formation of professional and pedagogical values of the future teacher in the educational process of the college is provided by stimulating the creative activity of students. In pedagogy, stimulation is understood as "a way of managing people's social activities, in which a person's behavior is regulated by influencing not the person himself, but the conditions of his life, the circumstances external to the individual that generate certain interests and needs" [6,p.12]. Stimulation involves actualizing certain needs and interests of the individual by specifying specific goals of activity, creating conditions for the manifestation of all inclinations and abilities, realizing the social potential of the individual, encouraging initiative, efficiency, creativity and independence, developing the need for achievement and success.

This condition is created in the process of forming professional and pedagogical values of the future teacher due to various types of incentives: informational and content, organizational and managerial, emotional, moral.

*Informational and informative* stimulation is achieved through the use of reference schemes, presentations of lectures, memos, active handouts, etc. in the process of professional training.

*Organizational and managerial* stimulation is carried out through various forms of lectures, seminars and practical classes, group work, ways of differentiating educational material and presenting tasks, monitoring and correcting students' actions, continuous assessment of the cumulative nature, etc.

*Emotional* stimulation is provided by creating an atmosphere of emotional comfort in the classroom, situations of success, general interest in achieving the goal, the teacher's artistry and ability to inspire students, etc.

*Moral* incentives include encouragement, providing opportunities to participate in Olympiads and professional competitions, providing opportunities to demonstrate the results of educational activities to the public, etc.

The implementation of this pedagogical condition influences the design of students' creative individuality and, as a result, ensures the formation of professional and pedagogical values of the future teacher.

The third pedagogical condition - ***the organization of the development of pedagogical values through personal-oriented learning technologies*** - is aimed at creating an educational environment that ensures the personal growth of the future teacher, educating him in an active life position, the ability to act, showing responsibility, initiative, independence. This condition is based on a person-centered approach (V.P. Bederkhanova, D.A. Belukhin, E.V. Bondarevskaya, V.V. Serikov), which is based on the attitude to a person as a subject, a carrier of activity, for the manifestation of which he needs a space of freedom, where he would have the opportunity to choose, evaluate, and perform actions [7, p. 52]. The principles of a personality-oriented approach that determine the features of the educational environment are the principle of self-actualization, individuality, subjectivity, choice, creativity and success, trust and support [8, p. 52].

Personal-oriented technologies include technologies that meet the following requirements:

- dialogic nature.
- activity-creative nature;
- focus on supporting individual development of the individual;
- providing the individual with the necessary space, freedom to make independent decisions, creativity, and choose the content and methods of teaching and behavior [9].

In this regard, such personality-oriented technologies as training and game technology are the most productive for the formation of professional and pedagogical values of the future teacher.

In order to form the professional and pedagogical values of the future teacher, we developed a personal growth training. Its purpose was to form students' value motivation to master the humanistic technology of pedagogical communication, as well as the formation of humanistic professional and value characteristics of pedagogical communication: skills of reflection and psychological analysis of situations, empathy and adequate social perception, emotional and behavioral self-regulation, communication skills. In general, the training is aimed at developing self-awareness, which is a system-forming and regulating factor of personal growth and creative activity of the future teacher and is reflected in his behavior and activities. The training is also aimed at developing future teachers' self-confidence, which is necessary to achieve their goals.

**Conclusion.** Summing up the above, the following conclusions should be drawn:

1. The urgency of the problem is caused by the ever-growing need of society for teachers with pedagogical and universal values, the need for scientific and methodological support for this process.
2. Professional and pedagogical values are norms that regulate pedagogical activity and allow teachers to meet their material, spiritual and social needs and serve as guidelines for their social and professional activity aimed at achieving socially significant humanistic goals.
3. Pedagogical conditions for the effective formation of professional and pedagogical values of future teachers are: updating the vital experience of students; stimulating the creative activity of students; organizing the development of pedagogical values through personality-oriented learning technologies.

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**НЕЙРОТЕХНОЛОГИИ В РАЗВИТИИ РЕЧИ И  
ИНТЕЛЛЕКТА ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА**

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*Внедрение во все сферы социально-профессиональной деятельности нейротехнологий является одним из современных трендов. Привлекательность их для образования, кроме социально-экономических причин, связана с ответом на ключевые тенденции его развития – индивидуализацией процесса и персонификацией образовательных технологий. Нейротехнологии позволяют как фиксировать личностные особенности, так и подстраивать под них сам процесс (к примеру, при работе с детьми с синдромом дефицита внимания и гиперактивностью). Существует возможность их адаптации к целям и интересам обучающихся, мотивации (для работы с одаренными детьми).*

*Развитие речи – сложный психический процесс, который не сводится только к воспроизведению слышимого, поэтому является важной задачей воспитательной работы с детьми дошкольного возраста. Необходимо отыскать самые эффективные методы и приемы, предлагать разнообразный речевой материал, ставить новые задачи общения, чтобы сформировать у дошкольников способность передавать словами содержание разных по сложности и композиции картинок.*

*В последние годы наблюдается увеличение детей с трудностями в обучении и адаптации. Для преодоления имеющихся у них нарушений необходимо проведение комплексной психокоррекционной работы. Одним из составляющих элементов такой работы является кинезиологическая коррекция.*

*Ключевые слова: нейронауки, нейротехнологии, гимнастика мозга, кинезиологические упражнения.*

**NEUROTECHNOLOGIES IN THE DEVELOPMENT OF SPEECH  
AND INTELLIGENCE OF PRESCHOOL CHILDREN**

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*The introduction of neurotechnologies into all spheres of social and professional activity is one of the modern trends. Their attractiveness for education, in addition to socio-economic reasons, is associated with a response to the key trends in its development - the individualization of the process and the personification of educational technologies. Neurotechnologies allow both fixing personal characteristics and adjusting the process itself to them (for example, when working with children with attention deficit hyperactivity disorder).*