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## Specificity of valuable orientations of the modern teacher

The humanistic orientation of formation sets special requirements to a trade the teacher. In the given context key characteristics of a trade are the personal inclusiveness, intelligence, altruistic orientation. The originality of pedagogical activity consists that it by the nature has humanistic character and is one of most meaning-making [1]. Values determine professional work, providing its maintenance and an orientation, giving sense to professional actions. The difficult and non-uniform structure of valuable orientations of the person, duality of sources of their development, many of functions define set of the classification models differing with criteria put in their basis. However many typology, as well as any differentiation of people on the basis of their valuable preferences, is enough conditional owing to that the system of valuable orientations is substantially caused both the varying social environment, and an actual level of development of the person.

In the given research there were tasks in view: 1) to reveal specificity of individual factorial structure of valuable orientations of the person of the teacher; 2) experimentally to allocate types of valuable systems. In research which was spent from September till May 2006-2007r. 184 teachers of comprehensive schools of the Rostov area have taken part. Basically sample women from 21 till 59 years which middle age makes 43 years, have presented the experience of pedagogical activity of 19,5 years.

M.Rokicha's technique was applied to diagnostics of valuable orientations of examinees «Valuable orientations». By a ranging method have been established are individual rang values of terminal and tool values and the individual hierarchy of valuable orientations of each teacher is defined. Taking for a basis model of system of valuable orientations of M.S.Janitskogo according to which valuable orientations settle down along three bipolar axes (factors): **Adherence of tradition – Spiritual freedom, the Altruistic orientation – Egocentric orientation, Clearing of restrictions – Responsibility, personal growth** [2], in the course of empirical research have been established individual values of each bipolar factor. The analysis of individual factorial values has shown, that in individual valuable system of the person of the teacher the various components having unequal value in each concrete case are presented. The carried out analysis has allowed to establish not only specificity of individual factorial structure of valuable orientations of each teacher, but also to ascertain obvious distinctions of factorial values at examinees.

For the description generalised a portrait of valuable orientations of the teacher average values under each factor have been received. According to three-factorial model of system valuable orientations [2] the first factor «**adherence of tradition**» includes 17 values. The positive pole of the given factor consists of traditional, socially approved values: *happy family life, good breeding, accuracy, responsibility, honesty, sense*



of duty, health, love. On an opposite pole of the factor the group of values designated as «spiritual freedom» settles down: *a width of views, independence, creativity, knowledge, freedom, development, efficiency in affairs, boldness in upholding of the opinion, firm will.* The given factor in the presented research has average value 2,4. The positive sign speaks about obvious expressiveness of a corresponding pole of this factor, in this case orientations to traditional, socially approved values. The second factor **«the altruistic orientation»** consisting of 8 values on a positive pole includes such values as *creativity, beauty of the nature and art, keenness, happiness of others, tolerance.* The opposite pole conditionally named as «egocentric orientation» includes values - *high inquiries, the social recognition, a financially secure life.* Average value of the given factor makes -2,4 and characterises expressiveness of a negative pole under the name «egocentric orientation». The third factor **«clearing of restrictions»** consists of 11 values. Its positive pole reflects orientation to such values as *entertainments, the love, freedom, independence, boldness in upholding of the opinion, cheerfulness,* and on an opposite pole are the values representing intelligent strategy of personal growth - *development, responsibility, knowledge, sense of duty, a productive life.* The third factor has typed average value -1,8, that reflects orientation to values of development and responsible behaviour. On the basis of the analysis of distinctions of individual factorial values attempt experimentally has been undertaken to allocate types of valuable orientations of the teacher. Cluster analysis the investigated have been divided by a method into three groups to which have been correlated, accordingly 43,7 %, 30,9 %, 25,4 % from their general number. The given groups represent various types of individual systems of valuable orientations of the person of the teacher. Positive average values of the factor «adherence of tradition» (2,9; 2,3; 0,6) simultaneously at three allocated types speak about expressiveness of its positive pole under the name «adherence of tradition». On the second (an altruistic orientation) and to the third factor (clearing of restrictions) all average values at the allocated types are received with a negative sign that ascertains expressiveness of their negative poles under the name «egocentric orientation» (-0,6;-4,4;-0,4) and «responsibility, personal growth» (-2,9;-2,1;-0,2) accordingly. The analysis of the received average values of three factors allows to make the substantial characteristic of each type. On the basis of the received characteristics it is possible to entitle each type conditionally. 1st type describes 43,7 % of sample and types identical values under factors «adherence of tradition» (2,9) and «responsibility, personal growth» (-2,9) accordingly it and receives the name "is traditional-responsible". The given type is characterised by orientation on traditional values and on value of responsibility at simultaneous negation of values of «spiritual freedom» and «clearings of restrictions». 2nd type also types almost identical values under the same factors (2,3 and -2,1), however under the factor «egocentric orientation» comes to light the highest value -4,4 and the given type receives the conditional name "is egocentric-traditional". So keeping valuable preferences similar to "is traditional-responsible" type 2nd type thus essentially differs negation of values of an altruistic orientation. 3rd type has not shown obviously expressed values under one factor and receives the name "mixed".



The comparative analysis of valuable preferences at three types of the teachers allocated with the cluster analysis, has allowed to open substantial characteristics of a valuable number of each type. The allocated typology of valuable orientations of the modern teacher allows to see actual valuable reference points which are characterised traditional socially approved values, and also values of an egocentric orientation.

Thus, it is possible to draw a conclusion that the revealed structure of valuable orientations and the substantial characteristic of the allocated types of the teacher mismatch requirements of modern formation, its humanistic meaning-making orientations that staticizes a problem of development of value-semantic sphere of the person of the teacher.

### **The Literature**

1. Abakumova I.V. Education and meaning: meaning-making in learning. Rostov-on-Don, 2003. – 480 p.
2. Janitsky M.S. Values orientation of the person as dynamic system. Kemerovo, 2000. – 204 p.