



Research Article

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Received: 26 April 2024 / Accepted: 27 June 2024 / Published: xx July 2024

Value-Based Perspectives on the Teacher's Role in Modern Education

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DOI: <https://doi.org/10.36941/jesr-2024-0085>

Abstract

Institutional transformations in the social and spiritual spheres of society involve changes in the psychology, value orientations, and behavioural strategies of people. In this regard, in the modern world, there is a need for personal awareness of not only the purposes for which socioeconomic processes are carried out but also the value they hold for an individual's self-realization and self-actualization. The article considers three forms of existence of values as a "model of the proper," encouraging a person to engage in their activities. The concept of "value" enables a new level of self-determination and the transfer of life meanings to a deeper level of personal significance. The aim of the study is to identify the personal values of teachers as a source of individual motivation that is functionally equivalent to needs. The authors have analyzed the literature on the value nature of teachers, corresponding perceptual attitudes affecting the formation of professional qualities. The article uses the analysis of psychological and pedagogical and scientific-methodological literature on the problem of research, the systematization of scientific provisions, and their generalization. The authors note that the perceptual settings of the teacher on the perception of students have value determination and show their content and orientation in interpersonal interaction with students.

Keywords: perceptual attitudes, professional activity, "proper models", teacher, value

1. Introduction

1. The value transformations in modern society enabled a heterostatic manifestation of personality towards self-actualization, self-realization, and the choice of one's own trajectory of movement and transformation of oneself and the world (Shurygin et al., 2024; Togaibayeva et al., 2023).

2. This conceptual position focuses on a certain model of the student with dominant values of divergence, quick adaptation in various social spheres, internal motive of encouragement to activity, and clear professional self-determination (Ybyraimzhanov et al., 2019; Akhmetshin et al., 2021).
3. However, all this can be achieved with an adequate position of the teacher, which consists not only of the ability to organize the pedagogical process but also of the installation of value-creative research, due to which the meaning-making motive of interpersonal interaction between a teacher and a student is formed (Sarin et al., 2024; Kokorina et al., 2023).
4. We adhere to D.A. Leontiev's position that personal values can be defined as "ideals that set the ultimate reference points of individual activity of a particular subject, the strategic directions of the transformations produced by the individual in the world and in himself" (Leontiev, 1988, p. 3). This means that "models of the proper," which determine the basic constructs of the individual, reflecting the experience of the social community's life, appropriated and interiorized by the subject and acting as an immanent source of life's values, that objects and phenomena of reality are acquired in the context of the proper".

Based on the analysis of values' understandings and definitions, we assume that there are three forms of existence of values, integrating into one another:

1. social ideals - developed by public consciousness and generalized notions of perfection in various spheres of social life that are present in it;
2. object embodiment of these ideals in the acts or works of specific people;
3. Motivational structures of the individual ("models of the proper"), which induce it to the object embodiment of social value ideals in its activities.

These three forms of existence inevitably pass into each other as follows: social ideals are assimilated by the individual and, as "proper models," begin to motivate him to activity, in the process of which their object implementation occurs; in turn, implemented values become objectively the basis for the formulation of social ideals, and so on (Leontiev & Pilipko, 1995).

The psychological model of the structure and functioning of human motivation and its development during sociogenesis concretizes the understanding of personal values as sources of individual motivation, functionally equivalent to needs (Ybyraimzhanov et al., 2022).

Since the personality of modern man is multidimensional, it is determined not only by motivational and demand vectors and a system of emotional evaluations and behavioral strategies but also by attitudes as an anticipation of any kind of activity.

In this regard, the study's relevance of the value determination of teachers' perceptual attitudes in interpersonal interaction with students is determined not only by our scientific interest but also by the social order of society.

The psychological mechanism of "fitting" knowledge into the student's image of the world consists of the establishment of correspondence with the established system of values, meanings and related attitudes as the main psychological component of the educational process and gives the teacher an opportunity to design an educational environment where the student is able to manifest a supernormative essence (Nikiforova, 1996; Zimnyaya, 2001). Therefore, the system of perceptual attitudes of the teacher is extremely important.

In our opinion, special attention may be paid at the position of D.N. Uznadze (2001) defines attitude as "a hierarchy of levels that regulate human behavior" (p. 8). According to his theory, an attitude is a holistic-personal state of readiness, disposition to behave in a given situation and to meet a particular need and interact with the world around us.

In his opinion, the attitude provides the orientation of the activity and is its stabilizer. Pedagogical activity involves the presence of certain groups of personal characteristics that contribute to its successful performance.

We proceed from the position that professional attitudes do not exist in isolation from the professional image of the world, a person's professional experience is fixed in them.

The levels of impact of a teacher's professional target on the way of interaction with students determine the existence of five types of target by F. Fiedler's classification and correlate with the system of terminal values, being manifested in the degree of a teacher's orientation towards normativity, reproductivity, functionality, or development and creativity (Fopel, 1999; Maslow, 1999; Slastenin et al., 2013). According to this classification, the units have the following characteristics:

- The active positive professional target (APPT) is aimed at establishing a relationship of trust;
- Functional professional target (FPT) is focused on the selectivity of relationships;
- Neutral-indifferent professional target (NIT) is aimed at establishing an official relationship;
- The situational professional target (ST) is focused on the volatility of relationships;
- The latent-negative professional target (LNT) is focused on formal relations.

The presence of negative pedagogical targets contributes to psychological barriers that express a difference in personal meanings, requirements and expectations of the pedagogical interaction's partners. Psychological barriers create obstacles to mutual understanding and interaction between teachers and students and reduce the effectiveness of their activities.

The change in the system of values causes a change in the type of target to the perception of the student who regularly reproduces the new system of values in his activities, which ultimately affects the success and effectiveness of learning.

Therefore, studying the problem of value conditioning of teachers' perceptual targets is explained by the need to study the meaning field of pedagogical activity, the initial professional position, which determines the value horizon of students' personality perception in its reproductive or creative principles, acting as an anticipation of successful or unsuccessful activity of students, their normativity and functionality or dynamic ascent of "I".

2. Literature Review

A review of foreign and domestic literature in the study of personal values of teachers, which are the source of individual motivation, functionally equivalent to the needs.

Analysis of the numerous studies shows that the issues of studying the value nature of teachers' corresponding perceptual target, involving the formation of professional qualities, are relevant in the context of the study of interpersonal interaction in the educational process.

G.L. Budinaite and T.V. Kornilova considers that personal values become those personal meanings in relation to which the subject has self-determined, i.e., There was an acceptance of these meanings as significant for one's own "I". Thus, the authors consider that personal values function as a certain level of personal sense formation development (Budinaite & Kornilova, 1993).

In the works of B.V. Zeygarnik (1980) and B.S. Bratus (1980), the totality of the subject's semantic connections is traced in the understanding of the essence of personality and its system of values. Values "act as a conscious and accepted by the person general sense of his life". According to the authors, as common sense formations, the values are "the basic constitutive units of personality and determine the main and relatively constant relationship of man to the world, other people and himself" (Bratus, 1980, p. 5).

In his remarks, V.P. Tugarinov led us to the argument in psychological science that the concept of "value" is connected with the concept of "ideal": values are formed as ideals, which means the certain "models of the proper". The author characterizes values as "the essence of an object, phenomenon, and its properties that are needed by people of a particular society or class and individual as a means of meeting their needs and interests, as well as ideas and motivations as norms, goals, and ideals (Tugarinov, 1991).

We share D.A. Leontiev's position that the "personal values" act as the most substantial informative characteristic of the semantic sphere of the personality, its "basis" and provide "integrity and continuity" of individual development, "personal self-identity" (Leontiev, 2003).

The study of teachers' professional targets is represented by different conceptual models (Leontiev, 2001; Leontiev, 2008; Petrovsky, 1985; Pines & Maslach, 2000; Rogers, 1994; Rokeach, 1973;

Vygotsky, 1982, etc.).

The works of A.G. Asmolov (1990) and A.A. Bodalev (1996), on revealing the value determination of perceptual targets, dominant life goals and life spheres of teachers with different types of perceptual targets, represents a certain interest in our study.

Therefore, the purpose of our work is to study the value determination of perceptual targets of the teacher in interpersonal interaction with students.

An important aspect of educational practice is that the teacher's personality suggests searching and implementing such conditions that allow him in the process of interaction with students to actualize the need to become a valuable person, to deploy the type of activity, which will become a real desire to learn, self-actualization, to extend the boundaries of their "image of the world".

This personal approach to the student directs his personal "I" in the right direction, being the source of the emergence of this activity's type, according to the studies of L.M. Mitina (2004) and B.F. Lomov (1975), which can be designated personality-forming, based on the statement of the student's potential, the possibility of his development.

In this context, the model of interaction in the space of pedagogical communication is the teacher's target to the interpenetration of the value and semantic fields of the tutor and the student. By penetrating into motives, needs, and goals, teachers enable students to rise to the level of their own meanings and values, and then the teacher's value priorities become sources of transformation of the student's value-semantic system, capable of marking a qualitatively new level of thinking and forming cognitive needs as a personality characteristic.

By comparing the predominant value orientations of teachers with the dominant life spheres for them, we can also determine the orientation of the teacher's personality.

3. Methods and Materials

The research employed a mixed-methods approach to comprehensively examine the role of personal values in shaping teachers' professional attitudes. It includes analysis of psychological and pedagogical and scientific-methodological literature on the research problem, systematization of scientific provisions and their generalization.

The literature review focused on identifying key sources exploring the value nature of teachers and the formation of professional qualities. The search was conducted across Scopus, Web of Science (WoS). Keywords used included "teacher values," "perceptual attitudes," "professional qualities," "educational psychology," and "teacher-student interaction."

Inclusion criteria prioritized peer-reviewed journal articles, books, and conference papers published within the last 15 years. Only sources directly related to the study's focus on personal values of teachers and their impact on professional behavior and student interaction were considered.

To conduct an experiment 204 teachers of KarTU with pedagogical experience of 5 to 10 years (Karaganda Technical University named after Abylka Saginov) were involved in the study.

The primary tool used in this study was the "Terminal Values Questionnaire" (TVQ), developed by I.G. Senin. This questionnaire was selected for its proven effectiveness in identifying a hierarchy of personal values. The TVQ assesses the relative importance teachers attach to various life goals and values, which are believed to influence their professional behaviors and interactions with students.

The main diagnostic construct of this questionnaire is personality orientation, understood as the importance for the teacher of certain life orientations, which he is guided by in his life. The main measurable characteristic is value goals, defined as "a person's beliefs in the advantages of certain life goals in comparison with other goals" (Rokeach, 2009, p. 26).

The list of terminal values diagnosed in the questionnaire includes eight values:

- own prestige (gaining recognition in society by following certain social requirements);
- high material status (appeal to the factors of material well-being as the main reason of life);
- creativity (realization of one's creative abilities, the desire to change the surrounding reality);

- active social contacts (establishment of favorable relations in various spheres of social interaction, expansion of one's interpersonal connections, realization of one's social role);
- self-development (knowledge of one's individual characteristics, constant development of one's abilities, personal characteristics);
- achievement (setting and solving certain life tasks, achieving goals as the main factors in life);
- spiritual satisfaction (leadership of moral principles, the predominance of spiritual needs over material ones);
- preservation of one's own individuality (the prevalence of one's own views and beliefs over the generally accepted, the priority of preserving one's uniqueness and independence).

4. Results

According to our study of the problem of perceptual target, it is the leading meanings and values that form the professional world image of a teacher, the system of valuable phenomena and areas of professional activity, and the real pedagogical reality in which the teacher lives and works.

Our theoretical analysis has shown that value is a basic construct of personality; it is value that determines this or that type of target.

Proceeding from the hypothetical position, perceptual targets of the teacher on the perception of students have value determination and show their content and orientation in interpersonal interaction with students. That is why it is important for us to identify the value determination of perceptual targets.

Thus, we consider it appropriate to choose a diagnostic tool to identify dominant life goals and life spheres of activity TVQ - terminal values questionnaire developed by I.G. Senin, on the basis of modifications to the well-known tests of M. Rokeach, D. Sewper and D. Neved, T. Tarochkovskaya, allows us to identify the hierarchy of value orientations of teachers with different types of perceptual targets (Krasnoryadtseva & Vaulina, 2008).

Comparing the predominant value orientations of teachers with the dominant life spheres for them, we can also determine the orientation of the teacher's personality.

As real life is multidimensional, one and the same person performs a variety of functions, heterogeneous in their content types of activity, to implement certain social roles. The "Terminal Values Questionnaire" also allows us to determine the degree of importance for a teacher of a particular sphere of life within which he tries to realize himself: the sphere of professional life; the sphere of training and education; the sphere of family life; the sphere of social life; and the sphere of hobbies.

In general, the design of the questionnaire makes it possible to answer three basic questions: 1) which terminal value is predominant in the life of a teacher; 2) which life sphere is the most significant; and 3) in which life sphere the terminal value is realized to the greatest extent.

It is important for us to determine which value coordinates provide the formation of value and meaning formations for teachers and their professional image of the world.

In our opinion, this technique complies with the goals and objectives of our study, as it diagnoses personal values of the subjects, which determine the content and orientation of perceptual targets of a teacher in interpersonal interaction with students, affecting, in turn, the activity and success of the teacher.

The following ratio of teachers with different targets was revealed: functional type is 37%, active-positive is 32%, situational type is 19%, and latent-negative is 12%.

The main quantitative indicators of the terminal values of the professional world of teachers with functional – 37% (FT) and latent-negative – 12% (LNT) The types of installations are presented in Table 1, where the following indications are used:

- LNT – latent-negative type of perceptual target
- FT – functional type of perceptual target.

Table 1. Quantitative indicators of the terminal values of the respondents with FT and LNT

Pedagogical targets	Terminal Values							
	PP	HFP	C	ISC	SD	A	SS	POI
LNT	7,7	9,2	3,2	7,6	7,3	8,1	5,3	9,1
FT	7,9	9,3	5,1	3,2	8,5	9,1	2,3	7,9

Figure 1 illustrates the terminal values of teachers with functional and latent-negative types of targets, where the following symbols are used:

- a. "proper models" FT is red color
- b. "proper models" LNT is blue color

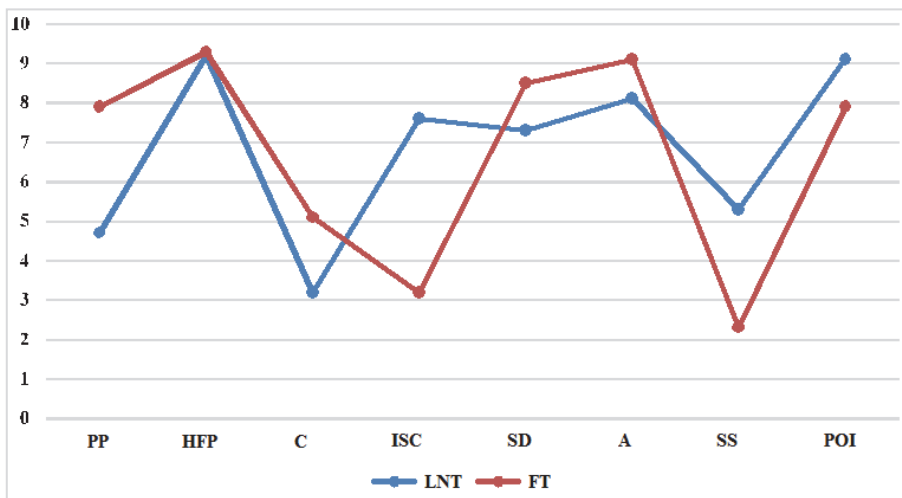


Figure 1. Results of the study of the terminal values of teachers with FT and LNT

Qualitative analysis shows the orientation of this group of teachers to the prevalence of their views and beliefs, the desire to remain independent, to emphasize the originality and uniqueness of personality through their professional activities (ISC: 9,1; 7,9), the factor of material well-being (HFP: 9,2; 9,3), and setting and solving life's problems (A: 8,1; 9,1).

The orientation toward the establishment of favorable relations in various spheres of social interaction is much less important in the value scale of the carriers of LNT (ISC: 7,6) and the predominance of spiritual needs over material ones (SS: 5,3), gaining their own prestige (PP: 7,7).

The realization of one's creativity has minimal importance (C: 3,2), which indicates a lack of desire to realize their creative abilities, pointing to the convergent thinking of the representatives of this target.

For teachers with a functional type of target on the value perception of the student, the leading target is not to win their own prestige (PP: 7,9), which indicates gaining one's recognition by following certain social requirements; creativity (C: 5,1), which means unwillingness to realize their creative potential, almost no desire to change the world around them and themselves in this world. In addition, not unimportant for their realization is the desire for the fullest realization of their abilities in the sphere of professional activity, as well as life spheres that are outside of professional activity in the sphere of education, family (SD: 8,5). At the same time, the minimal importance has a spiritual satisfaction of professional activity (SS:2,3), moral guidance and orientation to interpersonal contacts, communication (ISC: 3,2), that is, the lack of focus on joint activities, the desire to

comprehend themselves through communication with others.

In addition to the actual empirical results of the study of the subjects' terminal values, we used a hypothetical evaluation of the teachers' own "proper models".

For a comparative evaluation of the data obtained by experiment and self-assessment of teachers' terminal values, we use additional tools.

According to the results, we can observe a difference in indicators, showing a low level of reflection, which does not allow us to adequately assess the value dominants as constructs of personality, determining the content of targets.

Quantitative results of the analysis of hypothetical evaluations of teachers are shown in Table 2.

Table 2. Quantitative indicators of hypothetical evaluations of educators

Pedagogical targets	Terminal Values							
	PP	HFP	C	ISC	SD	A	SS	POI
LNT	8,7	6,6	8,1	9,6	7,3	8,1	8,3	7,2
FT	8,2	7,2	8,3	9,2	10,0	9,1	9,5	8,2

Hypothetical terminal values of educators with functional and latent-negative (LNT) types of installations are fixed in Figure 2, where the following symbols are used:

- Expected "proper models" of the functional type of target (FT) is green color
- Expected "proper models" of the latent-negative type of target (LNT) are red.

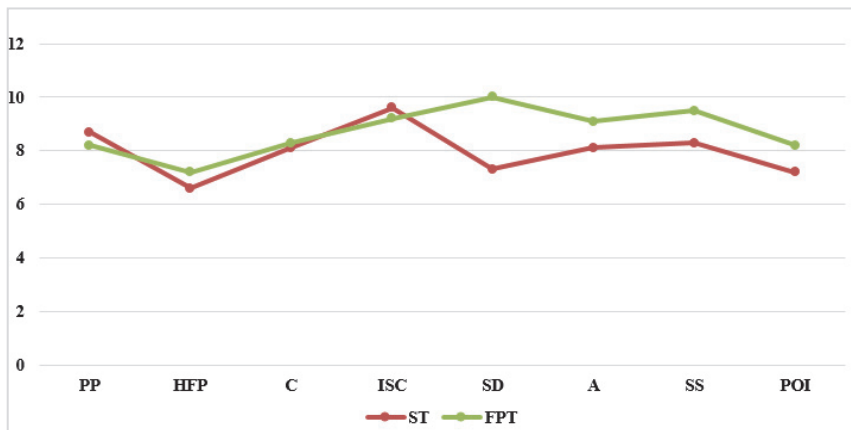


Figure 2. Quantitative indicators of hypothetical evaluations of teachers

Predicting the value significance of the world of their professional image components, carriers of the latent-negative and functional target assume that their leading values are aimed at active social contacts (ISC: 9,6; 9,2) and high spiritual satisfaction (SS: 8,3; 9,5). In addition, the carriers of LNT focus on their own prestige (PP: 8,7) and creativity (C: 8,1). The representatives of the functional target are highly focused on self-development (SD: 10,0).

It is important to note that the self-assessment of this individuals' group is associated with the prevalence of values of self-assessment as the ultimate goal of professional activity: self-confidence, the importance of respect from their environment, colleagues, maturity and deliberation of judgment, and common sense acquired in the creation process.

The prevalence of the value of self-affirmation levels the importance of the value of interpersonal relations (the desire for mutual contacts, communicative ties) and the priority of

individualistic (LNT) and conformist (FPT) Values – means acting as factors in the realization of the final goals of activity: indomitable will, intolerance for deficiencies, both their own and others, defending their point of view, the ability to act decisively, not to give in to difficulties, in addition, discipline, responsibility, a sense of duty, and accuracy.

This actual content of the image of the world and perspective directions are built in accordance with the ideas of the ideal man (Figure 3). According to the position of the carriers LNT, self-affirmation in an active life is the leading component, while the status of the values of personal and creative self-realization and interpersonal relationships is the lowest (C: 3,2), (PP: 4,7).

For carriers and FPT, the leading value is self-affirmation in the pursuit of one's goals by asserting one's views and opinions in the direction of one's own development, through which one can also achieve what one wants, while the lowest status values are active social contacts (ISC: 3,2), lack of desire for social orientation through an active social life, reluctance to establish interpersonal contacts and cooperation, spiritual satisfaction (SS: 2,3), the lack of a desire to be guided by any moral principles and a desire to make society more prosperous through activity.

The ideal educator, viewed as an adaptive personality in modern conditions, is oriented to the same system of values, in which some of the most unclaimed are the values of self-development, self-transformation (SD: 6,3), as an opportunity to improve their abilities, personal characteristics, including professionalism and focus on the realization of creative potential (C: 5,1).

The indicated level of self-sufficiency (correspondence of one's real value priorities to the "models of the proper," the "ideal person") does not define that value horizon in which it would be possible to extend the space of meaning by discovering new relationships to the world, people and oneself.

This position determines the predominance of the terminal values of self-affirmation and conformist - individualistic values - means and determines a rigid perception of the student: the focus on dialogic communication is not relevant (ISC: 3,2), seeking to be guided by some moral principles and to gain satisfaction from the process of one's activities (SS: 2,3), but there is a predominance of one's own views (POI: 9,1), assertion of their positions, interests, nonacceptance of the social role; the factor of material well-being (HFP: 9,3), i.e., recognition of the importance of material interest dominance; achievement of tangible results, often to improve self-assessment (A: 9,1), You can use all the means and without thinking about the moral side of the issue.

The priority "proper models" of teachers, according to their professional targets, are shown in Figure 3, where the following symbols are used:

PP – personal prestige; HFP – high financial position; C – creativity; ISC – intensive social contacts; SD – self-development; A – achievements; SS – spiritual satisfaction; POI – preserving one's own identity.

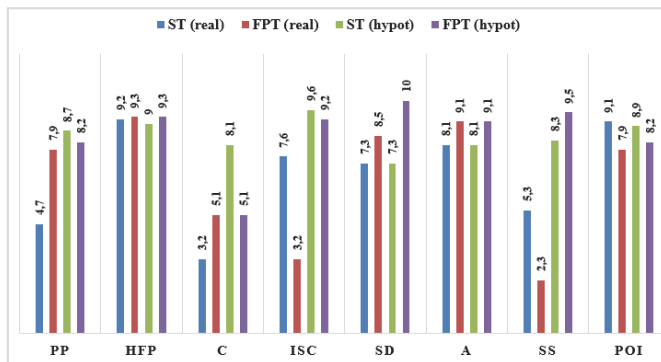


Figure 3. Results of the comparative analysis of real and perceived value of LNT and FPT

Participants with functional and latent-negative targets, hypothetically outlining the degree of their "proper models," far from adequately defining the components of their image of the world, significantly overestimate (in the range of 4-5 walls) the following:

- FPT – the importance of developing interpersonal contacts, the realization of creative abilities and spiritual satisfaction, while "extinguishing" the dominance of material well-being;
- LNT – the importance of their own prestige, the realization of creative abilities and creativity, while reducing the predominance of preserving their own individuality.
- The data obtained indicate that teachers directly correlate their pedagogical position with what still stands as a "benchmark", "ideal", i.e., demonstrated the level of self-sufficiency, confidence in their own adequate position, which cuts off the need to improve, to change.

Next, we provide data on the study of the terminal values of carriers of active-positive (32%) and situational (19%) targets.

The components of the teachers' value system of these targets are shown in Figure 4, where the following symbols are used.

- a. APPT – active-positive type of perceptual target
- b. ST – situational type of perceptual target
- c. "proper models" APPT is red color
- d. "proper models" ST is blue color.

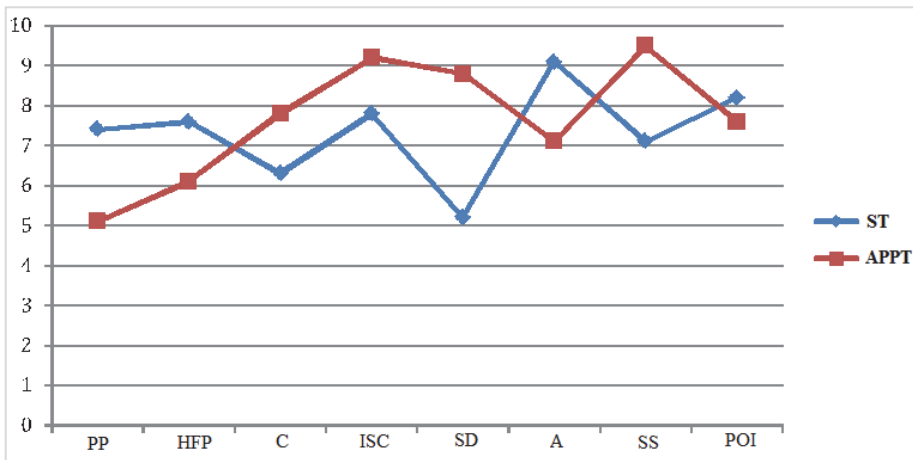


Figure 4. Results of the study of teachers' terminal values APPT and ST

Quantitative indicators of the terminal values of the professional world of teachers' active-positive and situational targets are presented in Table 3.

Table 3. Quantitative indicators of the "carrying" of the professional world of educators with ST and APPT

PT	Terminal values							
	PP	HFP	C	ISC	SD	A	SS	POI
ST	5,1	7,6	6,3	7,8	5,2	9,1	7,1	8,2
APPT	7,9	6,1	8,8	9,2	8,8	7,1	9,1	9,6

Qualitative analysis indicates that the leading value formations in the group of teachers with a

situational professional target are the ability to solve life problems, to achieve their goals (A: 9,1) and the desire to preserve one's own identity (POI: 9,6), which indicates the prevalence of their own views, independence. The most insignificant, having the minimum index in the scale of values, are own prestige (5,1), i.e., lack of desire to receive approval from colleagues, etc., and development of oneself (SD: 5,2), which is expressed in the least full realization of the needs in the field of professional life, improving their skills and creativity (C: 6,3), unwillingness to realize their creative potential.

The actualization of one's own prestige is significant enough (PP: 7,4), that is, the teacher's desire for higher status in society and the development of active social contacts (ISC: 7,8), which is expressed in the establishment of favorable relationships with colleagues at work and outside, the realization of their social role through interpersonal relationships, the development of their abilities (SD: 8,5; 8,8), and (ISC: 8,1; 9,2). The actualization of one's creative abilities is significant enough (C: 7,3; 7,8), as is the desire for a feeling of satisfaction from the process of activity (SS: 8,2;8,9).

It is worth noting that achievement and preservation of their own individuality are dominant for teachers with a situational target; for carriers of an active-positive target, they have an average rank of importance (A: 7,1; POI: 7,6).

Priorities for APPT carriers include the high value of spiritual satisfaction (SS: 9,5), which is expressed in the desire to have an interesting meaningful profession, to know the subject of his activity more deeply to obtain satisfaction from the process of work itself and, to a lesser extent, to focus on its results.

We would like to note that dialogical communication and the establishment of interpersonal relationships dominate among the ultimate goals of the activity in the professional sphere APPT (ISC: 9,2). This indicates a focus on joint activity, the desire to realize one's "I" by means of communication with others.

The leading value is the focus on self-development (PC: 8,8), the constant development of abilities and other personal characteristics as knowledge of their individual characteristics.

Whereas the most unimportant is the material situation with a minimum score on the scale of values (HFP: 6,1), for the carriers, ST has slightly more significance (PP: 7,4; HFP: 7,6), although it is not decisive. The least prioritized indicator is the value of self-development (SD: 5,2), which is expressed in an unwillingness to strive to fully realize their needs in the sphere of professional life to improve their skills.

Studying the results of the value priorities of carriers APPT, we fixed that the value of creativity (C: 8,8) and preserving one's own identity (POI: 9,6) have almost identical indicators, which indicates the possible self-realization, manifestation of creativity, while maintaining their individuality, coexisting harmoniously in the system of values.

In addition to the actual empirical results of the subjects' terminal values' study, we used a hypothetical assessment of the teachers' own "proper models" recorded in Table 4.

Table 4. Quantitative indicators of hypothetical evaluations of teachers

TV PT	PP	HFP	C	ISC	SD	A	SS	POI
ST	8,7	9	8,1	9,6	6,3	8,1	8,3	8,9
APPT	8,2	9,3	5,1	9,2	10	9,1	9,5	8,2

Figure 5 captures quantitative indicators of hypothetical evaluations of educators using the following labels:

- a. "proper models" APPT is green color
- b. "proper models" ST is red color

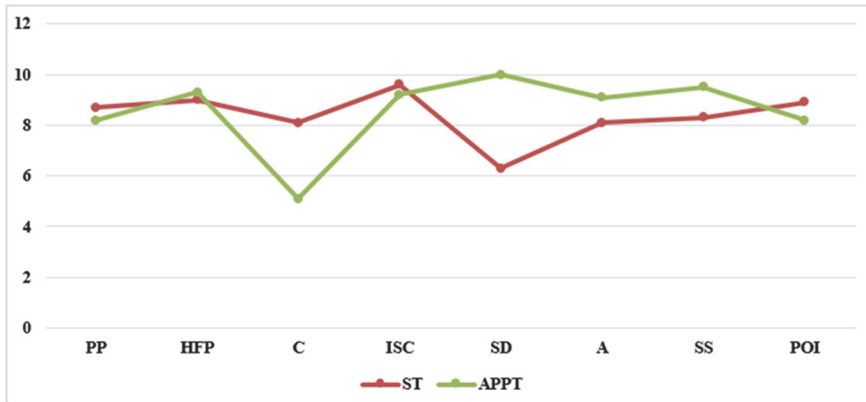


Figure 5. Quantitative indicators of hypothetical evaluations of teachers

Predicting the value significance of the world of their professional image components, the carriers of situational and active-positive types of target assume that their leading values are aimed at high spiritual satisfaction (SS: 8,1; 9,1), intensive social contacts (ISC: 9,6; 9,2) and, in addition, the carriers of ST focused on their own prestige (PP: 8,7), achievement (A: 8,1) and creativity (C: 8,1). Meanwhile, representatives of active-positive targets are highly focused on their development. (SD: 10).

It is important to note that the self-assessment of this group of examinees is associated with the prevalence of values, which are expressed in the desire to be interested in their chosen profession, to know the subject of their activity more deeply, to get satisfaction from the very process of work and be guided by moral principles to a lesser extent oriented to its results, while paying attention to the development of their abilities, to stop on the achieved. According to the position of the carriers ST, achievement of life objectives through the expansion of social ties and the establishment of favorable interpersonal contacts, the focus on creative activity acts as the ultimate goal of professional activity.

The prevalence of the value of self-development (SD: 10) in carriers APPT, self-assertion through the discovery of potential, the importance of the value of interpersonal relationships, the desire for reciprocal contacts, communication networks (ISC: 9,2), and the priority of preserving one's own individuality (POI: 8,2) act as factors in the realization of the ultimate goals of activity: the possibility of further development in the direction of professional growth, the assertion of his point of view, the ability to take decisive action, maturity and deliberation of judgment, common sense, acquired in the process of creation, a sense of duty, and neatness.

This hypothetical content of the image of the world and perspective directions are built in accordance with the ideas of the ideal man. According to the position of the carriers, ST and APPT self-affirmation in an active life is the leading component, while the status of the values of personal prestige and material remuneration is the lowest (PP: 8,7; 8,2), (HFP: 9; 9,3).

Qualitative analysis of these indicators shows the following: the examinees, hypothetically designating the degree of their "proper models", adequately realistically determine the "carriers" of their professional world, overestimating to a small extent the development of their abilities, independence from other people, preservation of their own individuality and spiritual satisfaction from the work performed (Senin, 2000).

Priority value goals also determine the choice of instrumental values: teachers with ST are focused on "proper models" of active life (the fullest possible use of their capabilities, abilities, emotional richness), self-affirmation (self-confidence, freedom from internal contradictions and doubts) and interpersonal relationships, choosing both individualistic values (persistence in defending their own views, positions) and altruistic values (tolerance for the opinion of another, the desire to accept another's viewpoint, the ability to forgive others their mistakes).

It should be emphasized that it is these values of acceptance of others that embody a common choice among intermediate activity goals for teachers with active-positive and mostly situational targets (Figure 6).

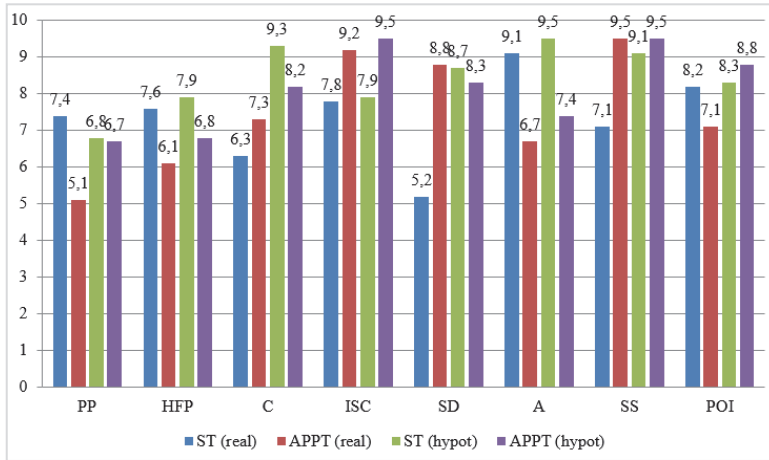


Figure 6. Comparative analysis of real and predictive "proper models" of the examinees

The "proper models" are realized in various spheres of life, so it is important for us to identify not only the terminal values but also the sphere of life in which they are realized to the greatest extent.

Figure 7 shows the quantitative results of the study of the priority areas of activity most significant for the subjects.

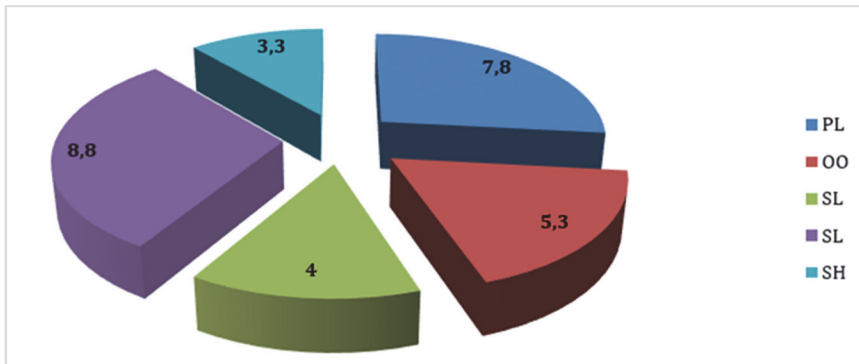


Figure 7. The importance of the life spheres of teachers

Teachers showed a high degree of importance for them in the following spheres of life: social life (SL – 8,8), which indicates the priority of sociopolitical activity; professional life (PL – 7,8), that is, they consider professional activity to be important, while the most nonpriority is the sphere of hobbies (SH – 3,3).

Examining the results of the value priorities of teachers according to adherence to a particular professional target, we can record the following: achievement, preservation of their own individuality, and their own prestige at a high level in the carriers of the functional target, which indicates the

winning of their recognition by following certain social requirements, the desire to achieve specific results, and the desire for independence from others.

The high level of importance of material status, active social contacts and the preservation of one's own individuality inherent in the latent-negative target show the belief that material prosperity is the main condition for life well-being, which can be achieved by establishing interpersonal connections through communication with others.

Priority directions for the representatives of the situational target are such values as achievement, spiritual satisfaction, and intensive social contacts. This testifies to setting and solving certain life tasks as the main factors in life; at the same time, representatives of this target strive to obtain satisfaction in any sphere of activity, being guided by moral principles and maintaining the predominance of their own views and beliefs.

The most significant in the scale of personal values of carriers of active-positive targets are creativity, active social contacts, self-development and spiritual satisfaction, which means that the leading value formations of these teachers are cognition of their individual characteristics, development of their abilities and realization of their social role through interpersonal relations (Ukolova, 2022). In addition, the need for spiritual satisfaction is expressed in the desire to have an interesting meaningful profession, to know the subject of their activity more deeply to obtain satisfaction from the process of work itself and, to a lesser extent, to focus on its results (Kabkova, 2022).

We can conclude that the results of our study revealed the correlation between the type of professional and pedagogical target of the examinees and the dominants in the scale of personal values. This suggests that the systems of terminal values typical for a teacher influence the peculiarities of the personalization of some or other professional and pedagogical values.

5. Conclusions

Summarizing the results of the empirical study of value dominants of professional targets of the teacher, we can summarize the following conclusions:

1. Carriers of the active-positive target are characterized by "models of the proper," which ensure activity beyond the social requirements, openness to the world, the desire for inner satisfaction from the process of activity, orientation on the establishment of favorable interpersonal contacts and the need to receive information about the possibilities of their development. The values-goals and values-means included in the world image of this group of examinees determine those "motives of vital activity, which are focused on going 'beyond' the normalized situation; the assertion of one's "I" is associated with a high readiness for joint activities, with a desire for emotional belonging to others.
2. Functional and latent-negative carriers are characterized by pronounced motivational activity within the framework of social requirements, orientation toward self-sufficiency, performance, and ignoring interpersonal relationships; at the same time, the smallest, having minimal indicators in the scale of personal values, are spiritual satisfaction, creativity, and active social contacts.
3. The carriers of the situational target showed the presence of value-significant realities that determine the anti-conformity of the life position, the focus on self-development, the perception of the fullness of life, and at the same time restrained acceptance of a dialogical position.
4. The interrelation of dominants in the scale of terminal values of the tested teachers with the type of their professional target was established, which acts as an extrasituational factor of regulation and provides specific ways of implementing professional values:

The examinees with a strong functional (37%) and implicitly negative (12%) type of targets on the perception of the student in the professional image of the world are dominated by those basal components, which act as motives of external influence of an imperative nature, the realization of functional meaning and usefulness in activity, a normative kind of activity within the limits of

"situation requirements", and the understanding of the student as a system passively adapting to the world. The teacher's subjectless target toward himself also projects a subjectless target toward the student. The values provided in the professional image of the world of the respondents correspond to the "proper models" of the subject-object educational paradigm.

The teachers with a pronounced active-positive (32%) and situational type of target (19%) have motives to resolve contradictions between systems of life relations, to realize the possibility of self-actualization, dialogical comprehension of a personality, to assert intersubjectivity position. Priority "models of the proper" are oriented to the values of the paradigm of "generation".

Summarizing the key findings of the study, it is evident that personal values play a crucial role in guiding teacher behavior and fostering positive relationships with students.

Teacher training programs should include modules that help teachers identify and align their personal values with their professional roles. This can be achieved through reflective journals, value surveys, and group discussions. Regular workshops should be organized to focus on the practical application of personal values in classroom management, lesson planning, and student engagement. Additionally, incorporating interactive sessions such as role-playing and case studies allows teachers to practice value-based decision-making in simulated classroom scenarios.

Furthermore, educational policies should provide supportive frameworks that allow teachers to explore and integrate their personal values into their teaching, including flexible curricula that accommodate value-based teaching methods and resources that support teachers in implementing these approaches.

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