MODERN STUDENT VALUE-SEMANTIC ATTITUDE FORMATION TOWARDS CHOSEN OCCUPATION IN UNIVERSITY EDUCATIONAL ENVIRONMENT

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Abstract

Purpose of the study: The purpose of the article is to substantiate the need for students’ value-semantic attitude formation towards the chosen occupation based on the University educational environment resources activation. This attitude, as practical experience proves, allows more successfully carry out occupational activities, strive for self-improvement of labor skills, and permanently extrapolates more this attitude to the profession in one’s own life.

Methodology: Research on testing models of value-semantic attitude’s formation to the profession among the students was conducted in the period from 2009 to 2018. Experimental research covered 395 people, including 339 students and 56 teachers. The following techniques and tests contributing to diagnostics were used for the study: the personality’s strong-willed organization, the training motivation, educational achievements and need for them, valuable orientation-based unity of the group, the attitude to specific types of occupational activity.

Results: The article clarifies the concept of value-semantic attitude to the profession, characterizes the educational environment of the University in the context of this problem, presents the functions and components of the axiological approach aimed at the development of the University educational environment; defines the pedagogical conditions under which students’ value-semantic attitude to the chosen profession will be qualitatively formed. The article reveals the possibilities of simulating such an educational environment. The article describes the results of the interrelated components’ implementation of the developed model for value-semantic relations’ formation, implemented for many years in educational institutions of higher education.

Applications of this study: The possibility of educational courses, methods, forms and training technologies adaptation to the educational environment of universities, regardless of their profile orientation is described.

Novelty/Originality of this study: The article proposes adapted and developed diagnostic methods; presents the developed criteria and levels to identify the formation of value-semantic attitude to the profession among the students.

Keywords: value-semantic attitude, axiological approach, simulating of the educational process, methods, forms, and technologies of value-semantic attitude formation.

INTRODUCTION

There is no weakening of interest to the value – semantic sphere of the person in the domestic scientific knowledge in the XXI century. The incoming century brought its own meanings into the sphere of human activity and demanded the transfer of emphasis in the order of objects and things; corrected the tasks facing modern education. Training of specialists in all major areas of social and useful activities should be carried out in accordance with the needs of society and the state, meeting the needs of the individual in the deepening and expansion of education (Afifuddin, M., & Churrany, M., 2017; Bahremanad, A. 2015). The educational system in the post-Soviet space is open, flexible, focused on the training of a specialist in the conditions of his/her possible integration into the foreign educational space and there is an urgent need for universities:

- To create the educational environment of a higher education institution, which implies the improvement of the content of classes by strengthening the humanitarian component, the acquaintance of students with the values of culture, the development of their readiness for creative self-actualization in the multicultural space;

- To develop students’ culture and creativeness aimed at the formation of sustainable motivation for personal and professional development and the formation of the qualities of a man of culture (Mutavchi et al., 2018; Wang et al., 2018); Zieba, B. (2016).

- To develop future specialists in the sphere of culture and art as professionals who can adapt seamlessly enough in modern socio-cultural conditions and are motivated by professional and personal self-improvement). The integrity of
the organization of the educational process and self-education on the basis of humanistic values and principles of cultural and creative development of a person is the most important principle in this regard. At the same time, the tasks of education individualization in higher education institutions of culture and art and differentiation of future specialists’ training with due account for social goals of self-fulfillment of creative personality through socio-cultural activities, become relevant».

In the sphere of professional education, there are problems of modeling the process of formation of students’ value-semantic attitude; creation of pedagogical conditions; introduction of pedagogical technologies and development of unified criteria and indicators of students' attitude to the future occupation as a value. The psychological nature of students’ attitudes to the learning depends on the structure and dominant orientation of the individual: its motivational sphere, the nature of the relationship with the outside world, other people, with him/herself. The desire to learn is influenced by the proportionality of the student's needs and effective support from parents and teachers. Disharmony in relations can be called out by effect of inadequacy, expressed in the desire of the student to maintain his/her usual, but inadequately inflated self-esteem and a desire to perform super-difficult requirements.

As the pedagogical reasons for the nature of relations to the learning, the researchers note the creation of an educational environment corresponding to the needs of the student's personality. Active attitude, characterized by the emergence of self-set learning goals, objectives, and the ability to adapt and simulate them depending on external circumstances; on their own initiative through the actions taken – is "the transition to a new type of determination of the doctrine – from the causal determination, set by the system of external circumstances in relation to the student, to the target, coming from the student system of attitudes, goals, motives, emotions". The attitude to educational activity projected on occupational activity is filled with valuable meanings, which are permanently changing according to the vital needs and priorities of the personality. Modern education, in turn, should be focused on the student, acting as a consumer of educational service. «Consumers want to know what they are buying in advance. Put simply, the average consumer tends to be risk-averse when investing large sums of money, and the rising costs of a college education mean that tuition is often among the largest lifetime expenses for a family or individual, so consumers tend to gravitate towards known brands, even in their choice of education» (Kenan, K. X., 2018).

The State of the Problem Development

Under the value-semantic attitude teachers understand the attitude of the individual to the world of things, people and ideas in theoretical studies is understood as a set of existing ideas as a result of reflection and understanding of the phenomena of the outside world, the relationship of people, emotionally colored by subjective acceptance or rejection of their value, significance for the individual. Clarifying and specifying this concept, we deduce the following definition: value-semantic attitude is a system of values and personal meanings that determine the occupational behavior of the future specialist, his/her motivational and need sphere, clearly defined by the future specialist directions of his/her occupational activity.

Among the paradigmatic approaches designed to solve the problems of higher education, it is anthropological, personality-oriented and humanistic are considered to be as "the most optimal in the search for innovative solutions in the individualization of the educational process, the formation of the foundations of professional skill, personality-oriented technologies in teaching students, involving them in the development of educational programs". In the context of value-semantic attitude’s formation the paradigm-based pedagogical approach - axiological approach. Russian pedagogical school, based on the conclusions of Western thinkers, integrated the theory of values in the field of moral education, education of mind or spirit, physical development, stimulation of cognitive activity and formation of interest in education in the system of the democratic and humanistic education system. On the other hand, – integrating thoughts of Russian thinkers and considering categories of pedagogy from the point of view of Russian mentality.

B.V. Emelyanov, based on the idea of restoring the potential of Christian education in pedagogy, believes that the only true basis of education is religion, which "explains both the power of man and the need for gracious help", able to give the individual the necessary freedom to realize the possibility of its creative disclosure. Following the ideas of I. Kant, another Russian thinker S. I. Hessen believes that in addition to the physical and mental reality of the two kingdoms, there is a third Kingdom - the Kingdom of values and meaning. Goals related to the life-activity needs, "are valuable by themselves, they are goals-tasks, inexhaustible in their essence and opening the path of infinite development for humanity aspiring to them".

Ideas of the Russian thinker I.A. Ilyin about national education "relies on his belief that the child from the earliest childhood has to feel and understand that he is the son of his people having the greatest history, the richest spiritual heritage. He saw the purpose of education in the transfer of the psychological foundations of the national spirit; without them it is impossible to form the spiritual ideals of personality, which in the synthesis constitute a single image of the Russian people" (Razavi, S. M., Nasirian, M., & Afkhami, I. 2015).

In the XX century, pedagogy considers education as a "socio-pedagogical phenomenon, which is reflected in the basic ideas: universality and fundamental nature of humanistic values, unity of goals and means, priority of the idea of freedom". The universality of humanistic values is determined by their ability to integrate into any social system and in relation to all people. Modern scholars believe that the axiological approach "is carried out already after and on the basis of a
determination that the subject, its characteristics, and the relationship is subject value, and consists in figuring out the most efficient way to make optimal use of this value to satisfy the respective needs”.

In the sphere of professional education the basic training of a specialist is based on the formation of a valuable attitude to the subject of activity, education of a young specialist's readiness to reproduce new values on the basis of enduring ones, awareness that "creativity in all its forms and levels is one of the universal values for the development and self-development of a person”.

As part of the educational process of the University, we need a certain set of pedagogical functions and components of the axiological approach, contributing to the formation of the value-semantic attitude of students to the future occupation. As it is noted in recent studies, «the central psychological process in student-aged individuals is the development of their self-awareness, which includes the cognitive element (discovery of their ego), the conceptual element (perception of one’s individuality) and the subjective element (self-evaluation). The development of reflection creates conditions for a critical reassessment of preconceived values, hence, their modification and evolution». In addition, a number of pedagogical conditions are revealed, i.e. a set of interrelated and interdependent circumstances of the learning process, and education, which are the result of creative activity of the teacher to ensure the process of formation of students a certain integral quality. In modern science, pedagogical conditions are considered as a set of external and internal circumstances aimed at achieving educational goals. The objective conditions include "the requirements of society, reflecting the trend of development of scientific and pedagogical knowledge at the present stage; internal – theoretical and methodological training of the teacher, his/her pedagogical experience necessary for the formation of individual style of activity and the creation of methodical and technological support of the educational process” (Mambile, C., & Machuve, D. 2018; Suleri, J., & Cavagnaro, E. 2016).

In the context of training, we also note the following pedagogical directions, in the performance of which students’ value-semantic attitude to the occupation will be formed:

1. Formation of interest and positive motivation of students to study.
2. Providing a holistic interdisciplinary content of academic disciplines and author's courses of value-oriented orientation to the occupation.
3. The use of modern forms, methods, and technologies in the organization of the educational process.
4. Inclusion of students in various types of extracurricular activities based on the identification of their personal interests and needs.

In this context, the value of the creative potential of the educational environment in the formation of personality increases. This issue is considered in the studies of E. V. Bondarevskaya, N. M. Borytko, etc. In terms of training, it is important to simulate the circumstances and permanently transfer them into the category of meaningful values. The process of training and education of future specialists should in General “simulate the upcoming integral occupational activity and not its separate components in the form of abilities, communication, professional skills and abilities” and include:

1. Development of interdisciplinary content of academic disciplines and development of elective courses (Fundamentals of occupational activity and Technology of activities' presentation).
2. Introduction into the educational process of modern pedagogical technologies and interactive teaching methods that foster fluency in professional skills.
3. Enrichment of extracurricular activities of students with forms, methods, and means, correlating opportunities of students and potential conditions for professional activity of future specialists.

RESEARCH METHODOLOGY

Research on testing models of value-semantic attitude’s formation to the profession among the students was conducted in the period from 2009 to 2018. There has also been a simulating of professionally favorable educational environment of the University.

Experimental research covered 395 people, including 339 students and 56 teachers of Petrozavodsk College of music named after K.E. Rautio, Vologda regional College of arts, College of arts of the Republic of Komi, Murmansk College of arts and Petrozavodsk state Conservatory named after A. K. Glazunov.

At the stage of the formative experiment reconstruction of the creative potential of students occurred during their participation in creative projects that involve performances at various concert venues. The theoretical significance of this type of creative activity is associated with the enrichment of performing experience: «we consider emotional involvement and auditory awareness as two main elements for the development of student’s musical practice: the first as an incentive and the second as the very place from which musical activity originates».

Students noted practical significance in specially designed project maps, including the characteristics of the project and allowing us to assess its importance for students and the formation of special skills and communication qualities.
An important factor was the stimulation of students’ participation in project activities which cannot be denied in the absence of funding in the form of points’ accumulation from participation in creative projects and their use in the future as bonuses in the process of control and credit activities. In terms of financial stability, the effectiveness of this is emphasized by higher school teachers who conducted special studies, as «the introduction of an award could be a useful route to justifying the allocation of more resources to professional development support, particularly at times of fiscal rectitude… it may take more courage and energy to engage in a teaching award process than either participants or award organizers are likely to have predicted at the outset». NIKOLAIEV, K. (2016).

The analysis of students’ value-semantic attitude formation to occupational activity was carried out according to the following criteria and levels (completeness and consistency of knowledge about the profession; the degree of formation and completeness of the implementation of skills; attitude to professional activity as a source of self-development and self-realization in the future occupation; the major character of interpersonal relations of the subjects of the educational process; the readiness of students to various types of professional activity) and levels. To determine the formation of students’ value-semantic attitude to occupational activity the author's diagnostic techniques were used (Table 1).

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<thead>
<tr>
<th>Criteria</th>
<th>Diagnostic methods and techniques</th>
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<tbody>
<tr>
<td>Completeness and consistency of knowledge about the profession</td>
<td>– diagnostics of the motivation of students’ training in the chosen specialty by T.I. Ilyin (2008)</td>
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<tr>
<td>The degree of formation and completeness of skills' and abilities' implementation</td>
<td>– diagnostics of educational achievements and personal qualities of music College's students (compiled by Y. S. Krylova)</td>
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<tr>
<td>Attitude to professional activity as a source of self-development and self-realization</td>
<td>– Diagnosis of needs in the achievements (Ilyin, 2008)</td>
</tr>
<tr>
<td>Majeure character of interpersonal relations of educational process entities</td>
<td>– The technique for determining the degree of the group's value-orientational (Galkina, 2001)</td>
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<tr>
<td>Students’ readiness for various types of professional activity</td>
<td>– test questionnaire to identify attitudes to specific types of professional activity (by the method of V.I. Petrushin (2008) – Diagnosis of personality volitional organization by E.V. Bondarevskaya (1999).</td>
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</table>

The study on the technique adapted to the problems of research by T.I. Ilyin (2008) included questions to determine the level of students’ motivation to study on a scale: acquisition of knowledge; mastering an occupation; obtaining a diploma. The results of the study show the dynamics of increasing the number of students for whom the acquisition of knowledge and professional skills is a priority. PALAHNYUK, O. (2015).

Developed by the authors of the article the Diagnosis of educational achievements and personal qualities of students is based on the comparison of students' personal achievements in different periods of study with the assessment of these achievements by other people (parents, teachers, classmates). After the self-assessment, the average score for each group of achievements is calculated. Similarly, other people (parents, teachers, classmates) evaluate educational achievements of the student. The results correspond to the degree of changes in the achievements of students. The second section of the diagnosis -Rating assessment of student participation in the creative project- includes the criteria for rating and their corresponding indicators. The results allow determining the formation of skills of participation in project activities.

To assess the formation of the attitude to occupational activity as a source of self-development and self-realization, we used the diagnosis of the need for achievements (Nurgaliyeva, S., Zeynolla, S., Tulenova, U., Zulkarnayeva, Z., & Yespolova, G. 2018).

RESULTS

In the course of the study, an elective course Fundamentals of occupational activity was developed and tested, aimed at introducing students into the occupational environment, which ends with filling in the Card of interests (identification of occupational preferences and interest in various types of occupational activity). Analysis of the results of this course's implementation allows us to build an individual educational trajectory of the student in a particular field of activity, as well as to identify problems associated with the collective activities of students. For the students, the course is realized Technology of activity presentation. During the study of this course, students created a thematic presentation and practiced the skills of its presentation to the audience. The presentation was presented as an open defense in the training group, with all students taking part in the analysis of the presentation, noting its strengths and weaknesses. As a result, students receive a grade point for the development, preparation, and presentation. Thus, the result of the study of this course is the formation of students’ skills of speech, public speaking and interaction with the audience, simulating their own presentation style and working out ways to form a positive attitude of the audience to the speaker. Students noted the value of the course in overcoming the excitement during the speech, the acquisition of skills to listen to the questions of the audience and find concise and correct answers to them, to isolate the main idea in any text. Orlov, A. A., Pazukhina, S. V., Yakushin, A. V., & Ponomareva, T. Y. M. (2018).
During the analysis of students’ testing the following results were obtained (figure 1)

![Figure 1: Level of need for student achievement](image)

Students of the first group (78.5%) are dominated by an increased level of need for achievements: they are persistent in achieving their goals, express dissatisfaction with the results achieved; students of the second group (15.3%) have an average level of need for achievements: they strive to achieve certain results mainly in educational activities; a reduced level of need for achievements demonstrates the third group of students (6.2%): they are indifferent to the experience of success in creative activity. Bystritskaya, E. V., Arifulina, R. U., & Aksenov, S. I. (2015)

To conduct a diagnostic study on the criterion of the majeure nature of interpersonal relations of the educational process subjects, we relied on the idea of the Dialogic nature of learning process. Based on this, we used the method to determine the degree of value-orientation unity of the group.

At the first experimental stage, students in writing pointed out the characteristics that the leader of their group should have, in their opinion and those personal properties that, in their opinion, in this regard are unacceptable. After discussing with the students, the qualities indicated by them in the individual lists, a generalized list of the qualities of a leader is compiled, which is a series of personal properties, the most common in individual responses (such qualities should not be less than fifteen). Салахов, Р. Ф., Русакова, Т. Г., Габдрахманова, Е. В., & Морозова, Т. В

At the second experimental stage, each student should be familiarized with a generalized list, choosing the five most important characteristics for the leader of those that were in the consolidated list series. As well as the first, the second experimental stage is carried out frontally, and students perform an experimental task individually. Next, a measure of the value-orientation unity of the group is determined by calculating the average score according to the formula

\[ \text{VOU} \% = \frac{n}{m} \times 100 \% \]

where \( n \) is the sum of the selections that received five qualities, most often indicated in the second experimental stage; \( m \) is the sum of the selections that received five qualities, least often indicated in the second experimental stage; \( N \) is the total number of selections made by the respondents. Thus, the measure of the value-orientation unity of the experimental group members was 29%, the control group – 24.5%. Solovyeva, E., Sabirova, D., & Morozova, T. (2015).

Further, on the basis of the individually formed rank series obtained by the test subjects, a modal series of leader qualities was compiled, that is, an ordered series in which the place of each element is determined by the value of the arithmetic mean of the ranks assigned to this quality by the group members (table 2).

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<th>Table 2: Model range of leadership qualities in the control and experimental groups</th>
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<td>Qualities of a leader in the CG</td>
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<tr>
<td>1. Justice</td>
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<td>2. Sociability</td>
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<tr>
<td>3. Intelligence</td>
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<td>4. Kindness</td>
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<tr>
<td>5. Activity</td>
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<td>6. Ability to admit mistakes</td>
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<td>7. Ability to compromise</td>
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<tr>
<td>8. Willingness to help others</td>
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<tr>
<td>9. Ability to avoid risks</td>
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<tr>
<td>10. Responsibility</td>
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</table>
The rank number of the leader qualities specified by students allows drawing a conclusion about the existence of their views formed on qualities of the leader as the system of values projected on the interpersonal relations in collective.

The criterion for assessing the formation of students’ value-semantic attitude to their future occupation – their readiness for various types of occupational activity, was evaluated by the method of V. I. Petrushin. The results of the study show that students are ready for occupational activity and treat it as a personal value. Voronchenko, T., & Lavrova, G. (2015).

DISCUSSION

The formation of students’ value-semantic attitude to occupational activity is a multi-stage process, which in the context of modern education and its direct connection with the market economy is understood by some researchers as added value.

During conversations with students of different courses of study, it was noted that the need for students to devote their lives to an occupational career is not a constant component of their motivational sphere, but it changes throughout the period of study. It was determined that the real activity becomes the dominant value for them; the attitude to the occupation from the virtual becomes real one.

The following positions were key ones during the discussion:

- implementation of the transition from massification of higher education to an increase in the number of students trained and motivated on the quality of education, while reducing the cost of the state per student at a sufficient level;
- The educational environment should not be artificially stimulated and cut off from the real industrial factors; it should be integrated with them;
- The role of the student should not be reduced to the passive consumption of the educational product, the student becomes the main designer of his/her professional future at the stages of study;
- The formation of motives of activity should be intense and permanent during the entire period of training.

CONCLUSION

The results of the research presented in the article give the basis for the following conclusions:

Theoretical clarification of the concept of value-semantic attitude characterizes it as a system of values that allows students to translate formed occupational competence and their internal need for occupational activity in the sphere of meaning.

It is proved that the educational process, based on the theoretical and methodological provisions of value-semantic attitudes’ formation, taking into account the use of modern forms, methods, tools, and technologies of education and based on the simulating of creative activity, contributes to the formation of the value of the occupation received by students.

Formation of students’ value-semantic attitude to their future occupation included the value-semantic component in the content of academic disciplines and professional modules, elective courses, organization of educational research and practical activities of students, the use of interactive forms, methods, and technologies of training.

The results of experimental training showed that the simulating of an occupationally favorable educational environment and the introduction of adapted and developed author's techniques in the didactic process can significantly improve the quality of student learning.

Application forecast: educational courses, methods, forms and technologies of education introduced into the educational process in the course of experimental work can be adapted to the educational environment of other universities, regardless of their profile orientation.

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