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## **AXIOLOGICAL APPROACH TO THE FORMATION OF FUTURE TEACHERS' PROFESSIONAL WORLDVIEW**

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**Abstract.** *The essence of axiological approach to forming future teachers' professional outlook is considered in the article. The author's position on the phenomenon of future teachers' professional worldview is given. The scientific portfolio on general values concepts, system of values are analyzed.*

**Key words:** *axiological approach, values, system of values, worldview.*

Relevance of the research is caused by changes in the socio-economic and educational spheres of modern life. This includes the consolidation of a future teacher as the highest social value, complete disclosing of its capabilities and meet the diverse educational needs, ensuring the priority of human values, harmony of students relations and the environment, society, nature, etc. Despite the fact that the complexity of understanding the phenomenon "world view" is considered by philosophers, psychologists, educators, while the question about its semantic content according to the requirements of modern times remains open, so the problems of forming future teachers' professional outlook no doubt is primarily from scientific and practical aspect.

The need to transition to new forms and methods in the development of Higher Education, which is caused by Ukraine's accession to the Bologna process, updates the training of future teachers to their profession, causes the formation of their outlook while studying in a higher pedagogical educational institution.

Psychological and pedagogical aspects of preparation and training of teachers, viewed the following scientists: S. Archangelsky, I. Bech, I. Bogdanova, A. Bogush, V. Galuzinsky, M. Evtukh, I. Zyazyun, E. Karpova, N. Kuzmina, Z. Kurlyand, N. Kichuk, N. Mitin, V. Slastonin, R. Hmelyuk, A. Chebykin and others. Problems of world personality formation dedicated their works: R. Artsyshevskyy, M. Berdyaev, V. Vandysh, L. Honcharenko, E. Ilyenkov, Yu. Malovanyy, S. Sovhira, V. Tabachkovskyy, A. Chanysh, A. Cherniy and others. ). Axiological principles of future teachers training studied: I. Beh, N. Guziy, V. Isaev, V. Slastonin and others.

Despite the scientific refinement given above, the problem of formation of future teachers' professional world today insufficiently investigated (at both the whole educational process, and the level of interaction between a teacher and a student), which also shows the urgency of research.

The purpose of the article is theoretical substantiation of axiological approach to the formation of future teachers' professional worldview.

Ukrainian philosophers pay close attention to the analysis and definition of the phenomenon "worldview", starting with the 80s of the last century (V. Ivanov, M. Popovich, V. Shynkaruk etc.). The fundamental error in interpretation of this phenomenon, which sometimes happens in psychological, pedagogical and philosophical literature, lies in the identification of the worldview with the knowledge of a man. However, the relationship with the world-view and knowledge - is an educational view, which is based on the idea that there are universal laws of life, and knowledge of these laws is the outlook, that is a set of coherent ideas about the world and man's place in the world with relevant subject-relations. However, it should be noted that the worldview is not just a body of knowledge about the world, rather, it is a kind of synthesis of knowledge and different meanings of awareness of the world by a human, the projection of personality upon its own problems, in other words, it is not a higher process of assimilation of existing knowledge and inner workings and self-obtain [6].

In Great Explanatory Dictionary of the concept of "worldview" is defined as a system of views on life, nature and society [1]. Worldview in the broadest sense - a set of all world views: natural, social science, ethical, aesthetic, religious, mythological, philosophical and others. In the narrow - it is actually a philosophical vision. L. Hubersky defines worldview as a result of achieving spiritual by a man, world by the mankind. According to the author, the object of the worldview is the world as integrity and the subject is relation "people - peace." That means the worldview is focused on the relationship between active, focused, rational part of the world (people) with the world - as objectively existing integrity (opposite person). Referring to the nature of a man, the author emphasizes that ideology is a system of generalization of feelings, intuitive representations and theoretical views on the world and on man's place in it, man's attitude to the world, to himself and to other people. Meanwhile worldview is a system of common human life guidelines, a certain social group and society [6]. Therefore, the analysis of theoretical references, made it possible to define the concept of professional worldview as following: future teacher' professional worldview we understand as a system of views on the personal "I", professional work and personal-life role in society.

Based on research R. Artsyshevskoho (2002), S. Bondaruk (1997), V. Bortnikov (1997), L. Gubernskyy (2001), A. Kochanowski (2001), V. Prichepiy (2001), A. Cherniy (2001 ) etc. on the formation of worldview, we found that scientists rely on axiological approach.

It should be noted that in today's conditions scientists in different fields distinguish axiological approach as a methodological basis of studies of various branches of science, including in pedagogics and psychology. In particular, researchers (V. Andreev, V. Vasilenko, B. Dodonov, O. Drobnitskiy, A. Zdravomyslova, I. Isayev, D. Leontiev, V. Momov, V. Olshansky, V. Slastonin, V. Tuharinov, M. Titma, S. Yavonenko, V. Yadov, etc.) believe that axiological approach advisable to specifically identified as methodological principles during training in pedagogical subjects within the study that offers the training of future teachers value orientation [2].

On the basis of research B. Ananiev, J. Behan, V. Myasishcheva, etc., found that axiological approach in preparing future teachers is a tool for selecting professional and personal values important for educational activities. On the other hand, axiological approach in preparing future teachers, can solve the problem of the formation of their professional motives and values (I. Artjuhov, Ye. Bondarevska, V. Lykova, etc.).

It should be noted on research of V. Shakhov, in which the author, from the standpoint of axiological approach, said that the basic pedagogical education of future teachers has personally targeted basis and provides a harmonious combination of externally oriented and internally oriented education, the combination of which forms a system of interconnected basic pedagogical competencies (knowledge, skills, values, self-concept) [7, p. 5]. According to the author, the realization of axiological approach involves the formation of future teachers' set of relatively stable values of educational activities, mastering the transformation which provides them personally meaningful.

Note that scholars have different interpretations of axiological approach in preparing future teachers, namely:

- as the internalization of social values, converting them into a system of personal values to which the individual is guided in his life (G. Lyalyuk);
- axiological approach organically inherited humanist pedagogy, because people regarded it as the highest value of society and social development end in itself (V. Isaev, V. Slastonin etc.);
- axiological approach provides value orientation solving various social and educational problems, to let you objective knowledge of the social and educational reality. However, psychological science reveals the mechanisms of capture the value consciousness and science teaching - learning the values by the students in organized value-orientation activities (G. Melekesovym).

Based on the above mentioned, agree with scientists who emphasize that the axiological approach is a necessary component: Understanding the sustainable social development; study on the interaction of cognition and value consciousness; studying phenomenology guideline value of personality; basis for the formation of a new scientific thesaurus and new educational paradigm; retrospective analysis methodology philosophical and pedagogical systems and

the basis for comparative pedagogy, educational philosophy of modern times (T. Ahayan, Ye. Byelozertsev, V. Veselova, N. Nykandrov, Z. Ravkyn) [4].

Therefore, the study of psycho-pedagogical literature on the preparation of future teachers at this stage suggests that the importance of axiological approach when forming future teachers' professional worldview is entirely based on values.

It should be noted that scientists (K. Abulhanova-Slavskay, I. Beh, B. Bratus, S. Kon, S. Maksymenko, T. Tytarenko V. Yadov etc.) discuss various aspects of the concepts of "values", "system of values", however, they point out that the scope of personal values determines life orientations which are important behavior regulators.

Considering at the phenomenon of "values", found that scientists have different approaches to its interpretation and determined in such a way as:

- any facility that is of vital importance to the subject. In a broad sense, the author notes, values can be not only attractive abstract meaning or situational values, but also consistently important for specific individual wealth. In a narrow sense, spiritual values can be understood as the ideas contained in the terms of, and which have a high degree of generalization. Formed in mind, these values mastered during the assimilation of culture (E. Rapatsevych);

- conscious or unconscious, is characteristic of an individual or group of individuals an idea of the desirable, which leads to the choice of goals (individual or group) in view of the possible ways and means of action (Karl Klakhon);

- special kinds of guidance that act as standards by their choices are estimated. In addition, personal values belong to the desired field and preferred things, they are combined with the verb "should" rather than verbs "to be" or "want" (M. Smith);

- a phenomenon of consciousness, observing it as a manifestation of mental attitude, man subjective attitude to objects and phenomena that it considers as the essence of bringing value to the subjective psychological act of experiences (K. Louise);

- the result of interaction between subject and object, the result of the evaluation process. It acts as a certain content of consciousness, it has a certain persuasive force which leads to the goals laid or displayed this value, not just reproduction, maintenance, repetition. The value includes a subjective element associated with the interests, aspirations, motives of each particular subject as well - these are reflected subject field of its existence, because of which it is an allocation of himself, his personality, his own "I". It is characterized, on the one hand, the most significant relationship spheres to reality, on the other - includes some image of his own ("I" image) (G. Lyalyuk);

- system feature that detects functional aspect of personal values in the course of business, describes specific axiological relationship of the individual to implement as personal needs, interests and the interests of the system, which

belongs to a certain person. As a system the value of an individual is an integral aspect that has a number of functions related to each other elements and relationships between them. These values have two-sided nature - they are social, and individual. Sociality of the values is that they are caused by the system of education and training, a certain structure of social relations, formed basing on the interests and objectives of the society, are corrected and sent by it, and is a projection of its spiritual life; individuality found in values depending on the characteristics of the individual, its life experience, specific needs, interests, ideals (O. Kornienko) [4].

It should also be noted that the derived values is the value orientation of the individual.

In the aspect of research, the phenomenon of "system of values" takes a great interest, which scientists understand as: the generalized concept of nature, person's place in it, people's relationship, desired and undesired in interpersonal relations and relations of a person with the environment, the concept that defines behavior (Karl Klachom); one of the major characteristics of the individual, as they express man's conscious relationship to reality and determine the motivation of his behavior, significantly influencing all aspects of identity (A. Leontiev); values reflected in person's consciousness, recognized as strategically vital goals and ideological orientations (E. Rapatsevych); socially determined and fixed in the individual's psyche focused on individual goals and means of action (G. Lyalyuk). In terms of research we share the view with O. Kroshky's assertion that system of values is associated with the development of self-awareness, awareness of their personal "I" in the system of social relations, and among the most important components of personality structure, according to the level its formation we can talk about the general level its development [5].

Synthesis of research (G. Ball, V. Boyko, M. Boryshevskyy, A. Zotov, V. Olshansky, E. Podolskaya, V. Yadov, etc.) allowed to conclude that the system of values was studied in various aspects: individual system of values of a person and its relationship with the group consciousness; correlation values and actual behavior of the individual; as a manifestation of the socialization process; as a process of self-realization; determinants that define the system of values formation; changes in the value consciousness of society and moral guidance, motivational sphere of activity [4].

Noting the complexity of a modern professional teacher, there is a need for awareness of future teachers while studying professional and educational values. Therefore, we are impressed by V. Denisenko study, which cites the classification of professional and educational values, reflecting the specificity of a teaching profession:

- general educational orientation, focused on social values of a teaching profession (possibility to benefit people, parenting, communication with children, etc.);

- personal and developmental orientations associated with the development of a child as the main educational values (development of intellectual capacities, creative abilities of a child, etc.);

- object-orientation orientations aimed at teaching subject activity (self-development, teacher's self-education);

- personal orientation, focused on teacher professional self-expression activities (own professional characteristics);

- professional and pragmatic orientation associated with the prestige of teaching profession, wages, long vacation, etc. [3].

After analyzing given above definitions, it can be concluded that the functioning of system of values is evaluative (axiological) approach under which all phenomena in the environment (including human actions) reflect the consciousness of the individual in terms of their ability to satisfy their needs and interests [4].

Therefore, axiological approach in preparing future teachers involves the students' formation of social-directed system of social values attitude towards worldview (humanism, monism, dualism, pluralism, dogmatism, etc.); attitude (individual, group, family, ethnic, social, human); outlook (based on knowledge); world-contemplation (need-interest-goal, means-results-effects); conception of the world (happiness, love, truth, beauty, goodness, freedom, justice, etc.). Noting the above mentioned, high school has a goal of educational process organisation aimed at developing students' value-oriented guidelines for future professional activities.

In conclusion, axiological approach in preparing future teachers primarily involves the formation of their professional worldview, which reflects the value attitude to the profession as one of the most important human values.

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## ART TRADITIONS AS A MEANS OF PUPILS' MUSIC EDUCATION IN MULTICULTURAL ENVIRONMENT

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**Abstract.** *The article defines and presents the essence of the pedagogical potential of the Ukrainian and Hungarian artistic traditions in the musical and aesthetic education of younger students. The presence of contradictions between the powerful educational potential of Ukrainian and Hungarian artistic traditions and its ineffectiveness in the educational process of a comprehensive school justified the relevance of the research problem.*

*The author clarifies the concept of "the interaction of artistic traditions," the structural and aesthetic unity which are auditory (popular poetic and musical creativity), visual (national artistic creativity) and audiovisual (folk choreography and theater) components.*

*For the purpose of effective implementation of the cooperation between Ukrainian and Hungarian artistic traditions there were defined benchmarks to improve the content and methodical bases of music and aesthetic education of pupils in a multicultural environment - intercultural orientation of the educational process.*

*The implementation of this principle in the process of music and aesthetic education will promote spiritual development of junior pupils on the basis of the formation of values-related attitude to the art of music of both peoples, mastering music and theoretical, music and aesthetic knowledge; mastering communicative means of intercultural interaction - native, official languages and artistic languages (that of music, literature, fine arts).*

**Keywords:** *interaction of Ukrainian and Hungarian artistic traditions, music education, multicultural environment, primary school pupils.*

In the beginning of XXI century in conditions of total integration, music and pedagogical education become a factor that unites different cultures. The