

UDC 37.011(378)

doi: 10.15330/jpnu.4.1.26-33

## MORAL AND AESTHETIC ASPECT OF THE PROFESSIONAL TRAINING OF TEACHERS

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**Abstract.** The article highlights the results of diagnosis of forming moral and aesthetic component of personal and professional readiness of teachers to educational activities in school. The study of moral and aesthetic readiness of students was conveyed using the method of diagnosis empathetic abilities (V. Boyko), the author's methods of detection of readiness for activities of actional moral and aesthetic sense and personal predisposition to conflict behavior (test K. Thomas). The experiment proved that future teachers have had developed moral ideals and spiritual values; and formed aesthetic consciousness (feelings, attitudes, tastes, needs, feelings) and motivation and are ready for active transformative activities in the system of interpersonal communication. The majority of future teachers who participated in the study display a lack of following formed skills and abilities: attention, perception and thinking focused on the state, problems and behavior of another person; emotional sensitivity, the abilities to observe behavior of a partner, traits that promote openness, the ability to understand another person on the mutual basis due to emotional flexibility and the ability to accept other behaviour. This may adversely affect their future professional activities, including working with neglected pupils and their parents. The author considers that a high level of moral consciousness of a teacher being a unity of rational and sensual aspects to facilitate moral and aesthetic relations in professional collaboration.

**Keywords:** professional education, moral and aesthetic readiness, pedagogical activity, professional training of teachers.

### 1. INTRODUCTION

Today, virtually every profession, especially that of a teacher is related with ethical problems of an individual and society, for "low moral culture of an individual cannot but influence all activities", therefore "knowledge of ethics as a science of moral behaviour is necessary for all students to make them aware of ethical challenges they will face in their professional activities" [6, p. 44-46]. Teachers' work involves determining moral aims, means, motives and needs to be a positive and proactive one [9]. Thus the important characteristics of personal and professional readiness of perspective teachers are knowledge of moral and aesthetic values, personal and social moral norms, awareness of the imperative to observe ethic principles in professional activity; cooperation with pupils on the basis of openness, tolerance, humanity and confidentiality [5].

Singling out the moral and aesthetic component as an independent part of personal and professional readiness of a future teacher is not accidental, as at the present problems of ethical and

aesthetic relationship between a person and the world, values of scientific rationality in the educational sector, revaluation of the traditional educational ideals and spiritual meanings, especially in terms of resolving social and educational problems of minors have become particularly acute. Preparation of teachers to their future professional activity in the outlined aspect is advisable to conduct taking into account the categorical structures of teaching ethics (moral conscience, freedom, responsibility, empathy, justice, honour, etc.) and pedagogical aesthetics (aesthetic experiences, feelings, tastes, moods, et cetera).

According to I. Ziaziun "socially valuable qualities and standards of behaviour acquire personal meaning and significance" when based on a deep understanding of their essence, "they [socially valuable qualities and standards of behaviour] have passed a stage of aesthetization (of emotions; feelings; mastering as a value stable to an individual)" [10, p. 16]. Therefore, readiness for educational activities provides the ability of an individual to develop and improve professional skills and relevant values [4], as well as personal, educational and social orientation of a teacher, development of pedagogical skills of future professionals according to aesthetic and ethical principles.

Various aspects of primary school teachers training are reflected in scientific writings of such scholars as N. Bibik, V. Grinyova, L. Khomych, S. Martynenko, P. Mazur, O. Otych, O. Savchenko and others. On the basis of these and other researches we define the structure of personal and professional readiness of a future teacher for social and educational activity as the indissoluble unity of the following components: motivational, cognitive, social, communicative, action-technological, moral and aesthetic.

We believe that teacher's moral and aesthetic readiness for educational activities aims at creation of appropriate conditions for successful socialization of students in school's social and educational environment, assimilation of socio-cultural experience, to prepare for self-realization in the society, to assist children and their families in cases of the negative impact of social factors, should include the aesthetic, moral and spiritual consciousness, empathetic skills, awareness of ethical and aesthetic norms and values, ability for creativity in a professional activity.

Moral and aesthetic aspect of a teacher's activity determines his/her position in a school's multicultural educational environment, particularly concerning ethnical and racial tolerance and respect for students of other national and cultural backgrounds [8].

We can single out ideological and emotional components in the structure of moral and aesthetic readiness of a primary school teacher [3, p. 236].

Accordingly, *the ideological criterion* involves formation of an integral socio-cultural identity of a future professional capable to reflective activity together with ethnic and cultural identification, understanding of moral and aesthetic values, personal and societal moral and ethical standards; readiness to respect moral and aesthetic principles in educational activities and willingness to consider moral and aesthetic content.

*The emotional criterion* is expressed through such indicators as empathy and conflict-proneness. The humanistic part of spirituality encourages a future specialist being a subject of empathy to positive deeds of moral and aesthetic content. At the same time a teacher should display emotional stability in professional activities, be able to overcome conflicts and find compromises, cooperate in educational interactions.

In this sense, relevant are current researches on emotional intelligence as a property of the individual that is found in understanding own emotional states and feelings of people around, managing emotions based on one's mind. "Emotional intelligence provides the individual with knowledge such as empathy, self-control, stress tolerance, emotional awareness, self-regard, social awareness, self-management, relationship management and social skills needed for moral formation in every individual as well as skills that influence one's ability to succeed in coping with environmental demands and pressure" [1, p. 213].

*The goal of the article* is to examine the level of existing moral and aesthetic component of professional readiness of students to educational activities in primary school.

## 2. RESULTS AND DISCUSSION

The study involved 399 Ukrainian students. The control group consisted of 202 persons and the experiment group included 197 respondents (future primary school teachers). The experimental work was performed in Vasyl Stefanyk Precarpathian National University, Lesya Ukrainka Eastern European National University, Ivan Franko National University of Lviv. The relative homogeneity of students in the control and experiment groups by qualitative and quantitative indicators made it possible to ensure greater accuracy of research results. Thus, an important factor in the experiment is creation of identical conditions for both groups of respondents.

Below are the results of the study of moral and aesthetic readiness of students for future educational activities obtained by the following methods the author's original method of determining moral and aesthetic readiness of perspective teachers to social and educational interaction (ideological criterion), diagnostics of levels of empathetic abilities after V. Boyko, K. Thomas' methods "Strategies of an individual's behavior in conflict" (emotional criteria).

The author's original methods have been developed to diagnose moral and aesthetic readiness for educational activities with the help of which we sought to determine students' knowledge and skills of moral and aesthetic content as well as motivation to carry out activities of this sort. The use of these tools yielded the following results (see Tab. 1 and Fig. 1).

Levels of development	CG (N=202)		EG (M=197)	
	f	%	f	%
High	0	0.0	5	2.5
Sufficient	24	11.9	18	9.1
Medium	131	64.9	111	56.3
Low	47	23.3	63	32

Tab. 1. Distribution of students in CG<sup>1</sup> and EG<sup>2</sup> by levels of moral and aesthetic readiness for social and educational interaction.

Hence, in CG and EG numerous subgroups of students with medium (64.9% in CG and 56.3% in EG) and low (23.3% in CG, 32% in EG) levels of moral and aesthetic readiness for social and pedagogical interaction are clearly visible.

Only 9.1% of EG students and 11.9% of CG students demonstrated an adequate level of formed readiness; a high level of it was recorded only in 2.5% of EG respondents (located within the statistical error), whereas among CG group there was not any such student.

Thus, the content component of traditional programs aimed at training primary school teachers and its processual implementation in today's higher education do not provide students with sufficient knowledge and skills of moral and aesthetic content, which in the future may prevent them to exercise tolerance and balance in communication with colleagues, different categories of students and their parents and to adequately assess and perceive ethical and aesthetic values in immediate social and educational interaction [2].

The diagnosis of students' empathetic abilities after V. Boyko methods was conducted to establish individual indicators in the experiment. Since we sought to unify the presentation of the diagnoses' results, the scale of distribution of respondents by levels of empathy suggested by the author was slightly modified (see Tab. 2).

<sup>1</sup> CG – control groups.

<sup>2</sup> EG – experimental groups.

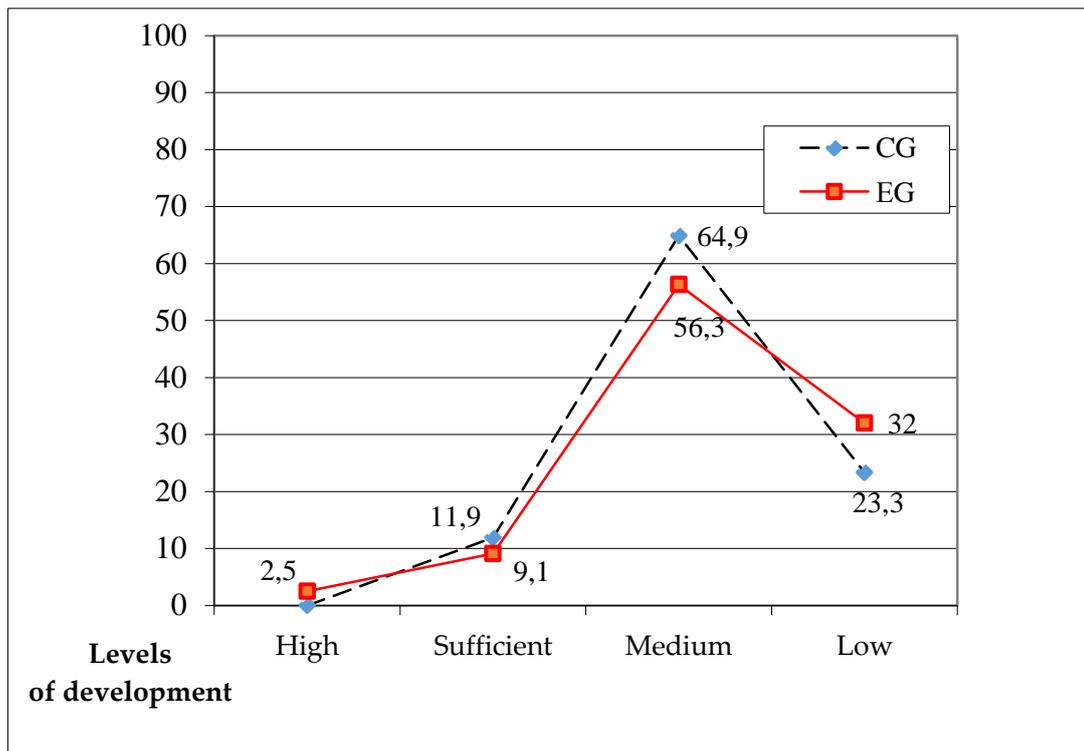


Fig. 1. Distribution of CG and EG students by levels of moral and aesthetic readiness for social and educational interaction.

Author's version		V. Boyko's methods	
Levels of development	Scale	Levels of development	Scale
High	30-36	Very high	30-36
Sufficient	21-29	Sufficient	22-29
Medium	12-20	Lowered	15-21
Low	0-11	Very low	0-14

Tab. 2. Scale of ranges by levels of empathy.

Having summarized the empirical data obtained by this method, we formed such distributions (see Tab. 3 and Fig. 2). As it can be seen, a sufficient level of empathy was established at a relatively small proportion of students – 24.7% in CG and 25.9% in EG. The majority of respondents display medium empathy levels (66.8% to 59.4% in CG and EG), another 10.1% of EG students showed a low level of empathy (in CG it was a little smaller – 8.4%).

Levels of development	CG (N=202)		EG (M=197)	
	f	%	f	%
High	0	0.0	9	4.6
Sufficient	50	24.7	51	25.9
Medium	135	66.8	117	59.4
Low	17	8.4	20	10.1

Tab. 3. Distribution of CG and EG students by levels of empathy.

Empathy is a lasting quality of personality, it is very difficult to form it and virtually impossible to eradicate. Students who displayed high levels of emphatic abilities (in EG group only 9 out of 197 were detected, representing 4.6% of all respondents, in CG group – no one) did not experience difficulties in establishing educational interaction with pupils and teachers during teaching practice at school. This emotion is based on compassion; it helps develop communication skills even when personalities of students were totally opposite. This has been confirmed by study's results and correlation analysis, where a pair "empathy – communication skills" displayed a strong direct relationship ( $r = 0.904$ ).

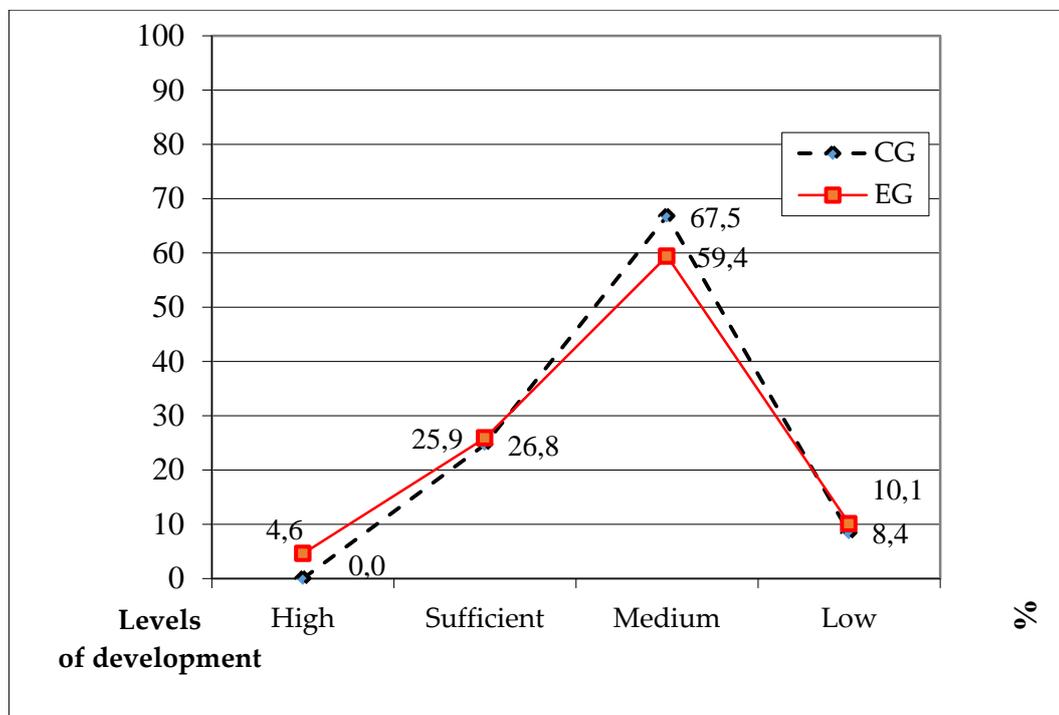


Fig. 2. Distribution of CG and EG students by levels of empathy.

A primary school teacher who is skilled in conflict management can work efficiently as conflict situations occurs quite often in subject-subject interaction. While studying the formation of moral and aesthetic component of a future teacher, we also tested individual predispositions of students to conflict behavior (K. Thomas' test, N. Grishyna's adaptation). Accordingly, the scientist focuses attention on what forms of behavior in conflict situations are typical for people, which are more productive or destructive, how to encourage productive behavior. The obtained data showed which types of conflict behavior are most characteristic of future teachers. It has been established that the respondents use almost all behavioral strategies in their work (see Tab. 4 and Fig. 3).

Behavior mode	CG (N=202)		EG (M=197)	
	f	%	f	%
Competition	18	8.9	20	10.2
Cooperation	56	27.7	59	30
Compromise	61	30.2	53	26.9
Avoidance	40	19.8	49	24.9
Adaptation	27	13.4	16	8.1

Tab. 4. Distribution of CG and EG students by behavior modes in conflict situations.

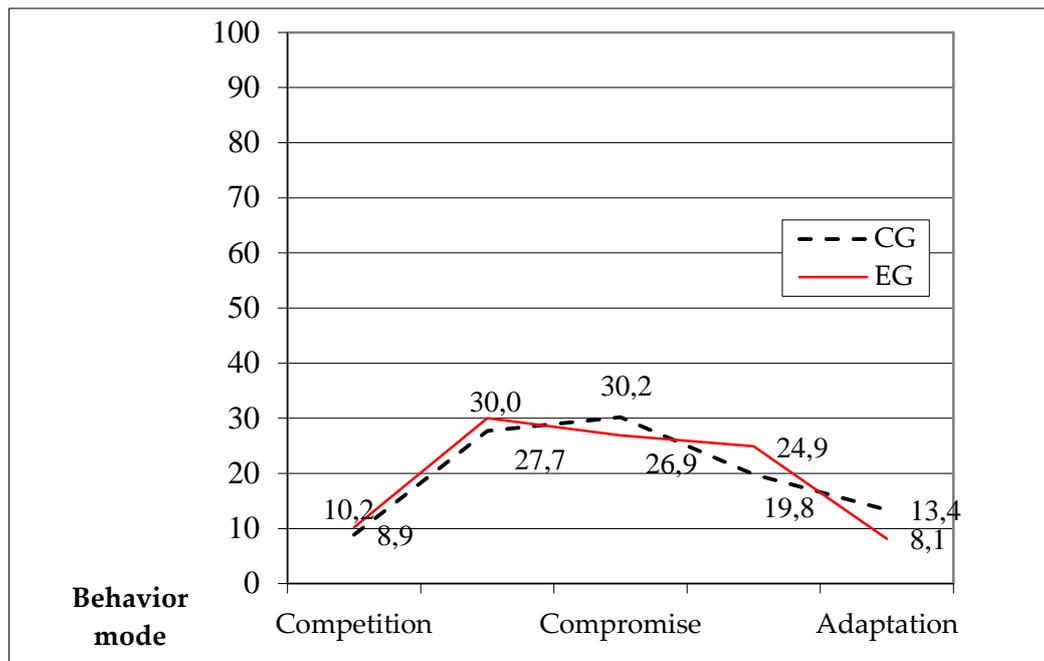


Fig. 3. Distribution of CG and EG students by behavior modes in conflict situations.

Basing on the results obtained it can be reasonably argued that the majority of future teachers (75.2% in CG and 69.5% in EG) who participated in the study display a lack of following formed skills and abilities:

- attention, perception and thinking focused on the state, problems and behavior of another person, i.e. a spontaneous interest in another person that helps establish emotional and intuitive links with a partner;
- emotional sensitivity, the ability to feel emotional resonance with others (empathy, cooperation), which serves as a means of entering the energy field of a partner and allows to understand his/her inner world, predict behavior and effectively influence it;
- the abilities to observe behavior of a partner, to act in a shortage of initial information relying on the subconscious experience, to summarize a variety of data on partners;
- traits that promote openness, trust, intimacy;
- the ability to understand another person on the mutual basis due to emotional flexibility and the ability to accept other behaviour.

It should be noted that future professionals are disposed to avoid a personal contact and, showing interest in another person, they are relatively indifferent to the problems and feelings of others. This lack of empathy in students will clearly prevent them in the future of successfully implementing subject-subject interaction with pupils at school.

Only 27.7% and 30% of students in the control and experimental groups respectively exhibit tendencies to the most productive mode of behavior in conflict situations – cooperation, 30.2% in CG and 26.9% in EG – consider compromise, i.e. approximately half of the participants (57.9% in CG and 56.9% in EG) believes in making reasonable mutual concessions, finding alternatives to satisfy the interests of both sides in the interaction. At the same time each partner somewhat lowers their demands and expectations making concessions to meet their goals at least partially. As a result of mutual concessions each party achieves partial satisfaction of their goals. The basis of cooperation mode of behavior is a complete recognition of the opposite side as an equal partner in solving problems and assistance in achieving a desired result so as to simultaneously achieve a similar result for themselves. Therefore, we believe that this group of students will not have difficulties in dealing with conflicts in their educational activities.

However, a large part of respondents is inclined to choose unproductive ways of resolving conflicts. 19.8% of CG and 24.9% of EG students tend to use an avoidance mode in a conflict situation.

This mode is characterized by reluctance to try solving a conflict immediately, therefore respondents in this group do not defend their rights, moreover they won't cooperate with others to solve problems. It can be done in a variety of ways: from subtle skipping a subject of conversation to open unwillingness to cooperate. Obviously, this behavior will not facilitate educational activities.

Mode of adaptation in conflict situations is typical for 13.4% of CG and 8.1% of EG students. This means that in a conflict situation they abandon their own interests for the benefit of others. 8.9% of CG and 10.2% of EG respondents showed competition tendencies and rivalry in conflict situations. They seek to achieve satisfaction of their interests disregarding opinions of others. Of course, this may adversely affect their future professional social and educational activities, including working with neglected pupils and their parents. We consider a high level of moral consciousness of a teacher being a unity of rational and sensual aspects to facilitate moral and aesthetic relations in professional work.

### 3. CONCLUSIONS

Summarizing the results obtained by diagnostics of formation the moral and aesthetic component of personal and professional readiness for pedagogical activity in future primary school teachers we can state:

Moral and aesthetic awareness and the formation of such qualities is a purposeful, long-lasting, subtle process. The experiment proved that future teachers have had developed moral ideals and spiritual values; and had formed aesthetic consciousness (feelings, attitudes, tastes, needs, feelings) and motivation and are ready for active transformative activities in the system of interpersonal communication.

To ensure that future graduates can implement effective subject-subject interaction with pupils, parents and other parties more attention should be paid to the development of their empathic abilities. Just readiness of teachers to use moral and aesthetic content is not sufficient for successful educational activities. There is a need to update the content and procedural aspects of training primary school teachers, particularly concerning the formation of productive behaviour in conflict situations.

An important task in training future teachers should be forming their moral and aesthetic consciousness in dialectical unity of rational and sensual components, optimization of educational technologies for harmonious formation of an intellect in a close relationship with the culture of feelings and willpower.

The theoretical, methodological and technological strategies aimed at development of tools to improve teachers training in the moral and aesthetic aspect will need further study and research.

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**Received:** 02.02.2017; **revised:** 23.04.2017.

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Будник Олена, Кондур Оксана. Морально-естетичний аспект професійної підготовки вчителів. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 26–33.

У статті висвітлено результати діагностики сформованості морально-естетичного компонента професійної готовності вчителів до педагогічної діяльності. Вивчення цієї готовності здійснено за методикою діагностики емпатійних здібностей (В. Бойко), авторської методики виявлення готовності до вчинкової діяльності морально-естетичного змісту та особистісної схильності до конфліктної поведінки (тест К. Томаса). Результати дослідження засвідчили, що майбутні вчителі мають розвинені моральні ідеали і духовні цінності; сформовану естетичну свідомість (смаки, потреби, почуття) і мотивацію до активної перетворювальної діяльності в системі міжособистісного спілкування. Більшість майбутніх учителів, котрі брали участь у дослідженні, виявили недостатньо сформовані: спрямованість уваги, сприймання стану чи поведінки іншої людини; емоційну чутливість, здатність входити в емоційний резонанс з оточуючими (співпереживати, співпрацювати), розуміти іншу людину, прогнозувати поведінку та ефективно впливати на неї. Доведено, що студенти відчують труднощі у розв'язанні конфліктних ситуацій у педагогічному спілкуванні. Це може негативно позначитися на майбутній професійній діяльності, включаючи роботу з бездоглядними учнями та їхніми батьками. На думку автора, важливим завданням підготовки майбутніх учителів є формування морально-естетичної свідомості в діалектичній єдності раціонального та почуттєво-вольового складників задля організації педагогічної взаємодії на засадах співробітництва, співтворчості.

**Ключові слова:** професійна освіта, підготовка вчителя, педагогічна діяльність, морально-естетична готовність.