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Features of valuable relations teacher in the context of professional activity

Formulation of the problem. Transformation of Ukrainian society as a whole and education in particular brings about fundamental changes in the structure and character of the educational process. Thus, the idea of humanization, a competent approach, freedom of choice of content and forms of educational activity came to replace rigid uniformity in the education system. Consequently, there is a reorientation to the value aspect of relationships. Values make the foundation of education and a condition for the formation of an individual and society, which in their professional and daily activities weigh moral, ethical and public interests [6].

Historically, the idea of a teacher as the bearer of vital values goes back to the works of M. Novikov, P. Yurkevich, P. Kapterev (Socratic, heuristic ways of teaching). Questions of the theory and practice of forming the professional position of future specialists are represented in the studies of E. Klimov, A. Markova, D. Siper and others. The professional position of the teacher in the contemporary scientific discourse is considered as

an integral component of professional competence and professional culture (S. Vershlovsky, I. Kolesnikova, A. Markova, etc.), professional and pedagogical orientation (K. Vaganova, V. Slaktionin, N. Kuzmina, etc.), a necessary condition for effective professional psychological and pedagogical activity (O. Zair-Beck, S. Kulnevich, V. Slaktionin, V. Semichenko, etc.). Questions of personal values as a determining relation to different spheres of life are covered in the scientific researches by B. Bratus, D. Shimanovsky.

The purpose of the article is to study the value attitude of a teacher to participants of an educational process.

Analysis of current researches. Value attitude is a general scientific concept that is of great epistemological importance for pedagogy, psychology, and sociology. Teachers' values regarding pedagogical activity and its subjects are based on values specific to the pedagogical profession. Considering the phenomenon of value attitudes as a subject of psychological and pedagogical research, we will first analyze its components at the theoretical level – the concepts of “value” and “attitude”.

Thus, in modern dictionaries from different fields of science value is characterized as [4]:

- a term meaning proper and desirable, as opposed to real, valid;
- a special social attitude whereby the needs and interests of an individual or social group are transferred to the world of things, objects, spiritual phenomena, giving them certain social properties not directly related to the utilitarian purpose of these things, objects and spiritual phenomena;
- any object, including the ideal one, that is vital to the subject (individual, group, population, humanity), in the broad sense the value can be represented by abstract meanings or situational values, stably important to the individual concrete material goods, and in the narrow sense they can be identified with spiritual ideas, which are expressed in terms of a high degree of generalization;
- the property of a particular social object to satisfy the needs, desires, interests of the social subject, which characterizes its personal meaning for the individual and socio-historical significance for society.

Analyzing the concept of “value”, a researcher N. Tkacheva summarized the existing achievements of representatives of various sciences and identified ten basic approaches to its definition and understanding: semiotic-etymological, logical-historical, structural-

systemic, cultural-interval, scientific-epistemological, theological-transcendental, theological, irrational-mythical, subject-individualistic, ethical-biological and personality-activity [5].

Any system of values combines the values of two orders: values-goals (terminal) and values-means (instruments). The first ones include the most important goals and ideals of society and a person (the value of human life, family, health, freedom, the presence of friends, creativity, confidence, development, cognition, social recognition, life wisdom, the beauty of nature and art, the happiness of others, leisure etc.); the second ones include the means of achieving the goals that are endorsed by the given society or a person (education, independence, initiative, authority, courage, self-control, firm will, honesty, education, responsibility, cheerfulness, high demands, accuracy, rationality, breadth of view, etc.) [2].

V. Myasishchev identifies three components in the structure of attitude:

- an emotional one, which promotes the formation of emotional attitude of a person to objects of the environment, people and himself;
- assessment (cognitive) one, which promotes the perception and appreciation (awareness, understanding, explanation) of objects of environment, people and himself;
- cognitive (behavioral) one, which promotes the choice of strategies and tactics for the behavior of the individual in relation to the objects of significance for its environment, people and himself [4].

Most scientists (S. Deryabo, O. Cherkalina, V. Yasvin, etc.) indicate that the attitude involves an assessment, expresses a friendliness or dislike of a person for a particular object. On the one hand, the relationship is determined by the needs, motives, orientation of the individual, on the other it determines the degree of human activity [7].

In the logical combination the above-mentioned concepts form a new semantic construct, namely "value attitude". M. Kagan and M. Heiderger point out that for the functioning of the relationship as a value one (the "poles" of which is value and appreciation) it is necessary that the object to which the attitude is directed has objectively social value and subjective significance for the individual. Its formation is due to the special connection of the object and the subject in which the value is the first category and the person evaluating it is the second one [8].

In his review of the positions of foreign psychologists on this problem, I. Stubbun gives preference to the traditional division into the main psychological schools, within which the development of the

value attitude of the individual to the surrounding world was realized, namely: behavioral direction (R. Abelson, M. Rosenberg, G. Kovalev, K. Howland), psychoanalytic theory (A. Adler, Z. Freud, K. Jung, etc.), cognitive direction (C. Osgood, P. Tannenbaum, L. Festinger, F. Haider, etc.), humanistic psychology (A. Maslow, K. Rogers and others). In behaviorism, the category of "attitude" is considered in the subject-object paradigm, without taking into account the fact that the attitude is formed on the basis of social life experience. The basis of the cognitive approach is also the position that the activity and selectivity of personal relationships is formed in the process of reflection of external influences. According to the concept of humanistic psychology, the leading determinant of the formation and development of attitudes is the system of human needs.

Awareness of needs by a person and the possibility of meeting them leads to a change in attitude, which in turn becomes an impetus for the emergence of activity. Personality, unlike behavioral and cognitive approaches, ceases to be the object of influence. It is considered as an independent unit of the system of social connections and interpersonal relationships, which is included not only in the closest circle of social interaction, but also in the society as a whole [3].

Presentation of the basic material. The problem of the teacher's professional readiness has not lost its relevance as a subject of study in pedagogy and psychology since the 80s of the last century. Starting from teacher pedagogical activity studies by K. Durai-Novakova, O. Moroz, O. Proskura, V. Shcherbin and others, modern scientific achievements in pedagogy relate to factors and conditions that allow the development of the teacher, and in psychology – the connection between the state of readiness and activity, as noted by V. Bochelyuk and A. Turobarov [1].

The present sets an urgent challenge to higher education – to educate a creative teacher who can work toward an individual-centered approach to students. According to many researchers (S. Podmazin, I. Yakimanskaya, V. Bochelyuk, etc.), this requires from a teacher self-knowledge, adjust attitudes toward himself and others, development of needs and abilities of self-development.

One of the regulatory mechanisms of human behavior and its activity is the phenomenon of personality readiness (D. Katz, OF Lazursky, V. Yadov).

Scientists distinguish the following manifestations of teacher's readiness for professional activity: positive attitude to the work of the teacher, a certain level of mastery of pedagogical knowledge, skills and

independence, independence in solving professional tasks, development of pedagogical abilities, the presence of professional and pedagogical personality (A. Linenko).

As V. Bochelyuk and A. Turubarova have argued [1], a decrease in the productivity of a teacher's activity may depend on the presence of negative semantic attitudes in relation to important professional spheres and orientation. Scientists, taking researches by D. Uznadze, O. Asmolov, F. Bassin as the basis, have defined the semantic attitude as an internal mechanism of regulation of an activity that occurs and ensures its conformity with the motive. Researchers have identified the following structure of semantic attitudes which include such components as: informational (human views on the world and the image of one's own aspirations), emotional-evaluative (dislikes and sympathies about significant objects), behavioral (willingness to act in a certain way about an object that makes personal sense) ones.

By analogy with the research of V. Bocheliuk and A. Turubarov, we conducted a pilot study of the emotional-evaluative component of the semantic instruction of teachers who enhance their professional qualification at the Kirovohrad Regional Institute of Postgraduate Pedagogical Education named after Vasyl Sukhomlinsky. The study involved 54 female educators with different educational backgrounds and different ages. The purpose of the research was to study the value attitudes of teachers in the areas of their professional activity. It was carried out in the form of unfinished sentences concerning the image of the teacher, the purpose and task of the activity, the attitude towards the students, the attitude towards the parents, the administration of the school, colleagues and to themselves. As a result of the data obtained, the type of emotional and value attitude of teachers to their professional activity was determined as the basis of orientation of their setting field.

All proposed unfinished sentences were combined into blocks to determine the attitude of teachers to the profession, to the student, to their professional role, to their own professional activities, to students with special needs, to parents, colleagues and administration.

Let us dwell more on the answers of the respondents who participated in the survey. Describing the attitude towards the teacher, the majority of the respondents named the following characteristics of the ideal teacher: sociable, active, helpful, tactful, competent, tolerant, loving children, friendly, hard-working (38.6%).

A significant proportion of the respondents (30%) showed uncertainty about the teacher, which was manifested by the lack of answers at all, or statements such as “the ideal teacher always dreams of rest”, “it is me”, “it is an incurable disease”, “the teacher at school as a driven horse” or the “universal soldier”.

A certain proportion, describing a teacher’s ideal features, relied on his competence (“learns and reads much”, “Universum in all kinds of work”, “knows how to communicate with everyone”, “good communicator”) (18%).

Almost a tenth (11%) part of answers were as follows: “a teacher plays a leading role”, “at school a teacher is in charge”, “the carrier of knowledge”, “is entitled to special respect”, which outlined a certain authoritarian position.

Only 2.4% of the total answers were those related to the teacher’s performance, namely the success of their students.

The next area of the semantic field of teachers concerned their attitude to the students. The distribution of attitudes turned out to be similar to the first sphere. Most respondents (46.59%) used altruistic and stereotypical positions when describing their students (“does not want to study”, “must study”, “allows himself a lot”, “attentive”, “kind”, “little human”, “our future”, “must be interested in learning”, “must be aware of what they are learning”, “must try”, “must be kind”, “smart”, etc.).

A significant proportion (37.5%) received responses that expressed authoritarian attitudes and attitudes of teachers from a superficial point of view (“a student came to learn”, “should interact with a teacher, cooperate”, “communication with a student is pleasant or unpleasant”, “should obey the teacher”, “obey the teacher’s requests”, etc.).

A small percentage (5.68%) included response-oriented answers. Teachers noted that their communication with the student “should have a result”, “a guarantee of success in learning”, “should benefit the child”. And some even answered that the student “must have his own opinion”, but the proportion of such answers was very small.

Somewhat less (3.48%) was the response of teachers to students who had a competent orientation and were aware of the need to develop certain competencies in students).

In determining the attitude to their role as a teacher, the interviewees cite in most of the cases the characteristics that describe positive human qualities, moral sphere and social roles (“Me as a professional ...”, “Me ...”, “As a teacher I ...”: “diligent”, “workaholic”, “active”, “creative”,

“partner”, “personality”, “human”, “mother”, “woman”, “ambitious”, “fair”, “good”, “creative”, etc.). There were almost 48% of such responses.

Slightly less than a fifth part of them received answers that described authoritarian attitudes or certain selfish tendencies (“I give my energy”, “I am demanding”, “I share knowledge”).

Similar to the previous assessments of the respondents’ attitudes, the smallest share was the answers describing the effective attitude towards their role as a teacher. For example, “I consider myself ...”: “successful”, “realized”. Or, “As a teacher I...”: “I motivate”, “I value the student’s opinion”, “I try to teach”. There were approximately 8% of such responses.

The answers concerning teachers’ activities raised questions about the purpose of the activity and the tasks that teachers set themselves. Most teachers (43.18%) responded with regard to altruistic aspirations (“to teach and educate”, “to bring about the intelligent and the beautiful”, “to benefit”, “to help a child”, “to give knowledge”, “to be useful”, “leave a mark on the Earth”).

Interesting is the distribution of the proportion of answers that describe a certain competence in their professional activity, it was the most important (20.45%) among the respondents’ statements regarding competence in different areas of teachers’ activity. For example: “the purpose of my activity: to teach to learn, to think, to understand”; “the teacher’s purpose: to teach how to learn, how to be independent”.

The smallest proportion (5.68%) received answers that described certain results of teachers’ activities (“teach to learn”, “teach to live in the world”, “student success”).

An important area of the professional activity of a modern teacher is the teaching of children with special needs. Attitude towards them can affect the success of this category of students. The majority of respondents (37.5%) in their answers showed altruistic tendencies (“need additional support”, “great responsibility”, “god deprived children”, “very vulnerable children”, etc.) and low understanding of the psychological characteristics in students of this category.

A certain proportion of teachers’ attitudes (26.14%) to students with special needs concerned their own experiences of working with them (“they should not be different”, “like everyone”, “inadequately responding to a teacher requests”, etc.), outlining somewhat authoritarian points.

Another important area of teacher’s professional activity is relationships with parents. Attitude towards them, of course, will strongly influence the interaction and success of the relationship, which cannot but

affect the effectiveness of the educational process. Most of the respondents noted that the role of parents is “not significant”, “not important”, “provide only physiological needs”, “role of parents”, “not everyone understands”. But, describing the interaction with them, they noted that the parents of the students, in the main, “understand, listen, are average, are interested, etc”. However, a significant number of respondents believe that parents “shift everything onto a teacher”, “blame”, “make no effort” and so on. There were almost 44.32% of the responses that described the convenience-inconvenience of the relationships.

A somewhat smaller proportion, but quite significant, related to certain stereotypical positions in the responses concerning the functions of parents and their human qualities (“parents of my students are: good people, positive, like-minded, kind, etc.”; “parents most often: love their child, are caring, trust their child, collaborate and advise”). 38.64% of respondents found similar altruistic and stereotypical positions.

The attitude to the head and the school administration in the majority of respondents was also determined in the framework of altruistic and stereotypical guidelines (“my supervisor is good, responsible, kind, fair, etc.”; “school administration: helps, support, are good people, are like-minded, etc.”; “school management: is good, responsible, supportive, etc.”). They made up the largest proportion – almost 50%.

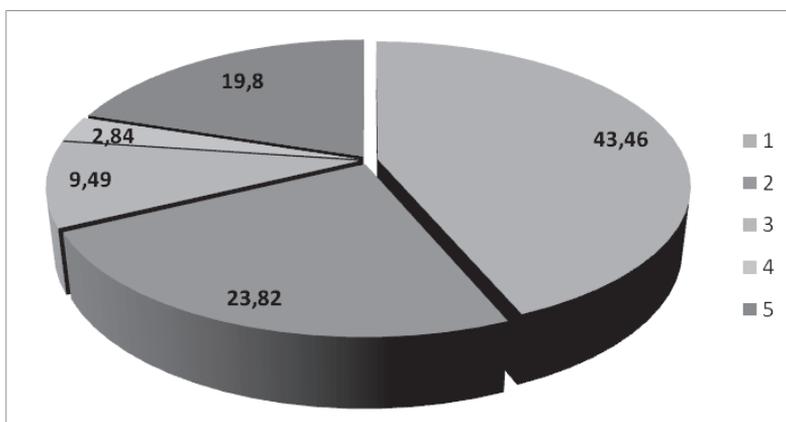


Figure 1. Quantitative indicators (%) of the value attitude of the teacher to the participants of the educational process

Conditional indicators: 1 – altruistic-stereotyped, 2 – selfish-authoritarian, 3 – competent, 4 – productive, 5 – undefined orientation.

In the second place (36.36%) were the answers of the respondents, who described uncertain attitude towards the management: the answers are either missing or related to social roles (“my manager is a director, a person, an elderly person”).

Another important area that can affect the success of a teacher is the attitude towards colleagues. Similar to the trends in the previous answers, most respondents (46.59%) describe it in stereotypical and altruistic statements (“I think my colleagues are good, kind, like-minded”; “my team is cool, positive, cheerful”, etc.). A significant number received answers of respondents who described an unspecified attitude towards their colleagues (23.86%)

The generalized results of the teacher survey are presented below in Fig. 1.

As can be seen from the figure, most (43.46%) teachers show an altruistic-stereotypical attitude towards participants in the educational process. It is manifested by certain altruistic tendencies, unselfish actions, concern for the benefit of others, belief in the moral purity of others. They show confidence that the teacher must be a highly moral person, all children are good and want to learn, and parents cooperate.

In the second place (23.82%) is the selfish-authoritarian attitude towards the participants of the educational process. Teachers with this orientation are set to enjoy their work when their top position is recognized and guidance is given because students or parents have to do it. An important purpose of their work is to “teach and educate”, “to share knowledge”.

The next type of educators’ value attitude we have is the competent one (9.49%). This attitude is typical of teachers who want to teach students something (interact, collaborate, live). Respondents of this group, describing the subjects of their work, noted the presence of certain competencies like students, parents, colleagues, as well as their own.

The smallest proportion (2.84%) of teachers received a positive attitude towards the subjects of their teaching activity. This attitude manifested a desire not just to teach students, but to teach something specific that would have a certain life outcome. The teachers of this group also emphasized the importance of their students’ success and recognized this as the purpose of their activities.

Conclusions and prospects for further scientific exploration.

Relying on the theoretical propositions about the meaning and semantic characteristics of the definitions of “value” and “attitude”, we

have found that there are many approaches to interpreting the definition of “value attitude”.

The term “value attitude” is most often revealed by reflecting in the social reality the realm of the relevant, meaningful, necessary and useful. Scientists associate it with the motivational and needy sphere of personality and emphasize the need for a balanced attitude to it.

As a result of the study, we identified five types of teachers' value attitude (altruistic-stereotyped, selfish-authoritarian, competent, productive, undefined). For most teachers who have demonstrated an altruistic and stereotypical attitude, the upbringing of students, their high moral qualities, responsibility and discipline are the primary values of their professional activity. Only a small proportion of teachers with a productive value orientation have recognized student achievement as a result of their professional activities.

Prospects for further research. The conducted research certainly does not exhaust all aspects of the problem of teachers' value attitude towards the participants of the educational process. It is advisable to continue the research, focusing on their psychological determinants, namely: the influence of the social environment on the formation of a certain attitude, individual traits of the teacher's personality, self-attitude. The study of the dynamics of the teacher's value attitude in the andragogical aspect is also promising.

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Abstracts

HELBAK ANŻEŁA, MOŁCZANOWA OKSANA. **Osobliwości przejawiania wartościowego stosunku nauczyciela do ucznia w kontekście działalności zawodowej.** Artykuł wyjaśnia istotę pojęć „wartość”, „stosunek”, „stosunek wartościowy”; wyodrębniono elementy strukturalne definicji „stosunek wartościowy”, opisano cechy charakterystyczne; zdefiniowano emocjonalne i wartościowe podejście nauczycieli do ich aktywności zawodowej jako podstawę ukierunkowania ich postaw; przedstawiono wyniki pilotażowego badania emocjonalno-oceniającego komponentu semantycznych wytycznych nauczycieli, które umożliwiły wyróżnienie pięciu rodzajów wartościowego stosunku nauczycieli do uczestników procesu edukacyjnego.

Słowa kluczowe: wartościowy stosunek nauczyciela, aktywność zawodowa, osobliwości przejawiania wartościowego stosunku nauczyciela.

ГЕЛЬБАК АНЖЕЛА, МОЛЧАНОВА ОКСАНА. **Особливості прояву ціннісного ставлення вчителя у контексті професійної діяльності.** У статті з'ясовано сутність понять «цінність», «ставлення», «ціннісне ставлення»; виокремлено структурні компоненти дефініції «ціннісне ставлення», описано характерні риси; визначено емоційно-ціннісне ставлення вчителів до своєї професійної діяльності як основу спрямованості їх установочного поля; висвітлено результати пілотажного дослідження емоційно-оцінного компоненту смислової настанови вчителів, які дозволили виокремити п'ять типів ціннісного ставлення педагогів до учасників освітнього процесу.

Ключові слова: ціннісне ставлення вчителя, професійна діяльність, особливості виявлення цінного ставлення вчителя.

ГЕЛЬБАК АНЖЕЛА, МОЛЧАНОВА ОКСАНА. **Особенности проявления ценностного отношения учителя в контексте профессиональной деятельности.** В статье выяснена сущность понятий «ценность», «отношение», «ценностное отношение»; выделены структурные компоненты дефиниции «ценностное отношение», описаны характерные черты; определено эмоционально-ценностное отношение учителей к своей профессиональной деятельности в качестве основы направленности их установочного поля; освещены результаты пилотажного исследования эмоционально-оценочного компонента смысловой установки учителей, которые позволили выделить пять типов ценностного отношения педагогов к участникам образовательного процесса.

Ключевые слова: ценностное отношение учителя, профессиональная деятельность, особенности проявления ценностного отношения учителя.

GELBAK ANZHELA, MOLCHANOVA OKSANA. **Features of valuable relations teacher in the context of professional activity.** This article clarifies the essence of the concepts of "value", "attitude", "value relation"; the structural components of the definition of "value relation" are highlighted, characteristic features are described; defined the emotional-value attitude of teachers to their professional activities as the basis for the orientation of their installation field; the results of a pilot study of the emotional-evaluative component of the semantic attitude of teachers are highlighted, which made it possible to distinguish five types of the value attitude of teachers to participants in the educational process.

Keywords: valuable teacher attitude, professional activity, peculiarities of showing valuable teacher attitude.