

# MOTIVATIONAL COMPONENT OF PEDAGOGICAL SKILLS' DEVELOPMENT OF FUTURE TEACHERS OF LABOR EDUCATION AND TECHNOLOGIES

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**Abstract.** *Relevance. The future teachers' motivation problem and value orientations as basic characteristics of readiness for the pedagogical skills development is one of the key issues in the conditions of professional training in higher education institutions.*

*Objective: The article's aim is to substantiate in a theoretical way and experimental investigation the reasons, to disclose the set of values orientation of future teachers of labour education and technologies as development factors of their pedagogical skills.*

*Methods: theoretical: analysis of current psychological and pedagogical research on the development difficulties of pedagogical skills; generalization and systematization of approaches to the study of personal motivation and values; empiric: questionnaire according to the M. Rokych's method "Value Orientations", correlation of ranking results with A. Maslow's pyramid of values and needs; methods of mathematical statistics.*

*Results: Results: The essence of the "pedagogical skills" concept has been clarified. Based on the analysis of academic sources, the content of such categories as motives, motivation, values, and value orientations has been specified. The research method of the features of the motivational and value sphere for future teachers of labour education and technologies have been described. A qualitative and quantitative analysis of the distribution of value orientations of future teachers of labour education and technologies have been represented.*

*Conclusions: Founded on the study results, the priority groups of motives and values that are leading for those seeking education at this day stage of social evolution are identified, that is safety and comfort, health, interesting work, freedom and independence, productive life, development, and communication.*

**Keywords:** *future teachers of labour education and technologies, motivation, pedagogical skills, professional training, values, value orientations.*

## **Introduction**

Evidently, successful professional activity in terms of an information society presumes the constant development of professional thinking, creative skills, emotional intelligence, professional abilities, the capacity to solve tasks and problems productively and creatively, as well as an active intellectual activity and psychologically mobile in any situation (Kovalchuk, Prylepa, Chubrei et al., 2022).

The pedagogical skills consist of several components characterizing, on the one hand, the degree of a person's qualification, and on the other hand, the ability to productively cooperate with other people in the professional sphere. Successful cooperation largely depends on moral attitudes and norms of behaviour, motivation, value orientation of the individual, etc.

At first glance, the teacher's mastery reflects in the successful solution of one or another pedagogical task, in a high level of organization of the educational process, but, in fact, its essence lies in the teacher's personality traits which generate this activity and ensure its success (Ziaziun, Kramushchenko, & Kryvonos, 1997).

Undoubtedly, motivation and a valuable attitude to the future profession are the main components of the future teachers of labour education and technologies readiness for the development of professional activity in general and pedagogical skills in particular.

The significance of personality orientation is diverse. It depends, on one side, on the content of values chosen by the person, and on the other side, on the degree of assignment of these values. The individual value orientations are based on universal values, and the teacher or future teacher, as a representative of society, has to a corresponding focus on them (Brekhunets & Honcharenko, 2022).

For one's part, motivation is the most important characteristic of human activity reproducing such ways of the objective world transformation (or its symbolic equivalents to do), as a result of which new and more complex properties can be revealed (Kovalchuk & Prysiazhniuk, 2017).

The motives of the teacher's personality are the driving force of his independent activity and affect the process of acquiring the necessary professional qualities. A lack of purposeful motivation can be accompanied by a decrease in activity results, the development of a feeling of dissatisfaction with it, inadequacy of self-esteem, excessive psychological stress and, as a result, a decrease in the individual's desire for self-improvement and self-realization (Doroshenko, 2022).

Therefore, the substantiation of the motivational component as a basic and fundamental one in the structure of pedagogical skills of future teachers of labour education and technologies acquires of particular importance.

## **Theoretical Consideration**

Founded on the analysis of a number of psychological and pedagogical works, it has been established, that at the current stage, the issues of future teachers' professional training and pedagogical skills development stay remain one of the most relevant for the pedagogical theory and practice (Androshchuk & Androshchuk, 2020; Ziaziun, Kramushchenko & Kryvonos, 1997; Kabysh, 2021; Kovalchuk, 2012, etc.).

When determining value orientations, the research of foreign and Ukrainian authors (Rokeach, 1986; Dolynska & Maksymchuk, 2008; Vecchione & Schwartz, 2016, etc.) was considered.

According to I. Ziaziun et al. (1997), pedagogical skills should be understood as professional quality, which ensures the organization of professional activity at a high level and on a reflective basis. The scientist proposes to consider pedagogical mastery as the teacher's discovery of his "I" and the manifestation of self-realization of the teacher's individuality during the performance of his professional duties, which ensures the overall development of the student's personality.

We took into account the structure of pedagogical skills worked up by I. Ziaziun. The scientist singled out a number of components. The key pedagogical mastery feature is the humanistic orientation. It implies the affirmation of the highest personal spiritual values by word and deed, observance of moral norms in behaviour, identification of the teacher's professional ideology and reflection of their valuable attitude to pedagogical reality wheresoever. The next component is professional competence (the teacher's awareness of the discipline they lecture, methods, techniques, and means, as well as age, psychological and individual characteristics of their students, etc.). Yet another component of pedagogical skills is abilities to carry out professional activities. They manifest due to the peculiarities of the course of the teacher's mental processes ensuring the success of pedagogical activities (Ziaziun, Kramushchenko, & Kryvonos, 1997).

The criteria of a teacher's pedagogical skills (according to I. Ziaziun et al., 1997) are expediency (by direction), dialogism (specifics of relationships with schoolchildren), optimality (specifics of the choice of means), productivity (by results), creativity (according to the content of the activity).

V. Kovalchuk (2012) considers the concept of pedagogical skills as a professional quality contributing to the self-organization of professional activity at a high level and on a reflective basis, enabling the achievement of planned results with minimal force and in the shortest possible time. According to the researcher, the structural components of this professional quality are technological culture, professional orientation, professional knowledge, pedagogical abilities and creativity, as well as a pedagogical technique.

Pedagogical skills are a means of expressing the teacher's professionalism characterising their capacity to organize professional and pedagogical activities and determining the effectiveness of the educational process (Androshchuk & Androshchuk, 2020).

From M. Kabysh's (2021) point of view, pedagogical skills are an integrative complex creation. The highly developed professional and pedagogical competence is its foundation that ensures a high level of individual self-organization in the process of pedagogical activity via the synthesis of values, qualities and knowledge, and individual experience reflecting in the original solution of professional tasks.

The researcher singles out such interconnecting and interrelation components in the pedagogical skills structure, among them motivational-value, cognitive, activity, personal-reflective, and creative-constructive ones (Kabysh, 2021).

Under the pedagogical skills of future teachers of labour education, we understand the professional quality that ensures the organization of professional activity at a high level and on a reflective basis (Androsenko, 2021).

In our study result, the components (*motivational, cognitive, activity, reflective* ones), and criteria (*motivational-value, cognitive, activity-technological, creative-reflexive* ones) of this quality development of future teachers of labour education and technologies have been singled out, as well as the levels of development (*low, medium and high*) have been described (Androsenko, 2022).

We believe the motivational component is key and fundamental in the pedagogical skills development context of future teachers of labour education and technologies. It is such personal formations as motives, values, and needs integrating into the motivational value system and acquiring dynamic potential, to increase the effectiveness of the process of pedagogical skills development and its effective realization in professional activity.

The concepts of "motive" and "motivation" are key to the analysis of personality and the structure of behaviour. In the scientific literature, motivation is most often understood as an urge to act, a set of psychological factors and reasons that determine and explain human behaviour, dynamic processes of physiological and psychological content that control human behaviour, determine its orientation, degree of organization, activity and stability. It is the individual's ability to satisfy actively their own needs.

Understanding the motive as an object in which a need is specified under certain conditions makes it possible to consider not only the dynamic but primarily the substantive aspect of motivation, clearly seeing in motivational phenomena the connections between the subject and the world, while the leading line of motivation involves the development of its subject content.

Over the past decades, both in the EU countries and Ukraine, the problem of values and value orientations of the individual has gained special relevance. The defined concepts are the object of research in the fields of Psychology, Philosophy, Sociology, and many others. This indicates their relevance, complexity, and versatility.

Within the scope of our research, we give credit to the scientific views of N. Zhigailo, who interpreted the phenomenon of values as "... what human feeling tells us to recognize as more important than anything else, and to which one can strive, treat with respect and recognition" (Zhigaylo, 2019).

Research by S. Schwartz proves that the basis for motivational processes is the system of individual values, which permeates human activity, consciousness, and the structure of the individual. S. Schwartz, revealing the motivational tendencies in the theory of dynamic relations between value types, concluded that values form an integrated motivational structure, they are connected in a general system with other variables such as attitude, behaviour, etc. (Schwartz, 1992).

L. Dolynska and N. Maksymchuk (2008) treat value orientations as a relatively stable, socially determined, selective individual attitude to a list of material and spiritual social goods and ideals, which are the goals and/or means of satisfying the individual's vital needs.

The content of value orientations makes it possible to characterize the meaningful side of an individual's direction. At that same time, the value orientations system determining the meaningful side of an individual's orientation acts as the basis of their attitude to the environment, themselves and other people and serve as a foundation for the formation of worldview and motivation (Dolynska & Maksymchuk, 2008).

Definitely, everything that is valuable to one person may be underestimated by another, and sometimes not considered valuable at all. Thus, it could be said that value is always subjective things.

We perceive the role of value orientations in the future teacher's formation in determining professional behaviour and ensuring the content and direction of their activities, and in filling professional actions with content.

Considering the fact that the motivational component is basic and fundamental in the development of pedagogical skills structure, the criterion for its formation should be considered the motivational and value readiness of future teachers of labour education and technologies to the pedagogical skills development. This criterion covers a set of motives, needs, value orientations and interests of future teachers and can measure by such indicators: persistent motivation and desire to master pedagogical skills; awareness of the necessity to enrich one's own experience including both modern educational methods, techniques, methodologies, technologies and the peculiarities of their use in future professional activity; valuable attitude to the teaching profession, recognition of its significance; the capacity to overcome stereotypes in pedagogical activity.

We are persuaded, these indicators are not manifested in isolation, but in various combinations and ratios. For instance, the requirement for innovation activates interest in modern knowledge in the labour training and technology area, from one's part the success of the teacher's innovative activity helps to overcome asperities, find new ways of solving tasks, and defend the importance of innovative approaches in actual pedagogical practice.

Consequently, the motivational component is the core around which the main qualities of the future teacher of labour education and technologies as a specialist are building up. After all, not only the success of their professional activity but also the students' educational results depend on how much the student is motivated to develop pedagogical skills.

### **Experimental Consideration**

To reveal the formation of the motivational and value readiness of future teachers of labour training and technologies for the development of pedagogical skills, an empirical study was conducted among students of higher education in the specialty 014 Secondary education (Labour training and technologies) of full-time and part-time forms. The sample consisted of 65 Masters, 20 of them studying at Glukhiv National Pedagogical University named after Oleksandr Dovzhenko, 28 Masters were from Ternopil National Pedagogical University named after Volodymyr Hnatyuk and 17 Masters of Ternopil National University named after Yury Fedkovich. The average age of the survey participants is 24 years.

We chose the "Value orientations" (M. Rokeach) and "Pyramid of human needs" (A. Maslow) methods as diagnostic tools (Rokeach & Ball-Rokeach, 1989; Maslow, 1987).

According to the first method, respondents were offered two lists of values (18 in each), in which it is necessary to assign a rank number to each value and to arrange the cards in order of importance. Initially, participants of the experiment proposed a set of terminal values, and later – instrumental values.

Based on the results obtained with the use "Value orientations" method M. Rokeach, a rating of the most significant values of students was compiled.

The first place among students is given to values related to self-realization in future pedagogical activity: "interesting work" was rated as highly significant by 84% of respondents. The second and third places in the rating are occupied by the values "materially secure life" (75%) and "freedom as independence in deeds and actions" (73%). They have a relatively equally high value for the researched, i.e., material values and personal independence are equally important for students.

Values such as "having good and faithful friends" (70%), "health" (65%) and "love" (60%) have a fairly high rating among respondents. This choice reflects the peculiarities of youth, the urgency of the problem of intimate relationships

with the opposite sex. Separation from the parental family also plays its role here, many students come to study from other settlements.

Values such as "productive life" (55%), "active lifestyle" (50%), "cognition" (45%), "life wisdom" (40%) were ranked lower. Orientation to this group of values indicates that students are involved in the field of work, their views are directed to the future and everything that happens in the present is connected, first of all, with hopes for success.

In the ranking of unpopular areas, the first place is "beauty of nature and art", a minor number of students (12%) rate this value as attractive to them. Apparently, it can clarify by the fact that things giving benefits and convenience are now more valued, therefore aesthetic beauty and education are not given due to society's importance.

The value of "entertainment" (25%) is in the second place in terms of unpopularity. The third place among unpopular values is "happiness of others", 33% of students consider this sphere of life important.

In the hierarchy of instrumental values, ethical and communication values prevailed: "education" (80%), "high demands" (75%), "buoyance" (63%), "honesty" (61%). Such individualistic values as "strong will" (15%) and "intolerance to shortcomings in oneself and others" (12%), as well as "tolerance" (8%) turned out to be insignificant.

The obtained results determined the expediency of the creation and implementation of measures aimed at the motivational and value sphere development for future teachers of labour education and technologies, which were realised in the context of social-psychological training "Value Orientations of the Modern Teacher".

The purpose of the training is to expand and deepen the ideas of future teachers of labour education and technologies about the essence of the "motives", "values" and "value orientations" concepts, formation of motivational readiness for the development of pedagogical skills; development their critical thinking, attention, creative abilities, communication skills; the upbringing of a valuable attitude to the future profession.

The training program included:

- mini-lectures covering types of values and their significance in a person's life, the role of the teacher's value orientations in the student's personality formation, the structure of the individual motivational and value sphere, and something like that;

- group discussions on the topic "What qualities should a modern teacher possess?", "The role of the teacher in the formation of value orientations of modern schoolchildren", "The ideal teacher of labour training and technologies";

- pedagogical modelling which means playing out and further reconstructing the content of problem situations, modelling effective ways to solve them such as "Unfulfilled homework";

- role-playing games "I am a student", "One step forward who..." etc.;
- psychodramatic exercises, among them "My expectations", "Priorities and values", "Counterarguments", "Who am I?", "Life space", "5 steps to the goal";
- personal and group reflection of professional experience;
- independent activity in the creative homework form, e.g., writing essays, preparing messages, creating a mini-collage "My Values".

The completion of the design and approval of the author's program of work on the motivational and value sphere development of future teachers of labour education and technologies became a verification of its effectiveness.

All data that were obtained as a result of diagnostics of future teachers of labour education and technologies were processed and summarized in tabular form (see Table 1; Table 2).

*Table 1 Rating of terminal values of future teachers of labour education and technologies (made by authors)*

№	the name of the value	ascertaining stage		control stage	
		mean	rank	mean	rank
1.	active lifestyle	3,76	8	3,94	8
2.	life wisdom	3,38	11	3,46	12
3.	health	4,26	5	4,46	3
4.	interesting work	4,56	1	4,68	1
5.	the beauty of nature and art	2,31	18	2,63	17
6.	love	4,14	6	4,10	7
7.	materially secure life	4,54	2	4,36	4
8.	having good and faithful friends	4,36	4	4,32	5
9.	public vocation	3,04	15	2,96	15
10.	cognition	3,64	9	3,66	10
11.	productive life	3,98	7	4,26	6
12.	development	3,24	12	3,78	9
13.	entertainment	2,42	17	2,40	18
14.	freedom and independence in deeds and actions	4,52	3	4,56	2
15.	happy family life	3,52	10	3,56	11
16.	the happiness of others	2,90	16	2,82	16
17.	art	3,12	14	3,20	14
18.	self confidence	3,19	13	3,34	13

At the final stage of the empirical research, it was confirmed that in the process of purposeful work on the value orientations development via social and psychological training, positive changes in the motivational and value sphere of future teachers of labour education and technologies had occurred. Thus, among the terminal values, such as "interesting work" (85%), "freedom and independence in deeds and actions" (84%) and "health" (80%) were the most prioritized.



**Table 2 Rating of instrumental values of future teachers of labour education and technologies (made by authors)**

№	the name of the value	ascertaining stage		control stage	
		mean	rank	mean	rank
1.	neatness	3,52	14	2,98	16
2.	education	4,64	1	4,68	1
3.	high demands	4,60	2	4,52	3
4.	buoyancy	4,58	3	4,56	2
5.	diligence	4,26	6	4,28	7
6.	independence	4,32	5	4,46	4
7.	intolerance to shortcomings in oneself and others	2,86	17	2,88	17
8.	accomplishments	4,12	7	4,20	8
9.	rationalism	3,96	8	3,92	9
10.	responsibility	2,98	16	3,26	15
11.	self-control	3,34	15	3,56	14
12.	courage in defending one's own opinion, views	3,86	9	3,76	12
13.	strong will	3,68	13	3,70	13
14.	tolerance	2,44	18	2,50	18
15.	liberality	3,84	10	3,90	10
16.	honesty	4,42	4	4,40	5
17.	hard work	3,82	11	4,30	6
18.	keenness	3,74	12	3,78	11

The importance of "materially secure life" has decreased significantly; it had moved from the number of priority values to the list of values of medium importance (65%). Instead, the value of a "productive life" (55%) became a higher priority, as well as "development" (50%) and "life wisdom" (42%).

Among the instrumental values for future teachers of labour education and technologies, the most prioritized fell within "education" (82%), "buoyancy" (80%) and "high demands" (76%). Amongst the values of the average significance, such values as "independence" (65%), "hard work" (50%) and "responsibility" (40%) became more prioritized.

Foreshorten of our research has covered checking the priority of respondents' requirements by means of the A. Maslow's pyramid of needs. This method helps to explain the motivation of certain actions of a person, depending on their primary importance, since all actions that a person does are based on the importance of their needs.

In the classic version, the pyramid contains five levels: physical needs, safety and comfort, desire for community and participation in social life, personal values, respect and recognition in society, self-actualization and spiritual requirements.

We offered the research participants to rank the list of needs in order of their priority. The obtained results slightly modify the classical approach. Today, the following priorities for young people are safety and comfort (physical safety; economic safety; health; comfort) – 90%; personal values, respect and recognition in society (career; education, image; status in society) – 85%; participation in social life (communication; friendship; marriage and family; care for others; need for love and care) – 83%; physical needs (food; water; air; heat; rest; sleep) – 70%; self-actualization – 64%.

We assume that the key values identified by Masters according to the methodology of M. Rokeach (1986) and the pyramid of A. Maslow (1987) are the motives that determine readiness for the development of pedagogical skills.

Based on the research results that were received using the two mentioned methods, the motives that are a priority for future teachers at this stage of social development can single out, namely: safety and comfort, health, interesting work, freedom and independence, productive life, development, and communication.

Summarizing the set forth above, considering the distribution of terminal and instrumental values and their relation to the levels of Maslow's pyramid, it should conclude that Masters are motivated to the pedagogical skills development and possess a set of values necessary for the formation of this personal quality.

## **Conclusions**

Having taken note of obtained data from conducted research, it should emphasize that the motivational component is key in the structure of the pedagogical skills development. The success of the development of this personal important quality for future teachers of labour education and technologies during their professional training process is largely determined by the motivation and awareness of the value of interesting work, cognition, development, and achievements.

The results of the empirical work confirmed that the development of the students' motivational and value sphere is a significant area of activity in higher pedagogical education institutions, and this fact supposes the create and implementation of a wide range of measures/

According to the results of the formative influence of the training course, among the terminal values, "interesting work" (85%), "freedom and independence in deeds and actions" (84%) and "health" (80%) were the most prioritized. The importance of "materially secure life" has decreased significantly, it has moved from the number of priority values to the list of values of medium importance (65%). Instead, the value of a "productive life" (55%) became a higher priority, as well as "development" (50%) and "life wisdom" (42%).

Among the instrumental values for future teachers of labour education and technologies, "education" (82%), "buoyancy" (80%) and "high demands" (76%)

were the most meaningful. Among the values of the average significance, such values as "independence" (65%), "hard work" (50%) and "responsibility" (40%) became more impact.

The priorities today in conformity with Maslow's pyramid for young people are security and comfort (physical security; economic security; health; comfort) – 90%; personal values, respect and recognition in society (career; education, image; status in society) – 85%; participation in social life (communication; friendship; marriage and family; care for others; need for love and care) – 83%; physical needs (food; water; air; heat; rest; sleep) – 70%; self-actualization – 64%.

Based on the research results that were received using the two methods, the motives that are a priority for future teachers at this stage of social development have been singled out. These are safety and comfort, health, interesting work, freedom and independence, productive life, development, and communication.

Realizing the goals of our research the socio-psychological training "Value orientations of the modern teacher" has been created and tested. Its content covers mini-lectures (types of values and their significance in human life, the role of the teacher's value orientations in the student's personality formation, the structure of the personality motivational and value sphere, etc.); group discussions: "What qualities should a modern teacher possess?", "The role of the teacher in the formation of value orientations of modern schoolchildren", "The ideal teacher of labour training and technologies"; pedagogical modelling (playing out and further reconstructing the content of problem situations, modelling effective ways to solve them, e.g. "Uncompleted homework"); role-playing games in following topics "I am a student", "One step forward who..." etc.; psychodramatic exercises: "My expectations", "Priorities and values", "Counterarguments", "Who am I?", "Life space", "5 steps to the goal"; personal and group reflection of professional experience; independent activity in the creative homework form, e.g., writing essays, preparing messages, creating a mini-collage "My Values". Proposed forming means to develop pedagogical skills proved their effectiveness, as evidenced by the results of a repeated survey of future teachers of labour education and technologies with the use of Rokeach's method and their comparison with the levels of Maslow's pyramid.

The prospects for further research we perceive in the study of the current state of formation of the cognitive component of the readiness of future teachers of labour education and technologies to the development of their pedagogical skills.

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