

## Research Article

# Stimulating the Professional and Personal Self-Development of Future Teachers in the Context of Value-Semantic Orientation

Zhilgildinova Madin,<sup>1</sup> Abibulayeva Aizhana ,<sup>2</sup> Sultanova Nurgul,<sup>3</sup> Yedigenova Alma,<sup>4</sup> Seksenbayev Nursultan,<sup>5</sup> Alim Al Ayub Ahmed ,<sup>6</sup> and Robso Wodajo Mengesha <sup>7</sup>

<sup>1</sup>Social Pedagogy and Self-Cognition Department, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

<sup>2</sup>Social Pedagogy and Self-Cognition Department, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

<sup>3</sup>Candidate of Pedagogical Sciences, Head of the Department of Pedagogy and Psychology,

Department of Pedagogy and Psychology, Kazakh Humanities Law Innovative University, Semey, Kazakhstan

<sup>4</sup>Candidate of Pedagogical Sciences, Department of Psychology, Shakarim State University, Semey, Kazakhstan

<sup>5</sup>Assistant of the Department, Department of Psychiatry, Semey Medical University, Kazakhstan

<sup>6</sup>School of Accounting, Jiujiang University, Qianjin Donglu, Jiujiang, Jiangxi, China

<sup>7</sup>Department of History, Bule Hora University, Bule Hora, Ethiopia

Correspondence should be addressed to Robso Wodajo Mengesha; mengewaja@gmail.com

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The actualization of value-based approaches to vocational education is determined by the presence of several contradictions, among which it is necessary to name the following: the need for educational practice in more productive means; the implementation of a humanistic educational paradigm and the unpreparedness of teachers to use them; the need for teachers with formed attitudes towards value attitudes towards themselves, their professional activities, education, self-development, to the people around them, and the lack of an effective system of pedagogical tools for solving the abovementioned problem in the process of professional training of future teachers; and the particular importance of the axiological component of the content of vocational education and its insignificant component at the level of the educational process. The article deals with the essence of professional thinking of the teacher, ways and means to develop its value-semantic component in the process of learning pedagogy, problematic dialogue, analysis of texts, promotion, and other professional reflection.

## 1. Introduction

The teacher's professional culture and core value orientations play a unique role in solving educational problems. In the general pedagogical process, the teacher's culture is a universal indicator, a "measure" of the teacher's professional and personal development, and the most crucial factor in the effectiveness of their activities. The culture of the teacher plays the role of a trigger in the process of their creative self-development [1, 2].

The teacher has always been the embodiment of the people's highest spiritual aspirations, and the teacher's personality was endowed with unique spiritual and

moral qualities: wisdom, justice, kindness, intelligence, etc. Undoubtedly, both the teacher's personality and the professional activity carried out by them should be filled with high ideals and aspirations that meet the needs of self-development and the need to improve others, especially students. A real teacher seeks to know and understand a child's spiritual world and generously shares their values with them. The specificity of the behavior of such a teacher is their positive orientation towards others. This is nothing more than the spirituality of the teacher, the spiritual wealth of the individual, the deep inner strength of moral, intellectual, and aesthetic capabilities [3, 4].

The theoretical and empirical study of the problem of value orientations of contemporaries acquires a strategic character since self-preservation as a polyethnic community both spiritually, culturally, and physically depends on which positions will determine the “spirit of the people” in the coming decades. Of particular interest in this regard is the state of the spiritual sphere of those compatriots who have always been entrusted with increased responsibility for the spiritual and moral health of the people—educators, representatives of the creative intelligentsia, journalists from various media, etc. There is no doubt that this list of pedagogical professions occupies a central place because they are realized in the form of a direct influence of a specific teacher on a particular emerging student personality. Consequently, the prompt creation of a “picture” of the spiritual axiosphere of a modern teacher with the prospect of its purposeful cultivation can and should be considered the most urgent interdisciplinary task of exceptional social significance [5–7].

In this regard, it can be argued that value orientations are a primary psychosocial education, which is a substrate, on the one hand, of the “life credo,” on the other hand, of all human activity. Hence, it follows that personal value orientations are formed due to selection by the self-consciousness of personal meanings from the standpoint of their “admissibility and proximity to one’s own I.” This selection is especially clearly seen concerning moral and ethical phenomena when a decision is made not on a special occasion but as a manifestation of generalized personal meaning, which acts as a stable determinant of behavior [8, 9].

Despite the super-significance of spiritual values for the life of an individual and a nation as a whole, their system and structure are still far from detailed study. But one thing is certain: spiritual values are a means of expressing a person’s social maturity. Their composition and ratio in the integral structure of the personality are distinguished by significant diversity and organic interdependence. In our opinion, the category of spiritual values in a broad sense should include all psychological formations that regulate the subject’s relationship to the world, including another person. The culture of the teacher can be represented as a system that includes existential, moral, political, aesthetic, and artistic values, each of which, in turn, is an independent system formed by a variety of personal meanings. The named values have their own spiritual content and occupy a particular place in the teacher’s axiological guidelines [10, 11].

Existential values can be quite reasonably located at the top of the “pyramid” of the teacher’s spiritual values. These include the meaning and significance of life, determination, hope, care, etc. Understanding the nature of the importance of living in a spiritual culture takes a special place in interpreting the essence of pedagogical work. The meaning of life fixes the spiritual core of a person’s self-awareness; it is the axis of a person’s convictions, a stimulator of their will [12, 13]. In the teacher’s professional activity, the meaning of life determines the individual’s free choice, which is of fundamental importance for the creative solution of

educational and upbringing tasks of the pedagogical process [14].

The meaning of life, according to Stanislavsky, is a “super-task” of human life, to which all life goals are subordinated. Therefore, if the meaning of a teacher’s life is initially formed as a humanistic ideology, then its meaningful guidelines, i.e., human-centered aspirations, become professional behavior goals. In this case, the humanism of the teacher is objectively directed not only at the procedural and communicative characteristics of the pedagogical activity but also at the results of the educational process [15, 16]. Furthermore, the existential values of the teacher differ in many ways. First, they are characterized by integrativity, which allows them to “absorb” the most significant of other value orientations. Existential values are inherently introspective-dialogical since the search for the meaning of life is a phenomenon associated with a constant dispute, including internal self-observation [17]. Unlike others, existential values have an introverted orientation because the teacher establishes the meaning of life for themselves. Fundamentally, existential values differ in the possibility of their accurate formulation and awareness by a person, while, for example, moral and aesthetic values are, first of all, emotional.

Obviously, in the system of spiritual guidelines of the teacher, moral values occupy a central place. They contain the inner impulse of the teacher’s spiritual motivation and are manifested in the teacher’s relationship with the people around them. These values are extroverted and based on emotional consciousness [18]. Goodness, nobility, justice, solidarity, and altruism are just some of the components of the teacher’s system of moral values. In pedagogical activity, these values contribute to the creation of spiritual culture at the interpersonal and personal-collective levels in one way or another. Depending on how to relate to another person (team) and the dominance of an egocentric, group-centered, prosocial, or humanistic approach, the researchers can determine the absence or presence of moral values in the pedagogical process. Immediately, it should be noted that only in the case of a humanistic approach is the inherent value of the individual the development of moral guidelines [19, 20].

The main instrument of the moral consciousness of the teacher is their conscience, which matures when the individual enters the culture of human relations (self-knowledge) and is an internal judgment that puts a person above themselves, a sense of responsibility towards themselves, other people, and the world. For a teacher, conscience is an essential spiritual core that helps draw moral strength from the depths of their subject and directs relations with students in a positive humanistic direction [21]. Of particular importance in the pedagogical system is the teacher’s love as a disinterested internal need for a developing person (in need of help and protection) with full acceptance in all manifestations. A teacher who loves their students and their work becomes happy and robust, capable of bringing new things into the educational process and overcoming any obstacles [22, 23].

A loving teacher expresses their attitude towards significant components of the professional sphere through responsibility, care, respect, and knowledge. Caring in love is manifested in an active interest in a person, their life, and mental health. Love implies responsibility that does not ignore the needs of a person. It is also certain that in the manifestation of love, respect for a person is manifested, i.e., an objective perception of the personality, without embellishment and belittling of merits—as he is. Knowledge in love implies a deep penetration into the essence of the subject, awareness of the inner world of a person [24]. Additionally, the teaching profession must combine freedom of action with an understanding of personal and professional responsibility. The teacher must have developed self-esteem which will allow them to plan and carry out their activities in the range of real possibilities of a personal and technological nature. This means that he can and to a certain extent must be able to make professionally significant decisions at the level of strategy and tactics, i.e., to be independent in modeling their pedagogical credo (the only limitation is the commandment “do no harm!”) and in the choice of methods, techniques, means, and forms of implementation of professional tasks [2].

In a sense, the teacher’s political values are relevant: patriotism, civic consciousness, national dignity, etc., based on the teacher’s emotional perception of the interests and ideals of society. The teacher has always been a patriot and a citizen of their Fatherland; they took care of folk traditions and shared their people’s fate. The teacher’s orientation towards political values fills their life with deep spiritual meaning and allows them to overcome real-life difficulties and contradictions. Political importance is an axiological vector that indicates a direction for their pupils in a diverse sociocultural space, fostering involvement in the fate of their people [25]. Furthermore, the spiritual culture of a teacher also includes such a component as aesthetic values, such as beautiful, poetic, tragic, comic, sublime, etc. For the functioning of this group of values, a developed aesthetic taste is important, which is formed in mastering cultural achievements by a teacher and acts as an emotional and sensory tuning fork of the educational process. Aesthetic values express the vigorous activity of the teacher’s personality and demonstrate the teacher’s attitude to the world based on the feelings he has experienced.

In the group of the teacher’s aesthetic values, beauty stands out, capable of awakening sincere joy, a bright, optimistic feeling, and at the same time stimulating in a person noble and lofty experiences that enrich a person morally and intellectually. Aesthetic values impart a personal and creative character to pedagogical activity, bring a unique flavor to relations with schoolchildren and, in general, to the educational process [26]. Moreover, creativity as a value is a special kind of activity in which something new is born based on existing experience in changing conditions. Naturally, original, nonstencil solutions to various professional problems are hardly available to every teacher; however, if researchers consider that, by its very nature, pedagogical activity consists of resolving unique situations, it becomes

clear that creativity is not just an external attribute, but an internal characteristic of it.

To fully realize a creative approach to teaching, upbringing, and development of students, the teacher must have a desire for complete dedication, pedagogical intuition, and the ability to professionally justified improvisation. Creativity is an important characteristic of pedagogical activity, primarily because it “transfers” pedagogical activity from the field of skill to art. Suppose the master of pedagogical work is an erudite teacher who has a culture of work, a need for self-education, and demonstrates high results of professional activity. In that case, the teacher-artist creator, in addition to the abovementioned, has a pronounced ability to create educational activities in line with creating a work of art.

Of great importance is the spiritual culture of the teacher of artistic values that embody the individual’s attitude to the works of art. The master reveals and explains the world of human passions and emotions and reflects reality through people’s prismatic characters and relationships. A teacher who owns artistic values perceives the value of wealth of the world as if it were doubled. And this is natural. The quintessence of thoughts, feelings, and experiences is concentrated in art; therefore, by penetrating the secrets of works of art, the teacher approaches deep reflections on life, meaning, and value [27]. In addition, through art, artistic values stimulate the formation of an integral personality of a modern teacher, developing their intellect, imaginative thinking, imagination, aesthetic taste, high feelings, and emotional culture. Art makes it possible to master the richest experience of mankind individually. Enjoying the values of art helps to deepen your personality, more accurately feel the world, a person. It is significant for the teacher that artistic values develop their creativity. In other words, in the profession of a teacher, the possibilities of culture and education are harmoniously combined, while artistic values, in many cases, set the tone for the optimistic, emotional, and creative activity of the teacher [28, 29].

In the value approach to the phenomena of spiritual life, such a parameter as artistic taste is manifested, defined as a person’s ability to evaluate phenomena and objects from an aesthetic ideal. For a teacher, artistic taste is vital since it allows you to navigate school life events from an aesthetic point of view concerning students in their professional duties [16]. Diverse works of art of the classical heritage enable the teacher to appreciate the manifestation of the human spirit, the beauty of relationships between people, and the depth of human feelings and emotions. In this process, artistic values are an incomparable guideline of goodness, beauty, nobility, humanity, and taste, which are acquired exclusively when the teacher enters the culture [30]. Thus, the main components of the teacher’s culture as a system of spiritual values can be defined in the form of axiological guidelines that indicate the priorities of the individual. In modern conditions, it is necessary to make every effort so that the teacher, as a unique person, purposefully develops a system of values corresponding to the time, based on the paradigm of humanistic culture. The dominant in this process should be shifted from external influence on the

teacher's personality to self-actualization, self-education, self-communication, and self-affirmation of spiritual culture [25, 31].

The culture of a modern teacher is a unique spiritual education that includes value orientations that ensure a person's self-preservation in space and time. Modeling such a system is a diagnostic and prognostic process in determining the current state and immediate prospects in the development of the education system and the future of Russia as a whole. Since value orientations mediate a person's attitude to the world and oneself, it is vital to develop those that have a spiritual content and purposefully affect the development of identity, the inner depth of personality and community, and the versatility of manifestations in the educational system [32]. More importantly, the development of the axiosphere of the modern teacher is of fundamental importance for the formation of pedagogical culture. First of all, this is explained by the fact that the value orientations help to fulfill the goal-setting and design of activities accurately, determine the priorities and criteria of the pedagogical process, and direct the pedagogical activity and spiritual communication of the participants in the education system in a humanistic direction [21, 33].

In modern conditions of dynamically changing education, the professional activity of a teacher is becoming more and more complicated [34, 35]. The condition for its effective implementation is professional competence as the ability of a specialist to analyze professional problems, isolate, and solve pedagogical problems arising in an actual pedagogical situation, based on the actualization of a complex of professional knowledge, skills, and abilities; professional and life experience; professional and personal qualities, values, and centers [36]. But professional competence, in contrast to competencies as external requirements for activity, is a characteristic of the subject of activity, their personal quality; therefore, its value-semantic aspect acts as a guideline in the flow of information, the basis for professionally competent isolation of a pedagogical task in a pedagogical situation and its solution. The semantic sphere of the teacher determines the humanistic orientation of the outlook, actions, and deeds of the teacher; the "professional semantic potential" is a kind of "core" of their personality [21, 37].

It is the value-semantic component (with the unconditional significance of both cognitive and operational features) that lies in the foundation of the teacher's professional thinking, understood as "the specific mental and practical activity of the teacher, which ensures the effective use of professional values, ethical attitudes, scientific knowledge, pedagogical technologies, personal qualities in the analysis of situations, the isolation and solution of problems in the educational reality" [2, 38].

## 2. Materials and Methods

The study of the development of professional values of future teachers is one of the most important areas of pedagogical science since it is the teacher who is the bearer of the fundamental standard values of society. In addition, in an educational organization, the teacher transfers values to the

younger generation, thereby creating value-semantic trajectories of a growing person's life and helping to make a value choice. In addition, value orientations direct human activities and stimulate various personal and professional projects. In this regard, it is necessary to consider in detail the essential characteristics of values, the transformation of value priorities, and determine the system of the subject's relationship to the phenomena of the educational order, the potential of the teacher's axiosphere and, thus, present the pedagogical system as a unique phenomenon of the value development of the individual in modern conditions.

The goals for the development of professional values of future teachers should be defined in such a way as to emphasize the role of the cognitive area and present the knowledge/information component as a field of meanings with a focus on value priorities. It is also important to emphasize the possibility of rethinking existing axiological knowledge and building new combinations with previously existing ideas.

In terms of targeting, the emotional and sensory areas of the value development of the individual are of considerable interest. In this context, the goals should include the perception of objects, processes, interest in pedagogical phenomena, and, finally, the assimilation of value orientations and relationships and their active manifestation. In current conditions, the psychomotor or activity target component should be focused on forming various types of activity that have axiological potential.

Accurate goal-setting will allow you to concentrate on the main thing, to determine the order and sequence of activities. In addition, it becomes possible to highlight the prospects in work and analyze in detail the result—the development of the teacher's axiosphere.

Goal-setting is closely related to the principles of pedagogical axiology, which make it possible to determine priorities in pedagogical activity and highlight the teacher's value system. It is evident that the principle of humanism emphasizes the unique position in the education system of the personality of both the student and the teacher and the organization of pedagogical activity. Accurate goal-setting will allow you to concentrate on the main thing: determining the order and sequence of activities. In addition, it becomes possible to highlight the prospects in work and analyze in detail the result—the development of the teacher's axiosphere.

The principle of humanism emphasizes a particular value position in the education system regarding the personality of both the student and the teacher and the organization of the pedagogical process in the context of the corresponding values. Moreover, the principle of dynamism of value orientations emphasizes the mobility of the axiological system and the possibility of change. And at the same time, it helps to understand how important the system of value orientations is in current conditions, which creates the stable functioning of priority values. The principle of emotional openness can be presented as one of the significant principles of pedagogical axiology. With the help of experiences, various emotions toward an object, process, or phenomenon can be attributed to personality values [39]. The

development of the axiosphere of the personality is most favorable in conditions of emotional manifestations, and the skillful inclusion of the expressive abilities of the teacher makes it possible to make this process vivid, plastic, and expressive. The principle of inclusiveness is important for the development of the axiological sphere of the individual since it allows one to demonstrate the relationship of values with each other, the inclusion of different values in the value complexes of the individual, the pedagogical system, and society.

From the point of view of the depth of the course of pedagogical processes, the principle of hierarchy is highlighted, which helps to differentiate values along the vertical axis. Value orientations should be built considering the location from the highest to the lowest and, thus, demonstrate the axiological priorities in education [40, 41]. The principles of pedagogical axiology regulate professional and pedagogical activity in the context of the educational space. The content component of the system of professional values of future teachers is represented by the cognitive, emotional, and activity subsystems of the teacher's value orientations [42].

The cognitive subsystem is a certain information "field" on which the specifics of the teacher's activity, the subject content of training, and the practical organization of the educational process as a whole depend. Actualization of value knowledge is accompanied by corresponding emotional manifestations associated with the leading interests of the individual. In this case, knowledge becomes a component of the emotional subsystem, influencing and updating professional values.

The importance of the cognitive subsystem of the pedagogue's axiosphere is confirmed by the fact that the teacher's knowledge includes ideas, patterns, and principles, the assignment of which makes it possible to determine the teacher's attitude to the surrounding reality, the pedagogical system, and its center—a person [43, 44]. The teacher's professional knowledge reflects the state of the educational space and possible ways of working that ensure the most outstanding efficiency of education. The teacher's possession of professional knowledge at the methodological and technological levels allows them not only to organize pedagogical activity qualitatively but also to build the main lines of relations efficiently: "teacher-student," "student-student," "teacher-parents," etc. Pedagogical activity is inherently valuable since it is embodied by people and exists for the sake of people. The person can apply their abilities, develop their creative potential, and form their professional credo.

The professionally significant characteristics of the teacher's personality also include the emotional subsystem of their axiosphere, which is expressed in the specificity of the teacher's sensory orientations to various aspects and objects of pedagogical activity. The personality-oriented emotional state of the teacher, expressed in their aspirations and desires, is the most critical mechanism for regulating professional activity. This mechanism has a hierarchically organized structure represented in emotional reactions, emotional state, and attitude. In this case, the most meaningful of the given series of concepts denoting different levels

of reflection of reality in the form of experience is the emotional attitude.

Important in building relationships with students is the inclusion of the mechanisms of empathy, in essence—compassion, understanding the emotions of another person, and the ability to be on the same emotional wave. This enriches the educational process emotionally and makes it predictable to a certain extent. It should be especially emphasized that the birth against the background of comprehending the emotional state of students' attractions—the perception of students' attractiveness. This is an important way of internalizing the value orientation of the "personality."

The activity subsystem of the pedagogue's axiosphere is extremely important, as it contributes to the placement of semantic accents in the realities of life. It determines the relationship of values and their hierarchy and stimulates the corresponding actions and relationships in the axiological context.

Pedagogical activity is essentially value-based since it is embodied by people and exists for the sake of people. A person can find applications for their abilities, develop their creative potential, and form their professional credo. Especially it is necessary to highlight the axiological and communicative components of pedagogical activity.

The technological component of the model for forming a system of professional values of future teachers is represented by personality-oriented, dialogue, communicative, and reflexive technologies.

Dialogue technologies are of absolute value for forming the axiosphere of the personality, which provides the opportunity to develop abilities, actively listen, and adequately perceive and accurately argue their position. The strong side of the dialogue is working with information, the "field" of meanings. The participants in the dialogue argue the positions defended, put forward, and substantiate ideas. This, in turn, enriches the value orientations of the individual.

Interactive technologies create the basis for interpersonal interaction and the exchange of ideas, emotions, and values. It should also be noted that the reflexive elements of technologies are of great importance, making it possible to assess life positions and analyze situations of success and difficulties in the interiorization of values. The most significant thing is that reflection is the basis of an individual's internal motivation, which strengthens their spiritual resources, deepens the processes of comprehending the value paradigm, encourages the desire for success, the willingness to correct mistakes, and determines the ways and possibilities of familiarizing with the values of the educational system. The use of modern pedagogical technologies in educational activities makes it possible to assert fundamental values and, on their basis, build a contemporary world of values.

As mechanisms for developing teachers' professional values, researchers have tested the mechanisms of interiorization and exteriorization, as well as mechanisms of communication, dialogue, traditions, and innovations. For the formation of professional values of a teacher, it is crucial for the following: presentation of personal values; analytical

and synthetic transformation of information; awareness of value orientations; acceptance of value orientations; the implementation of value orientations in activity and behavior; the consolidation of the value orientation in the orientation of the personality and its transfer to the status of personality quality, that is, into a potential state; and the actualization of the potential value orientation, which consists in the qualities of the teacher's personality. Thus, there is a synthesis of unique transformations, interiorization as a process of translating the teacher's professional values into the individual's inner world [45].

The organizational component is a complex of organizational and pedagogical conditions for the development of the system of professional values of future teachers:

- (i) Providing, based on a systematic approach, the functional relationship of the components of professional training
- (ii) Future teacher in mastering the value orientations of the professional sphere "person-person"
- (iii) Using the algorithm for working with the professionally significant values of the future teacher in the process of developing the general cultural and professional competencies of a specialist
- (iv) Development of the ability to design one's personality in the professional sphere based on personally and professionally significant value orientations
- (v) Stimulating the development of the emotional and sensory spheres, a positive attitude towards the choice of value orientations by future teachers
- (vi) Implementation of a technological approach that allows transforming the system of values and the personal potential of the future teacher
- (vii) The holistic nature of the manifestation of the teacher's value orientations, subject to the interaction of cognitive, emotional, and activity subsystems
- (viii) Deep penetration into the meaning of value orientations, contributing to mobility and development of the value framework of the profession and the axiological principles of the personality

The evaluative and practical component includes criteria, indicators, and levels of formation of professional values of future teachers, as well as the results of the modeled process, including general cultural, professional, and particular competencies.

It is necessary to consider some of the components of the procedural model of the formation of professional values of future teachers. Social factors, which include the social situation, the social status of the individual, the social status of the teacher, etc., act as organizers of the educational process that stimulates value relationships. The social situation in modern conditions is developing in favor of the development of education through the support of educational initiatives based on priority value landmarks. Understanding the role of education in the development of

society has a beneficial effect on the development of the axiological foundations of education. However, the social status of a teacher is currently low, and the teaching profession is not among the most prestigious professions. Meanwhile, the world community highly appreciates the teacher's activity in personal development as a unique process of intellectualization of modern society, the development of culture, and the system of relations between people. But the teacher is worried about the degree of recognition of the prestige of their profession, which is expressed, in particular, in material remuneration for such responsible and challenging work.

Psychological and pedagogical factors in the formation of professional values of future teachers, including life experience, psychological climate, communication skills, education, and children's community, are of great importance. The life experience of a teacher is a unique foundation for building success in professional activity [46]. It confirms value positions, allows you to find optimal solutions, enriches with information that can be updated in certain conditions and can be the basis for appropriate behavior in a standard and nonstandard situation. One factor that stimulates value relationships is the psychological climate—the emotional coloring of interpersonal relationships that arise, develop, and are corrected in the educational process. Moreover, a favorable psychological environment occurs there and then when trust, the high exactingness of the participants in the pedagogical approach to each other, a high degree of emotional involvement and mutual assistance in various situations, the free expression of one's own opinion, and the responsibility of each for the quality of the educational process is positioned. All this enriches the value preferences of the subjects of pedagogical activity.

In our research, the researchers highly appreciate the teacher's resources of interpersonal communication relations as a unique mechanism for the interiorization and exteriorization of values. This requires a deep knowledge of the psychology of another person; memory for people and outstanding ones; developed imagination—the ability to put oneself in the place of another, to see the world through their eyes; education of the emotional sphere, empathy with other people, the manifestation of a warm and friendly attitude, etc.

Among the factors that stimulate value attitudes, personal ones stand out: phenotype, life satisfaction, age, gender, self-regulation of behavior, etc. Self-regulation of behavior, which is expressed in the subjective activity of the individual, should be emphasized. It can manage activities based on moral values and provide opportunities for their implementation. In the process of axiological activity, self-esteem is of particular importance, which fixes emotional and motivational states, affects the choice of goals, and predetermines the individual's attitude to the results achieved. Educational activities, like other complex phenomena, have many characteristics. In our study, the researchers tried to select components that are part of the pedagogue's axiosphere, among which are value orientations that reflect and model ideas about the essence of the teaching profession, including the initial attitudes of a person's self-

realization concerning other people. The researchers consider the teacher's values as an internal, emotionally mastered regulator of the teacher's activity, which determines their attitude to the world around them and themselves and simulates the content and nature of their professional activity.

The composition and ratio of values in the integral structure of the personality are distinguished by significant diversity and organic interdependence. In our opinion, the category of professional-pedagogical values in a broad sense should include all psychological and pedagogical formations that regulate the subject's attitude to the world, including another person. The pedagogue's axiosphere can be imagined as a system that includes existential, moral, political, aesthetic, and artistic values, each of which, in turn, is an independent system formed by a variety of personal meanings (Table 1). The named values have unique content and occupy a particular place in the teacher's axiological guidelines hierarchy.

Among the professional and pedagogical values, the teacher's activity's importance makes a lot of sense. The values of interpersonal interaction and national and universal values are specially distinguished. The formation of professional and pedagogical values should be thought out and organized as a leading direction in the training of a modern teacher. The level and quality of the teacher's influence on the student's personality, student collectives, and students' parents depend on this.

In our opinion, the teacher's axiosphere is the core of the personality, including, first of all, existential values that contribute to human self-preservation. Of course, the axiosphere of the personality has a stereoscopic effect, expressed in the fact that, when projected, it fully and integrally embraces both the professional and spiritual components of the teacher.

The development and definition of the axiotypes of the teacher's personality make it possible to highlight the version of the axiotype of the teacher, the priority from the professional point of view, whose center of pedagogical aspirations is the pupil's personality. A teacher, whose value orientations are centered on the pupil, effectively realizes their value potential both in social activity and in the pedagogical sphere, which forms the basis of their unique painstaking work in the personal development of a growing person.

### 3. Results and Discussion

The concept of modernization of education defines the task of improving the quality of education, which actualizes the professional and personal development of future teachers in the system of multilevel pedagogical education.

The complex of personal and professional qualities that characterize the modern teacher can serve as a benchmark for teachers' professional and personal development. It includes a prominent humanistic position concerning children; intelligence and spiritual culture; high professionalism and pedagogical creativity; and the need for constant self-education and readiness for it. The personal

and professional potential is revealed in conditions of spiritual and moral self-enrichment, creative self-realization, and self-assertion in life and profession [47].

In a teacher's personal and professional development, a special place is given to the formation of value-semantic formations of the personality and its spiritual and cultural growth. At present, the idea of a value-based approach in education is associated with an orientation towards humanitarian values, which implies recognizing the value of a person, their right to self-determination, self-development, and understanding of values as personal meanings accepted by a person. Value orientations determine the orientation of the personality. They unfold in the goals, ideals, interests, life plans, principles, convictions, and formations of an ideological target plan in the general line of a person's life. The system of value orientations, on the one hand, acts as the highest control organ for regulating all stimuli of human activity; on the other hand, as an internal source of a person's life goals, expressing what is most vital for them and has a personal meaning. The system of value orientations is the most crucial psychological organ of self-development and personal growth, simultaneously determining its direction and ways of existence [48].

The special significance of personal values in the structure of the semantic sphere of the individual lies in the fact that the motivating action is not limited to a specific activity or a specific situation; they correlate with the life of a person as a whole and have a high degree of stability; a change in the system of values is an extraordinary, crisis event in the life of an individual. Personal values are internal carriers of social regulation, rooted in personality structure. The system of stable value orientations of a person is an indicator of what can be expected from an individual; that is, value orientations act as a generalized indicator of the orientation of interests, needs, needs of a person, social position, and level of spiritual development [49].

We consider the problem of the personal and professional development of future teachers through value orientations, which implies the creation of conditions that would ensure the development of the individual, taking into account their value orientations and motives in educational and cognitive activities at the university.

Students made their choice in favor of universal values (life, nature, beauty, health, love, and spirituality). The most significant values for the students were also such values as self-realization and self-expression, material well-being, having good friends, a happy family life, and engaging and creative work. It can be argued that these values reflect the experience of individual and personal development of young people and the problems of their lives such as self-determination in current conditions.

Let us emphasize that the need for achievements is one of the most significant in the structure of students' value orientations. This is due to the peculiarities of the sociopsychological development of the individual at this age and the ability to realize oneself in various fields of activity.

The study showed that with age, the values of personal self-development become more relevant: self-esteem, the

TABLE 1: Hierarchy of the teacher's axiological guidelines.

Professional values	Characteristic	Values in education
Existential	Introverted orientation introspective-dialogical relations	The meaning and value of life, determination, communication, hope, care
Moral	Extroversion, emotional awareness; the values of the individual subject	Goodness, nobility, justice, cohesion, altruism
Political	Socioorganizational, super personal; extroversion	Patriotism, citizenship, national dignity
Aesthetic	Emotional and sensual tuning fork of the educational process; extroversion	Beautiful, poetic, tragic, comic, sublime
Artistic	The value of wealth of the world; extroversion	Works of art

need for self-determination, the preservation of individuality, the need for creative activity, health.

Further, the researchers offered the students pedagogical values to “try on” them to assess their professional and personal development. The following were identified as pedagogical values:

- (i) Positive perception of oneself as a teacher
- (ii) A positive attitude towards teaching activities
- (iii) Humanistic attitude towards children
- (iv) Spiritual and moral needs (search for the meaning of life, mercy, and the ability to help people)
- (v) Value attitude towards oneself and others as values in itself
- (vi) The need for personal and professional self-realization
- (vii) The need for individual and creative self-development
- (viii) Possession of ways of professional and personal development
- (ix) The ability for self-study, confidential assessment of one's own life experience
- (x) The ability to adjust the conditions and circumstances of professional and personal self-development
- (xi) Emotional self-regulation
- (xii) Ability to work in dialogical forms, ensuring cooperation

In these pedagogical values, the strategic and tactical goals of professional and personal achievements are highlighted. The criteria for such achievements are also highlighted.

The processes of interiorization act as the primary mechanisms for mastering “appropriating” pedagogical values: personal meanings are actualized, the partiality of individual consciousness, its particular subjectivity, develops. When a value is internalized, it enters as a moment of internal existence and acquires the force of a motive of activity [50].

In preparing future teachers at the university, students' aspirations for value-oriented activities to understand their lives in the context of universal and professional values are supported. With successful activities in solving problems of professional self-determination, students will experience spiritual satisfaction, which is of great importance for them,

and they will enter the sphere of their value-motivational orientations.

Considering personal values and needs as stable motivational formations, Leontyev focuses on the fact that requirements are also characterized by transsituationality and stability and have a motive-forming and “shifting” effect on specific activities. From a functional point of view, personal values and needs are indistinguishable [51].

In this regard, the content of the professional and pedagogical training of future teachers at the university is changing. The content of pedagogical training is the development of value orientations and needs of students through the development of pedagogical ideas as a part of the humanitarian culture and universal values and the formation of a pedagogical worldview; mastering pedagogy as a field of research; deep and comprehensive comprehension of pedagogical theory and practice of the past, present, and future; domestic and foreign experience; mastering modern pedagogical ideas and technologies; mastering the methods of scientific and pedagogical research; and participation in the study of specific pedagogical problems in creative laboratories of schools, researching orders from educational authorities.

For mastering, students are offered holistic pedagogical concepts as a system of leading ideas and ways of their practical implementation (such as humanistic education systems, theory and practice of problem-based learning, theory and technology of student-centered education, and the principle of integration in education).

Students are involved in the search for options for implementing leading ideas, taking into account specific pedagogical situations. Future teachers gain experience in creative activities and practical solutions to pedagogical problems. This happens more successfully if they learn to predict pedagogical processes, analyze and evaluate various ways to achieve results, and use a set of research methods.

In training a teacher-researcher, special attention is paid to upbringing the qualities necessary for creative activity: breadth of thinking, a sense of the new, criticality, cognitive activity and independence, self-exactingness, initiative, and perseverance. Moreover, creating a creatively stimulating environment, an atmosphere of search, support of innovative processes stimulates the development of motives for research activities, which is the essential condition for the creative self-realization of an individual. Lastly, the university's teaching staff's task is to stimulate the development of such value orientations of students that determine the formation of a future specialist with a sufficiently high level

of development of professional and personal competencies and as a person of culture, citizen, and moral personality.

The findings of this research are consistent with those of Malm [4], who examined the descriptions of what Swedish lecturers believed to be the required competences and attributes for future teachers in order to reach their conclusions. Ultimately, Malm said that there is a pressing need to raise understanding of what it means to be a teacher in teacher education, with both the personal “being” and the professional “becoming” elements of career development as crucial and interconnected components of professional growth. There has been a tendency to place an emphasis on the “becoming” at the cost of what it means to just “be” in the present moment. Furthermore, the findings of this study are consistent with the findings of Zhilgildinova et al. [2], who displayed the empirical research findings aimed to identify the level of mastering the abilities to professional and personal self-development of pedagogical specialty students in their presentation of the results of their empirical studies. The idea of “self-development of prospective teachers” was conceived and created on the basis of a review of psychological and educational literature. The findings of the research provided a precise prediction model for the stimulation of future teachers’ professional and personal self-development. The inspiration framework for prospective teachers’ professional and personal self-development has been established and provided by the authors on the basis of a systemic study of the situation. The authors differentiated three types of components in their suggested stimulation structure: motivational, cognitive, and value-semantic components. The value-semantic component, which was identified as one of the most important variables promoting pedagogical speciality students’ professional and personal self-development, was thoroughly investigated in this research. In this paper, the findings of an experimental study on the stimulation of prospective teachers’ professional and personal self-development were given in the context of diagnostic techniques.

#### 4. Conclusions and Implications

Summarizing, the researchers consider it necessary to note that modern sociocultural realities necessitate the implementation of value-oriented work aimed at encouraging students–future teachers–to enter the value world of universal sociocultural orientations purposefully. In this aspect, the most effective thing is a personal development strategy to transform the personality mechanisms that determine the socioprofessional and pedagogical orientation of the teacher’s personality.

The development of the value orientations of a future teacher can be a productive process if the following approaches are taken into account in the course of its organization and implementation:

- (i) A systematic approach to the presentation and development of the teacher’s value orientations, which determines the relationship and

interdependence between the values of the professional sphere “person-person”

- (ii) A variable approach to the choice of value orientations by future teachers, which allows realizing the values of freedom, creativity, responsibility, etc.
- (iii) Information-rich approach, providing deep penetration into the meaning of value orientations
- (iv) A projective approach associated with the ability to design one’s personality in the professional sphere based on value orientations
- (v) Technological approach that allows transforming the system of values, sociocultural environment, and personal potential
- (vi) A dialectical approach that proclaims the mobility and development of the value frame of the profession and the axiological principles of the personality

Thus, it can be argued that the effectiveness of the professional and personal development of future teachers is determined by the implementation of the system of pedagogical conditions: ensuring the social and value orientation of the educational process; stimulating the needs of students for self-development in the system of professional and pedagogical education; and the presence of a high level of competence of the teacher in the organization of educational and cognitive activities of students from the standpoint of value orientations.

Overall, the findings of this research revealed that learners who see personal self-development as a significant value in their lives, who are prepared to learn about themselves and who are confident in their abilities, are more likely to engage in active professional and personal self-development. Furthermore, learners who place a high priority on self-development are determined by their degree of self-development, motivated preparedness for self-development, and self-knowledge, among other characteristics. As a consequence, experimental study findings demonstrate that the intentional direction of value-semantic competences is a motivating element that contributes to both professional and personal self-development. As a result of what has been said here, we believe that the following dimensions of teacher education should be emphasized more: (1) expanding teachers’ capacities for creative and reflective thought; (2) improving critical thinking; (3) raising teachers’ philosophical and pedagogical awareness; (4) highlighting the cognitive as well as emotional aspects of teaching; (5) training teachers’ capacities for compassion and interpersonal cooperation; and (6) advancing teachers’ capacities for developing students’ abilities to think creatively and critically;

Presentations in the classroom are interpersonal contacts, and the importance of emotions in educational meetings cannot be understated. Teacher education programs must realize the significance of this issue and include important components into their curricula for the benefit of all parties involved in the future. Some of the most significant responsibilities of a teacher are the development of

meaningful connections with students and the maintenance of a good and dynamic classroom environment. Authentic pedagogical experiences in supportive educational environments should be the ideal that educators aspire for, since they incorporate both the passion for teaching and the goal of education.

## Data Availability

The data are available from the corresponding author upon reasonable request.

## Conflicts of Interest

The authors declare that they have no conflicts of interest.

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