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Dynamics of professional priorities of the future teachers

Under conditions of diffusion of modern national society values, professional axiogenesis of future professionals acquires more difficult and controversial character. This problem is particularly relevant concerning the students of pedagogical specialties whose formed professional values will have an impact on their personal traits.

Analysis of psychological and pedagogical sources testified that axiological orientations regarding future profession are established even during the professional training. Moreover, it further becomes the base for developing professional direction of the expert. The main contradiction of values formation of contemporary students is related with the fact that processes of self-regulation and self-management have already functioned but the formation of the students including students' orientation is not finished yet. Thus, studying of the process of students' professional axiogenesis is appropriate for its optimization at the stage of professional training.

The goal of the research is to identify the dynamics of professional priorities of future teachers. The study was hold on the basis of Borys Grinchenko Kyiv University with the involvement of 386 students of 1st – 6th years of study. Such methods as interview and ranking were used to identify the dynamics of professional priorities of future teachers.

The research revealed that students of the 1st – 4th years of study have dominance of internal professional values in particular orientation to derive pleasure from work, tendency of professional realization of personal potential and career growth. The necessity of financial support and career growth is quite

significant. At the same time, commitment to definite status in the society and the necessity of recognition of the results of work by other people, which occupy the last positions in the list, do not belong to the category of professional priorities. The motive to serve the society accomplishes the rating. As this motive occupies the last position in all students, it provides evidence of deformation of social motives in the structure of professional values. Orientation to the career growth increases among the Master's Degree students who have an opportunity to work at higher education institutions. These changes take place because of fact that the majority of Master's Degree students who work within their specialty have gained the experience of professional activities.

Thus, the process of professional axiogenesis of personality starts even during the juvenile professional self-determination and becomes active within the period of professional training. Performed empirical research revealed the dominance of internal professional orientation points in those students who gain pedagogical specialization over the external ones. It was determined that professional priorities of future teachers during the professional training were tendency to derive pleasure from work, professional realization of personal potential and career growth. At the same time, the levelling of social duty value regarding future pedagogical activity was noted. These results indicate the necessity of organization of purposeful psychological and pedagogical support of future experts' professional axiogenesis at the stage of their professional training.

Keywords: *professional axiogenesis, professional values, professional value orientations professional priorities, professional training, future teachers.*