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**Value-semantic self-determination in the professional development
of a teacher in conditions of additional vocational education**

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Abstract

The article reveals the problems of theoretical substantiation of value-semantic self-determination in the professional development of a teacher in conditions of additional adult education. The relevance of the research is determined by the fact that it is carried out in the context of innovative changes in additional vocational education in the conditions of the emergence of a postindustrial society in Russia. In this regard, every educator needs to determine the new values of the development of society and education.

The article is based on an extensive multidimensional theoretical and methodological material, the analysis of philosophical, psychological and pedagogical works on the problem of the value-semantic self-determination of the teacher in his professional work in the changed socio-economic conditions and modernization of education is carried out.

It is noted that the research is based on the methodological foundations of anthropological, axiological, humanistic, activity-based approaches. The article emphasizes the «value nature» of the teacher's value-semantic self-determination in professional activity, conditioned by pedagogical values that have a sociocultural, humanistic basis, defining, regulating, orienting, motivating his professional development. The essence of the value-semantic development of the teacher is revealed, pedagogical conditions for the realization of the value-semantic self-determination are revealed in the process of improving the qualifications of teachers.

On the basis of a set of research methods, the effectiveness of the developed pedagogical conditions of their successful value-semantic self-determination is revealed, including: the axiological filling of the content of the program of courses of upgrading qualifications with new professional values and revealing their

correlation with the traditional in the context of activity content; the construction of the content of the educational process in conditions of additional adult education in the form of a system of didactic tasks filled with a value and practical meaning; creation of situations of value-semantic rethinking of value orientations of teachers in the context of dynamic changes in society; the use of educational technologies, developing type, including teachers in the event, activity, dialogical, interactive situations that ensure the personal involvement of all subjects in the educational process on the basis of dialogic interaction and reflexive activity.

The scientific novelty of the research consists in substantiating the effective potential of the pedagogical conditions of the teacher's value-semantic self-determination, which ensures his professional development in conditions of additional adult education. The results that reveal the influence of the teacher's value-semantic self-determination in the value orientations of modern society on the formation of his new professionalism are formulated.

Key words: self-determination, value-semantic self-determination, professional development of the teacher, additional vocational education, pedagogical conditions of the teacher's value-semantic self-determination

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Introduction

Russia's transition to post-industrial development of the society is actualized by the search for content, means, technologies that ensure the involvement of citizens in the dynamic life of changing world "without borders". Under these conditions, a lot of requirements are imposed on education as a system that provides the development of the national human capital capable of creativity, self-realization for the development of innovative economy, and the transition of Russia to a new technological lifestyle. Modern economic, sociocultural aspects of

society exacerbate the need to determine the value concepts of education. "These concepts should, on the one hand, be determined by the flexibility of human nature, but on the other hand, take into account the socio-historical and cultural-temporal context of life" [1, c. 57].

Education not only serves as a means of transferring cultural values, but also self-develops the social order, forms the valuable basis of culture and social relations. "It is precisely education due to its mass character and systemic nature," transfers "the values of universal human culture into the sphere of the emerging new social consciousness and in this way exerts an effective influence on processes that take place not only in spiritual life, but also in the economy and in the practical sphere of life" [15, p. 134]. At the same time, over the past decades, many spiritual national traditions have been devalued in education without a worthy replacement.

In these conditions, the importance of the value cues of education that determine the development of regulatory valuable attitude of the youth in its multilateral ties with the world, with the others, in the context of the mechanism of valuable regulation of relations [16, c. 21]. In particular, the Memorandum on Lifelong Learning draws our attention to the increasing importance of analyzing the values of learning [29]. The key figure in the formation of value cues of the post-industrial society is a teacher, who makes great demands to his professional development. Acting as a subject in the system of professional activity in the formation of the system of values among learners, a teacher "launches" internal personal value-semantic mechanisms of their self-development. However, a teacher is able to transfer to the students only those value cues that are inherent in himself. In this regard, the teacher's value-based self-determination must meet social demands, the humanistic ideals of society, aimed at the formation of "the human in a man" (VI Slobodchikov). R. Inglehard believes that the value system of different societies changes in such a way that the nature of these changes has significant economic, sociocultural and political consequences [30]. In this regard, the axiological orientation of the additional professional education of a teacher is enhanced, ensuring the formation and development of his "moral core," system of

values that are adequate to a rapidly changing world, determining one's own position with regard to the system of humanistic values, the central of which is the value of a "Human." In this context, the strategy of teachers' self-determination in the process of choosing pedagogical paths of one's own self-realization becomes important [8, c. 107]. Thus, the issue of the teacher's value-and-semantic self-determination becomes extremely topical under the conditions of complexity and ambiguity of the modern world and, in this connection, the need for the teacher's orientation in the "problematic value sphere", where the directly opposite interpretations of many worldview issues coexist, incomplete, ambiguous interpretations of acute issues of existence .

In the context of the ideas of V.I. Slobodchikov, E.V. Bondarevskaya, VD Povzun [24; 4; 20] person's education in its essence is always self-determined, aimed at finding its place under the sun, in the environment full of ideas and views. Scientific approaches to the study of the individual's value cues as the basis for self-determination are considered in the broad context of the ideas of a post-industrial society in the context of continuous education. In this case, the problem of the teacher's valuable self-determination in his professional development as "the movement of eternal values through the reflection of life" (J.-P. Sartre) in conditions of additional vocational education at the stage of the formation of the postindustrial society is not sufficiently studied.

The relevance of this study is determined by the following factors:

- complexity and contradiction of modern society formation;
- modernization of the value system;
- social assignment of society, aimed at "the definition of the modern national educational ideal" [17, p. 6];
- the difficulties faced by teachers in the value self-determination as the correlation of one's inner self with the world (S. Kierkegaard).

In the theory and practice of additional education there is a contradiction between the value-oriented priorities of the teacher's professional development and

insufficient attention to the problems of his value self-determination. This contradiction requires a scientific solution.

Thus, it is necessary to state the problem of research, which consists in the need to explain and implement the value self-determination of a teacher in professional development under the conditions of additional vocational education. Identification of the essence and pedagogical conditions of the value-semantic self-determination of teachers in the process of their professional development in additional professional education is the subject of this article. The educational process in additional professional education is an object of study; the subject is the value-semantic self-determination of the teacher in his professional development in conditions of additional professional education. As a hypothesis, we put forward the assumption that the teacher's value-semantic self-determination is viewed as a continuous process of the teacher's appeal to professional values, goals, ideas, and meanings that ensure the professional development of a teacher in professiogenesis. The pedagogical conditions of the teacher's value-semantic self-determination in professional development under the conditions of additional vocational education are met with regard to the arrangement of the value interaction of the subjects of the educational process, the axiological saturation of the content of pedagogical education, the use of adult education technologies aimed at the free self-determination of teachers.

Literature Review

In this research the following methodological ideas are put forward:

–a Human as a unique holistic unity , his natural, sociocultural spiritual essence[4; 11; 24];

–the value-semantic nature of human self-determination;

–value self-determination as a complex, non-linear, step-by-step process that takes place throughout the life of a person, in the context of axiological, humanitarian-anthropological and activity approaches.

Let us emphasize that the problem of self-determination in pedagogy originated in the 80s of the twentieth century. O.S.Gazman was one of the first in

the innovative pedagogical community to pay attention to existential values, opening a new area for researchers to study various aspects of self-determination [26]. An analysis of the pedagogical studies carried out on this issue since 1980s showed the heterogeneity of scientific research, their multidirectional character. To a greater extent, it is revealed in the preparation of the future teacher [4; 12; 17]. At the same time, we emphasize that, in general, this problem has been studied insufficiently, and the problem of value-based self-determination in the professional development of the teacher in conditions of additional adult education is also insufficiently studied.

The nature of the semantic self-determination of the teacher is conditioned by pedagogical values, which, according to V.A. Slavenin and G.I. Chizhakova, constitute the norms regulating the professional activity of a teacher by directing and motivating him towards the educational process [18]. Thus, outside the value relations there is no system of moral coordinates for a man, "in which the upper and the lower are good and evil" [3].

The task to be fulfilled by the study requires the investigation of the conceptual field associated with the concept of "self-determination" as a zone of the teacher's personal responsibility as a process and "the result of consciously establishing the boundaries of the freedom of one's own activity and the result of correlating one's own position with the sociocultural norms and value cues of other subjects"[8, c. 108].

This problem was considered in the studies of A.V. Kiriyakov, L.P. Razbegaeva, V.D. Povzun, V.A. Slavenin [23; 22; 19; 18]. However, the changes of the modern world determine the change of the cultural paradigm [5] and require a new understanding of the concept, "a new constructive fixation of its new programming" [26, p. 17]. In this regard, the teacher's value self-determination defines his ability to independently construct, comprehend and regulate not only personal, but also professional life on the basis of system of values.

In this regard, V.V. Klimov considers the value self-determination of the teacher as a complex, dynamic, managed system of interrelated elements, "the

basis of which is: the general culture of the individual, special knowledge, skills, professional focus, other values and norms" [13, c. 116].

In D.S. Kiselev's dissertation research, the teacher's value self-determination is viewed as the process of generating goals and life meanings of professional activity in the space-time continuum of the development of his subjectivity [12].

In this context, as "the process of acquiring the individual's meanings, goals and resources of his own life in space and time of education" [19, p. 9] V.D. Povzun substantiates the concept of "value self-determination". It determines that qualitative changes in the attitude of the individual towards one's own life and activity are implemented due to the formation of a holistic view of the individual about the world, the comprehension of one's place in this world. It should be noted that the idea of a space-temporal continuum used by D.S. Kiselev and V.D. Povzun is taken from the work of M.S. Kagan on the understanding of the world as a space-temporal continuum where a person develops the "human-world" relation [11].

In the study of O. A. Chernukha, the value self-determination is revealed as an integrative personality formation, characterized by the identification of the person with the Human of Civilization as a free responsible subject [27]. This definition, unlike the above mentioned, is characterized in the context of the formation of the postindustrial society and meets its requirements.

In the context of the axiological approach, L. Razbegaeva reveals value-semantic self-determination. She considers this concept in the context of acquiring humanistic values as an experience of mastering cultural achievements through the activity, the result of acquisition of humanistic values is the development of value attitudes to the world, and the "Other". According to L.P. Razbegaeva, the components of the experience of value-semantic self-determination are knowledge about value, meta-evaluation and self-esteem [22].

Describing value-semantic self-determination in the works of researchers, we note that based on the analysis of researches [19; 22; 27] we consider the concepts of "value self-determination" and "value-semantic self-determination" as

synonyms. It is important to emphasize that value self-determination is genetically the initial one, which determines the development of all other types of self-determination and it reveals its unique nature. N. Yu. Barmin [2] and Slobodchikov [21] highlight that value self-determination not only transforms a person's attitude to reality, providing reality with the meanings and values of activity, a person in his turn transforms it into the content of his subjectivity, in fact, absorbing an objective reality, subjectivizing it.

Explaining the conceptual field of value-semantic self-determination, we note that "in the experience of value self-determination, a system of value relations of the individual with socio-cultural reality is formed" [6].

It should be pointed out that, as the basis of our study, we also used the understanding of the professional development of the teacher in the context of G.A. Ignat'eva's research. She describes it as a dynamic process of the subject's formation of his own activity in the professiogenesis [9, c. 32]. In this regard, the main value aim of vocational education "is the design of educational processes in which" "the development of the teacher's ability to self-determine and be a genuine subject of his own life, the opportunity to transform his own life" originated [8, p. 107] taking into account humanistic value orientations.

Moreover, we consider additional vocational education (advanced training) as a core for continuous education and personal development, where, as a specialist, a teacher improves his qualifications throughout his professional life, and it is then that the art of the profession is understood properly [12]. The analysis of the works of N. Yu. Barmin, G.A. Ignat'eva, E. V. Bondarevskaya, O. V. Tulupova, V. I. Slobodchikov allows us to consider additional vocational education as a meta-education in relation to the entire educational system as a whole [2; 6; 4; 25; 24]. "It is professional educators who form a layer of the population of the region, which is primarily capable of transformation" [20].

Under the conditions of the formation of a postindustrial information society, the postgraduate education of a teacher is viewed as a project-networking, reflective, activity-based learning environment for adults, specified by global

tendencies of sociocultural changes and educational metatendencies i.e. the interdisciplinarity of educational programs, the variability of technological approaches, the focus on the development of human subjectivity in the historical and sociocultural contexts.

The viewpoints of G.A. Ignatyeva, O.V. Tulupova, O.E. Fefelova are essential for our research. They assume that under these conditions "the achievement of the goal and the embodiment of the value of growing new professional positions" will be fulfilled [10, с. 3–4].

Thus, a brief review of the scientific literature made it possible to determine the relevance of the problem of value-semantic self-determination of the professional development of the teacher in conditions of additional professional education, to reveal the essence of the concept of "value-semantic self-determination of the teacher". The value-semantic self-determination of the teacher in professional development is considered as a dynamic developing process of the formation of system of values in relation to the objective values of existence and professional activity. Value-semantic self-determination is an integral part of the professional teacher and includes a value attitude to social norms, system of values, cultural traditions of pedagogical activity and implementation of value meanings to his professional activity.

At the same time, it should be emphasized that in recent years the scientific literature has not sufficiently addressed issues related to the pedagogical conditions of the value self-determination of the professional development of the teacher in conditions of additional vocational education in the period of modernization of education. Не в полной мере раскрыты механизмы влияния профессионального развития педагога на ценностное самоопределение педагога. The mechanisms of influence of the teacher's professional development on the teacher's value self-determination are not fully studied.

Materials and Methods

The study of the problem of the self-determination of professional development of a teacher in the conditions of postgraduate education was carried

out on the basis of the Nizhny Novgorod Institute for the Development of Education. During the experimental work, it was supposed that additional vocational education was a factor of the teacher's value self-determination in the context of the meaningfulness of the value bases under which the main "value cue for adult education was the design of such educational processes in which it was important to develop a person's fundamental ability to self-determine and be a true subject of one's own life, capable of transforming one's own life activity in the subject of practical transformation [25, c. 82].

Within the framework of the developed educational program "Personalized Technologies for Accompanying Gifted Children" for the advanced training courses for teachers, we have designed an educational environment that introduces teachers to the event-value circle of cognition and to focus their attention on pedagogical values, providing opportunities for choice and value self-determination in the educational process.

To this end, the content of education was filled with a value meaning on the basis of "solving professional problems, in situations of uncertainty, choice, axiological saturation of the activity content with cultural experience, system of values, ideals included in the life and professional context, in their own value meanings" [8, c. 100].

We should emphasize that from the standpoint of the axiological approach, the value-semantic self-determination of teachers is conditioned by its focus on the values of pedagogical activity, which serve as a guide for their social and professional activity and initiative.

The analysis of the scientific literature and practical experience within the framework of the article made it possible to reveal the pedagogical conditions for the successful formation of the value-semantic self-determination of teachers in the context of the developed program in the supplementary adult education and to test it in the conditions of experimental work, in which 61 people took part. Pedagogical conditions were designed on the basis of innovative ideas of professional development of a teacher, substantiated and developed at the

Department of Pedagogy and Andragogy of the Nizhny Novgorod Institute for Educational Development. Pilot testing made it possible to implement pedagogical conditions contributed to the value-semantic self-determination of the teacher:

–axiological filling of the program of advanced training for the additional education of adults with new professional values in the context of the activity content;

–projecting the situation of value-semantic rethinking of the teacher's values in relation of the teacher to the student, to himself as a professional, to pedagogical activity in the context of dynamic socio-economic, sociocultural transformations and the demands of modern society that ensure the development of a new professionalism of the teacher;

–the construction of the content of the educational process in the form of a system of didactic tasks, filled with a value concept integrating, on the one hand, the structure of theoretical construction, and on the other hand - "the living activity of interacting adults , i. e. the educator and learners, capable of retaining this concreteness" [10, c. 41];

–application of educational technologies of "developing type" [10], providing the creation of event situations, the personal involvement of all subjects in the project-cooperative activity of the educational process on the basis of positional interaction.

The basic provisions , which determined the logic of the pedagogical experiment, was the provision that the diagnostics perform the ascertain, heuristic, prognostic functions, expanding the possibilities of understanding the phenomenon of the teacher's value self-determination in professional development.

The diagnostic complex of the study consists of methods and techniques that ensure its implementation:

–discussions, , questionnaires, interviews with teachers , investigation of the products of their activities to identify psychological and pedagogical features of the development of value self-determination;

–involved observation of behavior, relationships among teachers in class;

–projective methods, the method of “unfinished sentences”, the method of free self-descriptions, the case method;

–adapted methods of studying the system of values : the method of M. Rokich.

The set of research methods used is adequate to the material of the study, its purpose and the logic of studying the subject.

Results

The conducted research allows to analyze and summarize the data on the basis of comparing the results obtained from the teachers before the beginning of the program of the course "Personalized technologies for accompanying gifted children" 72 hours and after the course, as well as the results obtained during the sessions while solving professional tasks and analyzing situations.

The hypothesis of the research is that the use of the developed pedagogical conditions in the educational process provides value-based self-determination of educators of the advanced training courses in relation to the system of values, required by the modernization of education in the context of the development of the postindustrial society.

The application of the “unfinished sentences” method before and after the course has revealed a change in the system of values for the purpose of determining your inner world by answering the value-semantic questions: "Who am I? What kind of person am I? Who is a modern student? What does a pupil mean to me ? The method of value identification developed by us reveals the following value opinions of teachers: "What does another person mean to you? What is your relationship with the world? What is the Fatherland for you? What is your mission as a teacher? "Also gave an opportunity to reveal the views and changes in the views of teachers. It was determined that during the experimental work, we noticed dependence among values, goals and meanings of a teacher before and after the course.

In the course of experimental work we have determined the correlation between the value hierarchy of teachers and the meaning of life, which they have

so far. The analysis of the data obtained has revealed that there is contingency between the value self-determination of the individual and the achievement motivation.

In our research we use a "Staged panel discussion" technique, one part of the audience speaks in favor of the traditional approach in education and its values, and the other one justified the innovative approach in education and the values of the modern world. It allows us through "the movement in eternal values using the reflection of existence and the search for self" (Zh .-P. Sartre) to identify the process of determining your own position in relation to the system of universal humanistic values and new value cues of the post-industrial society and the characteristics of modern participants of the program.

The experimental work revealed that the process of self-determination of teachers in the context of the semantic aspect of activity permeates all educational activities. That proves the idea of G.A. Ignat'eva about the harmonious synthesis within the subject of activity of the content, the mode and the meaning of activity in the form of the unity of knowledge, techniques (professional skills) and values [9, p. 27], which determine the personal function of the activity content, attests to teachers' interest to the existential problem associated with the search for meanings.

Based on the results of the research we can draw a conclusion that the developed pedagogical conditions provide value-semantic self-determination of the teacher in his professional development. It is found that in the course of experimental work a change the value-semantic self-determination has changed in the context of ideas conditioned by a new vector of education modernization under the conditions of post-industrial society development, as well as in the application of educational technologies of the developing type. The study reflects positive dynamics of the acceptance of new value norms (81%) related to the new understanding of the Knowledge, with the understanding of the universality of the world and universal modes of activity, a new role of traditions and innovations under rapidly changing conditions, understanding of the creative sovereign and

autonomous position of the Human, the new functions of the Teacher , the development of professional views in the context of advanced training. 83% of the participants indicated that focus on humanistic values ensures their self-development and productive work.

The experimental work reveals a positive attitude of participants to the axiological saturation of the content of the educational learning materials studied at the courses, as well as educational materials in the form of a workbook designed in the form of didactic tasks that are filled with value meaning. A positive attitude (94%) was caused by educational technologies of developing type, which involve them in subject-subject interaction, situational perception of situations, and reflexive analysis of the latter. The experiment has proved the hypothesis. To determine the reliability of obtained results, the statistic criterion X^2 was used. Overall , according to the results of statistic calculations (at the time of the completion of the experimental work), the value of $X^2_{emp} = 8.67$, with a level of statistical significance ($X^2_{crit} = 5.99$). As $X^2_{emp} > X^2_{crit}$, the reliability of the differences is 95%.

Discussion and Results

The results of the research have proved that the value-semantic self-determination of a teacher occurs in the process of professional development during additional vocational education. Moreover, additional vocational education is a factor of the teacher's value-semantic self-determination. In the context of additional adult education, pedagogical conditions ensure the interiorization of new pedagogical values, regarding the dynamic changes that take place in the process of the postindustrial society formation. In the course of the pedagogical experiment, the effectiveness of the following pedagogical conditions has been proved, ensuring the teacher's value-semantic self-determination:

–axiological component of the programs for advanced training in additional professional education;

–the design of situations related to the value-semantic rethinking of the teacher's system of values towards a student, himself as a professional, pedagogical activity in the context of new norms, requirements and changes;

–structuring the educational process in the form of didactic tasks filled with value meaning;

–using educational technologies of the developing type that provide the creation of event situations; situations associated with empathy, involving participants in project-cooperative activities, with regard to reflection.

The mechanism of the value-semantic self-determination of teachers in professional development is connected "with the movement" of the teacher from reflecting the meanings of consciousness to their generation and acceptance as personal values to regulate and direct a teacher in the educational process. These results correlate favorably with the data of other researchers [12; 20; 28].

Thus, the scientific significance of this work lies in the unveiling the essence of the value-semantic self-determination of the professional development of a teacher in the additional education of adults under the changing socio-economic, sociocultural conditions; in the justification of total combination of the pedagogical conditions for successful value-semantic self-determination of a teacher in additional vocational education that affect the formation of new professionalism.

The obtained data testify to the fact that the implementation of the allocated pedagogical conditions increases the effectiveness the value-semantic self-determination of teachers in the system of additional professional education. The results obtained by the authors lend support to the achievement of the goal set in the article. At the same time, the study does not exhaust all the aspects of this problem.

Our investigations into this area represent an excellent initial step toward further research of this problem

–the development of a conceptual model of the value-semantic self-determination of a teacher for his professional improvement in additional adult education;

–the structuring of the developing educational practice of value-semantic self-determination in the conditions of the network model of postgraduate education;

–studying the support of the value-semantic self-determination of the teacher professional development in the field of adult education.

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