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**VALUE-SEMANTIC COMPETENCE AS A PART OF READINESS OF  
FUTURE TEACHEAS TO THEIR PROFESSIONAL ENGAGEMENT**

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*We study the personal dimension of value-semantic component of educational activity. Investigation of value-semantic competence of future teachers in the structure of their readiness to professional life is the purpose of the article. Determined that the value-semantic competence is the unity of theoretical and practical preparedness for future teachers to the profession. Thesis there is determined cognitive, motivational, behavioral and reflective components of value-semantic competence of future teachers. The key components of value-semantic competence of future teachers, the formation of which is updated on the way of implementation of personality-oriented and competence based approaches in modern educational space, are defined in the article on the base of the theoretical analysis of scientific and educational literature.*

*Keywords: competence, readiness, value-semantic competence, pedagogical thinking, pedagogical communication, pedagogical reflection, pedagogical orientation.*

**Introduction.** Axiological approach to the study of the problems of pedagogical education is now commonly used by home scientists. The attention to this problem is caused by the fact that it becomes actual at the turning moments of society development, when a person has to decide upon the purpose of life and the means to achieve it. The study of the values of those social and professional groups that directly affect the spiritual renewal of society has especially important significance. The employees of the educational sphere make up one of such groups.

The effectiveness of training and educational work in the educational institutions mostly, if not decisively, depends on the teacher's personality, his value systems, attitude to life, children and to his work. The peculiarities of teacher's work became the subject of immediate attention of scholars, such as: I. Bekh, Z. Kurlyand, A. Markov, V. Sukhomlynskyi and others.

The components of teacher's authority were thoroughly studied by I. Bekh. Scientist declares that teacher can achieve educational goals only if he becomes important for the educatee. According to the scientists, teacher's personal qualities come to the forefront here; besides, the trust to a child is almost the most essential precondition of the teacher's authority. I. Bekh declares that children feel extremely sensitively the attitude towards them and painfully experience the slightest manifestation of mistrust. Their strong sense of own dignity also plays an important role. And the teacher, whose understanding of his superiority first of all does not allow to recognize a person in a child, should expect nothing but resentment, anger, isolation, and even direct hostility [1, p. 183].

I. Bekh emphasizes that mutual respect and trust are stringent conditions of authority relationship in the system "teacher – children". Teacher's authority is not possible by itself. Only if teacher sees in children genuine partners and coworkers, if he evaluates them not only as students but also as distinctive individuals, he turns to them with his better side, wants to show them all his best traits of character and, most likely, he will gain the personal authority as a response to a respectful attitude towards children's personalities.

Thus, teacher's authority, according to I. Bekh, is closely associated in the eyes of students with his attitude toward students, with the ability to approach everyone with positive setting, with the ability of the teacher to see the individuality, not a faceless object of disciplinary actions [1, p. 184].

Taking all mentioned above into consideration, **the purpose of the article** is to examine the value-semantic competence in the structure of readiness of future teachers to their professional engagement.

### **Results of the research.**

Readiness is defined in Psychological encyclopedia as bringing of all psychophysiological systems of the human body necessary for the effective performance of certain actions into the active state [2, p. 89]. Actually, there are several approaches to determination of readiness. K. Abulkhanova-Slavskaya [3], B. Ananiev [4], O. Leontiev [5] and others treat readiness as personal derivation, first of all as an expression of individual and personal traits that is determined by the nature of future activity.

Z. Kurlyand, R. Khmelyuk, A. Semenova and others consider that readiness is an integrated trait of the individual, including his emotional, cognitive and volition spheres necessary for the activities performance. Scientists emphasize that readiness includes positive attitude to work, awareness of motives and needs, the objectification of the subject and the ways of interaction with the subject. Z. Kurlyand, R. Hmelyuk, A. Semenov and others identify emotional, intellectual and volition characteristics of individual's behavior as an exact expression of readiness [6, p. 225].

Representatives of personal-activity approach M. Dyachenko, L. Kandybovych, N. Kuzmina [7; 8] and others refer the term "readiness" to the complete expression of all facets of the personality that allow him to perform his functions effectively. According to M. Dyachenko and L. Kandybovych, readiness is an integrated trait of the personality and includes knowledge, abilities, skills and settings for the exact actions. M. Dyachenko and L. Kandybovych distinguish such components in the structure of psychological readiness to various types of activities: understanding of own needs, objectives and tasks for solving different needs; understanding and assessment of the conditions in which the

person has to work; determination of the most probable ways of solving the task on the base of experience; forecasting of their intellectual, emotional, motivational and volitional processes; estimation of the ratio of own capabilities, including the level of claims; mobilization of forces according to the conditions and tasks [7, p. 38].

The components of the structure of teacher's personality are presented by A. Markova in the following way: individual's motivation (orientation of the individual and its types); properties of the individual (teaching skills) and integral characteristics of the individual (pedagogical self-understanding, creativity, etc.) [9]. In addition, A. Markova only by the structural components of activity, emphasizes first of all motivational part when a person orients in the new environment, sets the goals and objectives, forms the motives - this is the level of readiness to activity; secondly, central, executive part, when a person performs actions - that's the objective why he works; thirdly, control and evaluation part, when the person mentally turns back and defines for himself, either he performed the tasks that were set by himself using available tools and methods [9, p. 12].

V. Andreyev, like A. Markova, declares that the activity "at least, should be oriented on enhancing the motivational-need, procedural and substantive aspects or spheres of the person" [10, p. 139]. The researcher uses a three-dimensional model of the activity analysis in which the motivational and need aspect of activity includes desires, interests, values and attitudes; procedural aspect of activity includes the logical methods, heuristic methods, methods of self-organization, self-control and other; substantial aspect – a problematic situation, problem, purpose, tasks, orientation in the given situation, activity program, program performance and results.

Representatives of competence approach N. Brukhanov, E. Zeyer, A. Pometun [11; 12; 13] define competence as an integrative creation, that

consists of motivation (readiness of inner motivation of the individual, that depends on the capabilities of the person and his needs), cognitive (knowledge about objects of science and reality, and also ideas about the world, built on socio-cultural experience of the individual) and activity (it concerns the sphere of activity, mastering by the human of standard actions and ways of creative activity and the level of practical experience in a particular field) components.

The researcher A. Khutorskoy considers that competence as a personal trait (a set of traits) of a person contains his personal attitude to himself and to the subject of the activity, as well as a minimum of experience in a particular field. Scientists emphasize that the concept of competence includes not only cognitive and operational and technological components, but also motivational, ethical, social and behavioral. This means that competence is always colored by personal traits of the individual. These traits can be different: from semantic and philosophical (why I need this competence) to reflective and evaluative (how well I use this competence) [14].

Scientistz O. Tepla on the base of component and structural analysis of moral activity of the individual identified the following components in the structure of humanist values: cognitive (ideas and estimations of the individual about humanist values, knowledge of standards of humane behavior in interaction with others and with nature), emotional and motivational (humane feelings, emotions, capacity for compassion, motives and objectives underlying the actions and deeds of the person) and behavioral (ability to empathize, humane deeds, willingness to make humane choices in terms of life, value attitude to himself, others and to the nature) [15, p. 9].

D. Matsko determined that the internal structure of the system of humanistic values of the teacher consists of motivational (presence of a

stable person's need for the humanistic values), gnostic (studying by the person the nature of humanistic values), emotional (feeling and "appropriation" of humanistic values by the person) and behaviorally-based components (valuable experience and its focus on the achieving of the set goals) [16, p. 9].

The scientist V. Yatmanov singled out the following components in the structure of value-semantic basis of educational activity of students: cognitive (person's awareness of educational activity and expressive, conceptual understanding of it as an important, meaningful side of human life), affective (emotions and feelings that arise among the students while performing of educational activities and those that represent their meaning and value for the student) and conative (optional attitude to the process of learning, willingness to perform it and creative character of the educational activities) [17, p. 43].

Research of K. Abulkhanova-Slavskay, L. Orban-Lembryk, V. Shadrikov, M. Dyachenko, L. Kandybovych, N. Kuzmina and others enable to declare that value-semantic competence of future teachers is a part of their readiness to professional work, unity of theoretical and practical readiness to it. In particular, we considered the fact that M. Dyachenko and L. Kandybovych call as understanding of their needs, goals and objectives to address different needs and also understanding of their attitudes, clearly concerns the orientation of the personality of future teachers, in other words personal sphere; in the turn understanding and identifying of the most probable ways to solve the problem can be described as a substantial component; mobilization of forces according to the conditions and tasks - as operating component; finally forecasting of their intellectual, emotional, motivational and volitional processes and assessment of correspondence of own capabilities, including the level of claims - as evaluative component.

As for the first - *personal component*, we considered that orientation of the individual determines the system of underlying person's relation to the world and himself, semantic unity of behavior and activity, provides stability of personality, helps to resist unwanted influences, is the basis of self-development and professionalism, the starting point for moral assessment of own goals and behavior as well as students' [22, p. 89-92].

Pedagogical orientation - is the motivation to the teacher profession, that main thing, which turns to be the essence of the teacher. The focus of the teacher's personality is manifested throughout his professional life and in some pedagogical situations determines his perception and behavior logic. Pedagogical orientation defines the essence of teaching and teacher communication: why he works, which targets and goals sets, which ways and means of achieving goals and objectives he chooses.

It is important in this context to determine what motives has the teacher to possess, what goals the teacher can set to himself and what values he has to defend. What concerns this, the positions of several researchers are important. In particular, E. Fromm - a representative of humanistic school- divides people according to the following scheme: those whose main purpose in life is "to be" (that means to become a significant, unique personality), and those who mainly aspire "to possess". According to the scientist, people who live, guided by the principle "to possess" always want to get something from any communication: interesting work, some knowledge, remuneration and so on. They seem to be interesting and attract to them in cooperation with other and in communication, but often it is only the result of playing the elected role, hidden desire to manipulate other people. The exact opposition to such people are those, who are guided in their life by the principle "to be". They don't worry a lot about the fact they may lose something. Such people are not rivals but partners in the

interaction, because they try to get from communication with others not just victory at any price, but even pleasure [19].

The meaning of formation process of value orientation of the future teacher, according to O. Milyeyev, should be considered in a special methodological perspective - through the prism of categories "moral" and "morality [20, p. 11]. O. Milyeyev includes such life values as self-realization, will, interest, mutual understanding, cooperation, support, independence and values, especially: charity, justice, recognition of dominance of another person, tolerance, empathy, complicity to the content of value branch. These values, according to O. Milyeyev should sanctify moral and value choices of the teacher and he has to teach students this. In total, the scientist talks about centrality of teacher's personality on the student as the main sign of his professional orientation [20, p. 57].

I. Bekh declares value of service to be the most important for the teacher. According to the scientists, it is the value of service that meets the essential nature of the teacher. The value of the service means that the main value of life is the love to children [1, p. 38]. Selfless and active love of a person to a person means that every person observes another not as a mean, but as an objective. Love is the initial value for the internal foundations of moral and responsible life of a person [1, p. 28-29].

Consequently, the personal component of value-semantic competence of future teachers is first of all the focus of a person, centrality on other people, on children when the value of the human spirit and the value of life in general, the establishment of a person as the highest value, around which all other priorities are united to be of the first priority.

*Semantic component* that provides conceptual ideas of future teachers about the values of human life and professional activities should be considered as an important component of value-semantic competence. What concerns this, the scientists (I. Bekh, A.Kyryakova, A. Leontiev, A.

Markov, V. Serikov atc.) proved that the value and meaning for an individual may be only the thing that has meaningful ideas.

The body of knowledge that students acquire during the training activities creates a solid foundation for the development of their values. Cognitive moment in value is quite significant. A person assesses certain ideas, phenomena and processes on the basis of the perception results. However, as it was noted by V. Vorontsov and V. Bezdukhov, the obtained information displays not the phenomenon by itself, not the truth, but their importance to the person [21, p. 31]. Therefore, it is important to create the conditions for the perception of broad spectrum of knowledge by students' values to create value-semantic competence of future teachers.

The content of this component of value-semantic competence is knowledge about professional values of teachers, the ideas about the requirements to his personality, understanding the importance of pedagogical values to professional development and further professional activity. This component also includes the understanding of professional values from the positions of significance for professional self-determination.

While studying this component of value-semantic competence of future teachers it is important to pay attention on pedagogical thinking. It unfolds in the process of the analysis of pedagogical situations as the process of identifying unset outside, hidden features of pedagogical activities by classification and comparing of the situations, identification in them cause-and-effect relations. Practical pedagogical thinking in the context of our study is an analysis of specific situations with the usage of knowledge about the values and making the pedagogical decisions on the basis of this. A variant of practical pedagogical thinking is teacher's diagnostic thinking - the analysis of individual traits of a child and their consideration while predicting the development of the personality.

I. Bekh pays attention on such feature of the teacher as alternativeness of thinking. The scientist declares that it is important to know for the teacher that the development of economy, ideology, culture, mode of life and traditions usually ends under the conditions of alternative ideas, trends, movements and actions in the centuries-long history of the society. Thus, he has to learn to understand and protect different human values that motivate everyone to improve himself in the perception, attitudes to the nature and society. And the teacher should develop these qualities in his students [22, p. 94].

Alternativeness of thinking helps the teacher to see job prospects. I. Bekh emphasizes that the relationship strategy should be built by the teacher, focusing on the prospects of child's future development as a real person, that constantly strengthens him by the manifestation of his feelings, intentions, means of acceptance of the whole world. Such child's aspiration, that is crucial for the development, has to be strongly supported by the teacher, even if some misunderstandings and conflicts appear [1, p. 74].

Thus, the semantic component of value-semantic competence of future teachers should enroll their conceptual ideas about it as about important, valuable way of professional activity and human life, understanding of these values and pedagogical thinking.

In addition, it should be noted that the discussions about value-semantic competence of future teacher can't be possible only under the formation of semantic understanding of the values and ideas of professional activity are not possible, because only a young person, with information about the values of professional activity, may not use them in his behavior. In view of this, the third component of value-semantic competence of future teacher we emphasized behavioral component that provides a set of relevant in axiological aspect skills required for professional work.

Attention should be paid primarily on the perceptual (from Latin perceptio - perception, cognition) [23, p. 436] skills. This group of skills is the most important, because it testifies the teacher's orientation on the personal development of students. These skills determine the ability of teacher's penetration into student's personality and understanding of the student.

In this context, first of all, we should mention the ability to respect the student's views and his personality. Sympathy (from Greek *συμπάθεια* – compassion, sympathy) is affirmative positive emotional attitude to other people or groups, which can be expressed by friendliness, goodwill, fascination that promote communication, mutual respect and mutual assistance. Such an atmosphere can help to ensure that students will see in the teacher their older comrade and friend, that, respectively, will raise in them the desire to imitate him in everything, including the value-conscious attitude to the world and people.

Empathic skills should be called an important part of behavioral component of value-semantic competence of future teachers. Empathy (from English *empathy* - compassion) is a special way of understanding another person, when emotional perception of her inner world dominates. Empathy is interpreted as a person's ability to transfer into the subjective world of another person, to perceive and experience this world in such way as she perceives it, as if it is a world of the own personality, but with understanding and awareness of the condition "if" [24, p. 357]. Sympathy and compassion are the forms of empathy. Psychologists explain empathic understanding as the ability to enter inside the personal world of meanings of another person and to see the correctness of own understanding [18, p. 490]. As a rule, the higher the ability of the teacher to sympathy, compassion, empathy and finally to co-creation is, the higher his

professional and creative results are. All of these skills can be clearly observed during communication.

V. Kan-Kalyk [25] wrote that pedagogical work has in its structure more than 200 components, and communication, in his opinion, is one of the most difficult of its parts, as the most important things in educational work - the impact of teacher's personality on the student's personality are carried through it.

As for it L. Ter-Matios also notes that the abilities to organize the collaboration with children, speak with them, manage fairly their relationships are considered the most important qualities of teacher's personality that determine the level of his competence [26, p. 4]. Through communication the teacher helps students to create a picture of the world with a certain system of values. Taking this into consideration, the learning process can be treated as a group sense-creating context, as a system of internal and external factors of common interaction between teacher and students, which affects the peculiarities of perception, understanding and transformation of the specific educational situation [26, p. 4].

V. Kan-Kalyk talks about few styles of pedagogical communication. The scientist pays attention on distant communication. In this case, social distance dominates in the system of relationships between teacher and students, and is a kind of interaction constraint. Under such conditions often leads to excessive distance formalization of the whole system of educational interaction. What concerns this, V. Kan-Kalyk specifies that a certain distance in the relationships system "teacher – student" necessarily must exist, because the student and the teacher have different social statuses. Distance in pedagogical communication is an indicator of the teacher's role and is based on his authority. But, very often, distance communication can be transformed into a very negative style of communication - communication-bullying. This style is connected with the

teacher's inability to organize productive communication with students. Under such conditions it is difficult to achieve mutual understanding in the communication between teachers and students. Another negative style, which is mentioned by V. Kan-Kalyk is communication-flirting. This style is also connected with the teacher's inability to establish productive professional pedagogical communication. The teacher's attempts to gain cheap prestige of students, that contradict to the requirements of pedagogical ethics appear in this style [25].

According to the scientist, communication that is based on the fascination of common activities is the most fruitful. The unity of professionalism and ethical guidelines of the teacher is the basis of this style. The style of pedagogical communication that is based on friendly sympathy in which the emotional and psychological stimulant of the development of fruitful relationships between teacher and students becomes friendly sympathy is also important.

The researches of V. Kan-Kalyk indicate that the core values that should be at the center of teacher's communication are the following: professional duty, interest to student's personality, the desire to understand him, to help, etc. [25]. Teacher's professionalism is to overcome the objective difficulties of pedagogical communication with students through the difference in the level of their preparedness, in the abilities development and character features, etc., to help each student to discover his abilities, to understand and reveal themselves, gain confidence in studying and communication.

I. Bekh calls understanding of a student, recognition of him as a person - the basis for communicative pedagogical interaction. This implies the teacher's faith in student's mind, striving to reveal his potential. The scientist underlines: "When one subject treats the other as an individual, individuality, it means that another one is determined in the whole set of all

his human qualities and rights, including the right to not be like someone else, in the right for having his own way of life. Under this type of relationships the teacher sees a student as a subject, not an object. This is not just a teacher compliance of norms and values, but the establishing of child's values by building appropriate relationships with her. Building of such relationships requires from the educator not the theoretic knowledge of moral truths and also all mental powers and abilities, intelligence, tact, peace, will and goodness" [1, p. 59]. The teacher has to believe in the noble intentions of the student, his generosity, the moral greatness of his personality. The scientists emphasize that principles and demands promote the development of the individual only against the backdrop of overall positive attitude towards person, desire to help.

As I. Bekh declares, that unconditional acceptance of the student as a person is also important. It means not positive assessment of the student under any conditions, but, first of all, recognition of his right to own feelings without the risk of losing the respect of teachers; it is also the ability to see the other point of view. The scientist argues: "Teacher's readiness to the full adoption of a child comes down to the following steps: allowance to the child to himself; attention to his feelings, thoughts and readiness to hear them; readiness to support the educatee, while remaining himself, understanding that values and belief systems may not match; readiness to share their own views and values, contributing to the possibility of understanding the teacher by the educatee; respect for the position of the educatee; faith in his strength and capabilities; readiness to openness for adoption new and professional and life experience. Teacher's adoption of a child can be defined as a condition that is contributing to its existence" [1, p. 63-64].

The thought of I. Bekh about one more teacher's skill is important for our study. The scientist points out that one of the most urgent human needs

– is to be understood, accepted, recognized- the person wants to be understood and accepted in any state, in any manifestation, with the understanding of all available advantages and encouragement of disadvantages. In view of this, the position that takes into account these needs should be dominant in teacher's work [1, p. 42-43].

Understanding of a child by the teacher occurs in the process of dialogue. The broad opportunities for student understanding by the teacher include a so-called trusted communication, during which a child reveals certain aspects of his inner world, thoughts, emotions and so on. But this communication does not occur in a vacuum or spontaneously, it requires certain prerequisites: the teacher has by his own actions to gain educatee's trust, which is to express frankly to him kindness, genuine interest, attention and respect [1, p. 50].

Special pedagogical skills on children education are of particular importance. Among them we can identify the following parts of the behavioral component of value-semantic competence of teachers as the ability to be a role model and the example for children to be followed in thoughts, feelings and actions; the ability to cause noble feelings in children, desires and aspirations to become better, to do good things to people, to achieve high moral purposes; the ability to adapt nurturing influences to the individual characteristics of a child; ability to instill confidence in children, reassure them, encourage to self-improvements and so on.

Pedagogical optimism- teacher's approach to the student with faith in his potential, reserves and his personality should be pointed out. Pedagogical optimism - is the ability to see in every child the positive things that you can rely on. The scientist underlines that in the educational terms, it is important the child to have the feeling that he is accepted and loved regardless of high or low results he achieved in education. It runs,

according to I. Bekh, about unconditional love [1, p. 67]. It is the selfless love that is the basis of pedagogical optimism.

I. Bekh also notes that the way of teacher's love to students goes through his justice towards them. Fair treatment of the teacher, creates a sense of love to her, allowing closer and deeper look into the soul of the child. In places where only formal relationships are available, love between teacher and pupils cannot exist. Justice - concludes the scientist - is mandatory and necessary component of human relationships [1, p. 68].

Thus, the behavioral component of value-semantic competence of future teacher includes teacher's ability to build interaction with students based on the professional values such as understanding of students, recognition and acceptance of their personality, justice and faith in their capabilities.

The next component of value-semantic competence of future teachers is evaluative component. The validity of the allocation of this component in the structure of value-semantic competence of future teachers is because the values and content are the most flexible form of regulation of behavior and human activity, and are based primarily on the assessment of self-regulation and self-organization by free choice and values and are closely related to reflection.

Reflection (from Latin *reflexio* - reflection, reversal backwards) is a reflection of own actions and activities on self-revealing that reveals the specificity of the human mind, awareness of how others perceive her. It is not just knowledge about the other, but also knowledge of how the other understands the addressee, that is a kind of dual process of mirroring each other [18, p. 510].

Pedagogical reflection is the focus of teacher's consciousness on himself, taking into account the students' ideas about his activity and students' ideas about the way how the teacher understands their activity.

Reflection, according to I. Bekh, is the key mechanism for providing teacher's psychological stability. It alters the whole scale of person's values and creates the system of new life orienting points in a critical situation. Reflection, promoting to conscious choice of the optimal variant of behavior in situation of psychological barrier, promotes understanding and awareness of the problem situation, defines the personal meaning of an event [22, p. 89].

The scientist believes that a teacher must possess the unique ability to be himself. To achieve a state of nature to be you is possible in the process of complex spiritual work. I. Bekh notes that the person should thoroughly analyze his thoughts, feelings, actions, not to be afraid to see their inconsistency, and sometimes, unattractiveness. Self-understanding becomes easier if the person is ready to accept criticism and help from other. If he is concerned about what impression he makes on the surrounding persons, what do other people think of him, he tends to behave so as to please and not to get into conflicts. Such a person does not want to know the truth about himself [1, p. 191].

All this testifies that the teacher should possess the developed reflection, including such reflexive action: putting the question to yourself; establishing, for example: confidence in the correctness of own ideas about students and methods of work with them; making hypotheses about the hidden purposes and motives of students' behavior; analysis of the results of educational influences; identification of causal-and-effect relationships in children's behavior; guidance on the knowledge of the pupil; questions and so on. Such understanding helps the teacher to get an idea of himself, generate the capacity for self-development in professional activity [22, p. 87].

The most important step in the formation of pedagogical assessment and reflection is a higher education institution. Especially at that time the

student actively relates his personal and professional characteristics with his ideas of himself as a teacher. Students also gain the experience of sense-creation, realization of value choice, critical perception, creative solutions, and also self-regulation skills. At this time it is important to teach to perceive in the right way the demands of others, staff, society in general, to analyze the situations in which a person is, and to analyze his own capabilities to successfully meet the requirements; teach to plan various spheres of activity according to the external conditions and internal capabilities; put the demands to yourself, to block other motives and focus on the performance of the demands.

Generally the evaluation component of value-semantic competence of future teachers includes person's ability to use individual values and content for evaluation, self-regulation and self-organization of own behavior and activity.

**Conclusions.** Value-semantic competence is an important component of future teachers to their professional life. The analysis of psychological and educational literature provided an opportunity to identify the following components of value-semantic competence of future teachers as: personal, semantic, behavioral and evaluative. The personal component of value-semantic competence of future teachers is first of all focus of the person, center-orientation on other things, on children when the values of the human spirit and the value of life in general, the establishment of a person as the highest value, around which all other priorities are united are on the first place. The conceptual ideas of the future teachers' about it as of the important, meaningful way of professional activity and of human life, understanding of these values and also pedagogical thinking should be included into the semantic component of value-semantic competence of future teachers. The behavioral component of value-semantic competence of future teachers includes the teacher's ability to build interaction with

students on the base of such professional values as students understanding, recognition and the acceptance of their personality, justice and faith in their capabilities. Evaluation component of value-semantic competence of future teachers concerns the person's ability to use individual values and contents for the evaluation, self-regulation and self-organization of their behavior and activity.

The prospects for further research: the study of psychological and pedagogical formation principles of value-semantic competence of future teachers.

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