



SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR IMPROVING THE MENTOR– APPRENTICE SYSTEM BASED ON THE AXIOLOGICAL APPROACH

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***Annotation:** This article is devoted to examining the scientific and methodological foundations for improving the mentor–apprentice system in the modern educational process based on an axiological approach. The theoretical and practical aspects of pedagogical axiology are explored, placing the learner’s inner world, as well as their professional and spiritual development, at the center of the educational process. The article highlights the direct influence of the mentor’s value system and axiological views on the apprentice’s spiritual potential, moral values, and social activity.*

***Keywords:** Axiological approach, mentor–apprentice, competence, methodology, behavior.*

Introduction. Today’s higher education system requires the preparation of not only knowledgeable specialists, but also morally mature individuals who understand values and approach the development of society with a sense of responsibility. The mentor–apprentice tradition, which has been shaped over centuries in world pedagogy, is recognized as one of the most important institutions for the comprehensive development of the individual. The axiological approach serves to enrich the educational process with values and to build pedagogical relationships on universal principles such as humanity, honesty, compassion, and respect. Therefore, improving the mentor–apprentice system on an axiological basis remains a relevant issue in modern pedagogy and in the preparation of contemporary educators.

It is becoming increasingly evident in international research that before improving the mentor–apprentice system, the primary issue lies in studying the

challenges of training modern educators, as this process is directly linked to optimal personal development and the future of both the individual and humanity. The development of teachers' professionally significant qualities determines not only the social and spiritual well-being of a nation but also the personal fulfillment and happiness of the individual. Therefore, identifying pedagogically important reserves in the process of enhancing teachers' professional competence is of great importance.

The main directions of this process include identifying and evaluating the value priorities of modern teachers, modeling a value-oriented educational system in accordance with the requirements of the Third Renaissance era, and developing the teacher's axiosphere as the spiritual core of society. In studies devoted to improving teacher qualifications and enhancing the specific features of their professional activities, E.A. Klimov characterizes the teaching profession by defining its object as the individual and its subject as the process of developing, educating, and nurturing that individual. N.V. Kuzmina, in her works, pays special attention to pedagogical axiology, emphasizing such aspects as the teacher's interest in the profession, the need for instructional activity, and the aspiration to attain the highest levels of professional mastery. F.N. Gonobolin, in the context of studying individual and typical personal characteristics, considers the teacher's confidence, attentiveness, and integrity to be among the most essential personal attributes reflecting the development of pedagogical abilities and general personality traits.

V.A. Slastenin examines numerous issues related to teacher training and optimal professional activity. He identifies such personal and professional-pedagogical qualities as interest in and love for children as expressions of the teacher's need for professional activity, and draws attention to psychological-pedagogical vigilance, pedagogical tact, demandingness, courtesy, fairness, and other similar attributes. Analyzing the essence of teachers' personal characteristics, A.I. Shcherbakov concludes that a teacher possesses a whole set of professionally

significant qualities. Among the teacher's individual psychological traits, A.I. Shcherbakov emphasizes strong cognitive interests, love for children and the need to work with them, the ability to perceive the child adequately, a careful attitude toward them, and other qualities that primarily determine the spiritual culture of the individual.

Taking into account the specific features of training modern teachers, Yu.N. Kulyutkin highlights several distinctive aspects of this process, noting that issues such as “studying the motivational foundations of their activity, the professionally significant qualities of their personality, their individual style of behavior, the structure of their professional pedagogical knowledge, and the categorical framework of their thinking” require profound and thorough investigation.

The issue of professional and pedagogical value orientations is primarily studied by identifying and analyzing the spectrum of values of the modern teacher, comparing them with those of representatives of other professions, and attempting to classify teachers' value orientations. The phenomenon of value orientations in the pedagogical field, as well as the methods and means for their purposeful development in future teachers, has not been sufficiently resolved, which is likely due to the complexity of the phenomenon itself, its interdisciplinary nature, multifunctionality, and dynamism. The specific characteristics of axiological tools also pose certain difficulties. This can be explained by the determinism of cause-and-effect relationships and the frequent stochastic (probabilistic) changes in value orientations. From this perspective, it becomes evident that, in higher education, the content of education cannot be formalized solely from the standpoint of rigidly defined value orientations. It is essential to scientifically define the theoretical and methodological foundations of the axiological education of the modern teacher, to axiologize professional–pedagogical activity, to develop the stable core of value-oriented qualities in the teacher's personality, and to take into account the specific

characteristics of methods for shaping value orientations in the process of preparing future teachers.

Analysis of Literature on the Topic. Scholars such as G. Lotze, M. Weber, R. M. Williams, W. Windelband, N. Hartmann, E. Durkheim, K. Kluckhohn, T. Parsons, R. Perry, G. Rickert, J. P. Keekhon, W. Thomas, F. Znaniecki, M. Scheler, and others have contributed to the study of social and humanitarian values and value orientations from the perspective of the axiological approach. In their works, representatives of various philosophical schools—such as natural philosophy, neo-Kantianism, positivism, phenomenology, existentialism, and others—have assessed the essence of values from different angles, primarily considering this phenomenon as the core of life strategies and as the substance and essence of human existence. In pedagogy, value orientations are examined from various perspectives, including axiological theory, the history of theory and practice, opportunities for developing the axiological foundations of the individual, and the strong internal potential of the value phenomenon. Researchers such as T.K. Akhayan, Z.I. Vasilyeva, I.F. Isaev, M.G. Kazakina, A.V.N. Kulkova, N.D. Nikandrov, Z.I. Ravkin, V.A. Shiyanov, and others have conducted studies in these directions. However, their works have not sufficiently addressed the issue of improving the mentor–apprentice system in the educational process based on an axiological approach. Therefore, this topic remains highly relevant within the scope of contemporary research.

Research Methodology. The field of improving the mentor–apprentice system based on an axiological approach encompasses the foundations of pedagogy and axiology, offering a distinctive method for emphasizing the centrality of the individual and their inner world within the pedagogical system through the prioritization of values in education. Naturally, the state, development, and prospects of the educational process largely depend on the teacher’s axiological perspective. Therefore, we consider that the principles of pedagogical axiology can be studied within the context of the “teacher.” In this regard, it is appropriate to highlight certain

aspects of the relevance of pedagogical axiology, which sharply focuses attention on the issue of teachers' value orientations.

Firstly, this defines the role of teachers' value orientations in organizing and implementing professional activity as a decisive component of pedagogical axiology within the education system and of value-based pedagogy. The overall environment of the educational process—including mentor–apprentice relationships, teacher-to-teacher interactions, teacher–parent relations, and others—the quality of educational and upbringing activities, the spiritual potential of the younger generation, and many other aspects depend on the teacher's system of values.

Secondly, the teaching profession requires not only the teacher themselves but also a continuous improvement in the quality of their training, which today is aimed at strengthening the emotional components of the profession and fostering attention to others as an expression of love, compassion, and care. Consequently, it is not coincidental that scholars emphasize issues related to developing moral communication in teachers, valuing others, transmitting ethical values, and cultivating communicative culture. This is highlighted in the works of A.A. Bodalev, V.A. Kan-Kalik, Ya.Ya. Kolominsky, A.A. Leontiev, A.V. Mudrik, and others.

Thirdly, it is of great importance to address the pressing issue of shaping the professional style of modern teachers, which is based on positive stereotypes and enhances the creative potential of teaching. At the same time, teachers' value orientations can serve as essential postulates for effective instruction, and the ability to utilize them facilitates the creative resolution of pedagogical challenges. Identifying the value priorities of individuals within their professional domain is particularly significant. Answering the question of which values a teacher embodies allows us to understand the true status of the modern teacher, the strength of their influence on socio-cultural processes in society, and the potential of teachers as a social layer for the future development of our country.

Fourthly, taking into account that value orientations can encompass an individual's entire life experience and determine their interactions and actions in the external world, it is necessary to address the issue of developing the teacher's axiosphere while strengthening human-centered tendencies. This represents another important aspect of the topic.

Finally, studying the professional–pedagogical orientations of current and future teachers allows for forecasting the situation in the field of education, which is fundamentally important for the development of both the theory and practice of pedagogy. All of this determines the relevance of the research topic. The teacher's axiological–pedagogical system and value orientations serve as explicit and implicit personal characteristics, forming the basis for professional self-realization and raising the scientific question: what are the foundations, key characteristics, and technologies of the axiological development of the teacher's personality? This question constitutes the core of the study and defines its theoretical and practical significance.

The scientific novelty of this research is as follows: it develops the conceptual foundations of pedagogical axiology as a basis for cultivating mentor–apprentice values, grounded in the examination of spiritual priorities within the personal orientations of modern teachers. The proposed conceptual framework serves as a basis for identifying the theoretical and practical aspects of preparing a modern teacher, combining intellectual consistency, emotional openness, and behavioral adaptability. The study defines the value orientations of the teacher's personality and recommends their application in the educational process as a guide for determining the operational levels of axiological structures and the dynamics of the development of personal value foundations. Additionally, the research presents a typology of value orientations for improving the mentor–apprentice system based on a structural–systemic axiological approach, in which education is positioned at the center of the individual as the highest value.

The following recommendations have been developed in the course of this research:

- The necessity of studying professional–pedagogical axiological guidelines is substantiated on the theoretical understanding of the issue of value orientations, considering them not only as aspects of the teacher’s personality but also as a systematic and integral component of the education system;
- Within the structure of professional–pedagogical value orientations, spiritual priorities—such as existential, moral, political, ecological, aesthetic, and artistic values have been identified, revealing important exponential concepts;
- The specificity of teachers’ value orientations has been highlighted in the context of social, economic, and political changes in our country during the period of the Third Renaissance;
- An invariant system of the teacher’s value orientations is proposed, the existence of which serves as the foundation for the teacher’s fully-fledged professional activity and is considered the most important condition for further improvement of their professional practice;
- In the process of preparing future teachers for professional activity, trends in the development of their value orientations are identified, emphasizing the appropriate organization of work within the context of studying pedagogical disciplines and the strengthening of the spiritual component of professional culture;
- The position regarding the holistic nature of the manifestation of teachers’ value orientations has been substantiated, based on the interaction of their cognitive, emotional, and activity-related subsystems;
- The influence of various factors on the development and enhancement of future teachers’ personal value orientations has been analyzed;
- The methodological principles and approaches for shaping the value orientations of future teachers have been developed.

Theoretical Significance of the Research: The theoretical significance is defined by the development of the concept of pedagogical axiology, which embodies both theoretical and empirical ideas that determine a scientific–pedagogical approach to preparing new specialists oriented toward unique moral development within the pedagogical system. Its theoretical significance lies in adopting a systematic approach to complex socio-pedagogical phenomena, such as education, and in examining the essential characteristics of value orientations in professional–pedagogical activity. The essence of the theoretical significance is that it enriches the field of pedagogy with a concept that provides a research-based perspective on the essence and functions of value orientations in pedagogy, as well as their role in regulating teachers’ professional–pedagogical behavior. The place of pedagogical axiology within the system of scientific studies addressing the improvement of the mentor–apprentice system among teachers has been established, and prospects for future research in this area have been outlined. The proposed study enables the resolution of specific issues related to enhancing the moral culture of teachers.

Conclusion. The mentor–apprentice system is an integral part of the traditional pedagogical process and plays a central role in the professional and moral development of the individual. The axiological approach to pedagogy provides new opportunities for improving this system, as it places the individual’s inner world, value system, and professional competencies at the center of the educational process.

At the same time, this article examines the professional and axiological preparedness of the modern teacher, as well as their value system and personal qualities. The results of the study provide practical guidance for effectively managing the mentor–apprentice system, enhancing the quality of education, and promoting the moral development of apprentices. In summary, the axiological approach emerges as a key scientific and methodological tool for improving the mentor–apprentice system, ensuring the centrality of the individual, the prioritization of values, and the effectiveness of the pedagogical process. This

approach plays a significant role in the development of modern education and can serve as a fundamental principle in shaping future pedagogical practice and educational strategy.

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