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**FUNCTIONS OF PROFESSIONAL AND VALUE ORIENTATIONS.**

***Abstract.** The article considers the functions that perform professional value orientations in the psychological system of the individual. Through the functions the essence, the fundamental difference of one phenomenon from another, its differential features are revealed. In the research, on the basis of the analysis of theoretical sources as the basic functions of professional and value orientations necessary for formation of the expert were allocated: normative, regulatory, professional activity and communicative functions. Each of them occupies a special place in the process of vocational education.*

***Keywords:** functions, value, value orientations, professional-value orientations, normative function, regulatory function, communicative function, professional-activity function.*

Training of highly qualified specialists is one of the outstanding state tasks. The system of higher education must be adequate to the changes taking place in our country and meet the current needs of society. It is important to provide the future specialist not only with a certain baggage of knowledge, but also to prepare him for real life in modern society, to help in moral and professional self-determination, education of personal qualities that help to realize his/her potential.

The problem of value orientations of the individual, and hence the value attitude to professional activity is quite complex. Value attitudes to professional

activity are subjective realities of the individual, which include the complexity of all its components: individual, subject, personality, individuality.

The value relations of the individual are transformed into value orientations, which are subjectively selective. Values that analyze all the structural components of the personality and form one or another of its types are significant for the individual.

Solving the problem of forming professional and value orientations of future professionals, related to the value attitudes to their professional activities, we consider the profession as a value of social and personal life, which carries a positive meaning of society and the individual.

Professional activity is considered as a phenomenon of social life, the sphere of human activity, as well as a product of individual development. In the first case, the profession acts as a socially significant value, in the second - a personally significant value.

The choice and attitude to the profession is a complex integral quality of the individual, which characterizes his professional motivation. In general, the word "profession" can be used in the following meanings [1, p. 107]:

- 1) the area where a person performs his functions as a subject of labor;
- 2) community of people who are engaged in certain professional functions;
- 3) training (knowledge, skills, abilities, qualifications) through which he can perform certain professional functions;
- 4) the process of implementing professional functions.

Cognition of values is an act of superiority, in the individual obviousness of which the "ranks" of values are established: the higher the values, the deeper the satisfaction they give. Therefore, if the profession becomes a leading value for a person, occupies a significant place in the hierarchy of his motivation, then the individual forms a moral attitude to the profession.

We believe that the consideration of any profession as a value meets all the criteria of value, which were identified by G. Parson [2, p. 370-371]:

1. Value must include what something is done for.
2. Value must meet human needs.

3. Value must be reliable.
4. Value must be the source and creator of individual values.
5. Value must satisfy what makes life desirable.

Thus, having reason to attribute the profession to the value, it is important in the process of training to help him realize its social significance for society and accept it as personal values, because "value is not a natural but a social property of the object, phenomenon, personality, action, event, etc. " [3, p. 71-72].

Let's consider what is really meant under professional and value orientations. Taking into account that the professional and value orientations of future professionals are related to future professional activities and include the individual's personal attitude to the profession, the subject of which is not only the content but also the meaning, orientation; we give the following definition: "Professional value orientations of future professionals is an integrative formation that characterizes the whole personality and determines its focus on the values of professional activity, which is expressed in the best relation to the chosen professional activity that can meet the needs and interests of the individual.

Reflecting the object-subjective content and specifics of the semantic system of personality, value relations, deepening in the structure of personality can take various transformations of the form of semantic structures: personal meaning, semantic setting, motive and personal value. Thus, the role of values is that they act as a "bridge between meaning and personality" [3, p. 103]. Therefore, the educational process in higher education is designed to ensure the development of the meanings of the profession as values and their integration into the hierarchical system of the future specialist.

Let's take a closer look at the functions that perform professional value orientations in the psychological system of the individual. A function is the realization of the essential purpose of any phenomenon or process. Through the functions manifests the essence, the fundamental difference between one phenomenon and another, its differential features. The internal, essential meaning of the phenomenon is most clearly traced in its relationship with other elements of a system [4, p. 205].

Specific learning conditions and difficulties can affect students' moods and behavior. Therefore, the overall organization of the educational process should ensure the functioning of future professionals a stable worldview of value orientations, according to which they will act.

Scientists determine the functions of value orientations of the individual depending on the subject of their study or its purpose. For example, A. Ruchka distinguishes two main functions: value and normative, which, in his opinion, determine all the others [5, p. 39-42]. The value function, in his opinion, orients the consciousness of the individual to the choice of values in society, and the normative function determines the compliance of social value orientations to the actual behavior of the individual. T. Lyubimova believes that the representatives of Western axiology pay attention to the allocation of T. Parson's regulatory function of value orientations and the function of alternative action, and G. Felding - organizing and integrating functions of value orientations [6, p. 65]. Yu. Sherkovin [7, p. 135-145] notes that functional and social values are the basis for the formation and preservation in the human mind of attitudes that help him to take a certain position, to provide an assessment. In this sense, values become part of consciousness. Values appear in a transformed form as motives for activity and behavior. Thus, we can talk about the worldview and behavioral functions of professional and value orientations of the individual.

The dependence of professional and value orientations of the individual on his value relations is of great importance for pedagogy, as it is a mobile system of manifestations of the relationship and interdependence between the conditions of human life and the priorities of his value orientations. Therefore, the value-orientation function allows you to build in the minds of future professionals a certain value-hierarchical model of the future, which is associated with his future profession, as well as to determine the benchmark in his self-development and self-improvement.

The normative function of professional and value orientations helps to regulate the activities of future professionals both in terms of higher education and in life in general. All external regulation of activity is based on certain norms, which are very clearly manifested in the conditions of higher education.

The normative function of professional and value orientations of future specialists helps to apply professional and special knowledge as a system of norms of activity and behavior. It should be emphasized that almost all axiological teachings that address the function of values, agree that they are a regulator of human activity.

Speaking about the regulatory function of professional and value orientations, it should be noted that this function is necessary for the future specialist with a specific goal which he wants to achieve, as well as when choosing the means to achieve this goal. Despite the fact that there are generally accepted norms, the choice of strategy of their behavior is determined by the individual.

The professional orientation of the future specialist determines the personality trait, which is manifested in a stable focus on professional activity in the form of personal meanings of the chosen profession, determining his worldview, system of needs and predominant motives expressed in life goals, institutions, desire to actively achieve them.

Thus, the professional-activity function of professional-value orientations determines the stable chosen orientation of the future specialist, ensures the unity and purposefulness of all parts of his motivation, determines his behavior and actions.

The communicative function of professional and value orientations contributes to ensuring the quality, perfection and integrity of professional activities of future professionals in their future profession, its social, emotional and moral self-organization and self-regulation. Communicative function is manifested in personal and functional-role content. The personal aspect of communication is possible only in a certain environment in which the individual communicates. Such communication can be informal in nature, in which the rules of relationships and communication are not set externally in the form of any external prescriptions, but occur in accordance with the established norms of culture of the subjects of communication.

The purpose of the development of the communicative function in the system of professional and value orientations of future specialists in the process of their

training is the attitude of such a relationship in communication and information transfer, which ensures the effectiveness of joint activities.

Thus, based on the analysis of theoretical sources, as the main functions of professional and value orientations necessary for becoming a specialist, we distinguish: worldview, normative, regulatory, professional and communicative, each of which plays a special place in the educational process of higher education. There is a close relationship between the professional and value orientations of the individual with his motives, needs, with the processes of thinking and consciousness, as well as the incipience of personal qualities, which is manifested in his/her activities. Therefore, professional and value orientations are an important means of personal self-development.

In our opinion, this problem must be solved by pedagogical support of value-oriented educational process, the purpose of which will be the formation of professional-value orientations of future professionals. The presence of such education reveals the value position of the future specialist and provides his cognitive activity, which contributes to his professional stability.

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