

Бердянський державний педагогічний університет



VI

ОСВІТА І СУСПІЛЬСТВО VI

Міжнародний збірник наукових праць

За загальною редакцією

Тетяни Несторенко

Ренати Бернатової

Бердянськ – 2021

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CLASSIFICATION OF THE CONCEPTS OF "VALUE" AND "VALUE ORIENTATIONS" IN PSYCHOLOGY AND PEDAGOGY

Olena Murzina, Vladimir Nagorny, Natalia Nagornaya, Olena Pototska

Abstract

The article analyzes the concepts of "value" and "value orientations" in the pedagogical and psychological literature. Different classifications of value orientations on different aspects such as philosophical, sociological, and psychological are represented. Value orientations are one of the main structural formations of a mature personality. Value orientations express the attitude of the individual to the world and are determined by the selective attitude of the subject.

Key words: value, value orientations, personality, classification of values, motivation.

Today, many transformations are taking place in society in general and in education in particular. Most of them focus on the individual - the main character and the subjects of socio-historical development, its main purpose, and direction. Complexity, the multidimensionality of human personality manifestations, great dependence of purpose and ways of its development on its values and value orientations cause inexhaustibility of problems, constant need of comprehension of scientific essence of this category, search of new means of personality formation, newest principles of development of educational activity in higher school.

The aim of the work is to define and theoretically substantiate such concepts as "value" and "value orientations" in the scientific literature.

The use of the term "value orientation" as an operation requires the researcher to study more carefully the essence of the concept itself, especially from the standpoint of such sciences as pedagogy and psychology. Well-known psychologists A. G. Kovalev addressed the problem of value orientations. O. M. Leontiev, V. M. Mias, K. K. Platonov, S. L. Rubinstein, and others include the component we study in the developed personality structures.

The concept of "value" in its psychological interpretation is identical to some complex psychological phenomena, which, although terminologically and is denoted differently, but semantically one-order N. D. Dobrynin calls it "significance" [18, p. 22]; O. M. Leontiev – "personal sense" [15, p. 37]; V. N. Myasishchev – "psychological relations"; D. M. Uznadze – "installation" [21, p. 22]. That is, in psychology, "value", "value orientation" act as elements of human motivation. The values assimilated by an individual, due to his needs, interests, which are fixed in his attitudes, are formed in the value orientations of the individual as a specific attitude of this individual to the values of life. For a psychologist, it is the personal aspect of value choices that are important [1, p. 241]. It is this circumstance and contributed to the transfer of the problem of value orientations of the individual of social psychology.

Social psychologists argue that the translation of the whole set of views, beliefs, social skills, and attitudes of the individual, which is behind his knowledge, worldview, life experience, the concept of life, in practical behavior and productive activities is carried out through specific socio-psychological mechanisms: value orientations and social attitudes. In value orientations and social institutions, users do not react as a human need, but as a real hierarchy of values and norms that define the person he manages. At the appropriate moments

of human activity, the whole set of stable value orientations and social attitudes comes to a state of readiness. This set contains the accumulated life experience [19, p. 127].

J. Gudechek defines the psychological basis of value orientations as a diverse structure of needs, motives, interests, goals, ideals, beliefs, worldview, involved in creating the orientation of the individual, which expresses the socially determined attitude of the individual to reality. The researcher urges to pay special attention to the theoretical development of knowledge about personality values, their empirical verification, and practical use in educational activities. [7, p. 109].

In psychology, as in other sciences, attempts are made to classify values. One of the theorists of personality psychology W. Frankl [22, p. 221], discussing the meaning of life, put forward three categories of values. The value of the first category - creative, relevant in action. The value of the second category – experiences, realized in the (relatively) passive acceptance of the world by our consciousness. The values of the relationship are actualized wherever the individual is faced with something imposed by fate, which can no longer be changed. From the way a person accepts such sad gifts of destiny, assimilates all these difficulties in his soul, there are many potential values. Different values are combined in such a way that the result is a specific task for each person. This combination gives values the need that people differ from each other. The classification of values proposed by W. Frankl in psychology, we consider the most successful, which is essentially the "skeleton" of the following value orientations. To date, there is a whole direction – pedagogical axiology, the central problem of which is the transformation of knowledge into beliefs, the mediation of the acquired knowledge fund by attitudes and values. According to the problem and the definition of the task. It is a demonstration of the diversity of coexisting systems of value orientations, a real pluralism of aspirations of people who interact in the process of education; development and substantiation of a system of methodical procedures that allow to identify and take into account the actually formed systems of value orientations; development and substantiation of scientific and methodological tools that allow revealing systems of dispositions, implicit theories of personality, really regulate personal relations [5, p. 60]. All outstanding pedagogical systems of the past contain as their most important component a section on the goals and values of human life. A. S. Makarenko invested in his system many values, first of all, universal. In the 1920s and 1930s, no one formulated the value problem as clearly and realistically as he did. Its value structure did not consist of deductive phrases, but of real, irrefutable, and realizable value elements. "In any case," wrote A. S. Makarenko, "I am sure that work that does not mean the creation of values is not a positive element of upbringing, so that work, the so-called educational work, should also come from ideas about values that he can create" [16, p. 181].

The classics of pedagogy saw the involvement of young people in the values of labor activity in the close interrelation of the interests of adolescents with the interests of the industrial and social life of adults. A. S. Makarenko was convinced that "Some excessive work in childhood, especially mechanical work, monotonous, associated with a long repetition of interest, which does not give way to the natural desire of each muscle of the adolescent to move, do not give way to natural desire to play – extremely detrimental effect, especially on the mental state of the pupil. " [16, p. 99].

M. K. Krupskaya, P. P. Blonsky, S. T. Shatsky saw the main content of interest in enriching his socially valuable experience of workers and peasants, emphasizing the stimulating function of interest. M. K. Krupskaya believed that a pronounced interest in a particular area mobilizes attention, awakens consciousness, evokes positive emotions. In particular, she noted "It is necessary for a person to exhaust joy in work, and not to feel it immediately. Only then does she like the profession when she is in love with what is called her work when a person has an interest in the business – then she can only get joy in her

work, only then she can maximize the intensity of their work without fatigue, only then it can give value in its field of work" [13, p. 106].

Bozhovich L. I., studying the moral aspect of behavior, established an interesting fact of choosing behavior in different situations, contrary to a conscious decision. There are people who come morally, without thinking about moral norms or moral rules, and without making a special decision. Such individuals, faced with the circumstances of the need to act immorally and, even with the appropriate intention, sometimes can not overcome the direct moral resistance that arises in them. Analysis of such behavior shows that it is aroused either by moral feelings that are formed in addition to the child's consciousness, directly in the practice of its communication with other people, or motives that were previously mediated by consciousness and then on the basis of behavioral practice [2, p. 386].

This situation requires clarification, as it relates directly to the problem of choice of behavior, its motivation. The following structural elements of the personality take the most active part in the process of motivation: it is an imaginary situation represented by objective possibilities, on the one hand, and subjective, on the other; these are the value orientations of the individual, which is the dominant link in the act of choice. The essence of motivation is that it is looking for such an action that corresponds to the basic attitude of the individual, is the willingness to act in the direction of its implementation. The process of transition from motive to installation is a volitional question, that is, the ability to switch from motivation to the main installation. If the system of fixed installations has the appropriate settings, then one of them is updated and the appropriate behavior follows. However, as in this situation, it may turn out that the system of fixed attitudes of the individual is contrary to the consciously accepted intention. In this case, the volitional effort will be aimed at overcoming the impulses of fixed installations that contradict the conscious decision. Man, as it were, overcomes the internal resistance in the process of the emergence of a new attitude, adequately formed motive. If the subsequent behavior of the installation leads to the expected result, the installation (under certain conditions) is fixed and included in the system of fixed settings of the person and, in such a situation, it can be updated without the process of objectification. Painful behavior affects, accordingly, the system of value orientations of the individual, which changes depending on the success of the failure of volitional behavior.

In the case of weak will, the motive does not go into the installation, and instead of volitional behavior, is realized impulsively, and then under this behavior is looking for a motive. There is more re-motivation, which is also called "rationalization". This usually occurs in a conflict between the system of value orientations and the system of fixed attitudes. For example, when a person at the level of consciousness is characterized by a social orientation, focuses on high moral values, and at the unconscious level (level of fixed attitudes) – has an individualistic orientation. Thus, it becomes a clear and obvious fact that the mechanism of functioning of value orientations is a very effective tool for studying the individual and his activities. They also provide ample opportunities to influence the individual in the right direction of the social process.

Undoubtedly, this circumstance attracted the close attention of research teachers and was soon considered in a number of dissertations. The problem of value orientations in pedagogy was studied in the works of M. I. Burova-Ilieva, L. V. Georgina, P. R. Ignatenko, I. V. Malykhina, Z. M. Pavlyutenkova, V. A. Tikhilova, M. V. Chernobayev, and others.

E. Burova-Ilieva [4, p. 13] by value orientation means "qualitative characteristics" of the individual, which in some way combines psychological and social in man, affects the harmonious combination and development of his needs, interests, motives, attitudes, social attitudes, orientation and occupies an important place in the regulation of behavior. The author closely associated the value orientation with the installation, and the orientation itself is divided into cognitive, emotional, and behavioral components. Considering the logical

system of the educational process and the mechanism of assimilation of values, the researcher identifies several stages in their definition: obtaining information about values; hierarchy and subordination of accepted values: their transformation into motives for action; realization of values in own behavior; testing the constant need for new social values. However, these stages are not set as criteria for the formation of value orientations in the activity, but simply reduced to knowledge about values, orientation to certain values, attitudes, motives, social attitudes, needs.

Georginova L. V., considering the structure of labor value orientations of younger adolescents, identifies the following values of the highest order: cognitive, moral, creative, aesthetic, prestigious, material, utilitarian, and values of the labor process [6, p. 15]. Such a systematization of the values of labor is not created for us due to a well-thought-out and logically constructed. It seems that the researcher is trying to comprehend the immeasurable, without separating and highlighting a clear structure of labor values.

P. R. Ignatenko interprets value orientations quite broadly: as the orientation of the individual to social values in accordance with its specific needs, believing that they are manifested in the presence of the student's need for work, in a system of stable positive, conscious attitudes and attitudes to work; in the interests associated with the awareness of the vital importance of work and indicate the extent to which they can meet the need that arises in connection with it. Thus, value orientations (according to him) encourage purposefulness in relation to these values on the part of employees, who represent the same values of a particular job, which are focused on people who choose a certain profession [9, p. 13]. It seems unreasonable to have such an expanded interpretation of value orientations due to the fact that the orientation of the individual includes other types of motivations.

M. G. Kazakina in his study notes that in general the pedagogical aspect of the problem of value orientations in the most general form, obviously, is that a wide range of objective values of the world (moral norms, homeland, labor, ideas of humanism, public interest), human personality, creativity, education, etc.), to make the subject of awareness and experience as special needs of creation, development, the realization of these values. The author considers value orientations as an integrative formation that characterizes a holistic personality, its orientation as a value attitude to objective values, expressed in their awareness and experiences as needs that motivate this behavior and program the future. [10, p. 11].

Z. M. Pavlyutenkova in her research, as the main tool, uses the interests of students of vocational schools, rightly believing that the value system of youth is manifested in its interests and can be understood as a reflection of interests [17, p. 41]. The paper presents the relevant criteria for assessing the levels of formation of value orientations. A specific definition of value orientation is not given. Different points of view on the formulation of this concept are noted and the limits of its application are outlined.

The work of G. M. Prozumentova carefully, with clarification of details, analyzes the role of activities in the formation of value orientations of students. It is not the activity in general that is studied, but the activity that has a value-oriented orientation, which is characterized by the integrity of its types and process and which is realized as a collective. The content of value orientations is considered by a specialist as the unity of emotional, motivational, and cognitive components, and the optimal system of activities in the process of which value orientations are formed, including ideological and moral, cognitive, labor, communicative, aesthetic, and physical. The leading role is played by the moral aspect of the activity. The process of activity on the formation of value orientations of the individual G. M. Prozumentova represents in the form of structural unity of four stages:

- 1) emotional and motivational;
- 2) operating;
- 3) mastering research skills and abilities;
- 4) stage of own activity.

The dissertation of V. A. Tikhilova is devoted to the social and pedagogical analysis of value orientations of pupils. The author gives an appropriate assessment of the identified value orientations of students of vocational schools in various fields. There is no clear system in solving the problem; In our opinion, there is no sufficiently substantiated direction in the study of the personality of young people, which has led to diversity, selective interpretation of value orientations in general [20, p. 116].

M. F. Chernobayev, considering different types of value orientations (in relation to material and spiritual needs, different types of activities through which and in which the needs of the individual are satisfied by the internal objects of the individual). Highlights the components of the structure of value orientations that directly characterize students, and formulates a conclusion about the impossibility of the purposeful formation of value orientations without the practical activities of children [24, p. 83].

At the same time, the researcher as indicators of the formation of a component of the structure of value orientations identifies only quantitative features: correlation coefficients between the level of development of certain qualities of the adolescent and his position in the classroom, which can not be considered legitimate.

In the legal literature, value orientations are mostly analyzed from the standpoint of social deviations of the individual. Thus, Academician V. M. Kudryavtsev, considering social deviations as a holistic dynamic review (process), identifies it as the most important component of social values [14, p. 146]. "Socially deviant behavior is generated by distorted value orientations and is accompanied by them and, finally, in turn, contribute to their further deformation" [14, p. 148].

For example, the exclusion from the value system of such a principle as respect for people turns it into a worldview of egoism, egocentrism. It is clear that the vacuum in the value system is inevitably filled with ideas with the opposite sign: if the individual is not valued, respectively, in this system of orientations the leading role belongs to selfish interests or distorted narrow group concepts. [14, p. 151].

E. M. Yutskova's research showed that among the factors contributing to the success of the life of the surveyed persons who committed selfish or other crimes, the first place was taken by "the ability to use any means", then – "influential friends", "luck" etc. [25, p. 102]. Such values with the opposite sign are sometimes called "anti-values", meaning their anti-social orientation [14, p. 151].

T. P. Kozlov connects individual reasons for committing offenses with elements of internal regulation of human behavior, which include value orientations [11, p. 12].

A. M. Yakovlev, identifying the causes of immoral and criminogenic behavior, calls the lack of integration of personalities existing in the group of norms, values, ideals, which contributes to strengthening the correct position [26, p. 161].

Considering the distortions in the system of value orientations, V. M. Kudryavtsev notes that they (distortions) can be manifested in various forms and, above all – in the incompleteness of value orientations, their absence in the system of certain ideas that have important social significance. [14, p. 151].

V. E. Konovalov emphasizes that the individual's rejection of existing values is a consequence of his understanding of the goals and meaning of life, that the value orientation of the individual in most cases is quite flexible and this determines the possibility and effectiveness of influencing it [12, p. 39].

Much attention is paid to the problem of value orientations of schoolchildren in developed capitalist countries.

R. G. Gurov, analyzing the data of scientists from capitalist countries, concludes that the main life values of graduates of French schools are: health, money, love; English – celebrity, promotion, high social status; American – success, fame, material well-being [8, p. 137].

Describing the values of their society, American psychologists James M., Sevres, and Charles Telford write: "Today's American culture idealizes success in its extreme... Our notebooks are filled with aphorisms and our daily stories are filled with reminders: "There is always a place at the top of society", "Nothing can be done that cannot be done unless you really want to", "Never join!", "If not in the beginning good luck, eat, eat again!", "Keep an ambitious dream!" Far to mark!", "Higher and higher!", "Forward and up!", "Never calm down until you reach the top!", "Every boy is born a potential millionaire, possibly a president", etc.» [27, p. 286-287]. As we can see, the values of American society form a competitive personality in the labor market, so that, in addition to basic knowledge, content, and navigation, the legitimacy of the ability to set goals, plan a career, manage yourself, content to work in teams (compatibility), content to influence others have navigation leaders [3, p. 52].

Theoretical analysis of the research problem allows us to draw the following conclusions:

1. Value orientations are one of the structural basic formations of a mature personality. It is in them, according to BG Ananiev, converge its different approaches to understanding the nature of value orientations, all researchers recognize that the structure and content of value orientations of the individual determine its orientation and determine a person's position in relation to certain phenomena of reality. It is also unanimous that value orientations play a major role in regulating human social behavior, including the disposition of the individual, his attitudes and motives, interests.

2. Value orientations express the attitude of the individual to the world and are determined through the selective attitude of the subject.

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