

THE ESSENCE OF THE CONCEPT “VALUE ORIENTATION” OF PUPILS OF GROUPS OF HUMANITARIAN DIRECTION IN OUT-OF-SCHOOL EDUCATIONAL INSTITUTIONS

The essence of the concept “value orientation” of pupils of groups of humanitarian direction in out-of-school educational institutions is defined on the basis of theoretical analysis of scientific sources. Value orientation has been found to be one of the most important structural components of personality and system of personal values that is as an adequate indicator of a developed personality. The problem of formation of value orientations of children and youth is especially relevant in today’s social and economic conditions, when there is a loss of moral and spiritual ideals of the Ukrainian society. Despite the relatively wide study of the problem under research, there is no single point of view on the definition of the notion “value orientation” in scientific literature. However, the most significant feature of value orientations is that they have some control over individual activity that allows a person to relate personal needs, interests and goals with socially important norms of society.

Keywords: *value, value orientations, pupils, groups, humanitarian direction, out-of-school educational institutions.*

Transformation of political, social and economic organization of Ukrainian society has led to a reassessment of personal values by younger generations and changed their value orientations. Value orientations significantly affect the way of thinking, lifestyle, emotional processes. Only developed value orientations are a very important indicator of maturity and development of personality, a person’s attitude to the material and spiritual values, system settings, self-regulation of behavior and so on. Transformation processes in the value system of society mostly are reflected in the younger generation, who face the lack of clear social and moral values and is in a psychological state of vagueness and demoralization [8, p. 236]. Therefore, nowadays there is an urgent need for psychological and pedagogical science to educate the child on humanistic values.

Out-of-school education plays a special role in solving these problems due to its being a social educational institute of education and development of children and youth, an integral part of educational space that promotes personal development, discloses a

person's creativity, cultivates socially significant qualities and forms value and moral orientations [11, p. 17-18].

Analysis of recent publications shows that several scientists in fields such as philosophy, sociology, cultural studies, psychology and pedagogics have studied the problem of formation of value orientations of personality. I. Kon, I. Istoshyn, A. Zdravomyslov, M. Bobnieva, V. Vozdynska, T. Butkivska, N. Ishchuk and other scientists have revealed the sociological aspect in the study of value orientations. Scientific researchers L. Arkhangelskyi, M. Kagan, V. Sagatovskyi, V. Sivers and others have defined the concept of "value orientation" of personality. Psychological mechanisms and technologies providing formation of values have been presented in the studies of K. Abulkhanova-Slavskaia, I. Bekh, L. Bozhovich, M. Boryshevskyi, B. Bratus, I. Goian, Z. Karpenko, L. Kobernik, O. Nauchytel, O. Podolska, S. Rubinshtein et al. L. Kryveha, M. Kuznetsov, M. Lapin, V. Lutai, and M. Nykandrov have devoted their research to the role of values in modern society. Formation of value orientations as a pedagogical problem has been revealed by I. Artiukhov, V. Driapik, I. Ziaziun and O. Dokukina, O. Kononko, M. Krasovytskyi, I. Pidlasyi, R. Skulskyi, O. Sukhomlinska.

However, the problem of formation of value orientations of pupils in out-of-school educational institutions has been insufficiently developed. Therefore, the topicality of this issue and the necessity for improving out-of-school education have stipulated this study.

The *purpose* of this research is an analysis of theoretical approaches to the definition of "value orientation" of pupils of groups of humanitarian direction in out-of-school educational institutions.

Review of modern scientific sociological, psychological and pedagogical literature suggests that the definition of "value orientation" is rather polysemantic.

For the first time the concept of "value orientation" was introduced in social science by William I. Thomas and F. Znaniecki in the second half of the XX century.

Milton Rokeach has made the most important contribution to the study of the phenomenon of value. He paid his attention to the fact that the number of basic human values is limited, so the scientists are able to empirically study a person's value orientations. Values and value orientations are strictly organized and arranged

in a hierarchical system. All people and social groups in any society have the same values, which differ only in the levels of personal significance and necessity.

Social psychologists understood the concept “value orientation”, firstly, as “ideological, political, moral, aesthetic and other foundations of a person’s assessments of reality and orientation in it”. Later, it was defined as “the way a person differentiates the objects after their significance” [1, p. 10].

In fact, I. Kon has considered that the value orientation is a whole system of attitudes. He has emphasized that value orientation leads to people’s thoughts, their life goals and aspirations, solutions to some important problems.

We should emphasize that the notions “value” and “value orientations” are different in the sociological research. In the scientific works of L. Antilogova and I. Popova values are generalized notions, which act as common ideals and stereotypes of social and individual consciousness. Values act as ideal criteria for evaluation and orientation of the individual and society. According to I. Surina studies, values are a reflection of a human’s values in consciousness. She defined “values” as strategic goals in life and general ideological orientations that are formed on the basis of relations, personal experience with society prevalent in the culture samples. Therefore, the concept of value orientation is wider than the concept of values, because it is based on a “structural link between the proper value and a value-oriented person” [10, p. 3].

From the psychological point of view, value orientation is a component of personality structure that reflects the experience which a person has gained in individual development. Value orientation is the core of consciousness that causes individual decisions about important life issues.

Psychological dictionary defines “value orientation” as a basic unit for decision-making and regulation of behavior [9, p. 584]. In Ukrainian pedagogical dictionary value orientation has been shown as a “selective, relatively stable system of directional interests and needs of personality, focused on a particular aspect of social values” [2, p. 357].

Quite similar interpretations of this category are presented in the “Encyclopedia of Education”, but they are more expanded. “Value orientations (French “orientation” – attitude) – a relatively stable system of directional interests and needs of personality to a certain hierarchy of social values in different significant situations, a

way of distinguishing of personal phenomena and objects in terms of their relevance to humans” [5, p. 991].

It should be emphasized that value orientation is one of the most important structural components of personality. Researchers such as V. Yadov, G. Zdravomyslova, G. Dvoretzka have used a factorial approach to define the concept “value orientations”. G. Dvoretzka has defined “value orientations” as a person’s perception of certain values and their recognition as life goals or basic means to achieve these goals, which is the most important factor that governs and determines the person’s motivation and behavior [3, p. 213].

We agree with this definition of value orientations as a regulator of vital motivation. However, such interpretation does not disclose relations between the individual and social aspects in the structure of value orientations.

In our opinion, A. Zdravomyslov’s definition of “value orientations” as important elements of the internal personal structure that are fixed in a person’s life experience [6, p. 202] neither fully reveals the mechanism of formation of value orientations.

The scientific heritage of A. Dontsov has focused on the crucial role of social factors in the formation of value orientations. He determines that value orientations are the meaningful attitudes of personality, which he or she has understood in the process of socialization and formulated in notions that society has proposed [4, p. 12]. The scientist examines socialization not only as getting of life experience, but also as a process of self-development, the result of a person’s activity in society.

Studies of V. Alekseieva and A. Titarenko have represented value orientations as values derived from community groups, which limit the impact of the internal structure of personal values on their formation. Because the person focuses not only on general principles of society, but takes into account own needs when he or she choose some values.

The interpretation of the concept “value orientation” has been revealed more meaningfully in V. Yadov’s scientific works. The scientist believes that value orientation is a complex that absorbs the levels and forms of interrelations between social and individual in a person, certain forms of cooperation between internal and external for personality, specific forms of personal awareness of the surrounding world, own past, present and future, as well as the essence of Self-personal” [12, p. 36].

V. Shakhrai concludes in her studies that “value orientations” are spiritual values expressed in ethical ideals, beliefs, principles, feelings, which a person has understood and experienced performing behavioral, regulatory and projecting functions in his (her) life.

In the context of our study, we refer to the scientific results of I. Bekh. He considers that the system of personal values is an adequate indicator of a mature personality, who has been developing with the help of such values. Moreover, a person owns these values as personal qualities. The level of their possession should be high enough to display them in real life. Personal growth depends on whether a certain person is integrated into the generally accepted system of spiritual values, to what degree his (her) spiritual consciousness strengthens. This spiritual consciousness is an internal instance in which this integration occurs as the process of social norms becoming meaningful [1, p. 26].

On the one hand, psychological and educational research focuses on the sustainability and social significance of values. On the other hand, these studies aim at certain values in specific situations.

Each human being has a different set of life values. Some of these values are crucial for personality, while others are insignificant. In other words, a hierarchy of values has been forming. This system is dynamic and mobile, changing throughout life. Nevertheless, in general we can say that each person has a more or less certain, though not always conscious, system of priorities that are determined according to the type of personality.

Academician I. Bekh highlights that an advanced system of values is an efficient carrier of moral norms. Due to this value system, another person can rely on such carrier to solve his or her own spiritual and practical problems, because he or she knows what thing is significant, fixed, and lifelong, as well as what is derivative, wasteful [1, p. 25].

We agree with the opinion of L. Kobernik that the system of value orientations is extraordinary in professions of type “human-human”. In this case, value orientations are getting the nature of a central element in the structure of the professional world. These professional activities are areas of existence and development of a human’s values. It is here where the values of altruism and creativity, attaching meaning to this activity, are implemented [8, p. 236]. In this context, formation of value orientations of pupils of groups of

humanitarian direction in out-of-school educational institutions plays an important role for our research. As the professions of the type “human-human” are just represented with groups of humanitarian direction in out-of-school educational institutions.

Researcher Y. Klimov has a similar point of view in his scientific achievements. He focuses on value orientations as an important mechanism for the regulation of the profession. According to these studies, each of the professional type has inherent content and system of values [7, p. 130]. Thus, the hierarchy of value orientations plays a key role in formation of a person’s professional competence. It is obvious that out-of-school educational institutions help children and youth to choose their future jobs in their leisure time.

As the theoretical analysis of scientific literature testifies, value orientations of pupils of groups of humanitarian direction in out-of-school educational institutions are viewed as a system of directions of interests and needs of the individual to a hierarchy of social values in different considerable situations, a way of distinguishing personal attitudes and objects in terms of their importance to personality.

The personality’s direction expresses one of the most important characteristics that determine a person’s social and moral value. The content of this direction includes primarily dominant, socially conditioned personal attitude to reality. Due to the personality’s direction, value orientations are really represented in the active human activity that should become a constant personal motive.

In conclusion, it should be mentioned that the problem of formation of value orientations of children is particularly relevant in today’s social and economic conditions, when there is a loss of moral and spiritual orientations of Ukrainian society. The out-of-school educational institution plays the determinative role in solving this problem, owing to the fact that it is an institution of development and education of pupils in their spare time. Despite much research on values in the scientific literature, there is no single point of view in defining the concept “value orientation” yet. However, the most important feature of value orientations is that they are a certain governor of a person’s activity, which allows for correlation of personal needs, interests and goals with socially important norms of society.

This theoretical analysis does not include all aspects of the problem and requires further study. In particular, we need to prove the pedagogical conditions of formation of value orientations

of pupils of groups of humanitarian direction in out-of-school educational institutions.

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**Сутність поняття “ціннісні орієнтації”
вихованців в гуртках гуманітарного напрямку
позашкільних навчальних закладів**

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У статті на основі теоретичного аналізу наукових джерел розкрито сутність поняття “ціннісні орієнтації” вихованців в гуртках гуманітарного напрямку позашкільних навчальних закладів. Наголошено, що проблема формування ціннісних орієнтацій дітей та молоді особливо актуальна в сьгоднішніх соціально-економічних умовах, коли спостерігається втрата моральних і духовних ідеалів українського суспільства. З’ясовано, що ціннісні орієнтації є одним із найважливіших структурних компонентів людини, а система особистісних цінностей виступає адекватним індикатором розвинутої особистості. Незважаючи на відносно широке вивчення досліджуваної проблеми, серед науковців немає єдиного погляду на визначення “ціннісної орієнтації”. Проте найважливішою особливістю ціннісних орієнтацій є те, що вони мають деякий контроль над індивідуальною діяльністю, що дає особистості змогу поєднувати особисті потреби, інтереси і цілі із соціально важливими нормами суспільства. Акцентовано на особливій ролі позашкільної освіти у формуванні ціннісних орієнтацій, оскільки позашкільний навчальний заклад є важливим соціальним інститутом виховання і розвитку підростаючої особистості, що сприяє розкриттю її творчого потенціалу, вихованню соціально значущих якостей і формуванню ціннісних, моральних орієнтирів.

Ключові слова: цінність, ціннісні орієнтації, вихованці, гуртки, гуманітарний напрям, позашкільний навчальний заклад.

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**Сущность понятия “ценностные ориентации”
воспитанников в кружках гуманитарного направления
внешкольных учебных учреждений**

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На основе теоретического анализа научных источников раскрыта сущность понятия “ценностные ориентации” воспитанников в кружках гуманитарного направления внешкольных учебных учреждений. Выяснено, что ценностные ориентации являются одним из важнейших структурных компонентов человека, а система личностных ценностей выступает адекватным индикатором

развитой личности. Отмечено, что внешкольное образование играет особую роль в формировании ценностных ориентаций подрастающего поколения.

Ключевые слова: ценность, ценностные ориентации, воспитанники, кружки, гуманитарное направление, внешкольное учебное учреждение.

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