

THE CHARACTERISTICS OF MODERN STUDENTS' VALUE LIFE ORIENTATIONS

Lada Tkachuk, Iryna Ostapolets

Abstract. *The article is devoted to a rather urgent problem – the study of the valuable life orientations of an individual, in particular, students. The system of value orientations is an important regulator of human activity, as it allows to correlate individual needs and motives with the values and norms of society realized and accepted by the individual.*

The article analyzes the content of key concepts and basic approaches in psychology in relation to its research. The structural components are singled out and the subject, object and international aspects of the individual's life orientations are described. The role of value orientations in the formation of personal maturity is defined; the degree of significance and realization of external and internal value orientations of modern student youth is analyzed.

Based on the analysis of psychological literature, the peculiarities of the process of formation of value orientations are revealed, its phases are distinguished, psychological mechanisms that can be involved in the development of the value life orientations of an individual at each phase of its formation are described.

It is interesting to analyze the content of dominant values among students. So, in particular, until recently, the dominant values for students were such as «interesting work», «friendship», «happy family life», «love», etc. However, the war in Ukraine, which was unleashed by the Russian Federation, made corrections in the value-meaning sphere of modern students, which prompted young people to prioritize such important values as family and national, in particular – peace, faith, freedom, dignity, unity, etc.

The prospects for further research will be the study of the dynamics and gender differences in the value life orientations of students of various courses of study during the period of martial law in Ukraine.

Keywords: *value orientations, internal, external values, needs, motivation, personality orientation, personal maturity, youth, students.*

The state of study problem. Recently, changes have been taking place in Ukrainian society that have led to the transformation of social ideals and individual values. Modernity is characterized by the presence of both new dynamic values that arise as a result of various and sometimes unconscious influences of the environment, mass media, etc., and values that have a traditional, stable or established character and arise as a result of the action of long-term

causes, a person's own purposeful reflections, her or his upbringing, the influence of the social environment. The revaluation of values, their crisis has the greatest influence on the formation of the worldview of modern youth. It is these processes that make it necessary to study the value life orientations of young people.

The purpose of the research work is to study the peculiarities of the value life orientations of students and their significance

for the development of personal maturity.

Presentation of the main material. Value orientations are an important component of an individual's worldview, which reflects a certain significance of objects or phenomena of social reality for him or her. The system of value orientations is a central personal psychological formation that determines the motivation of a person's behavior, means of achieving his or her life goals, features of interaction with other people, society. It is very important to form value life orientations in modern student, as this period is appropriate for this. The lack of a formed system of values and meaningful life orientations in a person can lead to a feeling of inner emptiness, existential crisis, uncritical acceptance of group norms of behavior and worldview in general.

The student age is one of the most important periods of intensive formation of basic value orientations that affect their further professional, civil and life path. Many researchers (S. Maksymenko, B. Ananiev, M. Boryshevskii, N. Ivantsev, N. Maksymchuk and others) emphasize the importance of the university stage of personality formation. This problem has been studied by scientists from different sides. Thus, L. Sokuryanska studied the peculiarities of the value determination of the formation of the social subjectivity of students in the conditions of social and cultural transformation; relationships between value orientations and motivation problems were investigated by G. Ball, S. Zanyuk, A. Shydelko; the influence of value and life orientations on self-actualization, the level of life satisfaction was determined by Ye. Karpenko, K. Mylashenko, N. Starynska; subject-value determination of creative giftedness was studied by O. Muzyka. All authors emphasize that values characterize the direction of the individual, are an

important resource and are manifested, first of all, in activities (H. Ball, B. Dodonov, D. Leontiyev, etc.)

Three aspects can be distinguished in the structure of valuable life orientations: subject, international, and object. The subjective aspect includes the acquisition of life experience in all spheres of life, the level of education and competences, the ability to self-analysis and reflection, self-acceptance and self-satisfaction, spiritual development, self-discovery, memories and dreams.

The international aspect is everything that is valuable for an individual in the very process of interaction with people and objects of the surrounding world. For example, the importance of friendships, life comfort, sympathy and empathy, mutual assistance, etc.

The object aspect of value orientations includes: education, achievement of material goods, everyday life, fame and honor, cultural environment.

The formation of meaningful value orientations is a complex and long process that involves understanding the psychological mechanisms underlying them, the conditions and factors of their development, age and individual characteristics of a person.

Not everything that is important and significant for a person can be realized in behavior. It depends on a number of circumstances and reasons of a subjective and objective nature, on whether it makes sense for a person to do this or that act, to strive for the chosen goal. Content and significance are most often revealed through the attractiveness of objects, things and people, their desirability for the individual and the emotional and sensual attitude towards them.

The student period of life is a period of intensive formation of the system of meaningful and valuable orientations, which in turn determines the formation of personal maturity. This is due to the emergence of necessary

prerequisites at this age stage: expansion of self-awareness, development of conceptual thinking, accumulation of moral experience. The appearance of beliefs in youth indicates a significant qualitative break in the nature of the formation of the system of moral values.

The important determinants of the process of personality formation of young men and women, which regulate the process of their inclusion in society and the content of value orientations, are the need for communication and the need for separation. Communication during this period acquires specific features: the circle of contact groups expands, and at the same time, selectivity takes place, which is manifested in the clear differentiation of communication groups into sociable and friendly ones.

It should be noted that the main psychological neoplasm of youth is the discovery of one's inner world, awareness of one's own uniqueness, originality. This discovery is directly related to the separation of the individual and is experienced as a value.

The process of formation of value orientations can be characterized as an action consisting of the following elements: an object (landmark) to which the action is directed; the objective side, i.e. the way (method) of performing the action; subjective side, that is, the relationship of the subject to the action and its result, and the subject himself, who performs the action. From this point of view, it is a process unfolding both in space and in time.

It can be assumed that the process of orientation is complex, contradictory and at the same time natural. It creates the conditions for further development and serves in some way as the cause of his own self-movement. This process is long, has its own stages, which are consistently correlated with the individual and age-related development of a person, the formation of his personal characteristics.

The first phase of the process is the assignment of values by the individual, the

formation of the Image of the World. The second phase of the process is the transformation of the personality based on values, the formation of the «I» Image. The third phase of the process – designing – self-designing, forming the Image of the Future [4].

It is important to note that all phases work synchronously at all stages of formation. However, their conditional separation allows us to determine the valuable development of reality, the acceptance of the individual as a self-value, and to see the composition of close, medium and distant personal perspectives.

In the process of formation of value orientations, the following value mechanisms function: search – evaluation – choice – projection. However, in different phases, the degree of loading of individual mechanisms may be different, for example, in the first phase, value assignment is ensured to a greater extent by search and evaluation, in the following stages, such mechanisms as selection and projection are more involved.

Defining the conceptual essence of the term mechanism, we emphasize its psychological basis, and therefore, the real possibility of influencing the development of these personal mechanisms in specially created life situations. In its most general form, this process can be represented as a life space that expands over time, in which a person builds and acquires a certain «trajectory of his movement» according to the guidelines: the values of the external world and the values of self-knowledge, self-evaluation, and self-development. A person chooses a life goal, plans, prospects based on knowledge of circumstances and himself, constantly evaluating, comparing himself and other people, turning to the past, living in the present, orienting himself to the future. The value orientations of the individual, thus, provide a core, a general line, a certain axis that balances actions, behavior, activities that deviate in one direction or another from the

general core, line, orientation [4].

The development of value orientations of the individual takes place on the basis of the value nature of thinking, the assignment of values, their harmonization with personal needs, etc. Valuable life orientations determine the orientation of consciousness, self-awareness of the individual, and therefore the life perspective, which is an important vector of personality development, transferred into the goal of life, which completes the personal self-determination of a person in the sphere of work, communication, art, knowledge – in the surrounding reality and himself.

Adolescence is characterized by the development of value orientations – focus on certain values – standards of life. The leading characteristic of the consciousness of young people is orientation towards the future.

Youth requires the individual to know their own capabilities and prospects. This requirement is satisfied in the process of developing one's own worldview, meaningful and valuable choices, forming life plans and programs.

It is the youth age that is sensitive to the formation of value orientation as a stable element of life perspective. The main characteristics of value orientations are their content and the degree of formation of a hierarchical structure.

According to research results, students focus their attention mainly on the life perspective. In the awareness of value aspects of the life path, there is a tendency to undifferentiated or weakly differentiated reflection of value orientations. Every second young man or woman has a conflict in the value sphere between professional and non-professional values. The majority is characterized by motivation aimed at solving the problems of self-realization, communication, learning and development of professionally important competencies.

U. Mykhailyshyn testifies to the presence of a tendency among students to disunity and

individualism, as well as to a weakening of continuity between generations [5].

Among the dominant «eternal» values of students for this age prevail: «interesting work», «friendship», «happy family life», «love». Regarding the family and professional life line, the ideas of youth are approaching the average static. With regard to educational, career, well-being prospects, it is fair to conclude that they are overestimated and unrealistic [7].

The war in Ukraine, which was unleashed by Russia, as a tragic social and political phenomenon, also makes adjustments in the value-meaning sphere of students. As O. Khrystenko's research shows, today family and national values, as well as peace, faith, freedom, dignity, unity, benevolence, are becoming a priority for students as fundamental values that are especially relevant in the conditions of modern military realities. [6, p. 101] The obtained scientific results testify to the valuable attitude of Ukrainian students to such social/political/spiritual institutions as the state, nation, family, language, faith, history, culture. The students confirmed their understanding of the importance of the existence of the Ukrainian state/statehood, the sovereignty and territorial integrity of the native country, the democratic moral national foundations of the development of Ukrainian society, which are a guarantee of the happy existence of the individual Ukrainian woman and man on his God-given land. [6, p.103]

In the studies of Absalyamova L., Vorozhbit-Gorbatyuk V., it was established that the psychological features of meaningful life orientations of students are their synthesis with self-actualization and professional self-determination. It was revealed that the leading meaningful orientations are personal and professional growth, a stable high financial position and active social life. The connections between: contradictions of internal personal growth and understanding of the goals and current results of life, social active life and professional self-determination have been

established. [1]

In the studies conducted in 2019 by O. Vasylychenko, O. Lyoshenko, and O. Chmir, it has been convincingly proven that the leading values of studentship are the material situation and active social contacts, one's own prestige and creativity. In the minds of students, success and effectiveness in life are primarily associated with a stable financial situation, internal locus of control, active social life and preservation of individuality. [2]

The study of the process of awareness of meaningful life orientations by students was conducted by N. Ivantsev. [3] The classification of meaningful life orientations presence in the minds of modern students was established. The author notes that life goals, which make up a person's life program, reflect the most important interests of a person at this stage of life. They can be short-term and long-term. Short-term goals are either subordinated to long-term ones, or arise spontaneously, under the conditions of a specific situation, and disappear as they are fulfilled. Life goals, values and orientation, as well as the worldview of a person are determined by these both long-term and dynamic conditions of existence. The lack of prospects or the presence of illusory or unrealistic goals creates unfavorable conditions for personality development.

Conclusions of the conducted research. Student age is a period of significant internal transformations of the worldview of students, the formation of a hierarchical system of their value orientations. This system is a complex multi-level and dynamic structure, determines the content aspect of personality orientation, affects the life and professional path of the future specialist, determines the life perspective, the «vector» of personality development, being the most important internal source and mechanism.

The war in Ukraine, which was unleashed by the Russian Federation, also made corrections in the value-meaning sphere of modern students, which prompted young people to prioritize such important values

as family and national, in particular – peace, faith, freedom, dignity, unity, etc.

As prospects for further research we consider the study of the dynamics and gender differences in the value life orientations of students of different courses of study during the martial law period in Ukraine.

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ОСОБЛИВОСТІ ЦІННІСНИХ ЖИТТЄВИХ ОРІЄНТАЦІЙ СУЧАСНОЇ СТУДЕНТСЬКОЇ МОЛОДІ

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Анотація. Стаття присвячена досить актуальній проблемі – вивченню ціннісних життєвих орієнтацій особистості, зокрема студентства. Система ціннісних орієнтацій є важливим регулятором активності людини, оскільки вона дозволяє співвідносити індивідуальні потреби і мотиви з усвідомленими та прийнятими особистістю цінностями й нормами соціуму.

В статті проаналізовано зміст ключових понять і основних підходів у психології щодо її дослідження. Виокремлено структурні компоненти та описано суб'єктний, об'єктний та інтернаційний аспекти ціннісних життєвих орієнтацій особистості. Визначено роль ціннісних орієнтацій у формуванні особистісної зрілості; проаналізовано ступінь значущості та реалізованості зовнішніх і внутрішніх ціннісних орієнтацій сучасної студентської молоді.

На основі аналізу психологічної літератури розкрито особливості процесу формування ціннісних орієнтацій, виокремлено його фази, описано психологічні механізми, які можуть бути задіяні у процесі розвитку ціннісних життєвих орієнтацій особистості на кожній фазі її становлення.

Цікавим є аналіз змісту домінуючих цінностей у студентів юнацького віку. Так, зокрема, ще зовсім недавно домінуючими цінностями для студентів виступали такі як «цікава робота», «дружба», «щасливе сімейне життя», «любов» тощо. Однак, війна в Україні, яку розв'язала російська федерація внесла свої корективи і у ціннісно-смыслову сферу сучасного студентства, що спонукало молодь розставити пріоритети на такі важливі цінності як сімейні та національні, зокрема – мир, віра, свобода, гідність, єдність та ін.

Перспективами подальших досліджень стане вивчення динаміки та гендерних відмінностей ціннісних життєвих орієнтацій студентів різних курсів навчання у період воєнного стану в Україні.

Ключові слова: ціннісні орієнтації, внутрішні, зовнішні цінності, потреби, мотивація, спрямованість особистості, особистісна зрілість, юнацький вік, студенти.

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