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ODDÍL 2. PEDAGOGIKA, VÝCHOVA, FILOZOFIE

§2.1 VALUE-AND-PROFESSIONAL SELF-DETERMINATION OF STUDENT YOUTH (Gerasimova N.Ye., Bohdan Khmelnytsky National University at Cherkasy, Gerasymova I.V., Bohdan Khmelnytsky National University at Cherkasy, Danylyuk S.S., Bohdan Khmelnytsky National University at Cherkasy)

Introduction. One of the leading places in the system of the individual's value orientations is the focus on professional values, the formation of which researchers consider the most important condition not only for professional self-determination, but also for the formation of the young person's personality as a whole. In relation to professional activities, researchers distinguish the following values: values of the profession that are associated with self-determination in professional activities; values of the profession that arise on the basis of various types of remuneration of professional activities by society; values formed on the basis of various features of a profession; high-grade values used in society to regulate the attitude to the profession.

Presentation of the main material. Value orientations ensure the stability of the individual, the certainty and consistency of his/her behavior, the stability of relations with society. Developed value orientations are a sign of a mature personality, an indicator of the degree of its sociality, integration into social relations.

A well-known American psychologist Arthur Reber reveals the term "value" in three meanings.

In the first one as a quality or property of the object that makes it useful and desirable. He draws attention to the pragmatic aspect that comes to mind in this definition – the value of the object is determined by its role in social interaction, and the object itself has no value.





The second one characterizes value as an abstract and general principle regarding the patterns of behavior within a particular culture or society, which, in regard to the process of socialization, members of this society consider to be very significant. These are social values. They form the central principles around which individual and social goals can be integrated. Classic examples are freedom, justice, education, and so on.

The third interpretation of value refers to the sphere of Economics. Value is the net value of an item, which is determined by the fact that it can be obtained in exchange for other goods or some means of payment, usually money. This value, combined with the first value, is very close to the value of the useful life [3].

The classification of values is characterized by considerable diversity. In the psychological literature there is a description of the following hierarchies of core values: Dionysian, at the center of which is the convenience of life, comfort and consumption; Herculean – domination; Prometheus – altruism; Apollonian – cognition, creativity; Socratic – self-knowledge, self-development and self-improvement.

According to E. Fromm, “everything that contributes to the development of human abilities and the maintenance of life is valuable or good”. Dividing values into two groups – official and actual, he emphasizes that both the first and the second have their own structure and hierarchy, in which certain higher values determine others as necessary conditions, correlate their implementation [1].

E. Fromm notes that traditionally the basis of values was determined by the Divine authority, that values are based on revelation and are the orientations of those who believe in the source of revelation, which in the Western tradition is God.

Among the models that do not recognize the divine authority E. Fromm names: 1) the concept of complete relativism,





which proclaims “all values of personal business and which have no basis outside the person”; 2) the concept of the intrinsic nature of values to society, according to which the highest and mandatory values for each person are all the norms that contribute to the survival of this particular society. “From this point of view, ethical norms are identical to social norms, and social norms serve to perpetuate every society – with its grievances and contradictions; 3) the concept of “biologically immanent values” common to animals and humans. Noting the weaknesses of this concept, E. Fromm emphasizes that “biologically immanent value systems often lead to results directly opposite to the humanist-oriented system” [1].

The psychological approach to the classification of values is characterized by their division into terminal or T-values, value-goals and instrumental or I-values, values-means to achieve goals. The founder of this approach was the American psychologist M. Rokeach [5]. In his theory, values are understood as a type of belief, a central position in the individual belief system. Values are the principles of life that determine how a person should behave. Having developed the idea of the existence of terminal and instrumental values, M. Rokeach referred to the terminal values of our beliefs, which relate to the goals or ultimate states to which man aspires (happiness, wisdom, prosperity, etc.). Instrumental values affect the notion of desirable methods of achieving terminal values (for example, accuracy, politeness, tolerance, etc.). On the basis of M. Rokeach’s understanding of values and value orientations, the concepts of the individual’s cultural and individual values are derived.

Basing on M. Rokeach’s concept (terminal and instrumental values), S.N. Schwartz (90s of the 20th century) develops a new theoretical-and-methodological approach to the study of values. He believes that the most meaningful aspect underlying the





differences between values is the type of motivational goals they express. The scientist believes that there are basic human values that are manifested in all cultures, i.e. those that represent universal human needs. According to S.N. Schwartz, personal values exist on two levels: 1) the level of normative ideals (reflect the vital principles of human behavior); 2) the level of individual priorities (dependent on group pressure and correlated with specific human actions). Summarizing the definition of values of many Western theorists, S.N. Schwartz identifies the following characteristics: 1) Values are a belief. These are not cold thoughts, when values are activated, they are mixed with feelings; 2) Values are the goals desired by a person and the way of behaving that contributes to the achievement of these goals; 3) Values are not limited to certain actions and situations; 4) Values act as standards that guide the choice or evaluation of actions, people, events, situations, etc; 5) Values are ranked in order of importance relative to each other. An ordered set of values forms a system of value priorities [6].

Due to the relevance of this topic and the lack of development in modern scientific works, the aim of our study was to study the role of value orientations in the formation of the professional's personality, as one of the main components of personality structure, which reflects for professional development.

The modern development of our state is determined by transformational processes, the search for its own way of developing changes in values and value orientations. The tasks of the spiritual revival of the Ukrainian people require special attention to the world of youth values as the future potential of the country. It should be noted that value orientations are one of the most important factors in a person's moral choice, as well as factors that determine behavior in a given situation.





Value orientations characterize the individual's attitude to the most important goals of life and to ways to achieve them. Even in stable societies, the process of development and change of generations determines the opposition of competing regulatory value systems. From the point of view of social development, the system of values that determines the worldview of most people in a society can act as a factor that contributes to the development of society, and as a destructive factor, as a force for resistance to change. The logic of our study requires determining the place and role of value orientations in the development of communication skills of students-managers. The study was conducted at Bohdan Khmelnytsky National University at Cherkasy. During that study a horizontal analysis of the formation and development of communicative skills of students-managers of the hotel-and-tourism industry in the gender aspect, their relationship with the emotional sphere, organizational skills and abilities, values of the individual was conducted. A total of 348 students took part in the study (174 students in the experimental group).

The existence of value regulators ensures the individual's stability during the crisis of unrealized goals. If the set goal is achieved and loses its motivation, value orientations stimulate the emergence of new goals, the development of communication skills. When an individual enters a relatively stable social environment, he/she overcomes three phases of personal development:

- 1) *adaptation*, which requires the assimilation of current values and norms, possession of appropriate means and forms of activities;
- 2) *individualization*, which is generated by sharp contradictions between the need to "be like everyone else" and the desire for maximum personalization, which is characterized by the search for means to define their own individuality;
- 3) *integration*, which is determined by the contradiction between the desire for an ideal presentation of their capabilities and the





need to perceive them, accept and develop only those opportunities that promote personal development [2].

The inconsistency or violation of the development of these phases causes a violation of the process of formation of communicative skills. Value orientations as a phenomenon directly correlate with the process of goal formation and precede it. Therefore, the objectification of these formations not only reflects the sphere of the future manager's self-consciousness, but also is a kind of vector for further goal-setting of the subject.

The study of the value orientations of future managers of the hotel-and-tourism industry showed their relationship with the process of formation of communication skills, activities and the individual's development as a whole. For some students, admission to higher education causes an increase in activities, and for some – an internal crisis.

As it is shown in Fig. 1, the value of “physical and mental health” is of great importance for boys in the 5th year (2,47 points) and in the 3rd year (2,68 points).

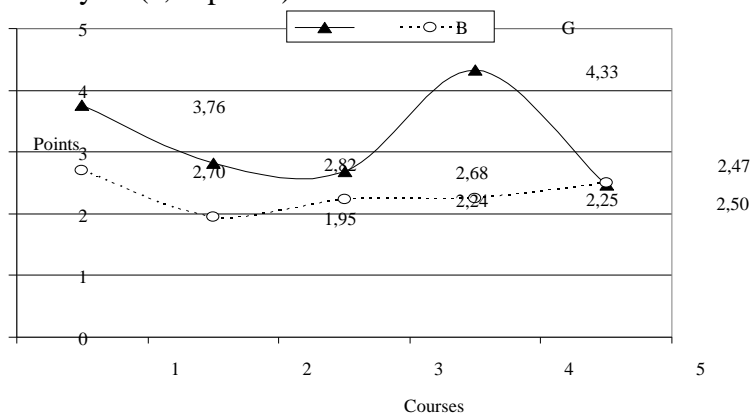


Fig. 1. Dynamics of expression of the value “physical and mental health” during the training of students-managers of the hotel-and-tourism industry





For girls this value becomes even more important from the 2nd to the 4th year (respectively: 1,95 points, 2,24 points, 2,25 points), which indicates a consistently responsible attitude of girls to their health as a guarantee of future motherhood. The most pronounced statistical significance of the difference in the expression of the value “physical and mental health” between boys and girls is manifested in the 4th year. In our opinion, this is quite natural. Without harmonious mental and physical health, one can’t speak of successful professional activities and other values, because after the completion of the 4th year, students-managers of the hotel-and-tourism industry receive a bachelor’s degree. This problem is especially relevant in Ukraine, where the level of health is deteriorating every year due to certain factors (the Chernobyl disaster, low social standards, etc.).

The value “love (spiritual and physical intimacy with a beloved person)” ranks the second in importance (Fig. 2). The difference in the values of indicators for training courses between boys and girls is not statistically significant. This may be due to the short duration of study at the university and existence of trendsto changes. The fact that this value took second place in the overall sample shows that modern youth due to negative social circumstances lack love, understanding, support in communication. This, in its turn, can negatively affect the formation of future professionals’ communication skills.



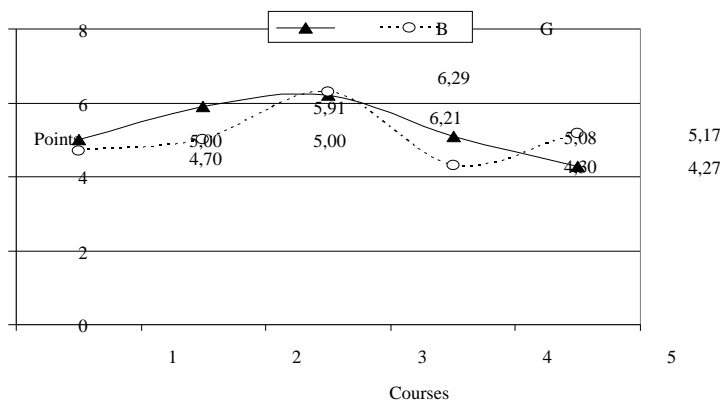


Fig. 2. Dynamics of expression of the value “love (spiritual and physical intimacy with a beloved person)” during the training of students-managers of the hotel-and-tourism industry

Analysis of the dynamics of manifestation of the value “love (spiritual and physical intimacy with a beloved person)” in students-managers of the hotel-and-tourism industry showed that boys have the highest value of this value in the 5th year (4,27 points), and girls – in the 4th year (4,30 points). The value “the existence of good and faithful friends” (Fig. 3), compared with the previous one, is more pronounced in girls in the 5th year (4,67 points), and in boys in the 3rd-4th years (4,53 - 4,58 points).

This phenomenon is explained by the fact that in the junior year students who are trying to adapt to the new environment focus on their problems. Senior students in the process of professional development want to find support among friends, not just rely on themselves.



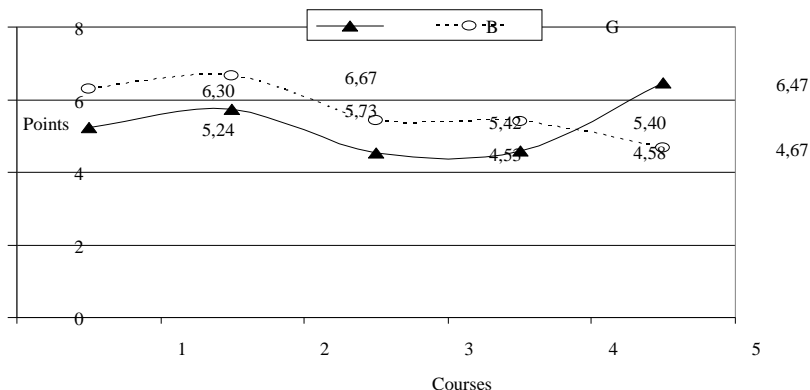


Fig. 3. Dynamics of expression of the value “the existence of good and faithful friends” during the training of students-managers of the hotel-and-tourism industry

The statistical reliability of the manifestation of this value is observed in girls during their studies at establishments of higher education, and in boys it has a tendency to develop. The following values are of the least importance for students: “happiness of others” and “creativity (possibility of creative activities)”.

Indicators of manifestation of the above values show that the general trend of their manifestation decreases during university studies. But boys, in contrast to girls, in the 2nd year show interest in personal problems of the environment and a creative approach to learning. This attitude is associated with the process of adaptation to new living conditions, their own formation in the team as an individual and increased interest in the opposite sex. The dynamics of the manifestation of these values is shown in Fig. 4, 5.

In our opinion, when analyzing the values that students consider to be the most difficult to access in their lives, we should pay attention to the following. The value “happy family life” students of all courses consider one of the secondary. Previous research shows that in the penultimate and final courses, this value was the most important for students. We believe that this is, on the





one hand, due to the crisis of the family as a social institution of health (they did not create a family), which is observed in our society recently, and on the other hand, with the existence in many students of objective difficulties in realizing this vital value. The dynamics of its manifestation is shown in Fig. 6.

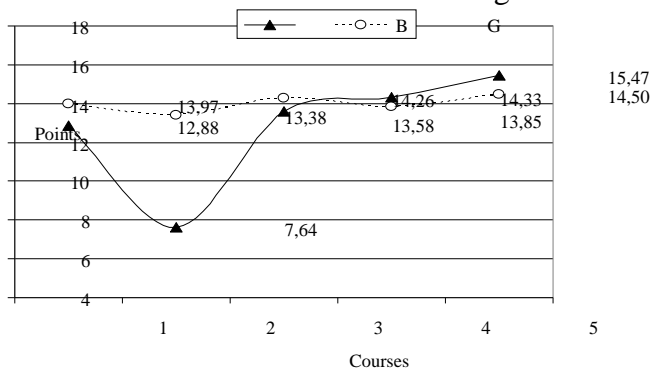


Fig. 4. Dynamics of expression of the value “happiness of others” during the training of students-managers of the hotel-and-tourism industry

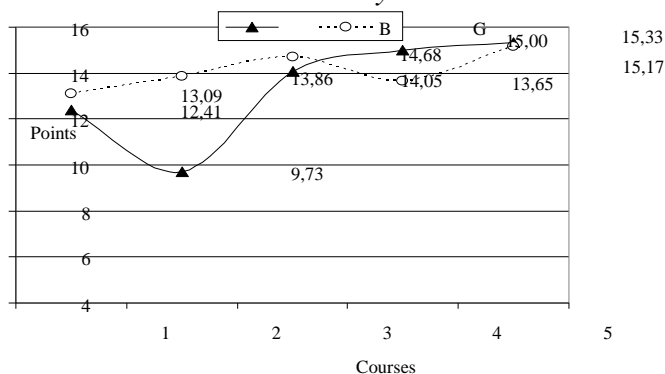


Fig. 5. Dynamics of expression of value “creativity (possibility of creative activities)” during the training of students-managers of the hotel-and-tourism industry



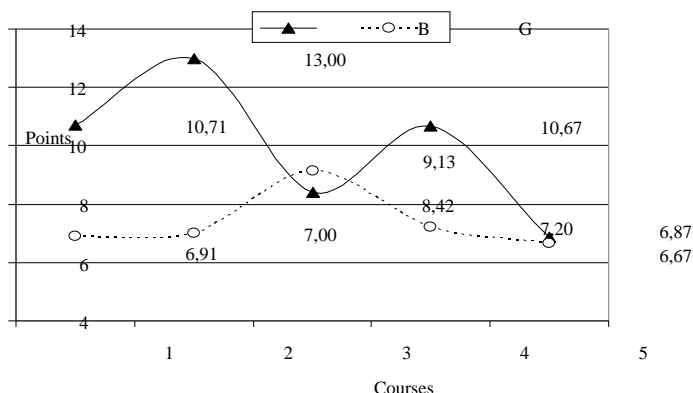


Fig. 6. Dynamics of expression of the value “happy family life” during the training of students-managers of the hotel-and-tourism industry

The existence of subjective difficulties in achieving this goal can lead to problems in communication and the formation of communication skills. Such problems, caused by the contradiction between the motive of achieving a happy family life or creating it in the future and the inability or unwillingness to do so in real life, include: problems of existing family relationships; problems in communication, first of all, with persons of the opposite sex, when there are subjectively strong evaluative sexual inclinations that contradict social or moral norms, as well as problems in the professional sphere.

Value “self-confidence (inner harmony, freedom from internal contradictions, doubts)” is the most difficult for students. The dynamics of the manifestation of this value is shown in Fig. 7.

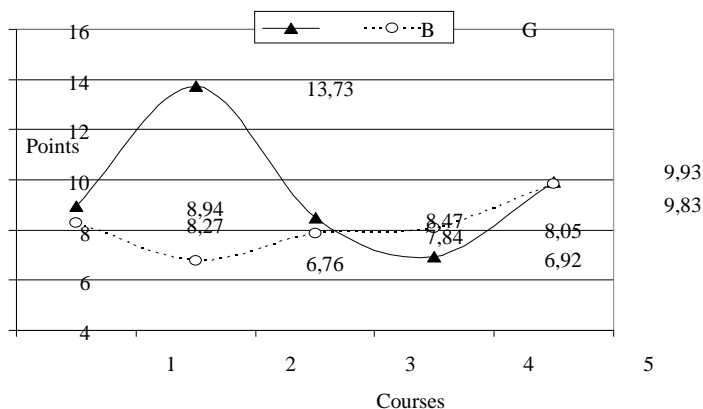


Fig. 7. Dynamics of expression of value “self-confidence (inner harmony, freedom from internal contradictions, doubts)” during the training of students-managers of the hotel-and-tourism industry

This indicates, on the one hand, the frequent personal contradictions that arise in students-managers of the-hotel-and tourism industry in the process of development and training, and on the other hand, the level of development of communicative skills. In addition, it is noteworthy that the awareness of this value as inaccessible to boys is growing in the 2nd year. Confidence in their abilities is manifested only in the final year – the educational qualification level of bachelor (6,92 points). Girls’ self-doubt and professional incompetence are the highest in the 5th year of graduation (9,93 points).

Statistically significant indicators of the difference in this value between boys and girls are the indicators in the 2nd year.

For students of the 1st-the 5th years, the value “interesting work” is also considered to be elusive. The dynamics of the manifestation of this value is shown in Fig. 8.



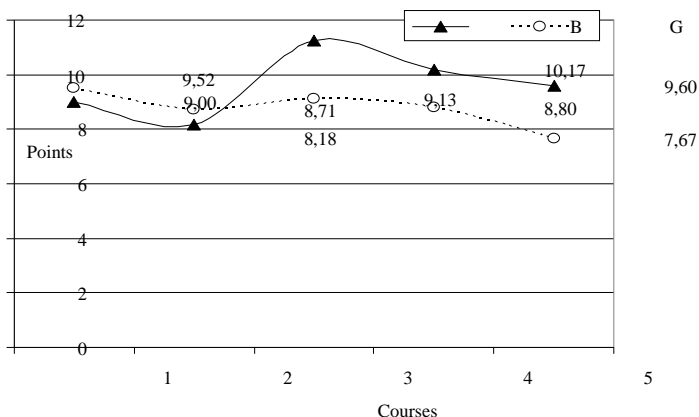


Fig. 8. Dynamics of expression of the value “interesting work” during the training of students-managers of the hotel-and-tourism industry

Entering an establishment of higher education and completing their studies, young people believe that the chosen professional activities are mostly uninteresting. This is due to the lack of employment prospects, the opportunity to reveal yourself as a specialist. The big difference between the value “interesting work” and its subjective achievement in some students is related to the motivational aspect of studying.

It should be noted that at this stage of social development for young people, material values are a priority for students: 58 percent would like to do private business. According to our research, health, love, the existence of faithful friends, self-control, the ability to insist on their own prevail among the values and goals. That is, these are the values that are associated with active life and the need to choose a profession. The means of achieving these values are mainly the qualities of the individual in the system of





interpersonal relationships: “responsibility”, “honesty”, “cheerfulness”, “efficiency in business”.

Obviously, the demands to oneself and the demands made by the profession itself are not only the result of preserved youthful ideals, but also an indicator of faith in social values, in which the professional is given a prominent place. This distribution of value orientations according to gender is explained by a certain disappointment in life, profession and social values, where a true professional has not received proper recognition. Terminal values are considered as a kind of means of forming communication skills and professional development of future managers of the hotel-and-tourism industry.

Thus, the conducted study once again confirmed the fact that one of the leading factors influencing the formation of communicative skills in accordance with gender is the individual’s value sphere.

The level of future professionals’ interest, as well as the content of their values, should be taken into account when selecting entrants in order not only to achieve an appropriate match between social, moral norms and behavior in general, but also to help develop professional qualities, in particular for students-managers of the hotel-and-tourism industry – the appropriate level of communication skills when exerting an educational influence.

The future manager’s readiness for professional communication is an important component of general professional training, integrative personal quality, which determines the individual’s ability to establish productive communicative contacts with partners in joint activities, effectively use verbal and non-verbal means of communication. The formation of the future manager’s professionally important communicative skills was carried out through the holistic development of structural-and-functional components of the conceptual model of the specialist’s professional





qualities. In the course of the experiment the interrelation of indicators of emotional sphere assessment, assessment of communicative, organizational skills and abilities, assessment of communicative control in communication, self-assessment of communicative skills of managers of the hotel-and-tourism industry was established and studied.

It can be argued that the use of forms of organization, methods and teaching aids that model the social context and future managers' ways of communication in situations of professional interaction contributed to the development of future managers' communication skills; motivation to study by explaining to students the importance of communication skills in a modern manager's professional activities; communicativeness of educational exercises that model a certain fragment of the real process of communication and preserve the essential features of the modeled activities; pedagogical management of the process of formation of communicative skills taking into account their content, structure, stages and logic of this process.

The process of optimizing the formation of communicative skills of future managers of the hotel-and-tourism industry requires the introduction of changes in their educational process (namely, increasing the share of disciplines of the psychological-and-pedagogical cycle). However, the introduction of methods of forming professionally important communication skills of future managers of the hotel-and-tourism industry, taking into account gender, found that the development of qualities such as diplomacy, emotional stability, internal self-control, non-conformism, intellectual capacity, etc. requires more time and additional methods. That is, the development of communication skills should be heterochronous.

Conclusions. As a result of the conducted study it was determined that the process of personality development of managers





of the hotel-and-tourism industry and their value and professional self-determination depend on the level and degree of social activities, self-activities and the individual's productivity. Activities and self-activities are always motivated by values, and values are the regulator of individual self-activities. Thus, starting a professional activities, a specialist, making a choice, is endowed with the freedom to make decisions and find adequate means to achieve the goal and solve the problem. To perform such a complex task, a specialist will need not only a reflection on the experience of social relations, but also the enrichment of his/her own spirituality and filling professional activities with personal meaning. They can be represented by the determinants of activities, behavior, subjectivity and cognition. In the individual value system of managers of the hotel-and-tourism industry, each of the above classes of determinants is reflected through subjective components: intrinsic motivation, orientation, attitudes and level of awareness of professional activities. Instead, in its turn, the actual functioning and development of the future specialist's professional thinking is conditioned and depends on the degree of manifestation and interconnectedness of these subjective factors. The values and their bearer's value orientations determine the strategy of solving professional requests and tasks, respectively, influencing the result of the specialist's professional activities.

The essence of the value attitude to professional activities is substantiated. The concept of "value orientation" is revealed. Specific features of the influence of value orientations on the formation of professional competence of students-managers of the hotel-and-tourism industry are considered. The structure of students' professional-and-value orientations is revealed. The following values are distinguished in relation to professional activities: values of the profession related to self-determination in professional activities; values of the profession that arise on the





basis of various types of remuneration of professional activities by society; values formed on the basis of various features of a profession; high-grade values used in society to regulate the attitude to the profession. Methods for the study of students' value orientations are presented, namely: M. Rokeach's method, which was based on the procedure of direct ranking of the list of values [4]. The peculiarities of the transformation of value orientations of future managers of the hotel-and-tourism industry in the process of professional training, based on a sample of the first, the third and the fifth year students of the Faculty of Education, are analyzed. It is concluded that changes in the value orientations of student youth require revision and introduction of new forms and methods of work in establishments of higher education.

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