

## Fostering a Values-Based Attitude towards a Person in Secondary Schools in the Post-Soviet Space

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**Abstract:** The article justifies the idea that a child is at the heart of educational activity. Subsequently, an educational activity aims to increase the creative potential and social activity of humane personality and recognize the priority of the free development of personality, the value of human beings and preserve their environment. Accordingly, the article aims to develop and verify the conceptual and methodological principles of the scientific and methodical system for cultivating a values-based attitude towards personality in students and introduce the technologies that will enhance their social decency. The article analyzes theoretical foundations, defines the principles and pedagogical conditions for developing the system of values-based orientations in students from the post-Soviet space on the example of Ukraine and verifies the effectiveness of these conditions experimentally. The experimental stage of the research employs the following methods to obtain the initial data: brainstorming, questionnaires, the methodology of unfinished sentences, “Q-sorting”, diagnosing the socio-psychological adaptation, diagnosing indicators and forms of aggression, empathic abilities, revealing the ability of effective cooperation and constructive communication, assertive behaviour (Diagnosis of accepting others, Goodwill scale, Express trust diagnostics, Express diagnostics of the level of person’s social isolation); a methodology for identifying the attitude “altruism-egoism” of the personality, value orientations, the integral person’s self-esteem, the assessment of moral development. Through all the parts of the experiment, the positive moves in learning the basic humanistic values were done in the value structure of the personality. The analysis of the data gathered during the investigation gives reasons to state, that during the experiment systematic changes of the educational process were made, the level of fostering a values-based attitude to a person among students has increased.

**Keywords:** *creative potential, social activity, humanistic-oriented personality, value orientation’s system, free personality’s development, organizational and pedagogical conditions.*

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## Introduction

The development of the civil society, the current reforming processes in the education of former USSR countries, their integration into the world community, the recognition of global problems of the mankind actualize the orientation on the person, their morality, determine the main directions of the school humanization, the fostering a values-based attitude to people. In the modern social and cultural situation, the dominant is forming the basic humanistic values. Planetary civilization processes, uncontrolled environmental impact and, as a result, its catastrophic degradation prove not only the need for radical changes in various life spheres but also determine the search for effective ways of the humanistic education. They should be carried out accordingly with the developed theoretical and methodological foundations, which are based on modern educational paradigms and concepts. The formation of such a value sphere of the personality, which served as a reliable basis for the full development and self-realization in the post-colonial environment, is impossible without active humanistic performance to ensure decent and safe living conditions for a person.

In both Soviet and post-Soviet scientific discourse, humanism is seen as a special type of worldview which considers a person, being the greatest value, capable of boundless transformative, creative and spiritual activities. Spiritual activities must occur within the framework of legal norms (Boreiko & Morokhin, 2001, p. 122). At that time, humanistic values were recognized as a historically variable category and, therefore, its current manifestation is not final and true. However, human values were understood as a human right to basic needs, such as education, health care, privacy, development of abilities, happiness in the broadest sense.

In the last years of the Soviet Union scholars started talking about the humanization of education, which was defined as a special organization of the educational process aimed at personal development. Accordingly, they started developing strategies, tactics and techniques to stimulate this development and build a psychologically comfortable environment (Kapterev, 1914, p. 111).

In the 1990s, after the proclamation of the independence of former USSR countries, the category of humanism in education became rather trendy, although not methodically developed. At that time, it became clear that humanism was based on respect, love and acceptance of others and oneself, as well as altruism and selflessness, which should be nurtured from

birth. The well-known educator N. Khamska (1998) isolates two main aspects of inculcating humanistic values, namely, spiritual-emotional and specific-practical. In her works, the concept of humanism correlates with mercy and altruism (Khamska, 1998).

Only since the 2000s, post-totalitarian countries have started to realize that humanistic values in the educational process are not a separate component or phenomenon that should be “tied” to the main educational material but a pervasive idea and way of communication and knowledge transfer (Kapska, 2003; Lavrynenko 2004). It means that practical aspects of humanism manifestation lie the possibility of independent choice of attitude and behaviour. Consequently, education is only one of many influential factors. It is social and family factors in pupil’s personality development which need to be reformatted.

Only recently the results of narrow studies on the problems of the moral and ethical, humanistic students’ education in the form of *defended dissertations* of Ukrainian scientists were introduced: O. Pishak (2001) (moral communication as a culture creation); T. Zagorodniuk (2011) (fostering a sense of usefulness); A. Remniova (2011) (fostering tolerance); T. Petrenko (2012) (fostering respect); V. Kuzmych (2017) (students’ humane attitude). Different aspects of the problem under study are covered in the works of many scholars (Gerasymova et al., 2019; Nerubasska, & Maksymchuk, 2020; Melnyk et al., 2019; Sheremet et al., 2019).

However, the analysis of scientific studies conducted in the post-Soviet space shows that such issues remain outside the context of global achievements in humanistic pedagogy. Besides, school practice of these countries proves that the values-based attitude to the person has not yet become a priority in the system of values and relations; therefore, the question of the development of technology of its fostering in students needs to be adapted. Moral education nowadays is usually an asystematic process, where educational forms dominate. This demonstrates an unsatisfactory level of development of values to a person as a basic invariant component of the personality fostering, necessitates the development of a functional model, innovative forms, methods, effective technologies for its purposeful formation.

In the Western European scientific and legal discourse, however, the problems of values-based education have long been developed and implemented in the educational process of educational institutions of any level.

The main contradictions concerning educational values are between classical transmission of meanings and knowledge and performativity as the

generation of such values in the very act of educational communication. Modern educational discourse experimentally proves that the main humanistic achievement of the values-based aspect of modern school can only be relevant values identified in the process of pedagogical communication (a comfortable dialogue; the adequacy to the actors' needs and the current state of the postmodern society which is dominated by uncertainty and inexhaustible opportunities for self-realization). Accordingly, the framework of specially organized experiments shows that performativity itself as a principle of school teaching is the greatest humanistic value (Frostenson & Englund 2020). Such studies do not consider humanistic values as separate (outside the educational context) phenomena but as permanent mechanisms, meanings and methods of educational interaction that synergistically reinforce each other and provide all the rights and needs of the actors in the educational process.

Performativity as a new way of communication and relations in society and education is becoming more and more popular, given its effectiveness. This manifestation of humanism permeates one's sphere of values, behaviour, daily activities and relationships in the space of neoliberal education, which acquires the status of a paradigm (Ball, 2016). Performativity replaces communicativeness in the classical sense and presupposes the search for truth and consensus directly in discourse and interpersonal interaction, without appealing to the refined out-of-context values.

Today, the development of culture in educational institutions abroad is aimed at preparing students as actors in their own lives adapted to the multimodal world. They follow uncertain targets and can transform themselves and the world. It involves reforming the values-based orientations of education, especially in culturally marginal regions using outdated approaches. Practice shows that the culture of educational institutions in the region and its mechanisms primarily need values-based transformations. It requires the following steps: a) to reconsider classical approaches to accord them with the requirements of the postcolonial society; b) to adjust the content of education to practical aspects of modern life with the focus on lifelong learning; c) to integrate and adapt humanistic values, as well as further promote them in all spheres of educational and non-educational life (Ha et al., 2020). Indeed, it is possible to contribute to profound values-based reforms by promoting human rights, asserting the need for regional school development, preserving the best traditions and using global educational experience.

To a large extent, the implementation of humanistic values and

approaches to education depends on the administration of educational institutions. Relevant studies consider such aspects as the level of trust, personal confirmation of the experiment, the possibility of retransmission, the inviolability of authenticity and integrity of personality as the markers of the validity of values. Besides, they prove that an important tool for implementing such values is a proactive, humane and inspired leader (Effendi et al., 2020). The example-imitation mechanisms and joint educational activities affect the integrity of the pupil's character, under which humanistic values can be fully internalized and transferred to everyday life.

Colbert, Nicholson, & Kurucz (2018) claim that a humane and opinion leader is a resource stimulating relationships based on constructiveness, adequacy, practical vision, justice and respect for personal sovereignty. All this forms the basis for the practical implementation of humanistic ideas in education.

The framework regulations for leading humanitarian organizations on education recognize that a humanistic approach lies in respecting and realizing human rights underpinning learning experience. Human rights are an obligatory component of daily discourse and practice, which starts with actors' attitude towards each other and their compromise decisions (UNESCO, 2001; UNESCO, & UNICEF, 2007).

Lourens, Watermeyer, & Swartz (2019) indicate, "one of the main educational problems we are facing today, as never before, is a humanistic challenge, namely, how to promote humanistic moral values, how to increase students' motivation to be morally active, and especially how to help them recognize other as human subjects" (p. 1893). They propose to address these challenges by applying the concept of relational ethics to develop the personal motivation to observe humanistic values. In this regard, one can establish personal channels of empathy and communication within the framework of recognition of one's and others' subjectivity and its rights.

It is possible to formulate several contradictions based on the study of relevant scientific sources, the comparison of the existing situation with humanistic education in secondary schools in the post-Soviet space and the achievements of modern pedagogy, which can be overcome using science. They are the following: 1) between the new social requirements for the introduction of pedagogical innovations, reorientation of worldviews on the person, the fostering of the values-based attitude to it and the system which has developed in the schooling practice of the post-Soviet countries; 2) between the lack of sufficient theoretical basis, experience in the application of integrated knowledge and practical ways of their implementation; 3) between the accumulation of knowledge and possibility of its usage in theory

and practice of schooling system; 4) between the amount of domestic and world achievements in the field of anthropology and their unpopularity in education; 5) between the presence of philosophical and ethical concepts of a person and the lack of scientifically sound humanistic-oriented educational technologies based on anthropological methodology.

The theoretical and practical meaning of the fostering of the values-based attitude to the person in students lies in the need to overcome the contradictions of the process of moral fostering, namely: between the level of requirements of the teacher and the student's ability to satisfy him; the life experience accumulated by society and the knowledge and skills of participants in the schooling process; the general mechanisms of character building and students' characteristics.

The urgency of this problem, the need to resolve contradictions mentioned above, the lack of fundamental pedagogical research in the post-Soviet space in which it would be systematically studied have led to the choice of the research topic. Also, the results of methodological innovations and experimental tests will show a clear picture of the methodological and practical implementation of humanistic values in Ukraine as a post-totalitarian state.

The hypothesis of the research is the thesis that Ukraine as a country with post-totalitarian educational traditions has managed to improve the development of humanistic values in a large group of students of different ages by organizing appropriate educational conditions.

*The goal of the research* is to develop conceptual and methodological foundations of the scientific and methodological system of the fostering of students' values to a person and the introduction of technology that will increase the level of their education. Also, it aimed to experimentally verify the effectiveness of implementing the above-mentioned principles and technologies.

## **Material & methods**

An important task of our experimental study was to determine the effectiveness of extracurricular activities in anthropology, humanistic fostering of students in grades 4-11, the level of formation of their values to a person. The reliability of the research results was ensured by the representativeness of the sample, qualitative and quantitative processing of data obtained from 2000 to 2016, when more than 200 teachers and 850 students Vinnytsia, Zhytomyr, Khmelnytsky, Cherkasy, Donetsk regions (Ukraine) were involved in the experiment. Among the respondents were

primary school students of general secondary education institutions. It is important to note that all the respondents voluntarily agreed to participate in the experiment.

Given that it is extremely difficult to evenly involve a large number of respondents, we used the sampling method. This is a scientifically well-reasoned approach, based on the results of which with the help of mathematical statistics it is possible to conclude the object of research as a whole, based on the data analysis of its separate parts. Regarding the similarity of the situation, common problems, and the chosen object of study (limited in territory and time) is identical to the general complex. Its definition involves the specification of the characteristics of the object, its most important essential features that can be registered. The sampling complex is its micromodel. It is a certain quantity of selected items of the general one. According to the main qualitative characteristics and ascertaining features, their structures should coincide as much as possible.

We conducted preliminary work to assess the quality of the sample (determination of the probability, the degree of accuracy, according to which the data obtained during the study of the sample were transferred to the general); the choice of the sample type, the most adequate purpose and objectives of the study; determining its volume, which should be statistically significant and at the same time saving, ensuring the prompt receipt of information. We determined the sample quality; that means we evaluated it for representativeness (the ability of the sample to reproduce the main characteristics of the general) for the entire object of study.

It must be noted that 457 students of 4th-11th grades were engaged at the ascertaining stage of the experiment and 375 students – at the formative. In the ascertaining classes, the formation of humanistic values was carried out in the traditional educational process, and in the experimental ones – according to the innovative method based on our methodical recommendations.

The analysis of the psychological and pedagogical literature, the results of the ascertaining stage of the experiment, our own long-term experience of teaching allowed to substantiate the following organizational and pedagogical conditions (promoting the development in the process of humanistic and pedagogically organized socially relevant relationships of students of the practical-activity personal group; ensuring personality-oriented subject-subject interaction and creating situations of collective cooperation and trust in the process of involving students in value-oriented activities; optimizing interpersonal communication of students due to the awareness of the need to develop their ability to respect themselves, to

understand their own personality (reflexivity); strengthening resistance to external negative influences (emotional stability); taking into account the axiological component in the content of anthropology, cultivating awareness of the value of another person, the formation of a positive image of another and the activation of its perception: developing the empathy and assertiveness among students), the provision of which contributes to the education of students' values to a person.

The adherence to certain organizational and pedagogical conditions was expected to contribute to the formation of the core value of students, as well as their active moral self-improvement. At the content-related educational level, it became possible to ensure these conditions by implementing an educational component (24 classes for high school students within the specialized course in the form of a club under the author's programme "Human as the Highest Value. Human Ecology) and extracurricular activities (School as a Workshop of Humanity) with the use of innovative forms and methods for adolescents; educational (class or school) projects on humanities, training sessions on "The Flow of Social Skills".

Since any relationship is expressed in the sphere of their feelings, will and thinking, and we analyse the values-based attitude of students to the person based on mutual relations with others and exact behaviour. So, we defined the following criteria of manifestation: cognitive, motivational and operational. The cognitive criterion implies the awareness of the problem of human values, its understanding as a humanistic value, awareness of the significance); reflexivity (intrapersonality), namely deep knowledge of personal characteristics (strong and mild), the ability to establish and ensure their compliance with the humanistic consciousness; social perception (interpersonality), that is the ability to rationally notice and distinguish the characteristics of other people, the ability to understand them. The motivational criterion involves empathy (emotional sensitivity), acceptance and support of another, recognition of a person as the highest value, ability to empathize); emotional stability (a balance, the ascertaining of anger and aggression). The operational criterion means the ability to cooperate and communicate constructively based on the subject-subject interaction technique); assertiveness of the behaviour (social self-identification, adaptability, social optimism, justice, counteraction to manifestations of cruelty, violence, inhumane acts). In the research process, we made the normative variable models, using which the formation levels of the values-based attitude to the person of students are defined.

According to the objectives of the experimental study, we proposed



the stages of diagnostic procedures aimed at determining the levels of formation of the values-based attitude components to a person, in particular, humanistic consciousness, tolerant feelings, humane behaviour of the individual. At the researching stage of the formation of humanistic consciousness by cognitive criterion we used brainstorming, questionnaires, methods of incomplete sentences, "Q-sorting" of V. Stephanson (2001), diagnosing of social and psychological adaptation (SPA). The same method was used for the analysis of the emotional component. We diagnosed indicators and forms of aggression (Bass & Darka, 2007), empathic abilities. We analysed the achievements of students based on the operational and performance criteria by identifying the ability to effectively cooperate and constructively communicate, assertive behaviour (The diagnostic of acceptance of others on the Faye scale (Maksymenko et al., 2019), Campbell's benevolence scale, Express diagnostics of trust on the Rosenberg scale, Express diagnostics of the level of social isolation of the personality of D. Russell and M. Ferguson (Kononets, 2017), methods of identifying the personal attitude "altruism-selfishness", integrated self-esteem, assessment of moral development.

## Results

Conducting a statement of the formation state of the values towards a person and the criteria have allowed clarifying the homogeneity of the ascertaining and experimental groups of students and the possibility of their participation in the formative stage of the experiment. Yes, before the experiment more than a quarter of students of ascertaining (AG) and experimental groups (EG) had a low rate, respectively, half of them was at an average level and only less than a quarter of students had the high rate of formation of *the intellectual component* of the values-based attitude to a person. The average score of its formation in AG is within the range from 2,74-3,68 (4-7<sup>th</sup> grades) to 3,75-4,21 (8-11<sup>th</sup> grades). Data, almost identical in value, was obtained in EG, where it is within the range from 3,02-3,71 (4-7<sup>th</sup> grades) to 3,37-4,42 (8-11<sup>th</sup> grades). A similar dynamic is registered in AG and EG, where more than a quarter of students had low rate, almost half of them had an average rate and more than a quarter had the high rate of the formation of emotional value component of the values-based attitude to a person on all the criteria. Respectively the average score of its formation was within the range from 3,30-3,75 (4-7<sup>th</sup> grades) to 3,75-4,50 (8-11<sup>th</sup> grades). In EG it was in almost the same range – from 2,81-3,39 (4-7<sup>th</sup> grades) to 3,43-4,50 (8-11<sup>th</sup> grades). We registered the negative trend of the growth to almost half of the number of students with the level of formation of the activity-practical

component in AG and EG, that influenced accordingly on the average score of its formation in AG, where it is not much bigger in EG – from 2,63-3,20 (4-7<sup>th</sup> grades) to 2,82-4,11 (8-11<sup>th</sup> grades). Processing the results using statistical methods of the research (Student's t-test) confirmed the absence of differences concerning levels of formation of the value related to the person (on all its components) in EG and AG (at the beginning of the research). The experiment has made it possible to develop the questionnaire, titled “How kind are you as a person?” and improve the methodology of unfinished sentences “My attitude towards people”.

As a result of generalization of the received data we found out, that a significant part of the students cannot be characterized by a values-based awareness of the need for moral development at the beginning of the experiment, because against the background of the general positive attitude to humanistic activity many of them do not possess the integrative-theoretical knowledge about a person and practical-operational abilities and skills of humanistic mutual relations, the establishment of tolerant relations. That is a result of pragmatic, hedonistic needs, interests, unpreparedness for the spiritual self-development. It significantly complicates personal spiritual and moral development on the values' basis, which gives grounds to conclude that it is necessary to implement a set of measures to improve humanistic education, moral development of students.

Thus, the essence of the scientific and methodological system of fostering in the students of the values-based attitude to a person has become to streamline the set of organizational and pedagogical conditions, tools and personality-oriented technologies. They are based on the formation of students' relevant knowledge, humanistic consciousness, motives, skills and humane behaviour, mastering the methods of spiritual and moral self-development ensure the readiness of students for humanistic activities. The experimental system provides the purposeful formation of intellectual, emotional and value personal and activity-practical components of the values-based attitude to a person. In the research were found general (science, the connection between learning with life, consciousness and activity, systematicity and consistency) and specific principles for schooling work (humanization of the educational process, cultural conformity, national orientation, connection between theory and practice, system and complexity, the relevance of the content of education, environmental conformity, individual approach, consciousness and activity of students as subjects of the educational process) fostering of the values-based attitude to a person.

The final stage was the practical proof of the effectiveness of experimental work. The analysis of dynamics of the fostering of the values-

based attitude to a person detected during the formation phase of the experiment in experimental and ascertaining groups, comparing the ascertaining stage certifies the effectiveness of the developed technology, the introduction into the school practice of the scientific and methodological system of step-by-step education of students of middle and senior levels of values to a person. At all stages of the experiment, we registered positive changes in the assimilation of basic humanistic values in the value structure of the person. The most valuable achievements are the positive dynamics according to the operational criterion of formation of the studied quality (see Table 1).

**Table 1.** *Dynamics of the formation activity-practical component of the values-based attitude to the person of students of 4–11<sup>th</sup> grades in general secondary education institutions (percentage)*

Source: Authors' own conception

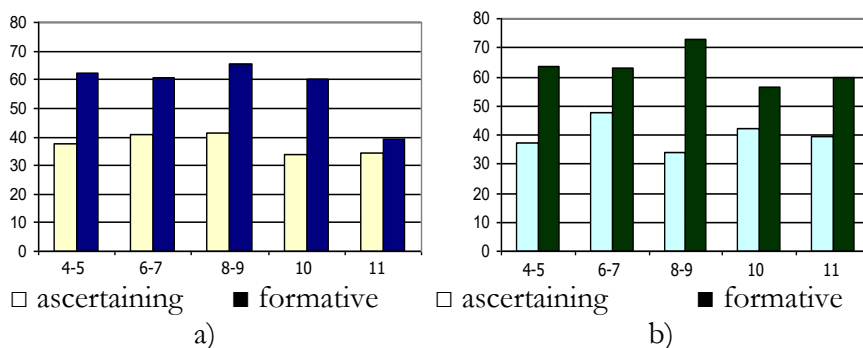
| Groups     | Average level |       |              |       | High level   |       |              |       |
|------------|---------------|-------|--------------|-------|--------------|-------|--------------|-------|
|            | Experimental  |       | Ascertaining |       | Experimental |       | Ascertaining |       |
| Stages     | Const.        | Form. | Const.       | Form. | Const.       | Form. | Const.       | Form. |
| Grades 4-5 | 37,5          | 52,5  | 36,9         | 40,5  | 8,3          | 32,5  | 8,6          | 21,6  |
| Grades 6-7 | 40,8          | 42,1  | 47,9         | 36,8  | 14,2         | 34,2  | 10,4         | 21,0  |
| Grades 8-9 | 41,1          | 42,6  | 34,0         | 56,7  | 19,6         | 28,1  | 23,4         | 13,5  |
| Grades 10  | 34,0          | 47,5  | 42,2         | 34,3  | 25,5         | 37,5  | 17,7         | 25,0  |
| Grades 11  | 34,2          | 32,6  | 39,5         | 42,8  | 34,2         | 58,6  | 34,2         | 28,5  |

As one can see from Table 1, the quantity of low-level students has decreased significantly. In the group of grades 4-5: at the beginning of the experiment there were 56,25% and 54,3% of students with a low level in EG and AG respectively, so then at the final stage, it was in total 5,00% and 21,62 % respectively. A similar pattern can be traced in groups of 6-11<sup>th</sup> grades. As for the middle level, a positive trend has been identified, namely in EG in 4–5<sup>th</sup> grades quantity of such students at the beginning of the experimental study was equal to 37,50%, in AG it was 36,50%. After its ending, their number has grown respectively to 62,50% and 53,50%. In EG of 6-7<sup>th</sup> grades, the number of such students has increased by 19,7% and in AG – by 15,24%. In 8-9<sup>th</sup> grades, the number of EG students increased by 24,45% and in AG – by 38,93%. For students of 10<sup>th</sup> grade, it is characteristic to maintain this trend, although in EG the course of these

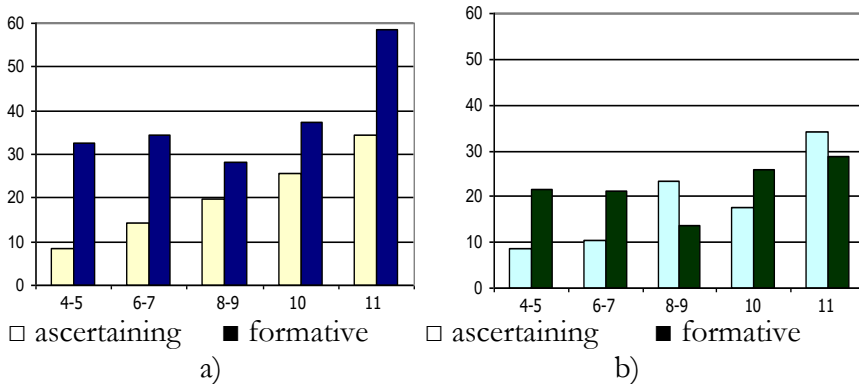
processes becomes much more dynamic, which has led to an increase in the number of students with an average level of 25,96%, and AG – of 14,03%. The same pattern is maintained in EG and AG of students in 11<sup>th</sup> grade, where growth rates are respectively 4,92% and 20,53%. *The high* level in 4-5<sup>th</sup> grades was reached on 24,17% students of EG more, that at the beginning of the experiment and only on 12,93% in AG. In grades 6-7 of EG, the figure increased by 19,93%, in AG by 10,64%. In the senior classes, there is a decrease in AG students with a high level of development. So, if in 8-9<sup>th</sup> grades in EG the high level increased by 8,52%, then in AG it decreased by 9,89%. In 11<sup>th</sup> grades, we observed the increase, just as in EG (on 7,76%), so in AG (on 8,03%). And in grade 11 in EG the number of students with a high level of formation of an activity-practical component of the values-based attitude to the person increased by 24,48%, in AG, on the contrary, it decreased by 5,64%. □

Such a process of achieving a high level is explained by several objective and subjective reasons. The main among them can be considered: not enough effective extracurricular work of graduates, the content of humanistic education is built on traditional curricula, where attention was paid to the accumulation of theoretical knowledge. That is, it was oversaturated with theoretical material, while specific socially useful work in AG was provided episodically, without taking into account the system and continuity, logical completeness, which in turn reduced its importance in both personal and social aspects. This in all led to the loss of students' interest in humanistic activities and according to the change of priorities in meeting their own educational needs in the schooling process. To illustrate the results of the study on the formation of the activity-practical component of the values-based attitude to a person in students, we present histograms of the formation of the studied quality (see Figure 1).

I – average level of formation



II – high level of formation



**Fig. 1.** Dynamics of formation of the activity-practical component of the values-based attitude to the person according to the operational-effective criterion of students of 4-11<sup>th</sup> grades of experimental (a) and ascertaining (b) groups

Source: Authors' own conception

Their analysis indicates the stable and effective development of basic humanistic values in EG students (grades 4–11), which guide them in everyday life. At the final stage, we received a much higher percentage of students with average and high levels of quality under study based on many indicators. Indeed, the older the students are, the higher these figures are. Besides, the number of students with the lowest level of this quality decreases with age. There are less than 9% of such students in grades 4-5; less than 7% in grades 6-7; less than 6% in grades 8-9; less than 4% in grade 10; less than 3% in grade 11. It can be considered as the result and an indicator of the effectiveness of our efforts in the development of a values-based attitude towards a person under all indicators. We conducted oral and written surveys of EG and AG students in grades 4-11 and involved them in the analysis of situational tasks and role-playing games to determine their moral readiness for active humanistic activity and identify how they assess their ability to implement humanistic principles at the final stage of the study.

Statistical verification of the results of fostering the values to a person in EG and AG of students were made using Student's criterion (t-criteria). As we see in the table, for the normalized deviation ( $t\Delta$ ) with a degree of freedom greater than 200, the figure is 1,972 with 5% of the deviation limit. According to the made calculations for all structural components we have identified deviations for each parallel of experimental

and ascertaining groups of students, which are (for example, for activity-practical one): in the parallel 4-5<sup>th</sup> grades – 2,35; 6-7<sup>th</sup> – 1,52; grades 8-9<sup>th</sup> – 1,34; 10<sup>th</sup> – 1,41; 11<sup>th</sup> – 1,72. All the obtained data do not go beyond the values of the criteria, which indicates their reliability, statistically significant changes in the sample and the effectiveness of experimental technology.

The analysis of data received during the research gives reasons to claim that during the experiment, there were systemic changes in the schooling process, and the level of education of values towards people in students increased.

## **Discussion**

The study has proved that a humanistic approach should not be a framework. Instead, it should mean concrete steps in shaping the character of the student. The formed (changed) nature of values acquires real personal meaning and relies on practical guidance in solving all life challenges.

It has become clear that the process of managing educational activities should focus not so much on the achievement of didactic indicators but the creation of moral and ethical dimensions of modern human existence. According to Waddock (2016), human activity in the educational environment always occurs in the context of public interests and wider situations and, therefore, is entirely related to ethical considerations. It means that the priority of education management should be the consideration of human activity full of emotions, rationality, spirituality and care, as well as relationships with others and the transmission of values in positive competition in education (Waddock, 2016).

The obtained results show that the activities of school administration regarding the introduction of humanistic values in educational process should consist of the following aspects: a) the establishment of partnership relations with the out-of-school public and political organizations; b) the avoidance of destructive forms of management and influence (punishment, negative attitudes, accusations, empty promises); c) the implementation of relevant programmes to strengthen the character of students (the organization of appropriate activities, positive motivation, project technologies). It is essential to organize the work of the school so that it remains interesting and relevant for teachers and students, as well as the main environment for their progress (Colbert et al., 2018; Koesoema, 2015).

Given the above-mentioned analysis and its comparison with the existing scientific and methodical theories in the post-Soviet space, the scientific novelty of the article is as follows:

– for the first time, we proved the theoretical and methodical bases of fostering in students of the value related to the person in philosophical, psychological and pedagogical aspects; we developed a scientific and methodological system of its implementation, the concept of research at the methodological, theoretical and practical levels;□

– we specified the historiography of the problem of development of the basic provisions of humanistic education through social and cultural, ideological, pedagogical determinants;

– based on the problem-genetic analysis of humanistic ideas in the history of domestic and foreign thought we investigated the evolution of anthropology and found out the state of study in psychological and pedagogical science and educational practice of the peculiarities of fostering in children and youth of the values of a person, we revealed its role as a leading factor in the humanization of education, the main concept of the methodology of humanistic transformations in education;

*ongoing development* was given to the statements about the structure of the values-based attitude to a person as a moral quality that constitutes an integrated education, which covers the content of *intellectual, emotional and values-based personal and activity-practical* procedural component; the role of subject-subject cooperation, humanization of partnerships in schooling activities; scientific and methodological support; content, principles, new forms and methods of humanistic education.

*The practical meaning* of the research lays in the development, approbation and introduction of technology of fostering in students of the valuable regard to the person through educational and extracurricular forms and the identified psychological mechanisms and means of optimizing the process of fostering in students the values-based attitude towards a person.

The offered complex of organizational and pedagogical conditions, forms, methods and technologies can be used for the improvement of humanistic education in general and formation of the values-based attitude to the person in students of institutions in general secondary education in particular. The results of the research can be used for the preparation of lectures, special courses and seminars, workshops and special workshops on pedagogy in higher education; complement the content of academic disciplines: «Fundamentals of pedagogical skills», «Methods of educational work».

Practical meaning lies in using the theoretical statements and conclusions to specific scientific and methodological recommendations for the humanistic education of students. In particular, this is reflected in the author's monograph "Education of students' values to a person: theoretical

and methodological aspects" (in 2 books); in individual textbooks with the stamp of the Ministry: «Implementation of the humanism' principle in the activities of the class teacher», «Fostering the humanity in teenagers», «Methods of educational work with students in the summer period», «Modeling of pedagogical activity in specialist training», «Fostering the culture of tolerant relationships», «The negative impact of the media on young people. Consultation practice (instruments)»; collective monographs: «Developing professionally important qualities of the future teacher», «Personal and professional development of the future teacher», «Unique pedagogical technologies in the educational environment of higher school», «Theoretical and methodological principles of the formation of general pedagogical competence of a modern teacher in the context of the formation of the European space of higher education». The main provisions, results and conclusions of the dissertation can be used in research on the theory and methods of education, professional-pedagogical education. □

## Conclusions

The article proves that students will be successfully prepared for independent adult life and humanistic relationships if based on the analysis of the content of education of schoolchildren taking into account socio-economic conditions of society in general secondary education, scientific and methodological system of the educational work, education of human values will be introduced.

The scientific and methodological system developed by us has a complex character, it is the unity of structural components: theoretical and methodological (methodological approaches, psychological and didactic theories); diagnostic (monitoring of positive moral changes); content-didactic (principles of structuring the content of general education based on anthropology); methodical (modelling of a set of educational tasks aimed at the formation of humanistic consciousness, feelings and behaviour); technological (author's technology of education of student's values of a person). The suggested scientific methodological system gives the necessary ideas about the strategy of fostering in the students the values to a person: it contains information about the structure of educational training and the nature of the relationship between education and subjects in the system of general anthropology; it is the basis for the development of pedagogically appropriate tools aimed at diagnosing and shaping the phenomenon under study; it allows you to identify stages and determine the organizational and



pedagogical conditions for the implementation of educational tasks at each stage.

During the research, normative variable models were developed to determine the students' levels of formation of the values-based attitude to the person: *high*, which is a clear indicator of a fairly stable in the manifestations of the state of the studied quality; *average*; *low* regarding the nature of understanding the other person, respect for their dignity level.

To study the current state of humanistic education of students, we develop an adequate diagnostic tool structure. According to the tasks of the experiment, we determined the stages of diagnostic procedures aimed at determining the levels of formation of its structural components: humanistic consciousness (intellectual), tolerant feelings (emotional and value), humane behaviour of the individual (activity-practical component).

The analysis of psychological and pedagogical literature on the problem of research, experimental results, our own retrospective long-term experience of teaching allowed to substantiate the mechanisms, means of optimizing the process of fostering in students the regard of the human values and prove the productivity of certain organizational and pedagogical conditions (development in humanistic and pedagogically organized social topical relationships of students of practical-activity personal team, providing personality-oriented subject-subject interaction and creating situations of the collective cooperation and trust in the process of involving students in value-oriented activities, optimizing interpersonal communication of students by realizing the need to develop their ability to respect yourself, understand your own personality (reflexivity), resist to external negative influences (emotional stability), taking into account the axiological component in the anthropology content, cultivation and awareness of the value of another person, the formation of a positive image of another man and the activation of his perception: the development of students' empathy and assertiveness, the provision of which contributes to the education of students' values to a person).

The productivity of certain pedagogical conditions was proved during the organisation of educational work, analysis of the results of the experiment according to the research program. They were tested in the process of approbation of the practical block: final sections and pieces of training on the definition of social skills of interpersonal humanistic interaction based on the values-based attitude to the person. □

In the process of substantiation of psychological mechanisms of formation in the student's mind of the values-based attitude to the person, we proceeded from the fact that behaviour depends on internalization

(subjectivation) of moral norms and their objectification (realization) in practical actions and attitudes. This is the transition to an internal, ideal plan for the structure of external (with adults and mediated by a system of signs) activities. The mechanism of an internalization of values was modelled under the influence of challenges of the external world and own needs of the personal motives, dynamics which are being represented as interests to objects of the surrounding reality, people, internal world are formed; a stable developed interest contributes to the formation of personality orientation, which is often associated with a psychological attitude, response, readiness for certain behaviours; its presence contributes to the formation of emotional and values-based attitude. Thus, one or another object acquires in consciousness the status of value. The process involves stages: the formation of value orientations, beliefs, ideals and ends with the formation of relatively stable patterns of behaviour.

We tested experimentally the productive organizational and pedagogical forms, innovative methods of educating students and proved their effectiveness. The technological process of educating students in the values of man was a chain of pedagogical actions, operations, communications; provided for joint activities of teachers and students, taking into account the principles of humanization of the schooling process, cultural relevance, national orientation, connection of theory with practice, system and complexity, the relevance of the educational content, environmental compliance, individual approach, consciousness and activity of students as subjects of the educational process. Components of the educational technology are diagnostic procedures that contain criteria, indicators and tools for measuring the formation of values in humans. Moreover, its stages are analytical-introductory, diagnostic, preparatory, procedural, evaluative-reflexive, effective, corresponding to the components of the values-based attitude and consistent with the organizational and pedagogical conditions. The algorithm of actions in the education of values-based attitude to the person is defined, namely: students are familiar with rules of humane behaviour, forming in them the values-based attitudes, development of views and beliefs, the formation of the humanistic orientation of the person and the corresponding behaviour; definition of the methods and tools (we have interactive cooperation based on the dialogue, creation of empathic situations and their discussion, collective creative education, imitation (role-playing games, forum-theatre, social drama), design, information technologies, pieces of training, reconciliation services, serendipity /choice of behaviour patterns and analysis of the situation based on spontaneous impressions/, reflection). The effectiveness of educational forms (use of the possibilities of anthropology in the study of disciplines, in the special course-

club "Man - the highest value. Human Ecology") and extracurricular ("School - a workshop of humanity") educational projects (in class, at school) on humanities topics, that were experimentally tested, training "Flow of social skills").

The analysis of the dynamics detected during the forming experiment in fostering the values-based attitude to a person in EG and AG comparing to the declarative stage certifies the effectiveness of the developed technology, introducing the practice of the schoolwork of a scientific and methodical system of step-by-step fostering in students of average and senior link of the values-based attitude to the person. At all experimental stages we registered the positive changes in the assimilation of basic values of the value structure of the person. The most significant achievements are the positive dynamics of the operational-effective criterion of the formation of the studied quality. There is a decrease in students with high development level in the senior classes in AG, which is due to the insufficiently effective organization of extracurricular activities of graduates. The content of humanistic education was oversaturated with theoretical material, while specific socially useful work in AG was carried out sporadically, without taking into account the system and continuity, logical completeness, which in turn reduced its importance in both personal and social aspects. This together led to the loss of students' interest in humanistic activities and, accordingly, to a change in priorities in meeting their own educational needs. However, in general, the development and introduction into the educational process of the school organizational and methodological model of education of students' values to a person significantly increased the formation of humanistic education of the students in experimental groups in all ages, which generally indicates its pedagogical expediency and efficiency.

Based on the research results, we prepared and implemented in educational practice scientific and methodical developments based education of the value related to the person in extracurricular work with students. Scientific and methodological support is based on psychological and pedagogical approaches and concepts, patterns, principles of education of human values in students of general secondary education. It contains educational and methodical manuals, methodical recommendations, special course, development of educational and extracurricular forms of educational work, pieces of training, methods. The introduction of scientific and methodological support in general secondary education has proved its feasibility for preparing teachers for educational work, humanistic education of students.

Of course, the study does not cover all aspects of the problem. Scientific research of ways to improve educational work requires greater attention to the use of the anthropological potential of subjects, the study of the best pedagogical experience.

The issues of organization of psychological and pedagogical support of young teachers, the formation of their readiness for innovative educational activity in line with global humanistic tendencies deserve special attention; improving the process of professional-pedagogical training; clarification of psychological mechanisms of fostering of human values.

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