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## Value orientations of modern Ukrainian education

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**Abstract.** The concept of “axiology” is determined in the article. It describes the origin and evolution of this concept in philosophical and educational scopes. The presently existing main axiological theories are named. The study investigates different approaches to the notion, highlights the main axiological problems in Ukrainian educational sphere. Modern tendencies of the world development that influence the education are singled out.

**Keywords:** *axiology, human values, common values, pedagogical axiology, theory of values.*

**Introduction.** Great changes that are taking place in social, economic and moral spheres of human society, the loss of former values and appearing of the new ones influence considerably the development of modern education. One of the major tendencies in the development of educational ideas today is the transition to value system. Education is considered to be a universal value. This tendency needs to develop the system of scientific views on educational values and the development of pedagogical axiology.

This study is an attempt to emphasize the elements of the relation between the philosophy of values and education, integrating the concepts of value, ideals and education. In this context the article demonstrates that Ukrainian axiology has an essential educational calling and is remarked by several characteristics related to the topic and the presence of worldwide values within the national cultural space.

The main **purposes** of the article are to investigate the value notion in the history of philosophy and education, to determine different approaches to this notion, to name major axiological theories in historical human thoughts' evolution. We will identify main axiological problems in Ukrainian educational scope and discuss modern tendencies of the world development that influence education in Ukraine.

Axiology is a philosophical theory of values that studies the nature of human values, classifies them, investigates their hierarchy and researches the correlation between the inner and value characteristics of the carrier of the value [7]. Axiology is a general theory of values.

Each epoch is characterized by a specific set of values which is being formed and transformed during the developmental history of society [4].

At the beginning of the 19<sup>th</sup> century the problem of values received an independent meaning and became very essential in the theory of neo-Kantian philosophers in

Germany who saw values as a fundamental topic of philosophy. Petre Andrei (1891-1940) a famous Romanian philosopher, sociologist, university professor and politician analyzed values as an experienced psychic phenomenon [6]. In this respect he identified three psychological conceptions of values:

1. A personality-centered conception, represented by Kreibitz, Krueger, Lipps, Ehrenfels, Windelband, Schmoller, Simmel etc., who saw the values as a simple objective phenomenon.

2. A materialistic conception (Meyer, Munsterberg, Heyn, etc.) which stated value as a property of an object.

3. An eclectic conception, synthesized by the theory of emotional feeling developed by Max Scheler. He criticized the ethical Kantian formalism and emphasized the role of emotions in representing value, but reduced the whole area of ethics to emotional feelings.

The concept of axiology appeared much later than the theory of values. It was introduced by the French philosopher P. Lappi in 1902 and indicated the branch of philosophy that investigated the value problems.

At present there are manifold axiological conceptions which treat the nature of values differently [10]. They may be divided into the following theories:

1. Objective-idealistic theories consider values as non-natural essence beyond the space and time.

2. Subjective-idealistic theories treat values as the phenomenon of consciousness and the display of psychic mood and behavior. These theories demonstrate subjective attitude of a human being to the objects.

3. Naturalistic theories understand values as the reflection of natural human needs and laws. Values depend on human interests, wishes, sympathy, love or antipathy, dislike, hatred.

4. Transcendental theory regards a value as an ideal that has its own sphere of existence.

5. Social theories state that human values depend on social communities. Social values are a set of moral, ethnic and religious thoughts that influence human behavior in the social setting.

6. Materialistic theories treat the system of values from the historic, economic and social point of view.

In the 20<sup>th</sup> century the problem of values was investigated by the Soviet scientists. B.G. Ananov, V.A. Vasilenko, O.G. Drobnitskiy, B.G. Kuznetsov, N.M. Kuznetsov, A.A. Ruchka, V.P. Tugarinov, V.A. Yadov and others elaborated the theory of values.

Pedagogical axiology started developing in the second half of the 1980s in the framework of educational philosophy [2]. It is a branch of pedagogical science that regards educational values from the human and self values' point of view. Education is a great value itself. The subject matter of pedagogical axiology is creating value consciousness, value attitude and value behavior of the individual.

Many publications appeared devoted to the analysis of practical experience in forming value orientations of young people as the basis for bringing-up goals and the educational strategies. The publications by V.I. Ginetsinskiy, I.F. Isaev, N.S. Rosov, V.A. Slastenin and E.N. Shiyarov were devoted to this topic.

The following factors determine value approaches to education [9]: axiologization of the world educational

sphere, the crisis in modern education, the transition from authoritarian to humanistic paradigm in education.

The world educational system must form the ability to participate actively in social processes with the constantly changing circumstances that are ruled by value orientations.

Negative results of human activity, wars, catastrophes, in spite of the fact what countries they are happening in, influence our environment, human health and social setting. Education is called on to unite the human efforts, the capacities of different states and religions to protect the environment, to avoid wars, accidents, disasters and terroristic acts all over the world. Education is one of the factors of preserving the quality of labor and enhancing the quality of life.

Value approach to education based on humanistic and ethic principles is reflected in educational goals which should be aimed at the development of human rights and duties. The last decade saw a steady growth of education status that influences professional and social success of the individual.

B.A. Slastyonin and G.I. Chizhakova analyze axiological purposes of some national systems of education [10]. They believe that one of the main axiological goals of American system of education is the development of human skills and qualities which are necessary for social life.

German educational axiology is characterized by manifold approaches to value analysis and determining the educational values. They are based on philosophical ideas of I. Kant and G. Hegel, pedagogical ideas of Disterveg and Pestalozzi, psychological researches of Z. Freid and E. Fromm. The German pedagogical science paid great attention to cultural values. Comparing with the 1950s values of social duty (discipline, order), self-realization values (creativity, self-esteem) prevailed in 1980s. Humanistic values (cooperation, humanism) started dominating the people activities.

The characteristic feature of axiologization of the word educational sphere is the attempt to form value attitude to the individual itself, people surrounding it, to learning, professional activity, environment and social setting. It must be stated that modern education in many countries is experiencing great transformations. The epochs are changing, so are their values. We can observe great variations in methodological basis of education which have been formed through ages. Educational goals are developing in the modern world too. Value aspects are changing inside education causing transformations in human attitude to it.

The major strategic task of Ukrainian education is its qualitative modernization. Ukraine should pay great attention to value priorities that reflect new social requirements to the system of education. Ukrainian specific problems in the epoch of democratic transformation and market economy transition are value shift, changes in social priorities, the burst in social tension, society stratification. At the same time the high level of education development is a great advantage of Ukraine in the world economic sphere. Therefore, the major task of the Ukrainian education policy is creating conditions for realization of new social demands to the system of education. So, at the modern stage of development Ukrainian education is one of the major

factors of creating competitive economy, society consolidation, preserving a unity of socio-cultural space, solving the problems of social, national and ethnic tension.

It should be stated that education in many countries experiences deep inner transformations. Not only methodological basis of education is developing but also the role of education in the modern world, human attitude to education, value accents inside education are changing.

The following world tendencies in social development influence education [8]:

- Enhancing the pace of society development and the necessity of preparing people to live and create in a changing world.
- Transition to postindustrial information society where multicultural communication scale is constantly broadening, where communicative and tolerant factors are gaining a footing in society.
- High rate of labor, manpower and capital mobility.
- Increase in economic rivalry.
- Dynamic structural changes in the sphere of employment, reduction in low qualified labor branches, necessity of raising professional qualifications, refresher courses for the staff, enhancing their professional mobility.
- Democratization of the society, widening choice capacities in political sphere, raising citizens to conscious political choice.
- Global problems which can be solved only in fruitful cooperation.

Educational development in modern human community is very important not only for mankind evolutionary development but also for individual fate of a human. It is necessary to modernize the present system of education of both young and adult people, to put into practice modern requirements to education and to raise its social functions. On one hand, the whole educational system should be modernized; on the other hand, people, government and society should change their attitude to education.

Concerning youth education it should be mentioned that nowadays [11] education is lacking three major standard components of knowledge in the 20<sup>th</sup> century education. These components include

- Informatics and the skills to search and sort proper information
- English as the language of international communication
- Basic social disciplines such as economy and law

Higher educational institutions should close the gaps of secondary education which influence negatively the professional practice of young people. The large amount of school subjects, extended programs influence harmfully psychological and physical health of children.

That is why together with the transition to a 12 year secondary school the modernization of education started in Ukraine. Learning English beginning with the second form was introduced in Ukrainian secondary schools. Basic standards and programs of secondary education have been changed. According to the demand of Decree of the Cabinet of Ministers of Ukraine of November 16 2000 “On transition of secondary educational establishments of Ukraine into new content and structure and a 12 year term of studying” there were considerable changes in the content of educational programs, plans and textbooks.

Ukrainian system of education, its material basis, pedagogical workers’ status does not completely respond the

modern requirements of the country’s development. Complex educational modernization is needed. It is a necessity. Let’s discuss value priorities of Ukrainian education modernization.

Constitution of Ukraine having determined the highest human values, rights and duties of the citizens proclaims the right to education of each citizen irrespective of race, gender, nationality, social status, occupation, religion, political parties, health, place of living[1].

Ukrainian law “On education” proclaims major tasks in education. It regulates social relations in education, bringing up and professional, scientific and cultural competences of the Ukrainian citizens. The law contains general principles of Ukrainian education [3]. They are:

- Accessibility of different forms and types of education to all citizens
- Equal educational conditions for each person
- Humanism, democracy, common human values
- Relationship with world and national history, culture and traditions
- Independence from political parties, social and religious organizations
- Scientific and unclerical character of education
- Integration of science and production
- Interrelation with higher education of other countries
- Flexibility and prognostic character of education
- Solidarity and continuity of education

In the recent years the main priorities in educational development have been determined, proper legal basis has been created and practical reforms are being fulfilled according to “Osvita” government national program [12].

To determine the strategy and the main trends in the development of education in Ukraine the President issued a decree of April 17 2002. National doctrine of the development of education in Ukraine became the major strategic resource of enhancing the quality of education and life standards in general [5]. The main strategic goals of government education policy are the following: creating conditions for the individual development and creative self-realization of each citizen of Ukraine, bringing up the new generation of people who will work and study effectively though lifetime, preserve and multiply national cultural values, develop and strengthen sovereign, independent, democratic, social and legal state.

The major trends of state policy on education are:

1. Personally centered orientation.
2. National and common values.
3. Equal possibilities for obtaining education.
4. Enhancing the quality of education.
5. Development of the system of continual education.
6. Propaganda of healthy way of life.
7. Widening of educational sphere of the Ukrainian language.
8. Provision of national minorities’ educational needs.
9. Interrelation of science and education.
10. Using educational innovations and technologies.
11. Creating the industry of modern means of learning and bringing up.
12. Forming the market of educational services.
13. Integration of Ukrainian education into European and world educational sphere.

**Conclusions.** Judging from axiological ideas of education the Ukrainian government should provide

- Bringing up of the individual who recognizes its belonging to Ukrainian people, to modern European civilization; a person who knows the realities and perspectives of socio-cultural dynamics, who is ready to live and work in a fast changing world.
- Preserving and enrichment of Ukrainian historical and cultural traditions, creating correct intercultural and inter-ethnic relations.
- Bringing up democratic world outlook.
- Preparation of highly qualified staff in different spheres of human activity capable of creative work and professional development.
- Healthy way of life.
- Ethic, esthetic, ecological economic and legal education.
- Creating conditions for pedagogical professional activity.

Under the conditions of forming civil society, legal state, democratic political system education in Ukraine should become the most important means of humanization of social and economic relations. Education is called on to prepare highly educated, moral, mobile and practical people who are capable of cooperation, intercultural relations, possess the feeling of responsibility towards the fate of the state, its social and economic prosperity.

Education has to form new value system of Ukrainian society which should be open, variant, moral, cultural, tolerant and capable to consolidate the society on the basis of providing rights and duties of an individual, reducing social inequality, enhancing intellectual, cultural and moral human potential. We need great positive changes in the system of material production, moral resurrection, new structures of political relations, culture and education.

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#### Казьмирчик С.М. Ценностные ориентации современного украинского образования

**Аннотация.** Статья определяет понятие аксиология, описывает его эволюцию в философской и образовательной сферах. В статье названы существующие в современной науке главные аксиологические теории, исследуются различные научные подходы к этому понятию, освещены главные аксиологические проблемы в украинской образовательной сфере, выделены главные современные тенденции мирового развития, которые влияют на образование.

**Ключевые слова:** аксиология, человеческие ценности, общечеловеческие ценности, педагогические ценности, теория ценностей.