

## Forming pupils' valuable attitude toward labour during extracurricular charity activities: theory and practice

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Paper received 25.01.18; Revised 28.01.18; Accepted for publication 29.01.18.

<https://doi.org/10.31174/SEND-PP2018-155VI65-06>

**Abstract.** The article highlights the social significance of the problem of education in adolescents of value attitude to work, which is conditioned by the change of the essence of the notion of "work", the destruction of its established categorical, substantive and formal features. Most of all, this problem is exacerbated at the stage of school age when active work begins. The importance of charity work in raising the value relation to the work of adolescents, which forms the labor skills and skills, depends on the value perception of the process and the means of this activity. The characterological peculiarities of upbringing in adolescent students of value attitude to labor are examined. The level of education in adolescent students of the value attitude to work is highlighted: high, medium and low by developed criteria and indicators, an analysis of the results of experimental and experimental work was carried out.

**Keywords:** charity activity, education, adolescents, value, value attitude to work.

**Introduction.** In the article, the status of the research findings on the problem of labour education of developing personality has been analyzed and various approaches to studying the content, forms and methods of labour education at different stages of comprehensive school development have been revealed.

Of special importance is the problem of forming adolescents' valuable attitude toward labour that is caused by the change in the essence of the concept of "labour", destruction of its established categorical, informative and formal characteristics.

**The analysis of recent research findings on the problem.** In Ukraine, the problem of forming valuable attitude toward labour in the 20th century has been studied by O. Bykovska, Yu. Bielov, N. Kalinichenko, Ya. Kepsha, Yu. Kolomiets, I. Kosyk, H. Levchenko, M. Levkivskyi, I. Matiusha, B. Melnychenko, V. Nazarenko, L. Orshanskyi, A. Pashynskyi, S. Pavkh, A. Ratsul, M. Riabukhin, F. Ryskin, V. Saliienko, V. Savchenko, N. Shevchenko, V. Shutiak, N. Sliusarenko, A. Tereshchuk, I. Tkachenko, Yu. Turanov, A. Vykhrukh et al.

**The aim of the study.** The aim of the study is to highlight general approaches to interpreting the essence of the category of "valuable attitude to labour" and the main results relating to forming adolescents' valuable attitude toward labour during extracurricular charity activities.

**Results.** In scientific literature, the material related to forming adolescents' valuable attitude toward labour has been traditionally reflected as the category of "labour education". Therefore, the analysis of the status of the research findings on the outlined problem has been considered through the prism of labour education.

It must be noted that the idea of necessity and importance of labour education of personality originated in ancient times. In his "Povchannia ditiam" (Instruction to Children) Volodymyr Monomakh indicated that the basis of human success is labour, and therefore education should foster pupils' empathy and kindness rather than imply mere preaching. According to Volodymyr Monomakh, labour is the main means for preventing laziness.

The famous pedagogue K. Ushynskyi considered human happiness only in "related labour". He believed that labour is the integral cog in the life machine. In other words, nature motivates and hardens the essence of the spirit, making labour "sweet".

It is logical that the first PhD thesis in Pedagogy defended in the 1940s in Ukraine precisely concerned K. Ushynskyi's

pedagogical views on pupils' labour education. It was F. Ryskin, who first analyzed K. Ushynskyi's thoughts on the outlined problem and stated that nowadays the very idea of labour as an important educational means was and is still relevant. Thus, education is beneficial when it prepares for labour rather than happiness [11, pp. 333–362].

In the 1960s, such Ukrainian scholars as M. Riabukhin and I. Matiusha started researching the problem of labour education.

M. Riabukhin concluded that the system of labour education encompasses those types of activities that can solve the objectives of vocational counseling, identify and develop children's abilities and inclinations due to their familiarizing with specific types of labour and professions [8, p. 20].

According to I. Matiusha, training pupils for labour is rather a complicated and continuous process. The complexity of this process is due to the fact that in Ukraine there appear completely new and unknown ways of forming the attitude toward labour and public property. The relationships between the individuals in social labour are oriented toward benefiting society. Of great importance are creativity and initiative [4, p. 215].

In the 1980s, after the adoption of certain documents related to reforming comprehensive school, the problem of pupils' labour education became particularly relevant. Studying the problem of adolescents' labour education in the process of productive labour, H. Levchenko concluded that effectiveness of labour education depends on the way teaching staff use educational potential of all disciplines, the content of adolescents' productive labour, the forms and methods of its organization.

Since the 1990s, many researchers (O. Bykovska, Y. Kepsha, Yu. Kolomiets, I. Kosyk, M. Levkivskyi, L. Orshanskyi, S. Pavkh, A. Ratsul, N. Shevchenko et al.) have significantly contributed to forming and developing theory and methodology of labour education.

In the early 21st century, the problem of pupils' labour education has been covered in the theses by Yu. Bielov, N. Sliusarenko, A. Tereshchuk et al.

So, during the 20th – 21st centuries the scholars have been actively studying the problem of labour education of different aged pupils. Taking into account various socio-economic and political situations, they have attempted to outline effective pedagogical conditions for improving the process of forming valuable attitude of developing personality toward labour. Therefore, their works constitute

theoretical framework of our study.

Analysis of scientific literature proves that in order to reveal the content of the problem of forming adolescents' valuable attitude toward labour, it is important to determine the essence of the concepts of "value" and "valuable attitude".

To begin with, researchers differently define the concept of "value" as an element of the structure of personality. Analyzing the motive forces of the individual and their activity, psychologists compare value with such concepts as "significance" (N. Dobrynin, S. Rubinshtein), "internal attitude" (L. Bozhovych), "position" (D. Uznadze) [12], "motive" (B. Dodonov), "attitude" (V. Miasyshchev). These concepts mean the core of personality activity [3, p. 413].

Value is primarily a phenomenon of social consciousness. Every phenomenon of reality has its aesthetic, philosophical and ethical significance (that is, the degree of proximity to higher spiritual values – Beauty, Truth and Goodness, which are the most abstract and most perfect embodiments of Beautiful, Intelligent and Good). Values acquire social sense, operate and affect consciousness and behaviour of the individual only when they are perceived as value orientations in the world of human needs and, above all, moral ones [1, p. 352].

The value of an object is determined due to its evaluation that means realizing its significance and potential to fulfill one's specific needs. It is fundamentally important to understand the difference between the concepts of "evaluation" and "value", since the latter is objective. It is formed in the process of socio-historical practice. Evaluation expresses a subjective attitude toward value and therefore can be true (if it corresponds to value) or false (if it does not). Unlike value, evaluation can be both positive and negative. With the help of evaluation, one can select those items necessary and useful to human and society.

According to modern dictionary of philosophy, value is a civilizational and experienced form of the individuals' attitude toward important samples of culture and those limited opportunities that affect their abilities to project the future, evaluate different objects and remember the past [5, p. 1001].

This definition reveals one of the main peculiarities of values functioning, which manifests itself in the existence of the individual's internal connections with reality.

It should be noted that in modern pedagogy they use a traditional classification of values, namely universal, national, individual ones.

Ukrainian pedagogue O. Vyshnevskiy suggests a more extended model of the classification of spiritual values: 1) absolute, eternal values; 2) national values; 3) public values; 4) family values; 5) personal values [13, p. 566].

The scholar states that moral and ethical values are perceived by the individual in three aspects: first, as a system of absolute ideals; secondly, as a "code of values" or a code of moral rules and formulas; thirdly, as a spectrum of corresponding features of the human soul that is realized through their practical implementation.

As the most important category of our study, we understand attitude as a philosophical category or scientific term that denotes any concept, implying certain correlation (connection) between two or more objects. In sociology, psychology and anthropology, attitude means a connection or interaction between people or their communities or a peculiar direction of their actions [6, p. 800].

*Attitude toward labour* is an emotional and volitional orientation or position of personality toward labour, that is, an expression of one's perception of labour activities. Depending on the content and the essence of labour, it is mainly perceived both as *a means* of ensuring existence or as *an urgent vital need*. In the first case, labour implies only instrumental value, since it serves as a means of realizing other needs outside labour.

Thus, labour can be viewed as 1) a socially important value that determines the place of labour activities in the general system of values of society and personality; 2) a specific type of labour activities or professions that has a certain social status and prestige; 3) specific activities, taking into account the content and labour conditions, needs and motives associated with these activities, actual employment and organization etc. Such an attitude combines orientation of labour activity, real behaviour, evaluation of the labour situation (verbal behaviour) [10, p. 3].

So, in order to reveal the content of the concept of "forming adolescents' valuable attitude toward labour", we have analyzed the essence of the concept of "valuable attitude", which is the core of our study, and relates the abovementioned concepts of "value", "value orientations" and "attitude".

*Valuable attitude toward labour* is a personal entity that characterizes the place of labour activities in the general system of values of the individual and manifests itself in their orientation toward active subject-transforming labour, readiness to operate conscientiously and responsibly, to realize social significance of labour as a duty and a spiritual need, respect and creative attitude toward labour.

Summarizing the abovementioned theoretical provisions, we can state that forming adolescents' valuable attitude toward labour is a targeted and systematic process of shaping such a quality, which allows characterizing the place of labour activities in the general system of values of the individual and manifests itself in their willingness to thoroughly, responsibly and actively carry out extracurricular charity activities, which are selfless, voluntary and beneficial to other people.

To identify formation of adolescents' valuable attitude toward labour during extracurricular charity activities, we have defined relevant criteria, indicators and levels. Criterion is a means of making a judgment, based of which one can assess, define or classify something; a combination of judgments and assessments, the main feature by which one can outline relevant solutions [15, p. 156].

Based on theoretical analysis of scientific sources, we have identified the following criteria for forming adolescents' valuable attitude toward labour during charity activities: emotional and motivational, cognitive, activity-based and practical.

Indicator is a specific measurement of the criterion, which makes it accessible for observation. In the general sense, H. Ivanova understands indicator as the basis, which allows judging the presence of one or another feature. The number of indicators, as well as the parameters, should be kept to a minimum, as evaluation should be comprehensible. This, first of all, imposes one of the most important requirements on the system of indicators – indicators must be clear, concrete, measurable [14, pp. 193–198].

The emotional and motivational criterion includes the following indicators: adolescents' awareness of labour as a personal and social value, their emotional readiness for

charity activities, willingness to express genuine compassion, empathy, persistence, steps toward organizing charity activities, satisfaction with the results, the need to help and benefit others, a steady interest in charity activities, self-regulation, self-control over emotional states.

The cognitive criterion reflects acquisition of the most important knowledge of labour, its depth, readiness to generalize and analyze the material as well as evaluate labour activities. Therefore, the indicators of the cognitive criterion are adolescents' understanding of the importance of labour in the process of personal formation and development of society; availability of knowledge of the nature of labour as a value, their awareness of the types of charity activities, the content of charity activities, familiarization with certain ways of performing labour activities and implementing charity activities.

The indicators of the activity-based and practical criterion are self-confidence, practical experience in implementing different kinds of charity activities, the ability to overcome difficulties, willingness to complete tasks, the ability to take independent decisions and be responsible for them, the ability to demonstrate labour activity [2, p. 149].

According to the outlined criteria, we have defined the levels of formation of comprehensive school pupils' valuable attitude toward labour – high, average and low.

The important task of experimental work consisted in developing a programme for diagnosing the levels of formation of adolescents' valuable attitude toward labour and determine the real state of its formation in order to prove the need for justifying necessary pedagogical conditions for improving this process.

It should be noted that there is no uniform and generally accepted methodology for diagnosing valuable attitude toward labour. This is due to ambiguity of the outlined features and manifestations, complexity and multiaspectness of the phenomenon. Therefore, essentially different methods are used to study this personal entity. Within this study, we would like to briefly describe those research methods used to study the level of formation of adolescents' valuable attitude toward labour.

The first group of research methods encompasses empirical methods aimed at cognizing reality. They include pedagogical observation, questioning (conversations, interviews, questionnaires), analysis of the content of pedagogical documentation and performance efficiency, rating, testing, expert assessment, etc.

In our opinion, the most relevant set of methodologies that meet the outlined criteria and indicators and allow studying manifestations of adolescents' valuable attitude toward labour are: 1) M. Rokych's method of values ranking; 2) the sentence completion test by J. Sacks and S. Levy; 3) the author's questionnaire on Labour as a Personal and Social Value; 4) the method for calculating labour productivity; 5) balanced emotional empathy scale developed by A. Mehrabian and modified by N. Epstein [5, p. 92].

An important method used to establish the level of formation of adolescents' valuable attitude toward labour during extracurricular activities was questionnaire method, which enabled us to more fully explore personality traits of modern adolescents.

The author's questionnaire consists of 12 questions, which, in our opinion and based on expert assessment, allows establishing the level of formation of adolescents' valuable attitude toward labour according to three criteria.

The questionnaire includes both open-ended and closed-ended questions. Another author's questionnaire consists of alternative questions so that a participant can choose the most optimal one. The answers are evaluated by its quantity and quality.

According to the emotional and motivational criterion, 42.1% of participants in the experimental group (EG) have the average level of formation of valuable attitude toward labour, whereas in the control group (CG) – 43.3% of participants. Therefore, adolescents are not particularly interested in charity activities.

The use of the author's questionnaires has allowed determining the level of formation of adolescents' valuable attitude toward labour during charity activities according to the cognitive criterion. The results are the following:

- 30.8% of young adolescents in the EG have the low level of formation of valuable attitude toward labour, whereas in the CG – 33.3% of young adolescents (in particular, 31.3% of girls and 30.3% of boys in the EG and 30.5% of girls and 36.1% of boys in the CG);

- 43.8% of young adolescents in the EG have the average level of formation of valuable attitude toward labour, whereas in the CG – 45.0% of young adolescents (in particular, 44.7% of girls and 42.8% of boys in the EG and 45.8% of girls and 44.2% of boys in the CG);

- 25.5% of young adolescents in the EG have the high level of formation of valuable attitude toward labour, whereas in the CG – 21.7% of young adolescents (in particular, 24.1% of girls and 26.9% of boys in the EG and 23.7% of girls and 19.7% of boys in the CG).

Senior adolescents have been distributed as follows: with the low level – 31.8% of participants in the EG, 32.0% of participants in the CG (in particular, 32.8% of girls in the EG and CG and 30.7% of boys in the EG and 31.1% – in the CG); with the average level – 43.4% of participants in the EG, 43.0% of participants in the CG (in particular, 40.7% of girls and 43.8% of boys in the EG and 43.8% of girls and 42.1% of boys in the CG); with the high level – 28.9% of participants in the EG, 25.1% of participants in the CG (in particular, 26.5% of girls and 23.2% of boys in the EG and 23.4% of girls and 26.8% of boys in the CG). According to the cognitive criterion, younger adolescents have practically the same level of formation of valuable attitude toward labour as eighth- and ninth-graders.

Thus, most adolescents do not always have profound and complete knowledge of charity activities, their types and methods of involvement into extracurricular charity activities. In addition, we can state that adolescents in both CG and EG have similar percentages of the results based on the conducted diagnostics.

To determine the levels of formation of adolescents' valuable attitude toward labour according to the activity-based practical criterion, we have conducted qualitative analysis of the results on the questioning. The following data have been obtained:

- with the low level – 31.0% of young adolescents in the EG, 31.8% of young adolescents in the CG (in particular, 29.8% of girls and 32.1% of boys in the EG and 29.1% of girls and 34.4% of boys in the CG); with the average level – 43.95% of young adolescents in the EG, 41.9% of young adolescents in the CG (in particular, 43.3% of girls and 44.6% of boys in the EG and 44.4% of girls and 39.3% of boys in the CG); with the high level – 25.1% of young adolescents in the EG, 26.4% of young adolescents in the CG (in

particular, 26.9% of girls and 26.5% of boys in the EG and 23.3% of girls and 26.3% of boys in the CG);

- with the low level – 31.0% of senior adolescents in the EG, 32.3% of senior adolescents in the CG (in particular, 31.2% of girls and 30.7% of boys in the EG and 30.1% of girls and 34.4% of boys in the CG); with the average level – 42.6% of senior adolescents in the EG, 41.8% of senior adolescents in the CG (in particular, 43.7% of girls and 41.5% of boys in the EG and 43.8% of girls and 39.7% of boys in the CG); with the high level – 26.5% of senior adolescents in the EG, 25.0% of senior adolescents in the CG (in particular, 25.1% of girls and 26.1% of boys in the EG and 26.1% of girls and 25.9% of boys in the CG).

According to the activity-based and practical criterion, the obtained results prove the lowest level of formation of adolescents' valuable attitude toward labour, since

participants of CG and EG are occasionally involved in systematic and purposeful charity activities. Therefore, active involvement of adolescents in charity activities will increase the level of formation of their valuable attitude toward labour.

**Conclusions and perspectives.** So, considering the problem of forming adolescents' valuable attitude toward labour during extracurricular charity activities based on the analysis of literature and the obtained results, we can conclude that modern adolescents generally have low and average levels of this quality formation. This may be attributed to the fact that comprehensive schools pay insufficient attention to enhancing pupils' awareness of significance of labour education and rarely involve them in various types of extracurricular subject-transforming activities and, in particular, charity ones.

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## Формирование ценностного отношения учеников к труду во внеурочной благотворительной деятельности: теория и практика

**В. А. Коблик**

**Аннотация.** В статье актуализируется общественное значение проблемы воспитания у подростков ценностного отношения к труду, которое обусловлено изменением сущности понятия «труд», разрушением его устоявшихся категориальных, содержательных и формальных признаков. Больше всего обостряется эта проблема на этапе школьного возраста, когда начинается активная трудовая деятельность. Приходится важность благотворительной трудовой деятельности в воспитании ценностного отношения к труду подростков, которая формирует трудовые умения и навыки, зависит от ценностного восприятия процесса и средств этой деятельности. Розглядаються характерологічні особливості виховання у учасників підліткового віку ціннісного відношення к труду. Охарактеризован рівні вихованості учасників підліткового віку ціннісного відношення к труду: високий, середній і низький по розробаним критеріям і показателям, здійснений аналіз результатів опитно-експериментальної роботи.

**Ключевые слова:** благотворительная деятельность, воспитание, дети, ценность, ценностное отношение к труду.