

UDC 37.032-053.6(477)
doi: 10.15330/jpnu.1.2,3.315-319

CONCEPTUAL APPROACHES TO THE EDUCATION OF LIFE-MEANINGFUL VALUES OF TEENAGERS AND EARLY ADOLESCENCE IN UKRAINE

KATHERINA ZHURBA

Abstract. The article presents the conceptual approaches to the upbringing in the education of life-meaningful values of teenagers and early adolescence in Ukraine. The definition of life-meaningful values has been given up. The major problems and contradictions in the upbringing of the Ukrainian children were paid attention to. The dependence of the result of upbringing, from the desire and the participation of all actors: children, parents, teachers is pointed out. Conceptual approaches to education of life values meaning are analyzed on the methodological, theoretical and practical levels. The aspects of the previous researches have been underlined. In this context, a systematic approach determines the integrity of the educational process in primary and high school. Synergetic approach combines the organization and self-organization of the growing personality. Humanistic approach recognizes each child's highest value at school, family, and society. Personal-centered approach provides individual attention to him, to free choice of that or other life-meaningful values. Activity approach provides practice and deed activity of children and shows how the value of the meaning of life affects the behavior of the individual. The theoretical level of substantiation of the concept of education of children of teenagers and early youth gives ability to define key points and concepts. Practical level implies the corresponding experimental activity, the determination of appropriate pedagogical conditions, the selection of content, forms and methods of education of teenagers and early adolescence. Conceptual approaches offer the opportunity to develop a modern system of education of the values of the meaning of life of teenagers and early adolescence in Ukraine. Implementation of conceptual approaches aimed at qualitative changes in the education of life-meaningful values among of teenagers and early adolescence.

Keywords: life-meaningful values, teenagers, educational process.

The problem of upbringing of life-meaningful values of teenagers and children in early adolescence is steadily growing at the present stage of development of Ukrainian society. This is due to their age specifics, the desire to better understand themselves, their capabilities, and the need for self-assertion and self-realization.

„As a teenager happens mastering the inner world and the emergence of life plan, as defined system device, which was first recognized by teenagers. In this period, the preconditions of formation of ideas about the meaning of life are being created. The accumulation of experience and the development of the processes of reflection contributes to the formation of teenagers' need in the relation between the concepts of „past“, „present“, „future“, in the formulation and solution the tasks of the

separation of the concepts of „life” and „meaning of life”, understanding the meaning of life and awareness of their life”².

In early youth, children actively acquire social and ethical experience, tends to be more self-reliance and independence from the adults, trying to find their place in society. They are excited to think about what they are, what can achieve, what place can take in life and society. This will depend on their life plans and the ways of their implementation. Proof of that can be the opinion of the famous Ukrainian psychologist I. D. Bekh, who wrote: „Early youth tends to increase self-awareness. It is person’s awareness of qualities and capabilities, the need for a report on his actions, views about place in life, awareness of himself as individual. In connection with this is the interest to moral issues and happiness and duties, personal and social relations between people, love and friendship. In this aspect we can speak about the development of moral consciousness in the senior school age”¹.

In contrast to the knowledge that a person receives in finished form, semantically-life values he should equip himself, so in his upbringing is important that at all stages of moral growth of Ukrainian teenagers, young men and girls learn to live in harmony with themselves and the world, would produce moral principles and rules, which would help them in life, would become their values, personal achievements.

However, today the standardization of the educational process is obvious in the Ukrainian school practice, the tendency to use authoritarian methods of education is observed, the philosophy and ideology of education requires changes that would appeal to the interests of an individual, its urgent problems, senses of existence, life-meaningful values.

Semantically-life values are an important component of the moral consciousness of the Ukrainian teenagers and early adolescence, which determines their attitude to themselves, people, society and characterizes their moral needs for love, kindness, freedom, justice, and respect the dignity, their implementation in behaviour and work. While the education of life-meaningful values is the result of interaction of all participants of educational process, purposeful activity aimed at the formation of humanistic thinking, awareness of the importance of life-meaningful values in their own lives, the formation of moral character, the development of emotional introspection and reflection, the ability to freedom in choice, readiness for self-realization.

Analysis of the status of upbringing of life-meaningful values of the schoolchildren of the secondary and senior school testifies the constant attention of scientists of different industries to the problem of morality on the methodological, theoretical and practical levels.

On the methodological level, the problem of meaning of life and the values is reflected in the works of ancient philosophers (Aristotle, Plato, Seneca, Socrates), the middle ages (Thomas Aquinas, Pierre Abelard), Renaissance (Erasmus Of Rotterdam, Michel Montaigne), Education (W. Hegel, I. Kant, J.J. Rousseau); representatives of idealist philosophy (D.Hume); ekzystentsionalizm (N. Berdyaev, Camus, V. Soloviev, M. Heidegger, Jaspers), phenomenology (E. Husserl); personalism (E. Mounier, J. Lacroix); intuitional (J. Moore), neofreydizm (E. Fromm, Jung); Ukrainian philosophers (M. Kovalinsky, H. Skovoroda). Problems of ethics and morality were studied by modern philosophers (N. Bagdasar’Jan, N. Golik, A. Huseynov, I. Iljaeva, E. Zolotuhina-Abolina, V. Lozovoy, O. Nazarenko, V. Razin, M. Toftool).

The formation of moral consciousness and senses of existence of the individual has been the object of study of native (I. Bekh, L. Vygotsky, V. Efroimson, S. Rubinstein, P. Jacobson, S. Jacobson) and foreign psychologists (James F.T. Bugental, Lawrence Kohlberg, Abraham Maslow, Carl Ransom Rogers, Viktor Frankl).

A significant contribution in the study of certain aspects of parenting the children’s life-meaningful values is made by Sh. Amonashvili, A. Savchenko, Ev. Subbotsky, L. Khoruzha substantiated humanistic approach to life-meaningful values - V. Kirichok, K. Chorna, whom indicate a relationship of humanistic ethics with life guiding values. Problems of life-meaningful values revealed V. Belousova, T. Humennikova in Ukraine, L. Kuzmina, A. Shemshurina, N. Schurkova in Russia.

Analysis of the practice of upbringing of life-meaningful values of the schoolchildren of the secondary and senior school certifies the existence of certain contradictions of this process between:

- the public interest in a moral personality, capable to self-focusing on the semantically-life values and lack of development of theoretical foundations of education of life-meaningful values of the schoolchildren of primary and high school;
- the objective need for such upbringing and non-use of potential opportunities of the extracurricular school activities;
- the social importance of the upbringing of life-meaningful values among teenagers and early adolescence and not engineered content of the forms and methods of such education;
- personal formation and age crises.

The solution of these contradictions depends on the active participation and the desire of all subjects of educational process, to who are children, parents and teachers. Such education requires systematic and purposeful activities of all subjects in the educational process.

The concept of upbringing of the meaning of life of teenagers and early adolescence is substantiated on the methodological, theoretical and practical levels.

Fundamental general scientific basis of research is provided by methodological level and identifies approaches (systemic and synergetic, humanistic, person-oriented activity) to study the problems of upbringing of life-meaningful values of the schoolchildren of the secondary school.

System approach determines the integrity of the upbringing al process in secondary and high school through the development and implementation of pedagogical system of upbringing of life-meaningful values among the pupils of 5-11 grades, combining conceptual provisions, structural components, diagnostic tools, pedagogical conditions, contents, forms and methods of education of life-meaningful values of the schoolchildren of the secondary school.

Synergetic approach recognizes an individual's ability to self-development and creation of their own life-meaningful values not only under the influence of teachers, parents, and internal potential, desire to improve. Synergetics approach synthesizes processes of the organization and self-organization, education and self-education, which corresponds to the desire of teenagers and high school students to be subjects and partners in the educational process of actively participate in self-made process. The usage of synergetic approach is based on improvisation and intuition teachers able to respond to the psychological state and the needs of pupils and can offer ways to solve their problems in life or suggest an alternative solution.

Humanistic approach ensures each child's highest value and prioritizing the interests, rights, as a goal, not as a mean, the development of his abilities and inclinations, creating conditions for the implementation of his intrinsic power, self-development and self-education.

Humanistic approach involves a combination of interests of the individual, society, state, nation, and the focusing on self-education of the humanist ideal through the ascent to yourself the best.

Humanistic approach is also realized through the creation of an appropriate educational environment, the defining characteristic of which is the belief in the ability of the child, the interest to its fate and future, directed on satisfaction of moral needs of teenagers and high school students in communication and understanding, which would contribute to their self-determination and self-realization.

On this basis, the humanization of the educational environment will be implemented through the incarnation and the determination of the relationship of the teacher and the students of 5-11 grades in the context of subject-subject relations, creation of conditions for self-realization and effective interaction through love, trust, respect for personal dignity, readiness to help. Personal-centered approach is based on the synthesis of established psychological and pedagogical science of mechanisms of functioning and development of the personality of pupils' primary and high school and opens laws of moral formation of a child's personality in ontogenesis, which concern to personal transformations related to the upbringing of life-meaningful values of the schoolchildren of the secondary school.

Personal-centered approach ensures the individual's right to a choice of those or other life-meaningful values, development of the private valuable position, and the possibility of their realization through the overcoming of disharmony in life and moral experience, behavior, communication and activities.

Personal-centered approach focuses attention of the teacher on the child's personality, his own moral experience, the internal world that promotes disclosing of creative potential of pupils, their best moral qualities, asserts the freedom of moral choice.

Semantically-life values are realized in the activity and moral experience of the individual. The usage of the activity approach encourages students to self-searching and developing their own life-meaningful values and objectives and the desire to bring them to life. The activity approach attaches children to social experience, human culture in formulating their own life-meaningful values of the growing personality.

Upbringing reaches the goal in that case when directs the activities of the individual on the cognition and transformation of the world and himself. Thus, the activity is a universal, all-embracing phenomenon in the life of personality, which is determined by their ideological consciousness. The unity of consciousness and activity is the basic principle of moral development. That is, the organic unity of the person and its activity is fundamental for the method of education of the provisions of personality development is the development of its activities. On the basis of this action is the manifestation of human activity that determines its impact on themselves and other people, the environment, society and others. Activity is the sum of the individual actions are characterized as appropriate. A man does what he wants to do in that case when it has certain semantically-life values, the meaning of life, when he seeks to achieve a particular goal. Activity is always motivated and full of a variety of views both the actions and the actions of others, which is reflected in the reflection, which is an important component of moral behavior, which allows not only to understand and be aware of their own actions, but also overestimate semantically-life values and patterns of behavior that allows to rise children to a qualitatively new level in their development.

The theoretical level of substantiation of the concept of education of children of teenage and early adolescence predetermines the system of initial provisions and concepts that form the basis of the understanding of life-meaningful values. On this level the analysis, synthesis and generalization of the experimental facts there are carried out.

Practical level of the concept provides for the experimental approbation of pedagogical system of education of life-meaningful values of the schoolchildren of the secondary school. Functioning of educational system implemented in accordance with its substantial and methodological support.

Application of these pedagogical approaches provides an opportunity to present the education of life-meaning values of children of teenage and early adolescence as a system of scientifically pedagogical actions and activities in the educational process of secondary and senior school. Implementation of the concept is directed on qualitative changes in the approaches of education of life-meaningful values of the schoolchildren of the secondary school.

Thus upbringing life-meaningful values among of teenagers and early adolescence in Ukraine will be effective, if carried out in accordance with the conceptual approaches, pedagogical conditions, contents, forms and methods of upbringing of life-meaningful values of the schoolchildren of the primary school at the experiences of previous studies, the experience of the developed countries, the involvement of all subjects of educational process, the use of innovative techniques and technologies will help to teenagers and high school students to understand themselves better, determine the life-meaningful values and realize themselves in life.

REFERENCES

- [1] Bekh I.D. *„Parenting Personality: Personality oriented approach: theoretical and technological bases“*. Lubid, Kyiv, 2003.
- [2] Chorna K.I., Bekh I.D. *„The national idea in the development of citizen-patriot of Ukraine“ (Program of educational aspect)*. ChOIPOP, Kyiv, 2008.

Address: Katherina Zhurba, National Academy of Sciences of Ukraine, 54, Volodymyrska Str., Kyiv, 01601, Ukraine.

E-mail: katjachiginceva@mail.ru.

Received: 24.07.2014; **revised:** 03.09.2014.