
Diagnostics of Formedness of System of Values of Future Economists in Professional Preparation Process

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Abstract:

The article presents the results of the diagnostics of the formation of the value sphere of future economists. The problem of diagnostics of the formedness of the axiosphere of future economic profile specialist is becoming increasingly relevant in the context of modern socio-economic and political conditions. The notion of "value" is considered in the article as a material or spiritual object, which matters for a particular person and causes a valuable relation to it.

We define the valuable orientations of the person as a relatively stable orientation of the needs of an individual towards a certain group of values. The purpose of the research is to carry out the diagnostics of the formation of the value sphere of future specialists of the economic profile. Students studying economics on 1-3 courses participated in the study. The methods of conversations, interviews, questionnaires, and observations were used to diagnose the formedness of the value sphere of future specialists in the economic field in the process of carrying out their vocational training.

The conducted research testifies to the formedness of certain social image of democratic and totalitarian values of future economic specialists. However, there is a need for further work on clarifying the essence of such socially important values as discipline and law-abidingness and the formation of proper awareness of them by future economists. The development of a methodology for formation of the value sphere of the future specialist in the economic profile is the prospects for further research.

Keywords: Values, Value Orientations, Future Economists, Diagnostics of Value Orientations, Patriotism, Conscientiousness, Social Responsibility.

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1. Introduction

1.1. Problem establishment

In modern conditions of the economic development of our country, the problem of qualitative professional training of future specialists of the economic profile for their professional activity in various branches of the national economy becomes more and more relevant. Modern education in a higher educational institution should ensure not only the formation of knowledge, skills and abilities of a future specialist, but also form his/her value sphere, contribute to the formation of his/her outlook through the identification of real values and life priorities. In this context, the problem of diagnostics of maturity of axio-sphere of the future specialist of the economic profile becomes highly topical and needs the further study.

1.2. Analysis of the recent researches and publications

The problem of values was studied by scientists in various aspects. Tugarinov (1960) was one of the first in the national scientific literature who spoke on the value issues. At first, he defines "value" as follows: "values are phenomena (or aspects of phenomena) of nature and society, which are the benefits of life and culture of people of a particular society or class as a reality or ideal" (Tugarinov, 1960).

Uznadze (1961) considered the value problem from the point of view of "guidance" theory. In his opinion, the concept of "value orientations" is identical to such concepts as "guidance", "need", "interest". According to his theory, "guidance" is characterized as a specific holistic and personal state of the individual, which corresponds to his/her needs and situations of the environment (Uznadze, 1961).

Smirnov (1996) participated in the development of methods for the experimental study of values in psychology. He believes that all value theories in modern science can be reduced to two major ones. The first definitions, in his opinion, include terminal values, to which there belong, for example, moral values and values of competence, and the second definitions - the instrumental ones. He further notes that from a functional point of view, instrumental values are activated as criteria, standards when assessing and choosing only the mode of behavior, actions, and terminal ones - during the evaluation and selection of both the objectives of the activity, and the permissible means of achieving them (Smirnov, 1996).

Maksymchuk (2000) has investigated various approaches to values classification: according to the object of assimilation, the purpose of assimilation, the level of generalization, the way of expression, the meaning in human activity, content of activity, affiliation, etc. She considers values as a form of relationship between the subject and the object, which assumes conscious reproduction by the subject of value-based properties of the object. It is taken into account that values have the ability to acquire meaningfulness in public life and human practice (Maksymchuk, 2000).

One can agree with the thought of Butkivska (1997) on the specifics of the psychological approach to the analysis of the concept of "value". She emphasizes the dependence of both qualitative, and quantitative characteristics of values on human needs. Butkivska (1997) considers the human itself as a value subject, and values are treated as elements of the structure of identity of the person.

Ivantsev (2001) has substantiated the theoretical model of the dynamic analysis of the phenomenology of value in determining the conditions and peculiarities of the dynamics of value orientations of student youth at the stage of its higher education; she discovered and developed a typology of students' value orientations based on the types of self-identification defined as a result of cluster and factor analysis, as well as factors that predetermine their stability and variability. The scientist confirmed the hypothesis that the leading determinant of the dynamics of the characteristics of student value orientation during the professional training is the content of the self-identification (Ivantsev, 2001).

The psychological principles of the person's axio-genesis were explored by Karpenko (1999). She has built a systematic model of the axio-genesis of personality. The scientist, from the point of view of the psychological science gives the following definition: "value is an indispensable correlation of the psychic state, which allows us to speak about the axio-psychics - the value-semantic sphere of the personality, which represents the integral external-internal, subject-object expedient communication of the phenomena (the principle of tele-ologism)" (Karpenko, 1999).

The psychological mechanisms of transformation of the student values orientation were studied by Shevchuk (2000). She considers value-based orientations as a personal formulation system and states that they are related to the development of self-awareness, the awareness of position of "myself" in the system of social relations, and also belong to the most important components of the structure of the individual, according to maturity level of which we may say about its general development level (Shevchuk, 2000).

Analyzing the factors of influence on the transformation process of the value orientations of student youth, the scientist divides them into external and internal ones. "Among the internal factors, there can be attributed the individual and personal features of self-realization and self-actualization of personality, manifested in the choice of his/her life strategies; the level of intellectual and spiritual development of the personality, with which the ability of the individual to take sense-bearing life positions is associated. The external factors that influence the transformation of the system of value orientations include the peculiarities of socio-economic development of society, which violate the basic needs of the individual and determine the conditions for their satisfaction. Thus, during the periods of crisis development of society, social changes become particularly controversial and encourage the person to the need to find ways out of the crisis. At this stage of the socio-economic development of our society there takes place a radical breakdown of stable systems in "personality -

society" relation, which creates the prerequisites for the emergence of rather sharp contradictions in the system of value orientations" (Shevchuk, 2000).

In the foreign scientific literature, one of the first definitions of value we find in the five-volume book of American scientists Tomas & Znaniecki (1976) "Polish peasant in Europe and America". As an object of the research, they chose a specific social group - the Polish peasants. In the process of study, they widely used such methods of psychology, as the analysis of biography and personal documents. American authors interpret values as subjects that determine certain mental experiences and actions of people - members of the social group (Thomas & Znaniecki, 1976). Having created the world of culture, the values are "the primary fact of human experience which cannot be reduced to either of the natural categories" (Znaniecki, 1971).

His concept of value Znaniecki spoke against both the psychologism of G. Tard, and sociologism of E. Durkgame. Contrary to the postulates of psychologism, Znaniecki (1971) noted that the values are real, and they cannot be reduced to the psychics of individuals. At the same time Durkgame stressed that values cannot be attributed to the properties of absolute objective existence, such as the properties of natural phenomena. In other words, values do not exist "in themselves", but are manifested as elements of action of individuals and social groups.

Rokeach (1972; 1973) distributes the values of the personality to the value-goals (terminal) and values-tools (instrumental). Terminal values are the main goals of a man, they reflect the long-term life perspective, what it seeks for now and in the future. Terminal values as if define the meaning of individual life, indicate what is important, significant, valuable for it. Instrumental values reflect the means, chosen for the achievement of the goals of life and serve as a tool through which terminal values can be realized (Rokeach, 1972; 1973).

Among the works of foreign scientists who studied the value issues, one can also note the works of Maslow (1970) and Parsons *et al.* (1952). Scientists clearly define the concept of "values" while American authors combine them with the instructions of individuals, denoting them as individual equivalents of values. The scientists have explored the essence of concepts of "values" and "value orientations", a classification of values was carried out, but the problem of diagnosing the value orientations of future specialists in the economic field requires a further research. In our opinion, value is a material or spiritual object that matters to a certain person and causes his valuable relation to it. We define the valuable orientations of the person as a relatively stable orientation of the needs of an individual to a certain group of values. In our opinion, the categories "value" and "value orientation" have a certain identity, are closely related to the process of forming the value sphere of the individual and differ only in the context in which they are used and what type of values is being addressed. In our opinion, the profession of the economist requires formedness of such values as patriotism, honesty, conscientiousness and responsibility from the personality. Not without reason, modern employers consider honesty, integrity and responsibility as

one of the main values of the employees of the economic sphere. This is evidenced by the requirements for candidates for positions of economists.

1.3. Purpose of the investigation

The purpose of the study is to carry out the diagnosis of formedness of valuable orientations of future specialists of the economic profile.

2. Methods of the investigation

In the study of formedness of valuable orientations of future specialists in the economic field, students of 1-3 courses, studying in economic specialties, took part. The methods of conversations, interviews, questionnaires, and observations were used to diagnose the formedness of the value sphere of future specialists in the economic field in the process of carrying out their vocational training. The following diagnostic questionnaires were used: "A questionnaire on the levels of formedness of social responsibility of the individual" (Kostenko, 2006), "The questionnaire on determining the levels of the formation of patriotism of the individual" (Kostenko, 2006), as well as the methods of other authors: "Valuable orientations" (Kostenko, 2005), "Personality as a system of values" (Galkin, 2006), "The scale of honesty" (Kostenko, 2005).

3. Presentation of the research results

In the process of processing the diagnostic profile data, the following results were obtained. According to the questionnaire on determining the levels of social responsibility formedness, it turned out that the social responsibility of the vast majority of future economists is formed at the high and average levels (70%). Levels of social responsibility formedness were determined by the number of points, scored in the survey process. The investigation data are given in Table 1.

Table 1: *The completeness of social responsibility of future economists according to the questionnaire on determining the levels of social responsibility formedness of the individual (Kostenko, 2005).*

The course, as per which the students study	The number of people who participated in the investigation	Levels of social responsibility formedness	%
1	252	high	30
		average	40
		low	30
2	248	high	40
		average	30
		low	30
3	223	high	45
		average	30

		low	25
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During the diagnosis, using the questionnaire on determining the levels of personality patriotism, it turned out that for the vast majority of future economists, patriotism was formed at the high and average levels (77%). Levels of patriotism formedness were determined, as in the previous case, by the number of points scored in the questioning process. The questioning data are given in Table 2.

Table 2: *The completeness of patriotism of future economists according to the questionnaire on determining the levels of personality patriotism formedness (Kostenko, 2005).*

The course, as per which the students study	The number of people who participated in the investigation	Levels of patriotism formedness	%
1	252	high	43
		average	30
		low	27
2	248	high	41
		average	33
		low	26
3	223	high	54
		average	30
		low	16

When using the questionnaire "Scale of Honesty" (Kostenko, 2005), the following results were obtained. The clear majority of future economists has conscientiousness formed at the high and average levels (75%). Levels of completeness of goodness by this method are determined by the number of points scored, which were charged for each positive answer to the questions posed. The questioning results are given in Table 3.

Table 3: *The formation of the integrity of future economists according to the questionnaire "Scale of honesty" (Kostenko, 2005).*

The course, as per which the students study	The number of people who participated in the investigation	Levels of honesty formedness	%
1	252	high	25
		average	40
		low	35
2	248	high	25
		average	50
		low	25
3	223	high	40
		average	45
		low	15

The obtained results allow us to conclude on the positive dynamics of changes in the levels of formation of the integrity of future economists in the process of training. In the second year of study, we are observing an increase in students whose honesty is formed on an average level (10% compared to the data of the first year of study) and a decrease in the number of students whose honesty was formed at a low level (10% compared to the data of the first year of study). We consider this dynamics to be quite significant, despite the fact that changes in the dynamics of a high level of the formation of integrity has not occurred. For the third-year students, a high level of completeness of honesty is present in 40% of future specialists in the economic profile, which is 15% more than in the first and second year (25%). A significant percentage of students in the third year shown the average level of honesty (45%). There are also 15% of students in whom honesty is formed at a low level. The revealed results of the investigation indicate a positive dynamics of the high and average level of formation of the integrity of future economists. However, due to prevalence of the percentage of students with an average level of formation of integrity, there is a need for further focused work on its formation in them.

The obtained results of the investigation are also confirmed by the methods of other authors. So, by the method "Valuable Orientation" of Rokich (1972), 70% of respondents in the first year of study put in the first place such values as health (physical and mental), love (spiritual and physical affinity with a loved one), materially secured life (lack of material difficulties), happy family life; on the second place - freedom (independence, independence in judgments and actions), independence (the ability to act independently, decisively), courage in the advocacy of his thoughts, views. The third place in their opinion should be given to such values as tolerance (to the views and thoughts of others, the ability to forgive others their mistakes and misconceptions), responsibility (sense of duty, ability to adhere to one's word), honesty (truthfulness, sincerity), efficiency in affairs (hard work, productivity at work). Students of the second year of study also give preference to such values as health (75% of respondents), materially secured life, but the second place is already possessed by such values as honesty and responsibility. Approximately the same results are observed in the third-year students. By the method "Personality as a system of values" (Galkin, 2006) most of the future economists (68%) attributed to democratic values such values as freedom of conscience, patriotism, justice, freedom and human rights, democracy, moral and intellectual freedom. Among totalitarian values, respondents mentioned such as the priority of society, discipline, law-abidingness, compliance with the standard, the priority of the state, power, etc.

4. Discussion and analysis of the research results

Analyzing the results of the study presented in Table 1, it should be noted that in the first year of study according to the questionnaire on determining the levels of formedness of social responsibility of the individual, social responsibility of future economists is formed mainly on high (30%) and average (40%) levels. The low level of social responsibility is formed in 30%. As for the second-year students, social

responsibility was formed at the high level in 40% of the respondents, at the average level - 30%, and at the lowest - 30% of students studying in economic specialties. As for the third year, the social responsibility of future economists is formed at the high level in 45%, on average - 30%, on the low - 25% of students.

There is positive dynamics of change of the levels of formedness of social responsibility of future specialists in the economic profile in the process of professional training, due to high-quality educational work, which is conducted with students. At the second year of study, we are observing an increase in students who have a high level of social responsibility (10% compared to the data of the first year of study), and in the third year - a decrease in the number of students in which social responsibility is formed at a low level (by 5% compared to the data of the first and second courses of study). The best results of the diagnostic profile are observed in the third-year students, where 45% of the future specialists of the economic profile demonstrated the high level of social responsibility formation, which is 5% more than in the second year and 15% more than in the first one. However, there are still 25% of future economists in whom social responsibility is formed at a low level, which requires further focused work on its formation in these students.

Considering the data of Table 2, we see that in the first year of study according to the questionnaire on determining the levels of the formation of patriotism of the individual, patriotism in future economists is formed predominantly on the high (43%) and average (30%) levels. At a low level, patriotism is formed at 27%. At the second year, patriotism was formed at the high level in 41%, at the average in 33%, and at the low level in 26% of students. At the third year, the patriotism of future specialists in the economic profile was formed at the high level in 54%, at the average in 30%, and at the lowest level in 16%. There should be noted the positive dynamics of changes in the level of formation of patriotism of future specialists in the economic profile in the process of training. At the third year of study, we are observing an increase in students who have a high level of patriotism (11% compared to the data of the first year of study) and a decrease in the number of students who have a low level of patriotism (15% compared to the first year of study).

Third-year students have the best results of the diagnostic section, where 54% of students are present at the high level of patriotism, and the average level of patriotism formedness is 30%, which is evidence of a successful organization of patriotic education of youth. Also, in the third year, there are still 16% of the students whose patriotism was formed at a low level, therefore, according to the results of the survey, we concluded about the necessity of further purposeful work on the formation of patriotism in these students in the process of their further professional training.

Analyzing the data in Table 3, we see that in the first year of study according to the methodology "Scale of Honesty" (Kostenko, 2005), honesty of future specialists in the economic profile is formed mainly at the high (25%) and average (40%) levels. At the low level honesty is formed in 35%. At the second year honesty was formed at a

high level in 25%, at the average in 50%, and at the low level in 25%. At the third year, the honesty of future economists was formed at the high level in 40%, at the average in 45%, and at the lowest level in 15%.

5. Conclusions and perspectives of further researches

The conducted research testifies to the maturity of certain social images of democratic and totalitarian values of future economic specialists. However, there is a need for further work on clarifying the essence of such socially important values as discipline and law-abidingness and the formation of proper awareness of the latter by future economists, since the recognition of these values as only totalitarian ones can lead to certain undesirable consequences. In prospect for further researches we have the development of a methodology for forming the value sphere of future specialists in the economic profile in the process of their professional training.

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