

LIFELONG EDUCATION AS A FACTOR IN THE FORMATION AND DEVELOPMENT OF VALUE ATTITUDES TO SOCIETY AND NATURE

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Abstract: The article presents the theoretical and empirical results of the research of the formation and development of human values attitude during lifelong education, including preschool education, school education, higher pedagogical education, postgraduate pedagogical education. The research focuses on values as an objective category. The value of education is considered at the global, state, social, regional and personal levels. Human value attitudes are characterized as a subjective category that reveals the connection of human with objective reality (society, nature) through assigned values. During the research, the basis of the processes of formation and development of values in a person at different stages of his education in the lifelong education system is determined. We conducted an experimental study of changes in the values attitude of people of different ages to society and nature. Values belonging to three groups of values were selected for the research. The first group – life values, the second group – cognitive values, the third group – social values. According to the results of the research, the value attitude of modern human are dominated by the connection of human with society in all three groups of values.

Keywords: Cognitive values, Life values, Lifelong education, Social values, Values attitude.

1 Introduction

The lifelong education factor is a significant reason that affects a person's values and changes the level and dynamics of his productivity in the organization of life and activity. In the study, we assign the rank of the factor to lifelong education. The emphasis on value attitude is caused by the urgency of the problem.

The monograph "European and domestic trends in the training of future primary school teachers with e-learning: thesis theory and variable practice" [33] summarizes the data on trends in the formation of the content of education in the EU. These trends include "strengthening the value dimension that serves the formation of democratic values, manifested in the formation of human characteristics that enable successful action and work, aimed at educating in the spirit of democratic values, tolerant coexistence with other peoples and appreciation of European culture and of the world" [33, p. 26].

The context of modern challenges and cooperation in society, which due to information technology is characterized by globality, actualizes, first of all, values that provide mutual understanding, interaction in the system "man – man", overcoming personal crises, preventing conflicts with the social environment, forming a sense of reverse connection with one's own "Self". That is, we have established that the dominance of value attitude in education throughout life refers to a person's attitude to himself as a being who belongs to society.

The process of restructuring the value system of modern civilization, above all, proceeds from the fact that education is a value. Scientists [36, 37] characterize education as a value at the global, state, social, regional, and personal levels. The value of education at the global level is manifested in ensuring the reproduction of civilization in all the diversity of cultures, creating the conditions for wide interpenetration, mutual enrichment and development of cultures. The value of education at the state level is considered in the context of the potential and competitiveness of each state and depends on the quality of

reproduction of broad cultural content and opportunities to develop it in new historical conditions. The level of public awareness of the importance of education for the development of civil society and its institutions determines the social value of education. The value of education at the regional level relates to the use of opportunities to build a regional development strategy based on the achievements of education and science, taking into account natural, historical, economic, and national-cultural differences. The value of education at the personal level is manifested in the individual motivation and stimulating attitude of human to the level and quality of own education.

Value attitudes are formed on the basis of the following:

1. Values that are inherent in a particular society in specific socio-historical conditions. These values are related to the general economic and cultural level of development of society.
2. Values that are purposefully and systematically updated at all levels of lifelong learning. Education has a decisive influence on a person, because the educational process "combines past and present to create the future" [37].
3. Values that govern the daily life of a family.
4. Representations and preferences that are based on personal experience and determine the course of the processes of comprehension (rethinking) and acceptance of values.

Lifelong education is aimed at organizing the process of understanding the content of values and cultivating them in self. This process unfolds in stages [36]: 1) the presentation of values in the real conditions of education; 2) the initial assessment of value, ensuring an emotionally positive attitude towards it; 3) identifying the meaning of value and its sense; 4) approval of perceived value; 5) the inclusion of the accepted value attitude to the relevant social conditions, actions, communication; 6) consolidation of values in everyday life.

We also drew attention to the reasoning of the American philosopher E. Toffler, who notes that the circulation of values is faster than ever before in history. "Whatever the content of the values of the industrial era, they will not last as long as the values of the past..." [45, p. 330]. A continuation of E. Toffler's reasoning is the work of scientists in the educational project "Axia", which are summarized in the article "A change of human values during the life as an indicator of the formation of a spiritual being" [32].

The course of the research was aimed at identifying the values that dominate in each of the periods of human life and form the basis for overcoming various psycho-social crises. As a result of the study, six lists of values were compiled, which together reflect the process of forming a person as a spiritual being because of the constant change of values throughout life. The dominant values that guide each of the six groups of respondents, overcoming various psycho-social crises along the way, have also been identified. Scientists of the Axia educational project concluded that at each age, respondents classified different values as "significant and important". In particular, these are [33]:

- Love of parents, faith in their own dreams, toys, parents (their presence), kindness, friendship, sincerity (from 4 to 7 years);
- Friendship, achievements, relationships with parents, parents, education (from 8 to 13 years);
- Love, independence, communication, beauty, creativity, freedom, self-development, honesty, recognition of others as a person (from 14 to 19 years);
- Financial situation, own housing, family, self-realization, career, work, finding the meaning of life and own place in it, hedonism, optimism, family, mutual aid, experience, personal relationships, education, financial independence, psychological stability, patience (from 20 to 35 years);

- Respect, career, work, understanding, family, health, gratitude, tolerance, charity (from 35 to 60 years);
- Family, health, forgiveness, truth, wisdom (from 60 years to the end of life).

As a result of the experiment carried out within the educational project "Axia", the understanding of the essence of the phenomenon "value" was supplemented with ideas about [32]:

- The importance of values for: development of human as a spiritual being; self-development of space as an open system;
- Assigning to the values that are chosen by a person independently, the rank of regulators of his own life;
- The formation of a wide range of values throughout human life;
- Interpretation of existing changes in human values throughout his life as an indicator of formation as a spiritual being.

The results of the research of the educational project "Axia" and the reasoning of the American philosopher Toffler show that the content of values is a dynamic structure in relation to the genesis of development of each individual throughout his life and social development. At the same time, the genesis of the value attitudes of modern man has not been studied given the impact of lifelong education.

2 Materials and Methods

We consider the processes of formation and development of value attitude to oneself as a being that belongs simultaneously to society and nature, in different contexts. The first context is the understanding of value attitude as a subjective category and its consideration through the prism of values. The second context is the definition of classifications of values that are important for conducting this experimental research. The third context is theoretical and experimental data on the formation and development of value attitude to society and nature under the influence of lifelong education.

Publications in specialized editions, monographs in the considered fields, reports, and other secondary sources will constitute the basis for research. The research uses the following methods: theoretical analysis, synthesis, comparison, systematization, generalization, observation, conversation, questionnaires. The research involved 484 respondents from Ukraine in five age groups. In the first group, the respondents of 5 years old were united; in the second group – 9-10 years; in the third group – 16-17 years; in the fourth group – 22-23 years; in the fifth group – 40-41 years.

Research methodology included the following:

- Ideas of Vygotsky's [46] theory of the universal mechanism of formation of higher mental functions and personality. This is the transformation of intersychic functions into intrapsychic ones.
- Ideas of Leontiev's [27] theory of free circulation of personal meanings (meanings, values, ideas), which connects individuals with each other and ensures their interaction.

3 Results

3.1 Value Attitude as a Subjective Category

Consideration of values attitude through the prism of values

The connection of man with objective reality is revealed through attitude as a systemic formation of personality. Attitude is of great importance for the development of human as a person, because it forms the structural basis that determines the level and nature of the holistic functioning of all components of the human psyche. The selectivity, integrity, and dynamism of the attitude are determined by the needs, motives and orientation of the

person, and, moreover, indicates the degree of his activity in action.

Value attitudes, as opposed to attitudes, reveal a person's connection to objective reality, which is built on values, includes value orientations and personal meanings.

It should be emphasized that value is a certain general norms and principles that determine the purpose of human life, give it meaning, determine the direction of activity and motivate human actions [36]. Also, the value indicates the significance of certain material and spiritual phenomena for human (D. Leontiev) [27]. Value is the integration basis for an individual, any social group, nation.

According to Andreeva [5], values are an objective category that serves as a basis for a person to comprehend and evaluate the surrounding social objects and situations, knowledge and construction of a holistic image of the social world.

T. Marchuk points out that values provide a connection between the inner world of man and the surrounding reality. Values have a dual nature: they are social, because they are historically determined and individual, because they embody the experience of a particular subject on the significance of objects, phenomena [30].

According to Kyrmach's [25] generalizations, value is a material or ideal object that has a certain vital significance for a social subject. Value is a regulator of a person's choice of behavior patterns in society. Value is an element of personality structure that is related to interests, needs, abilities, motives, self-esteem; a special concentration of feelings and thoughts embodied in samples of true, good, beautiful. Conscious assimilation of values by the individual does not occur independently. The process of awareness is determined by the peculiarities of the social environment, the level of development of the cognitive and emotional spheres of the individual, the nature and form of pedagogical impact.

The values that a person has realized become personal values for him. These values regulate a person's social behavior, as they represent some of the ideal goals to which a person aspires as an individual. Personal values perform a dual function: 1) act as an internal source of human life goals, express what is most important, supersituationally set the vectors of personality movement; 2) regulate human activity, determining acceptable ways of performing actions (D. Leontiev (1997), G. Andreeva (2003)).

Unlike value (which is an objective category), value attitudes, value orientations, and personal meanings are subjective categories. A person's value attitude influences his social behavior. Personality, psyche and consciousness of man at every moment are the unity of the reflection of objective reality and man's attitude to it. A person's value attitude is a holistic system of individual, selective, conscious human connections with various aspects of objective reality. These are the connections of man with self as a subject of activity, with people and social phenomena, with the phenomena of nature and the world of things. The value attitude of a person is determined by the whole history of human development. Value attitude expresses his personal experience, internally determines his actions, experiences. At the heart of values attitude, there is the personal significance of something for a person, which is established by him as a result of evaluation. A person's high level of values attitude is determined by the level of conscious attitude to the world around him (to society, nature) and the level of self-awareness (conscious attitude to himself).

According to N. Pismenna, the value attitude to a person is a set of value orientations and personal meanings, which consist in the attitude of an individual to himself and to another person as to the highest value. Value attitude directs a person's activity to himself and to another person as the highest values. Also, values attitude guide a person's activity to establish and maintain contact with other people. The value attitude is based on

personality traits (love for people, respect, mercy, altruism, kindness, tolerance, sensitivity, etc.) and stable mental formations, which combine views on self and other people, emotionally positive attitude towards other people, which is manifested in the appropriate behavior towards oneself and towards other people [41].

Value attitude is characterized by dynamism, as it develops, changes throughout a person's life under the influence of external and internal factors. The process of formation of values attitude is determined by the age characteristics of the person and the direction of the educational process. The process of development of values is caused by purposeful active human activity to overcome the contradiction between awareness of value and real behavior.

At the heart of the holistic functioning of the human psyche, there is a system of values regarding objective reality (society and nature). This system consists of different types of values, in particular: attitude to self, people, profession, nature. The set of value attitudes that guide human life, make up his value orientations. In the publication "Encyclopedia of Education", value orientations are characterized as a relatively stable system of human interests and needs for a certain hierarchy of values, the tendency to give preference to certain values in different life situations, a way to distinguish personal phenomena and objects by their significance for humans. The system of value orientation is not stable and unchanging [22, p. 991].

Yadov [47] organizes value orientations on two levels: higher level of value orientations - values-goals (more stable value orientations, related to social values); lower level of value orientations - values-means (values that affect the process of achieving values-goals).

Classifications of values that are important for experimental research

Value as an objective category is characterized by Ohneviuk [37]:

- 1) The degree of approximation to the ideals of beauty, truth, goodness, harmony (the higher the rank of value, the more independent it is of historical conditions, social changes, views and preferences);
- 2) Quantitative characteristics (determined on the basis of the amplitude of the functioning of value attitude).

The article by N. Kostrytsia summarizes information on the classification of values by the following types [12, p. 63]:

- Life values (life, health, safety, food, water, air);
- Material values (products of labor, cultural objects, equipment, money, production, civil and cultural buildings);
- Spiritual values (good, love, conscience, honesty, humanity, hope);
- Social values (justice, social opportunities, work, national goal, public duty, civil status);
- Political values (freedom, peace, democracy, power, human rights, sovereignty, Constitution);
- Cognitive values (mind, consciousness, education, knowledge, skill).

Classification of values is presented below:

- By the object of assimilation of values (these are material, social, political, spiritual, professional values);
- By the purpose of assimilation (selfish, altruistic values);
- By way of expression (situational, stable values);
- By the role in human activity (terminal, instrumental values);
- By the content of activities (cognitive, subject-transformative, creative, aesthetic, scientific, religious, professional values);
- By affiliation (personal (individual), group, collective, social, democratic, national, universal values);

- By opposite meaning (positive / negative, primary / secondary, real / potential, direct / indirect, absolute / relative values).

Based on the analysis of values in these classifications, we found the absence of the phenomena "nature" and "man" among the values. Instead, values include individual objects of nature (water, air). Regarding the phenomenon of "man", the category of "values" includes the following: values that are the result of human labor (material values); values that regulate behavior in society (social, spiritual, political, religious); values related to professional self-realization (professional); values that determine human development and self-development (cognitive).

Three lists of values for all categories of lifelong learners were selected for the experimental work. This is a list of life values (life, health, safety, food, water, air) to find out the values of nature. This is a list of cognitive values (mind, consciousness, education, knowledge, skills) to determine the value attitude towards oneself. This is a list of social values (justice, social opportunities, work, national goal, public duty, civil status) to clarify the values of society. From each list, respondents could choose only one value, which, in their opinion, is dominant.

4 Discussion

Lifelong education is organized in various educational institutions, including preschool education, school education, higher pedagogical education and postgraduate pedagogical education.

Values attitudes of society and nature begin to take shape under the influence of preschool education. At the age of 5 years, there is a transition from egocentric thinking to decentralization, which allows a person to objectively perceive reality [46]. The ability to think about actions in a situation of moral choice is also formed [34]. The values attitudes of the preschooler are closely related to the action and reaction, are manifested in actions and reactions and are determined by the social environment. The values attitudes of the preschooler are influenced by the emotions.

During this period, the process of formation of values of the child becomes effective when psychological comfort is provided, work is carried out on the formation of children's ideas about moral norms, adequate self-esteem, sufficient adaptive capacity, understanding of the value of health, active and productive life, cognition, education, upbringing. Horbacheva [18] notes that the stay of a 5-year-old child in kindergarten can lose its meaning if the child does not focus on the formation conscious attitude to school as an ideal model of their own future life and the formation of values orientation on learning.

Figures 1 and 2 show the results of experimental work in preschool education. Preschool children have shown a value attitude towards food (life value) and have chosen the value of "mind" among cognitive values.

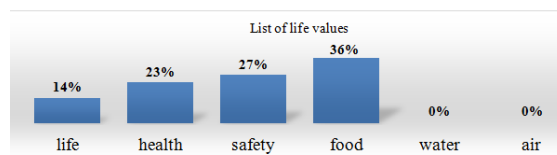


Figure 1 – Results of children of 5 years of age choosing one value from the list of life values

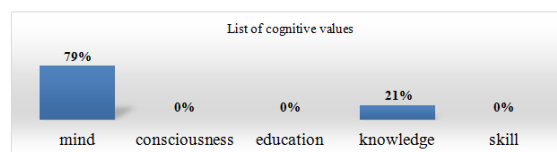


Figure 2 – Results of children of 5 years of age choosing one value from the list of cognitive values

According to Pavelkiv [39], at the beginning of school, transformations take place in the cognitive-value and emotional structures of the child's psyche, which form the basis for further development. The child moves from complete submission to social requirements to their conscious acceptance.

According to Dusavytsky, in primary school, children are able not only to form values, but also to transfer them from one field of activity to another. The author emphasizes that only those values that were formed during childhood, "become psychologically necessary and begin to perform the functions of regulation in all spheres of public life". At the age of 9-10, children are able to make conscious moral choices in a situation of communication with peers [12, p. 33].

Figures 3 and 4 show the results of experimental work in school education. Students aged 9-10 showed a value attitude towards health (life value) and chose the value of "knowledge" among cognitive values.

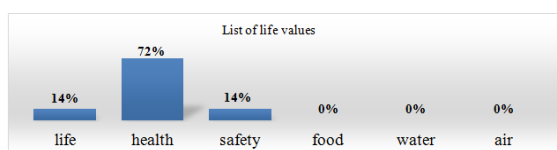


Figure 3 – The results of choice in students' of 9-10 years regarding one value from the list of life values

The development of 9 (10) -year-old students' attitudes towards themselves is evidenced by their choice of knowledge as a personal value (Figure 4).

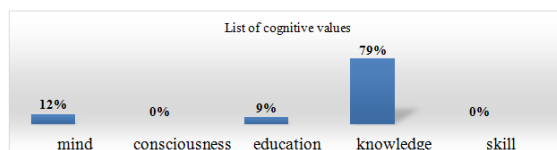


Figure 4 – The results of 9-10 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental research showed that the value attitude to society was manifested in the choice of "social opportunities" as a means of self-development (Figure 5).

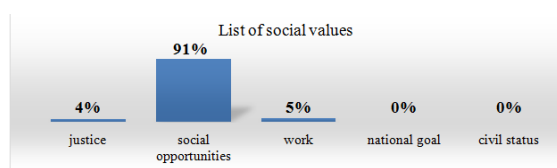


Figure 5 – The results of 9-10 years students' choice of one value from the list of social values

At the age of 12-18, values orient the adolescent among the objects of the natural and social world, guide and correct the process of goal setting. The development of values attitude is significantly influenced by the formation of adolescents' reflection, i.e., the ability to see themselves through the eyes of others. During this period, there is a need for a moral ideal, which for adolescents is embodied in the image of a particular person, literary character, etc.

Analysis of experimental data showed the development of 16-17 years students' values based on the development of reflection. Among the list of life values for students aged 16-17, safety was chosen as a value (Figure 6).

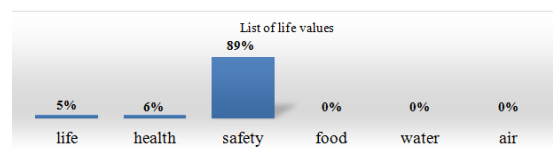


Figure 6 – The results of 16-17 years students' choice of one value from the list of life values

The value attitude of students aged 16-17 in society testifies to their choice of knowledge as a personal value (Figure 7).

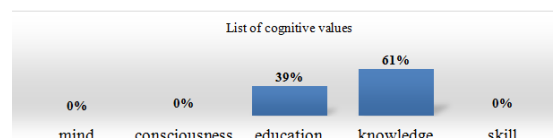


Figure 7 – The results of 16-17 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude towards society is evidenced in the choice of the value of "justice" (Figure 8).

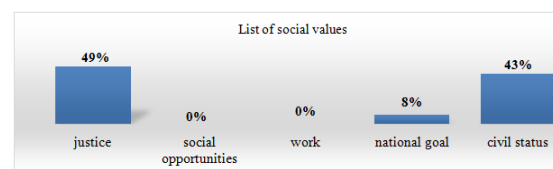


Figure 8 – The results of 16-17 years students' choice of one value from the list of social values

While studying at a higher pedagogical education institution, the development of values should be accompanied by the creation of an educational environment that promotes self-confidence, optimism in determining life and professional goals and prospects, the formation of the ability to objectively assess productivity. It should also contribute to the formation of values in professional activities, conscious and purposeful self-knowledge and self-development, active search for professional meanings.

As a result of experimental activity, it was found that students aged 22-23 years recorded further development of values. Students chose among the life values of life as a personal value (Figure 9).

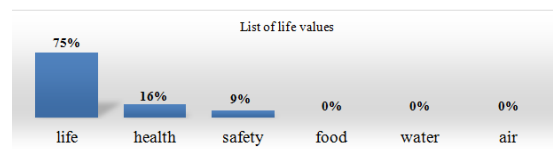


Figure 9 – The results of 22-23 years students' choosing of one value from the list of life values

Under the influence of the formation of professional activity, there were changes in the choice of values from the list of cognitive values. Students chose such values as skill (49% of respondents) and knowledge (47% of respondents) (Figure 10).

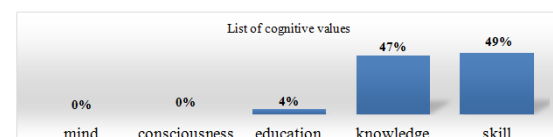


Figure 10 – The results of 22-23 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude of students aged 22-23 to society is evidenced in the choice of the value of "work" (Figure 11) as an opportunity for career development.

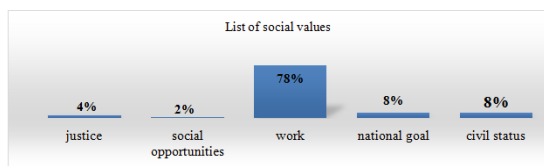


Figure 11 – The results of 22-23 years students' choice of one value from the list of social values

Under the influence of professional activity, in the process of communication with colleagues and study in the institution of postgraduate pedagogical education, value attitude acquire further development. However, the further development of value attitude is significantly influenced by a person's value attitude to the profession, the transformation of pedagogical values into personal values of pedagogical work (A. Markova) (1989) [31], focus on continuous self-educational activities to improve professionalism.

As a result of experimental activities, it was found that the further development of values was observed in teachers aged 40-41 years. Teachers chose life as a personal value and paid attention to objects of nature (Figure 12).

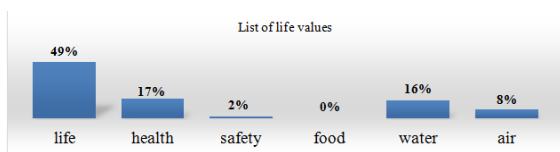


Figure 12 – The results of choosing teachers at the age of 40-41 regarding one value from the list of life values

Under the influence of the formation of professional activity, there were changes in the choice of values from the list of cognitive values. Teachers chose such values as skill (49% of respondents) and knowledge (47% of respondents) (Figure 13).

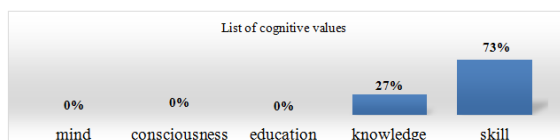


Figure 13 – Results of selection by teachers at the age of 40-41 of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude of teachers aged 40-41 to society is evidenced in the choice of the value of "work" (Figure 14) as an opportunity for career development.

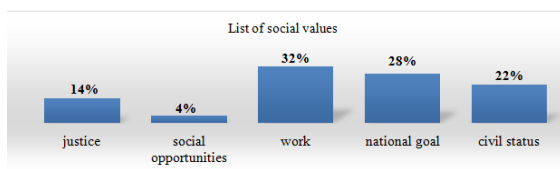


Figure 14 – The results of teachers at the age of 40-41 in choosing one value from the list of social values

During the interviews, it was found out that teachers are focused on society, professional development, constant improvement of professional skills.

5 Conclusion

The development of thinking (Vygotsky) and the formation of the ability to reflect on actions in a situation of moral choice (Mukhina) provide the basis for the formation of 5 years-old child's values attitude to society and nature.

In the first years of school, changes in the child's psyche provide a transition from full submission to social requirements to their conscious acceptance. Children of 9-10 years old are able not only to form values attitude, but also to transfer them independently from one sphere of activity to another.

During further education at school, the development of value attitude is influenced by such factors as: 1) the formation of adolescents' reflection, i.e., the ability to see themselves through the eyes of others and self-awareness as a person who has certain qualities; 2) the emergence of the need for a moral ideal, which is embodied in the image of a particular person, literary character, etc.; 3) education and self-education.

During the period of study in the institution of higher pedagogical education, the development of value attitude acquires the following changes: 1) personal value attitudes are enriched by the value attitude to professional activity; 2) personal values affect the definition of life and professional goals and vision of prospects.

During professional activity, the value attitude of the teacher to a profession promotes formation of personal value attitudes to pedagogical work, professional communication, constant self-educational activity for increase of professionalism.

Analysis of experimental data showed that changes in value attitude are caused by the actualization of certain values, namely:

- Among the values of life: food (at 5 years), health (at 9-10 years), safety (at 16-17 years), life (at 22-23 and at 40-41 years);
- Among cognitive values: reason (at 5 years), knowledge (at 9-10 and 16-17 years), skills (at 22-23 and at 40-41 years);
- Among social values: social opportunities (at 9-10 years), justice (at 16-17 years), work (at 22-23 and 40-41 years).

The value attitude of human reveals the connection of a person with objective reality (society, nature). According to the results of the research, a person's connection with society dominates in terms of values.

The content of education within the system of continuous vocational education should be forward-looking, focused on the urgent problems of society, of each individual person.

One of the main intentions of modern education is to create in the younger generation the fundamental principles of those values that traditionally act as stimuli of human life and activity that are of lasting importance. The system of values that form the axiological aspect of pedagogical consciousness includes: (a) values associated with the assertion of a person's role in the social sphere; (b) values that satisfy the need for communication; (c) values that focus on the self-development of a creative individual; (d) values that allow for self-realization; (e) values that enable the satisfaction of practical opportunities.

The goal of value-oriented education is the upbringing of a cultured person who has interrelated natural, social, and cultural essences.

The search for the values of modern education should reflect not only the idea of preparing a growing person for maturity, which presupposes the assimilation of knowledge, but also the idea of involving a person in an active continuous process of discovering and mastering the world. The values of modern lifelong education should take into account the continuity of the humanistic traditions of world and national education; combine high technologies, differentiation and variability with identity, uniqueness, a person's faith in own capabilities; use the

achievements of different cultures and traditions to form not so much a specialist as a person who sympathizes and empathizes.

The main limitation of presented study is small sample and simplified research design. However, we put for ourselves the task to outline the issues for further consideration in the value and motivational field concerning life-long education.

The other limitation is the only country for consideration – Ukraine, where accompanying social factors can influence result. However, the required scope of journal article does not allow expanding the current study for other regions, which will be the subject of our future research.

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Primary Paper Section: A

Secondary Paper Section: AM, AN