

сиональной компетентности у студентов высших учебных заведений и дана характеристика ее элементов. В настоящей статье определена актуальность задачи к совершенствованию подготовки студентов высших учебных заведений и становлению профессиональной деятельности специалиста на современном этапе развития системы образования. Уточнено понятие профессиональной компетентности как интегральной профессионально значимой характеристики личности специалиста. Определены и классифицированы по группам в соответствии с основными направлениями работы с личным составом профессиональные компетенции, составляющие структуру педагогической компетентности. Раскрыта сущность процесса формирования профессиональной компетентности как педагогической системы и дана характеристика основным элементам этой системы.

Ключевые слова: компетентность; компетенции; студент; высшее учебное заведение; педагогическая деятельность специалиста; подготовка студентов.

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TEENAGERS' MEANING OF LIFE VALUES: THEORY AND PRACTICE

Abstract

The article covers the problem of teenagers' meaning of life values in theory and practice. «Meaning of life values» are interpreted as a system of generalized aspirations related to the individuals' life that characterize their spiritual and moral self-concept, the search for their own life purpose and appropriate lifestyle, which is fulfilled through behaviour, activities and communication. The concept of developing teenagers' meaning of life values includes methodological, theoretical, and practical levels. The modern process of developing teenagers' meaning of life values is based on systemic, synergetic, axiological, humanistic, personality oriented, competency-based scientific approaches. Research methods such as analysis, generalization, surveys, questionnaires, interviews, ethical conversations, pedagogical observation were used to demonstrate the changes in developing teenagers' meaning of life values and show the advantages of applied pedagogical conditions, forms and methods.

Keywords: meaning of life; meaning of life values; teenagers; scientific approaches; education concept; educational practice.

Introduction. The growth of personal destructive trends has led to a decrease in the value of human life, the devaluation of the spiritual values of the growing individual aiming to become the subject of one's own life. However, uncertainty about the meaning of life and unclear life values cause social deviations of teenagers and early adolescents.

Developing Meaning of life values is one of the prior areas of education, declared in the content of international and national state documents: the United Nations Convention on the Rights of the Child (1992), the United

Nations Global Plan of Action to Combat Trafficking in Persons (2002), the Nations Declaration on Human Rights Education and Training (2010).

The scientific significance of the article is to determine the theoretical and conceptual principles and practices of developing the Meaning of life values of today's teenagers based on a comparative analysis of experiments and control results.

The purpose of the article is to highlight the process of developing teenagers meaning of life values in pedagogical theory and practice.

Literature review. Analysis of the researches on developing the meaning of life values of a growing personality shows a constant attention of scientists in various fields to this problem at the methodological, theoretical, and practical levels.

At the methodological level the problem of the meaning of human rights and life values is reflected in the works of foreign philosophers (M. Berdiaev, M. Rubynshtein, S. Frankl, V. Frank, E. Fromm) and Ukrainian philosophers (B. Kremen, V. Lozovyi, V. Ohneviuk). Psychologically crisis of life and meaning of life values were studied by I. Bekh, I. Vare, T. Titarenko. In educational science the problem of developing meaning of life values was researched by J. Kristo, J. Krishnamurti, T. Lickona, C. Park, R. Paloutzian.

The leading idea of the study is a provision under which meaning of life values combine life purpose and perspective, as well as generalized and understood principles of life that combine the personality of individuals, their life aspirations, expectations, claims regarding future life. Meaning of life values reflect value and significance of human life.

The research focuses on understanding theoretical principles of developing teenagers' meaning of life values that determine the feasibility of practical implementation of conceptual ideas for solving this problem in secondary education institutions.

The integrative study of the problem of developing teenagers' meaning of life values has led to implementation of a scientific approach that combines methodological, theoretical, and practical concepts.

The methodological concept provides a fundamental generalised scientific basis for research and defines scientific approaches (systematic, synergetic, axiological, humanistic, personality oriented, competence-based) in studying the problem of developing the meaning of life values in secondary and high schools. *The systematic approach* determines the integrity of the educational process in secondary and high school through implementation of an education system that contributes to the development

of meaning of life values of students in grades 5-9 combining conceptual principles, structural components of developed meaning of life values, diagnostics tools, pedagogical conditions, content, educational forms and methods. *The synergetic approach* is based on the nonlinearity or possibility of several options for the development of events, open exchange of knowledge, coherence (coordination of actions of all subjects of the educational process) and affirms the ability of the individual to self-development and create their own meaning of life values and influenced not only by teachers and parents but also with the inner potential, and the desire to self-improve. According to *the axiological approach*, the individual focuses on meaning of life values as those that will allow to achieve self-realization. The meaning of life values reflect the highest-level individual's needs being determined by personal characteristics or life circumstances and fulfilled in different ways. *The humanistic approach* provides recognition of each child as the highest value and granting rights priority and attitudes, developing abilities and aptitudes, creating conditions for self-realization. *The personality oriented approach* is based on the synthesis of psychological and pedagogical principles of functioning and development of students' personalities in secondary and high school. It reveals patterns of individual moral development in ontogenesis related to personal transformation and meaning of life values development. *The competence-based approach* provides education for students ready for practical action according to which they have to be prepared for constructive activities, changes in behaviour strategies, as well as to act being guided by their meaning of life values. The competence-based approach contributes to practical experience as the ability to solve life problems, change circumstances and surrounding environment.

The application of these methodological approaches provides an opportunity to present the development of teenagers' meaning of life values as a system of scientifically based pedagogical actions and measures of the educational process in secondary and high schools.

The theoretical concept of the study makes assumptions and system concepts, underlying understanding of developing meaning of life values. At this level the analysis, synthesis and generalization of the researched facts are carried out, psychological mechanisms (self-knowledge, reflection, self-assessment, self-realization), functions (cognitive, axiological, meaning-making, life-creating, reflexive), structural components (cognitive, emotional and value, motivation, behavioral-praxical), criteria (cognitive, emotional and value, voluntary motivation, activity-behavioral), indicators, levels of development (active, constructive, dependent, passive).

The practical concept provides the introduction and pilot testing of educational training conditions for the development of teenagers' meaning of life values in modern society (humanization of educational environment, introduction of personality oriented educational technology for developing teenagers' meaning of life values in secondary and high school; appropriate use of active and interactive educational methods and forms; special teacher training for developing teenagers' meaning of life values in in secondary and high school). The mentioned above steps are implemented according to the content and methodological support and are gradually embodied in practice through the development and implementation of learner-oriented technologies, appropriate active and interactive educational methods and forms, special trainings for teacher, class supervisors and parents.

Applying these concepts gives the opportunity to introduce the development of teenagers' meaning of life values as a scientifically justified system of educational activities based of individual and age-specific principles for educational activities in secondary school within defined and tested pedagogical conditions.

The implementation of the concept is aimed at qualitative changes in approaches to the development of teenagers' meaning

of life values, as well as the development of theoretical and methodological principles in extracurricular activities of general secondary education.

Addressing the development of teenagers' meaning of life values is aimed at preventing acedia (loss of life meaning), mismatch of ideals and real life, conflict of values, substitution of live meaning values with material well-being, pessimism, alienation, frustration, stress that are barriers to self-realization and life creativity.

Based on the theoretical analysis the concept of «meaning of life values» is clarified. It is defined as a system of generalized aspirations related to the individual life characterized with the spiritual and moral self-concept, self-search and appropriate lifestyle fulfilled through behavior, activities and communication.

Meaning of life values are a way of understanding one's own life and oneself being filled with meaning and realised in ideas about one's own purpose and meaning of existence. They motivate an individual to actions and activities but cannot be obtained ready-made since they should be discovered in the course of life overcoming difficulties and obstacles.

It is proved that life aspirations of personality are an important element of the inner life, the target idea or driving factor in choosing meaning of life values. Performing motivational role life aspirations direct individuals' self-change and self-movement.

It is established that the choice of meaning of life values is determined by the individual's decision based on moral knowledge, experience, and ideas. The strategic decision is a vital individual choice, which determines the activity and direction of individual's self-development, the transformation of meanings, a certain life dissatisfaction and a desire for change. This choice reflects the ways and means of achieving the goal of life and the realization of meaning of values.

Meaning of life values are based on humanistic ethics and morality which are a priority in the education of the growing individual and determine the «meaning of life value as an education subject» of secondary and high school students as a result of interaction

of all subjects of the educational process, activities aimed at humanistic thinking, significance meaning of life values (freedom, love, justice, dignity) in their lives, developing moral character, emotional and sensual spheres, introspection and reflection, freedom of choice, readiness for self-realization.

Discussions. The pedagogical experiment was conducted on the basis of Cherkasy Institute of Teachers Postgraduate Education, Rivne Regional Institute of Postgraduate Pedagogical Education, Volodymyrets Secondary School of I-III degrees № 1 Volodymyrets District Council of Rivne Region; Korets comprehensive school of I-III degrees № 1 of Korets district council of Rivne region; Sarny secondary school of the second degree – economics and law lyceum «Leader» of Sarny district council of Rivne region; Velykoverbychanska comprehensive school of I-III degrees of Sarny district council of Rivne region, EC «Dominanta» of Kyiv, Svativka comprehensive school of I-III degrees № 6 of Svativka district council of Luhansk region.

According to the defined tasks at the end of the formative stage of the experiment we conducted a control stage. It was organized similarly to constituting stage which allowed to identify the effectiveness or inefficiency of introduced pedagogical conditions and methods for developing the meaning of life values of secondary and high school students. We used criteria and indicators described also in Section 4.1.

820 students were involved in the formative stage: the experimental group (EG) included 429 students (224 students of grades 5-6; 205 students of grades 7-9); the control group (CG) included 391 students (198 students of grades 5-6; 193 students of grades 7-9).

To identify the levels of developing meaning of life values of secondary and high school students we conducted surveys, questionnaires, interviews, ethical interviews, pedagogical observation, and so on. In assessing the effectiveness of developing teenagers' meaning of life values we relied on their ideas and

opinions about the meaning of life, meaning of life values (freedom, love, justice, dignity), understanding their life purposes, goals, programs, awareness of the importance of willpower, moral choice, etc.

In order to study changes in cognitive criteria, qualitative assessment of control sections showed significant changes in experimental groups at the end of the formative stage of the experiment, confirmed by justified and complete answers of 24.8% of secondary and high school students about the essence of meaning of life values; 38.9% of schoolchildren understand these concepts in a bit simplified way; 26.8% have fragmentary ideas, 9.5% could not reveal this concept.

In the control groups the results were worse. This is explained by the fact that appropriate educational activities were not conducted. So justified and correct answers on understanding the concepts of «meaningfulness» and «meaning of life values» were given only by 9.7% of participants; 15.5% gave correct but incomplete answers; 40.0% answers were not quite correct or fragmentary; 34.8% could not reveal the concept.

The conversations with the teenagers in EG and CG also differed. The experimental groups teenagers were willing to share their thoughts and give some examples based on their observations. The control groups teenagers answered with simple words «yes», «no», «I don't know», tried not to stand out with their answers, repeated the opinions of their classmates, appealed to the opinion of adults or collective experience. Teachers had to ask clarifying questions, additionally motivate, and activate the conversation.

Control tests also justified the fact that teenagers in EG expanded range of ideas about such meaning of life values as freedom, love, justice, dignity that contributed to the humanization of educational environment through introduction of various forms and methods of educational work.

If at the beginning of the experiment teenagers in CG and EG understood freedom as uncontrolled and unregulated living, the lack of any restrictions and even connivance, later the

educational activities encouraged teenagers in experimental groups changed their idea in favour of others where freedom is first and foremost responsibility for action, taken and not taken decisions (24.9%), expression of creativity (21.2%), openness and self-transformation ability (15.6%), life choice (10.9%), the right for opinion and vital positions (10.2%), freedom always involves alternative or different options which can be chosen on the way to life goal (9.8%), creating oneself and one's own life (8.6 %).

Views on the dignity in EG also underwent changes: in the result of educational activities significant proportion of teenagers have understood dignity as a meaningful life value (32.8%). If at the beginning of the experiment teenagers characterized dignity as a social value, then at the end of the formative stage of the experiment noted its importance for each person, with such components as self-esteem (12.9%), the need for recognition (13.8%), positive self-acceptance (15.7%).

In addition, the study contributed to positive changes in students' attitudes towards themselves and their peers, reduced the level of conflicts in student groups and complaints on bullying. Most teens explain these changes with the following statements: they have grown (45.6%), have become smarter (26.7%), have changed their views on life and attitude to others (17.8%), have had an opportunity to look at examples how teenagers are supposed to behave in modern society (12.4%), have mastered the new rules of behavior and are not going to abandon them (10.9%), have understood the unacceptability of humiliation or rudeness (7.8%).

It is also found out that teenagers' awareness of their own dignity brings satisfaction (6.5%), feeling of being a unique personality (5.9%), ability to remain a human being in any situation (4.5%) and helping others (3.2%). In control groups dignity is not considered as meaning of life value, 18.6% of teenagers have said that dignity is not meaningful for them.

The work contributed to a deeper understanding of love by students of secondary and high school of EG. In the

course of discussion of literary works and films the students noted that due to the educational hours, trainings, counselling with teachers and psychologists they managed to overcome the problem of parents-child relations, to realize how much their parents love and appreciate them. «I thought that parents only do my remarks to annoy me, but it turned out that all they do in life it is for me» (Olena R.), «I thought that only little boys and girls can show love to their parents. When we role-played different situations, I behaved as usually, and it gave me the opportunity to realize that I was wrong. Now I see that parents can be the best friends and we are a team» (Roman N.). «I thought that friendship is fun only. Today you have some friends, tomorrow others. It's just for fun. No responsibilities and boredom. However, the training which I participated in became a real school of friendship for me. Now I know that friendship is not only fun, but also responsibility. We must love our friends with all our hearts. It is important to help friend when they need it» (Ruslan V.).

Most children consider justice as meaning of life value, any injustice experienced is quite painful. With teacher's observation, problem situations and role-playing games, we managed to establish that at the beginning of the experiment justice was more important for themselves though justice for others could be neglected. Different types of group work, counseling and appropriate corrective effects allowed to balance the situation and reconcile attitude to justice towards others.

Parents noted that their children tried to be objective in assessing the events, themselves or other people (21.4%), made attempts to build relationships with siblings on the principles of honesty and mutuality (17.9%), demanded for equal conditions (15.5%), admitted their mistakes (13.2%), offered their assistance in solving problems (8.2%), did not blame others (6.5%), always tried to be honest and truthful (3.2%).

The conducted experimental research work had a positive impact on the emotional and motivational sphere of EG secondary and high school students. Control tests showed the

presence of persistent interest and desire of students in experimental groups to understand the meaning of life and their way of life to find their missions. In contrast to the students of the control groups dominated with selfish and conformist motives, the students of the experimental groups were mainly guided by humanistic motives in their moral choices and decisions.

Compared to the beginning of the experiment the number of EG students guided by the humanistic motives increased towards: friendship in relation to peers (34.6%), love for parents (31.9%), siblings (30.5%), grandparents (28.9%), self-esteem (26.5%), the desire not only to defend justice for themselves but also for others (24.3%), the need to be useful to others (21.7%), the experience of joy for achieving other children and recognition of their merits (18.2%), gratitude to teachers for supporting and encouraging students to grow (17.8%), feeling responsible for the common result and giving up their own selfish aspirations (16.1%), trying to be objective in relation to themselves and others (10.2%).

A significant achievement in the experimental groups was overcoming life confusion, uncertainty and even crises of secondary and high school students. The interview with teenagers and their parents revealed the reasons, which included: excessive parental care, parents' desire to fully control the feelings and lives of their children, as well as class group pressure and the teenager's inability to be independent of peers, conflict of values between adults and teenagers.

The study of the causes and qualities of children and adults was carried out in the process of counseling, which was conducted both individually and for groups of teenagers or adults with similar problems. The use of a wide range of forms and methods of work, including art therapy, has helped teenagers and parents to solve problems effectively, actively use psychological reserves and personal potential.

Teachers and psychologists also focused on the problems associated with overestimated or underestimated self-esteem. Some activities were also conducted with teenagers who showed

adequate self-esteem in some situations, while in others it was inadequate to some extent. It was important for teachers to identify the causes of inadequate self-esteem and teach teenagers to relate their abilities to the desired results. Positive changes in the experimental work occurred due to the development of an individual program for children, where step by step tasks were set and mechanisms for their solution were developed. Such programs allowed teenagers to overcome the problems associated with insecurity, previous failures, fear of the new confusion, frustration and show their ability to achieve results, succeed and experience moments of universal recognition for achievements.

Conducting business games «On the way to the goal», «Ready to overcome barriers» and pedagogical observation helped to identify changes in the criterion of motivation, to compare the activity of students at the beginning and the end of the experiment, their willingness to work on themselves to achieve the goal. The game included the definition of the main and secondary objectives, incremental development plan and strategy, and good knowledge of meaning of life values.

Analysis of the results of the game showed a high level of motivation for students to achieve life goals, the priority of meaning of life values. Students are well aware that the realization of the purpose of life requires significant willpower (76.3%), honesty (56.8%), constant work (45.2%), responsibility (38.9%), desire to live meaningful and interesting life (36.7%), formation of vital interests (34.2%), responsibility (31.5%), ability to adapt to life (28.9%), try to realize their best abilities (27.1%), not to be afraid of criticism (18.4%), to be ironic about oneself (17.5%), to be optimistic (16.8%), not to deviate from life goal due to temporary difficulties or failures (15.2%), to harden one's mind and body (10.8%), not to try to solve problems at someone else's expense (7.8%), to change strategies (7.6%), to acquire new knowledge and skills (6.9%), to learn actively about the world (5.7%), to find like-minded people (4.8%), to yield to the insignificant for the sake of the main thing

(4.2%), not to deceive (3.5%), not to stand on trifles (2.7%).

The work contributed not only to the development of teenagers' adequate assessment of their capabilities, abilities, life situation, but also self-control and self-correction, readiness for decisive action to achieve life goals. Secondary school students try to test themselves in various activities, while high school students have more or less clear ideas of what they want to achieve in life, and therefore their self-work is more organized, they are able to sacrifice their secondary interests, manage their character, be persistent and find the appropriate means.

However, today's teenagers need support, encouragement and understanding that require further relevant work. The most important indicators of developed Meaning of life values were teenagers' actions and behavior.

The data show a gap between control and experimental group on behavior indicators and demonstrate that students in grades 7-9 have the most significant behavior problems. This is due to the variability of life plans, risky behavior,

which is a way of self-affirmation among peers, as well as age crises.

The problem was solved by involving teenagers in training, project activities, educational classes, group creative businesses, brain-rings, etc. However, in our opinion, the sustainable result achieved in the course of experimental work requires implementation in high school, where the problem remains relevant.

Conclusion. To sum up, in this research we substantiated methodological approaches (systemic, synergetic, axiological, humanistic, personality oriented, competence-based), revealed conceptual principles, and analysed good practices for developing teenagers' meaning of life values.

Since this study does not cover all aspects of solving the researched problem, we consider the scope of further research in developing meaning of life values in other age groups, applying new effective methods and relevant educational practices in a wider range of educational institutions.

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Заманауи жасөспірімдердің өмірлік мәні: теория мен тәжірибесі

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Аңдатпа

Мақалада теория мен тәжірибедегі заманауи жасөспірімдердің өмірлік мәнді құндылықтары проблемасы көрсетілген. «Өмірлік мәнді құндылықтар» жеке тұлғаның өмірімен байланысты жалпыланған ұмтылыстар жүйесі ретінде түсіндіріледі. Олар дамыған түрде оның рухани-адамгершілік өзіндік тұжырымдамасын, өз мақсатын іздеуді және соған сәйкес мінез-құлықта, белсенділікте және қарым-қатынаста жүзеге асырылатын өмір салтын сипаттайды. Жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу тұжырымдамасына әдістемелік, теориялық және практикалық түсініктер кіреді. Қазіргі жасөспірімдердің өмірлік мәнді құндылықтарын тәрбиелеу үдерісі жүйелік, синергетикалық, аксиологиялық, гуманистік, жеке тұлғаға бағытталған, құзыреттілікке негізделген ғылыми тәсілдерге негізделген. Талдау, жалпылау, сауалнама, сұхбат, этикалық әңгіме, педагогикалық бақылау сияқты зерттеу әдістерін қолдану жасөспірімдерде өмірлік мәнді құндылықтарды тәрбиелеудегі өзгерістер және педагогикалық жағдайлардың, формалар мен артықшылықтарды, қолданылатын тәрбие әдістерді көрсетуге мүмкіндік берді.

Түйін сөздер: өмірлік мәнінің құндылықтар, өмірдің мәні, заманауи жасөспірімдер, ғылыми әдістер, тәрбиелеу тұжырымдамасы, тәрбиелеу тәжірибесі.

Смысложизненные ценности современных подростков: теория и практика

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В статье освещается проблема смысложизненных ценностей современных подростков в теории и практике. «Смысложизненные ценности», трактуется как система обобщенных устремлений, связанных с жизнью личности, которые в развитой форме характеризуют ее духовно-нравственную Я-концепцию, поиск собственного предназначения и соответствующий стиль жизни, который реализуется в поведении, деятельности и общении. Концепция воспитания смысложизненных ценностей подростков включает методологический, теоретический и практический концепты. Процесс воспитания смысложизненных ценностей современных подростков опирается на системный, синергетический, аксиологический, гуманистический, личностно ориентированный, компетентностный научные подходы. Были использованы такие методы исследования как анализ, обобщение, опросы, анкетирование, интервьюирование, этические беседы, педагогическое наблюдение, что позволило продемонстрировать изменения в воспитании смысложизненных ценностей у подростков и показать преимущества педагогических условий, использованных форм и методов воспитания.

Ключевые слова: смысложизненные ценности; смысл жизни; современные подростки; научные подходы; концепция воспитания; практика воспитания.

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