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## Values-based attitudes: the problem of notions correlations

In the given article the definitions of concepts that have a direct connection with value relations as one of the key categories of pedagogical axiology is considered. Despite the solid history of scientific research on this issue, the current state of pedagogical science requires the search for new solutions. In this regard, the authors of the article from the positions of exteriorization (from the outside - inward) and internalization (from the inside - outward) interpret the interpretations of the value orientation of the personality, its value attitudes and orientations, known in science. To this end, the authors conducted a content analysis of the definitions of these concepts and, through the construction of a matrix, carried out a clustering of their keywords. As a result, we came to the conclusion that value relations, holistically showing outwards the inner world of a person (attitudes, orientations and focus), reflect his value judgments about the facts and phenomena of reality. On this basis, the authors argue that these concepts are adjacent, but not synonymous. According to the authors, identifying the correlations of the above concepts will further eliminate discrepancies and extremely undesirable terminological liberty inherent in the social sciences and humanities, as well as build a compositional structure of value relations in the form of an expanded system of criteria and indicators of their formation. And on this basis, to design a pedagogical process aimed at the constructive familiarization of children and youth with the system of social/moral values.

**Keywords:** values, value orientation of the personality, value attitudes, value orientations, value relations, exteriorization, internalization, axiology.

### Introduction

The relevance of the problem we are considering is determined by the fact that value relations as the goal and content of the socialization of the individual in each era and each period of the life of society and the individual acquire new facets, the study of which is necessary for a methodologically correctly built upbringing process. In the modern world, this problem actualizes the search for new scientific solutions, taking into account the high dynamism of the transformation of human life while maintaining the best pedagogical traditions. It should also be noted that often in pedagogical science there is a confusion and displacement of concepts, leading to a semantic overload of scientific terms, to a free author's interpretation of certain conceptual provisions.

In this regard, the purpose of this study is to establish the correlation of concepts that are in the orbit of the theory of values. We include the following among them: “value orientation of the personality”, “value attitudes”, “value orientations” and “value relations”.

### Methods and materials

In our view, the most appropriate way to achieve this goal is to conduct content analysis of the definitions known in science, with access to quantitative and qualitative characteristics of the studied concepts. In this regard, we suggest that it is appropriate to construct a matrix and clustering as a graphical form of scientific information organization that will allow to allocate the main semantic units in the form of keywords and phrases for identification of links between them, systematization and generalization of scientific material, as well as visualization of established connections.

We also considered it necessary to determine the methodological basis for establishing the correlations of these notions. The most expedient, in our opinion, as such a basis is the logical connection of the philosophical categories of exteriorization and interiorization, which in the theory of the social approach in upbringing have the greatest potential for scientific justification and ensuring the reliability of the author's interpretation of the results of the theoretical analysis of the concepts of pedagogical axiology we have chosen.

*Results and discussion*

The declared method of content analysis allowed first to construct a matrix of definitions of the analyzed four concepts by key words (Table). The sources were various dictionaries [1] and scientific works of a number of scientists [2-7].

Table

**Content Analysis Matrix for Definitions of the Concepts of “Values-based attitude /Commitments/Beliefs/Orientation”**

Clusters	Value-based			
	orientation	beliefs	commitments	values-based attitudes
1	Choice of values and attitudes, preference for values	Value-system	Social values, their reflection in the consciousness Ideals Personal preference for ideals Rating ratio	Ideal, value Subjective reflection of objective reality Set of standards Estimating Preference for a certain value system
2	“... Dynamic tendencies as dominant motives...” [8], hierarchy of motives	Target orientation, purpose	Goals, motivations, interests (perspectives)	
3		Orientation Principles Awareness of your position Directive Indication Norms of behavior	Set of beliefs Principles Ideological guidelines Regulators/norms of behavior Limiting the significant from the insignificant	Personality position Principles of behavior Conscious “... orientation of volitional efforts, attention, intelligence...” [9]
4	Activity in the choice	Proclivity / Willingness for activity		Performance, activity
5		Directed impact/influence on personality	The potential side of personality	The actual side of the personality Actual expression of value orientations
6		Cognitive, motivational, affective, conative components	Cognitive, emotive, behavioral components The element of value attitudes	Component: value orientations “... A system with a flexible connection between elements...” (Palej, 2007) “... Attitude to values ... Relationships that are valuable for life ...” Conversion of public values into personal ones Struggle... “between duty and desire...” “... The value attitude, as opposed to the utilitarian and cognitive, is always altruistic...” Object of upbringing.

Since content analysis involves quantitative and qualitative characterization, regarding the first of them, we note a very wide range of keywords and terms. At the same time, scientists use the largest number of keywords when describing the concept of “value attitudes” and the smallest – to reveal the essence of the concept of “value orientation”. There are also repetitions of key words in the interpretations of different notions, such as: goal, motives, norms, ideals, standards, regulators, activity.

To describe the qualitative characteristic, we used keyword clustering, when in the end we identified six clusters (by keywords), conventionally labeled by us as follows:

- cluster one – “Values”, it contains the concepts of “ideals”, “standards”, “choice, assessment, preference for values”, while scientists focus on the moral and social aspects of the system/set of values;
- cluster two – “Goals”, it combines such concepts as “motives”, “hierarchy of motives”, “target focus”, “interests”;
- cluster three – “Worldview”, it includes “principles”, “moral positions”, “regulators/norms”, “instructions/directives”, “conscious orientation”, “limiting significant from insignificant”;
- cluster four – “Activity”, its content is due to such concepts as “proclivity”, “willingness for activity”, “activity”;
- cluster five – “Actualization”, it is characterized by such concepts as “potential side of the person”, “impact/influence on the person”, “actual expression of value orientations”;
- cluster six – “Composition”, it is determined by the fact that almost all researchers of this problem distinguish the structural components of the categories we study, namely: “cognitive”, “affective/motivational, emotive”, “conative/behavioral”, in addition, the opinions of scientists often coincide about the fact that “value relationships” include “value orientations”.

Note that the first cluster of keywords combines all four studied notions (value orientation, value attitudes, value orientations and value relationships), the second cluster of keywords refers to the first three ones, the third, fifth and sixth clusters go for all notions except of the first one; the fourth cluster appertain to all but not including the third one.

It follows from the above that the most complex of the analyzed is the category of “value attitudes”. It seems especially important for us that in the interpretations of the notion of “value attitudes” there is a recognition of the possibility of “... directed influence on the personality ...”, as well as the statement of scientists that “value attitudes” are the object of education, in other words, the system of attitudes is the content of education. It should be noted that in the scientific community for many years there was a discussion about the content of education, while the problem of the content of education (“What to teach?”) was solved in classical didactics.

So, the content analysis has shown that in defining the four notions we studied there is a common problem inherent in the terminology of social and humanitarian sciences: there are no clear distinctions, often the same key ones are used to reveal the essence of different notions. Hence, it is logical to suppose that certain methodological bases are necessary to establish the correlation of notions. Thus, Baburova I.V. in her article “Value relations of personality as an object of educational work of a teacher” proceeded from the correlation of the notions of value and assessment, “... “... since the solution of this question depends on understanding the mechanism of transferring social values into personal ones ...” [10], relying on the philosophical approach, in which, according to Kagan M.S., “... value will appear to us exactly as an attitude, because it connects the object not with another subject ...”.

As a methodological basis we decided to appeal to the philosophical categories of exteriorization and interiorization, because values in the process of mastering them by an individual acquire personal significance and, according to Slavenin V.A., “... are formed under the influence of real life practice in the presence of internal activity of a person ...” [11, 12]. Interiorization implies the movement of values, significant in society, from outside to inside, exteriorization means the transition of values, mastered by the individual, from inside to outside. In this case, we propose to establish the correlation of the analyzed concepts as follows: during exteriorization, values come “from the outside” in the form of value attitudes, which acquire a stable high meaning as value orientations, thus laying the foundations of a person's worldview positions. Then, in the processes of interiorization, value attitudes and orientations are subjected to deep comprehension and awareness in human activity, and through the evaluation and selection of a system of standards and ideals determine his value orientation, which, being a potential side of the personality, is actualized “inside” and manifested “outside” in the indicators of value relations (Figure).

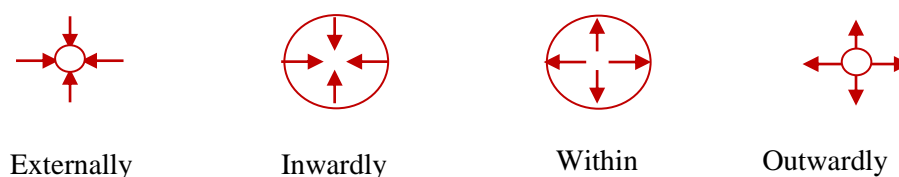


Figure – Logic of exteriorization and interiorization of values

In this case, value attitudes acquire the properties of integrity, hierarchy, and dynamism. Under integrity we understand the syncretism and indivisibility of value attitudes as the realized significance of mastered values; hierarchicality is due to the fact that each component of value attitudes (cognitive, affective, conative) is part of the system of higher/general order; dynamism as a property of value attitudes reflects their development “... in time, determined by the life experience of a person and society ...” [13].

Thus, value attitudes, holistically manifesting outwardly the inner world of man (attitudes, orientations and commitments), reflect his evaluative judgments about facts and phenomena of real reality. On this basis, we argue that these concepts are complementary, but not synonymous. Each of them carries its own semantic charge.

We do not set ourselves the task of ranking the notions we study in order, but revealing their correlation, we perceive them as streams rushing towards each other in the infinite and syncretic process of mastering the system of values by the individual. The main difference we see in the fact that it is value relations that manifest the essence of a person when he or she interacts with the surrounding world, have a complex structure, are a self-developing and dynamic, non-linear and open system.

### Conclusions

The conducted research has shown the possibilities of a scientific solution to the problem of the correlation of a number of notions regarding value relations, which consists in a deeper insight into the nature of this phenomenon. This became possible thanks to the methodological basis, which was our interpretation of the philosophical categories of exteriorization and interiorization. In our opinion, the solution proposed by us to the issues of the correlation of the notions studied by us will allow us to further exclude the discrepancy and extremely undesirable terminological freedom inherent in the social and humanitarian sciences, as well as to build a compositional structure of value relations in the form of a detailed system of criteria and indicators of their formation. On this basis, to design a pedagogical process aimed at the constructive introduction of children and youth to the system of social / moral values.

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### Құндылық қатынастары: ұғымдардың арақатынасы мәселесі

Мақалада педагогикалық аксиологияның негізгі категорияларының бірі ретінде құндылық қатынастарымен тікелей байланысы бар ұғымдардың анықтамалары қарастырылған. Осы мәселе бойынша ғылыми зерттеулердің едәуір тарихына қарамастан, педагогика ғылымының қазіргі жағдайы жаңа шешімдерді іздеуді талап етеді. Авторлар мақалада экстериоризация (сырттан — ішке) және интериоризация (іштен — сыртқа) тұрғысынан ғылымда белгілі тұлғаның құндылық бағытын, оның құндылық көзқарастары мен бағдарларын түсіндіреді. Осы мақсатта осы ұғымдардың анықтамаларына мазмұндық талдау жүргізілген, матрицаны құру арқылы олардың кілт сөздерін кластерлеу жүзеге асырылған. Нәтижесінде құндылық қатынастары адамның ішкі әлемін (мақсатын, бағыты мен бағдарын) тұтастай сипаттап, оның нақты шындықтың фактілері мен құбылыстары туралы құнды пікірлерін көрсетеді деген қорытындыға келді. Осы негізде авторлар бұл ұғымдарды іргелес, бірақ синоним емес екенін алға тартады. Олардың пікірінше, жоғарыда аталған ұғымдардың арақатынасын анықтау болашақта әлеуметтік-гуманитарлық ғылымдарға тән сәйкессіздіктер мен аса қажетсіз терминологиялық еркіндікті жоққа шығаруға, сондай-ақ олардың қалыптасуының критерийлері мен көрсеткіштерінің кеңейтілген жүйесі түрінде құндылық қатынастарының композициялық құрылымын құруға мүмкіндік береді. Сонымен қоса осы негізде балалар мен жастарды әлеуметтік/адамгершілік құндылықтар жүйесімен сындарлы таныстыруға бағытталған педагогикалық процесті жобалау.

*Кілт сөздер:* құндылықтар, тұлғаның құндылық бағыты, құндылық көзқарастары, құндылық бағдарлары, құндылық қатынастары, экстериоризация және интериоризация.

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### Ценностные отношения: проблема соотношений понятий

В статье рассмотрены дефиниции понятий, имеющих непосредственное связи с ценностными отношениями как одной из ключевых категорий педагогической аксиологии. Несмотря на солидную историю научных изысканий по данной проблематике, современное состояние педагогической науки требует поиска новых решений. В связи с этим авторы статьи с позиций экстериоризации (извне-вовнутрь) и интериоризации (изнутри-вовне) интерпретируют известные в науке толкования ценностной направленности личности, ее ценностных установок и ориентаций. С этой целью авторы провели контент-анализ определений указанных понятий и через построение матрицы осуществили кластеризацию их ключевых слов. В результате пришли к выводу о том, что ценностные отношения, целокупно проявляя вовне внутренний мир человека (установки, ориентации и направленность), отражают его оценочные суждения о фактах и явлениях реальной действительности. На этом основании авторы утверждают, что эти понятия являются рядополженными, но не синонимами. По мнению авторов, выявление соотношений указанных выше понятий позволит в дальнейшем исключить разночтение и крайне нежелательную терминологическую вольность, свойственную социально-гуманитарным наукам, а также выстраивать композиционную структуру ценностных отношений в виде развернутой системы критериев и показателей их сформированности. И на этой основе проектировать педагогический процесс, направленный на конструктивное приобщение детей и молодежи к системе социальных/нравственных ценностей.

*Ключевые слова:* ценности, ценностная направленность личности, ценностные установки, ценностные ориентации, ценностные отношения, экстериоризация и интериоризация, аксиология.

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