

PARTIAL PROGRAMS IN ACCESS TO THE SOCIAL VALUES: TECHNOLOGY THAT CHANGES PRESCHOOL EDUCATION

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Received: 14 March 2020 Revised and Accepted: 8 July 2020

ABSTRACT:

The article describes the current state and current issues of education in Ukraine. The relationship between the tasks of reforming general secondary education and the goal of preschool education in the context of continuity between the links of preschool and primary education has been established. The elaboration of the problem of education and the value orientations by both foreign and domestic researchers is analyzed. The importance of education of social values is revealed. The peculiarities of partial programs, their difference from complex ones are clarified. Partial programs for the education of social values in preschool institutions are described: «Aflatot», «The boundless world of playing with LEGO», «Learning to live together» and programs for the formation of computer literacy in preschool children («Computer literacy for children», «Media World for Preschoolers», «Fairy Tales and Paints»). The requirements for the education of social values of preschool children have been updated and the ways to implement the above programs have been presented. Each program identifies the purpose, key elements, principles and results of implementation. The connection between the principles of personality-oriented learning and the tasks of partial programs «Aflatot», «Boundless world of playing with LEGO», «Learning to live together», «Computer literacy for kids», «Media education for preschoolers», «Fairy tales and paints» is revealed. The article presents the practical aspect of using the programs: forms of work, topics of classes, description of materials and clarity for classes, etc

KEYWORDS: social values, education of social values, partial programs, preschool institutions

I. INTRODUCTION

The implementation of the principle of continuity between the links of preschool and primary education requires a rethinking of approaches to the education of the child's personality in today's educational challenges, the educational process to form a system of ideals that are important at the present stage of society. It is about the education of social values, which are the basis of human behavior and should become the formation of his personality.

A. Kharkivska (2008) opinion is correct that «today it is quite natural to expect significant changes in the field of consciousness of both an individual and society as a whole. It is already clear that collectivism is increasingly being replaced by individualistic consciousness, autonomy is becoming the leading quality of the individual. The role of self-awareness, the ability to apply their inherent in nature, business qualities in practice, to overcome the difficulties that arise. Each person finds himself face to face with the need to independently choose a lifestyle, the scope of their abilities, and, at the same time, to bear full responsibility for the choice made».

Note that all current, approved or recommended by the Ministry of Education and Science of Ukraine for use in preschool educational programs determine among the priority goals and objectives of preschool education the realization of the abilities and potentials of each individual. This thesis is implemented in program documents through the formation of various competencies (intellectual, social, linguistic, speech, etc.), each of them indicates

the indisputable and main condition of their existence - a developed ability to live with other people, learn to understand themselves and realize their lives aspiration among others.

Therefore, at the initiative of the European Union (EU), the United Nations Children's Fund (UNICEF), the project «Learning to live together» is being implemented in Ukraine. It will be implemented in two directions - the formation of students' life skills that will promote positive adaptation, and the provision of psychological assistance and support to children in schools.

That is why the education of social values is important for both: children and future teachers. However, there are problems in implementing this task:

- there are no clearly defined provisions, recommendations for the education of social values;
- there is no appropriate educational and methodological support that would allow the teacher in practice to educate social values;
- insufficiently covered methodology of education the social values of the individual, starting from preschool children, which encourages the definition of appropriate principles, methods and techniques.

The problems also apply to the education of social values in future teachers of preschool education. Their solution is impossible without studying the state of modern software, identifying the content components of existing educational programs to achieve the purpose of preschool education. Thus, there is a need for analysis and experimental verification of existing educational programs in preschool education in accordance with modern requirements and justification of their feasibility in the educational process of preschool education institutions in order to educate social values.

Analysis of recent sources and publications.

The problems of education and value orientations are devoted to the works of R. Thornberg, E. Oz (2013), I. Solomonz, A. Fataar (2016), M. V. Berkovitsa (2011), M. Chowdhury (2016), J. R. Patil, D. Tombare, R. Harade (2016), M. Mahmoud (2017), S. Mashlag (2015), A. Parilla (2001), A. A. Zhumadullaeva, S. S. Konirbayevaba, B. K. Duanbaevac (2016), I. Beh (2018) and others.

The works of the above-mentioned scientists reveal the issues of personality formation on the way to spiritual values, education of culture of dignity, values to society and state, formation of national-cultural identity, the problem of using modern educational technologies in the process of students' values.

The work of R. Thornberg and E. Oz (2013) presents the results of a study the problem of value education in schools in Sweden and Turkey. Valuable for us is the opinion of Swedish and Turkish teachers about the core values that are a priority for them. At the same time, teachers attach great importance to the democratic educational process in the education of values.

M. Berkowitz (2011) focuses on the education of values during school. The researcher thoroughly reveals the importance of value-oriented education in schools of different levels.

Especially noteworthy is the Conceptual study of the problem of value education in the context of education in South Africa I. Solomonz and A. Fataar (2016), which substantiates the need to use a holistic approach to value education and dialogue meetings of representatives of different countries to address the above problem.

M. Chowdhury (2016) substantiates the importance of morality, values in the context of globalization and the rapid achievements of science and technology. The researcher reveals in detail the need to introduce morality, values, ethics and education in science education.

We agree with J. R. Patil, D. Tombare, R. Harade (2016) on the need for education of universal values in students. Despite the fact that the scientist reveals the problem for future specialists in the field of engineering, the work is also relevant for future teachers of preschool education, because it emphasizes education throughout the life.

In the work of M. Mahmoud (2017) focuses on the important role of values for the teacher of high education. In particular, it is emphasized that students are more disciplined if teachers treat them with love and respect. This confirms the view, which we fully share, that values must be formed first in the teacher so that he can educate it in youth.

S. Mashlag's opinion is correct (2015) regarding the role of personal values for those who work, as most of the student youth work in parallel with their studies.

A. Parilla (2001) believes that by educating values it is possible to form a culture of behavior in schoolchildren. The researcher argues that behavioral problems and relationship building are indirect, not included in the school

curriculum or planning. However, the school is increasingly perceived as a place where, in addition to academic learning, a person learns to live with others, build relationships, show respect, express tolerance and be kind, and therefore there is a need to consider the value aspect in planning and programming.

A. Zhumadullaeva, S. Konirbaevab, B. Duanbaevac and others. (2016) provide a thorough analysis of the crisis of values as a social problem. To solve it, scientists propose to implement value-oriented curricula and disciplines.

Consider the state of research of the problem in domestic science.

The issue of development the preschool children in the development of information and communication technologies is revealed in the work of I. Timofeeva (2017). The author thoroughly provides recommendations to educators of preschool education institutions on the implementation of the educational process on the variable component of the Basic component of preschool education «Computer Diploma».

However, there is a lack of works that would reveal the practical aspects of the education the values in preschool children through the use of existing educational programs, including partial ones.

The purpose of the article is to analyze the feasibility of implementing partial educational programs for preschool children in the educational process of preschool education institutions for the developing of social values.

II. RESULTS

Today, preschool teachers face various tasks aimed at educating values both to themselves and to others. Social values are especially important, because their characteristics reflect the qualities that a preschooler must master before entering school. In the future, the possession of social values is the main condition for human socialization.

The calculated Pirson’s correlation coefficient is equal to $r = 0.88$ (for $p < 0.001$), which indicates the high reliability of the questionnaire data. The Pirson’s correlation coefficient was calculated by the formula:

$$r_{12} = \frac{\sum x_{1i}^2 x_{2i} - \frac{\sum x_{1i} \sum x_{2i}}{n}}{\sqrt{(\sum x_{1i}^2 - (\sum x_{1i})^2 / n)(\sum x_{2i}^2 - (\sum x_{2i})^2 / n)}} \quad (1)$$

where x_{1i} – is the test score of the i -th respondent during the first questionnaire; x_{2i} – test score of the same respondent during the repeated questionnaire; n – is the number of respondents.

To determine the correlation between the indicators or criteria, we used the method of Spearman’s rank correlation Formula of a rank correlation according to Spearman:

$$R_s = 1 - \frac{6 \sum_{i=1}^n d_i^2}{n^3 - n} \quad (2)$$

where R_s – is the coefficient of rank correlation according to Spearman;

d_i – the difference between the rank correlation of the same ones used in orderly lines;

n – the number of used or digital data (ranks) in the corelated lines.

The source of social values for preschoolers is educational and play activities. The formation of social values is facilitated by successes and failures in learning, relationships in the team, reading fiction, perception of TV shows, movies, intellectual games, etc., which also allow you to design partial programs. Social values include the experience of the new, surprise, doubt, the joy of knowledge – the basis for the formation of cognitive interests, curiosity of children. Collective classes promote the development of moral feelings and the formation of such character traits as responsibility, friendship.

The development of social values (friendship, duty, humanity) is facilitated by the presence of children in a team united by joint educational activities. A sense of sympathy develops, which is important for the formation of small groups that make up teams.

The formation of these social qualities (independence, self-confidence, endurance, perseverance) is facilitated by the performance of tasks from work in partial programs, which require older preschoolers to understand and perform mandatory tasks, subordinate their activity, arbitrary regulation of behavior, ability to actively manage attention, listen, think, remember, coordinate their needs with the requirements of the educator.

Thus, our chosen method (Diagnosis of «Social and emotional intelligence») determines the ability to understand the relationship of a person represented in emotions, and manage the emotional sphere based on decision-making, i. e. develops and forms the social values of older preschoolers. It fully reflects the level of development the emotional sphere and social values, so it should be selected for research.

Based on the analysis of the data of the methodology, we can draw the following conclusions.

If we take the integration level of social and emotional intelligence and social values directly proportional to the level of development the emotional sphere, then:

1. The level of development the social and emotional sphere in the studied experimental and control groups is within the average.
2. In the studied for № 3 and №6 the level of development the emotional sphere is somewhat reduced, which is 10% of the total.

It can also be noted that the most developed in the group are the general indicators of «Emotional awareness» (43% experimental and 44% of the control group) and «Recognition of other people's emotions» (33% experimental and 34% of the control groups), and the least developed - the indicator «Self-motivation» (24% experimental and 22% control groups).

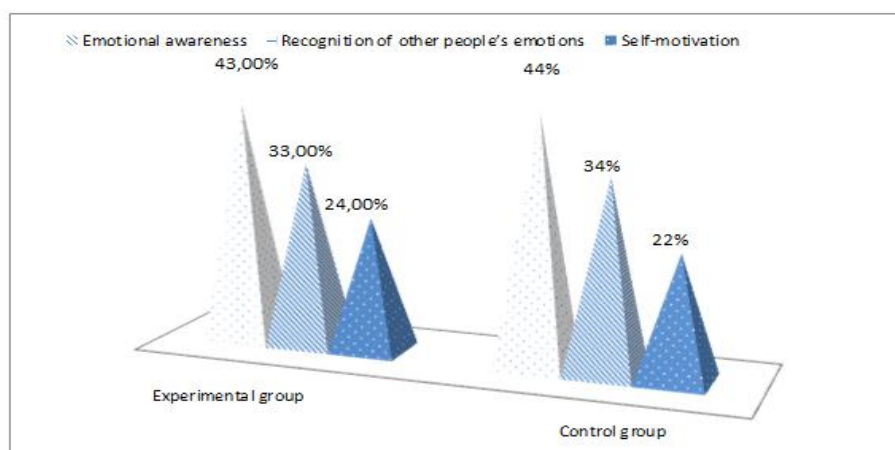


Fig. 1: Results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups before the implementation of the partial program «Learning to live together»

These results show the level of formation the social values before the implementation of partial programs in the educational process of certain preschool education institutions.

Next, we present the results of the study for each individual program after conducting an experimental study on the implementation of partial programs for the education the social values of preschoolers identified by preschool educational institution.

One of the partial programs, the use of which can promote the education of social values in preschool education, is the program of social and financial literacy of preschool children «Aflatot».

The authors consider its value in the orientation of the content of the program on a positive perception of oneself as a person, the education of the child in such qualities as love for loved ones, helps to build friendly relationships with others. This certainly meets the needs of society, social group, individual and the requirements for the implementation of educational tasks.

The analysis of the results after the introduction the program of social and financial literacy of preschool children «Aflatot» in the educational process of educating social values of senior preschoolers can be described as follows:

1. the level of development the social and emotional sphere in the studied experimental and control groups is within the average.
2. in the studied for № 3 and № 6 the level of development the social and emotional sphere is cut compared to the previous results, which is 22% of the total.

It can also be noted that the most developed in the group are the general indicators of «Emotional awareness» (45% experimental and 43% of the control groups) and «Recognition of other people's emotions» (30% experimental

and 34% of the control groups), and the least developed - the indicator «Self-motivation» (25% experimental and 23% control groups).

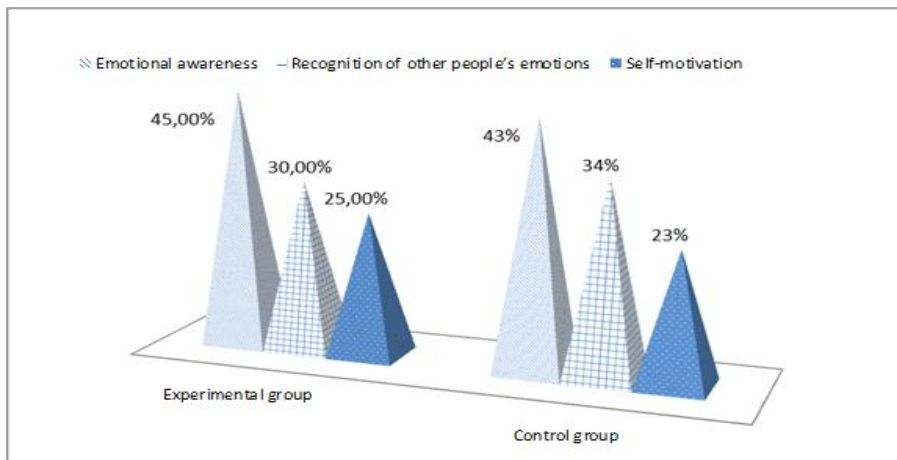


Fig. 2: The results of the diagnosis of «Social and emotional intelligence» of preschool children of the experimental and control groups after the implementation of the partial program «Aflatot»

Another that has a high educational potential is the program «Boundless world of playing with LEGO» (2016). Its implementation allows the child to form beliefs that relate to the assessment of the significance of events, phenomena, certain determinant principles that constitute certain types of social values.

The author's opinion is that this program involves not only the formation of social skills in preschool children, but also the formation of beliefs that are important to society.

Analysis the results of the introduction the program «Boundless world of playing with LEGO» in the educational process for the development the social values of senior preschoolers.

1. The level of development the social and emotional sphere in the studied experimental group increased, in the control group, at about the same level.
2. In the studied for № 3 and № 6 the level of development the emotional sphere in the studied experimental group increased, which is 20% of the total.

«Emotional awareness» (47% experimental and 42% control groups) and «Recognition of other people's emotions» (31% experimental and 33% control groups), and the indicator «Self-motivation» (24% experimental and 25% control groups).

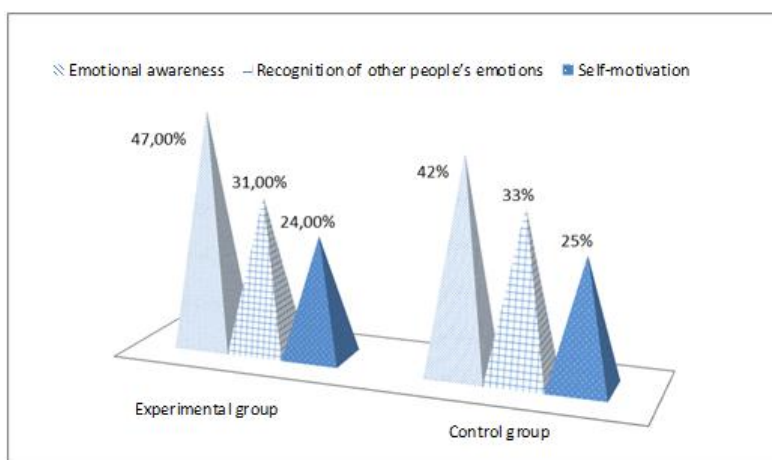


Fig. 3: The results of the diagnosis «Social and emotional intelligence» of preschool children in the experimental and control groups after the implementation of the partial program «Boundless world of playing with LEGO»

Another partial program for the development of social skills for effective interaction of children from 4 to 6-7 years «Learning to live together» (authors T. Pirozhenko and O. Hartman) (2016) is focused on the needs of modern society.

The aim of the program is to facilitate the adaptation of temporarily displaced preschoolers and their parents in host communities around the conflict zone and the development of children's life, communication skills, active citizenship and values of the individual to society.

The implementation of this program is aimed at solving the problem of forming in preschoolers the ability to work in a team, interact with others, realize their aspirations and implement them in society among peers and adults.

It is important that the program takes into account the specifics of working with preschoolers, implements the tasks of such educational lines of the Basic component of preschool education as «Personality of the child» and «Child in society», promotes intellectual and socio-moral development.

Analysis of the results of the implementation of the program in the educational process of teaching social values of senior preschoolers for the development of social skills of effective interaction of children from 4 to 6-7 years «Learning to live together» (authors T. Pirozhenko and O. Hartman).

1. The level of development of the socio-emotional sphere in the studied experimental group has increased, in the control group is within the average, as it was before.

2. In the studied for № 3 and 6 the level of development of the emotional sphere in the studied experimental group is 23% of the total.

It can also be noted that the most developed in the group are the general indicators «Emotional awareness» (46% experimental and 44% control groups) and «Recognition of other people's emotions» (35% experimental and 33% control groups), and the indicator «Self-motivation» (29% experimental and 26% control groups).

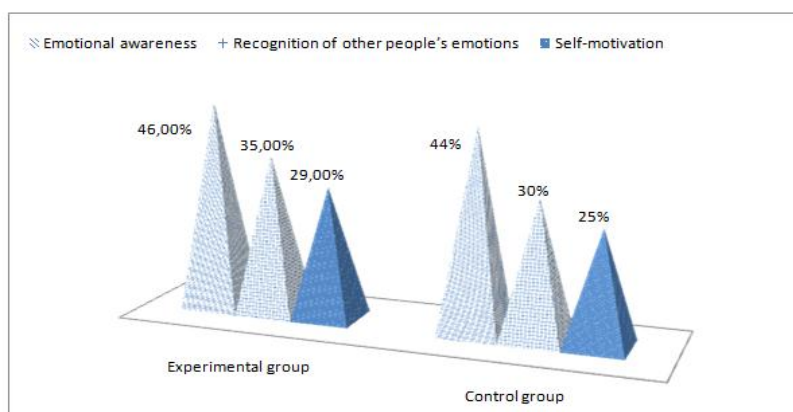


Fig. 4: Results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups after the implementation of the partial program «Learning to live together»

In view of this, a partial program has been created to ensure the development of senior preschoolers in the above-mentioned educational line: «Computer literacy for children» (authors: O. Bolotova, O. Vainer, V. Semizorova) (2011).

The purpose of the program is social education through the means of information technology, as well as in teaching senior preschoolers of computer literacy and the forming of information competence. Its implementation promotes the development of cognitive processes in preschoolers, belief in their own abilities and ensures the comprehensive development of personality.

Analysis of the results of the introduction of the program «Computer Literacy for children» in the educational process for the teaching of social values of senior preschoolers (authors: O. Bolotova, O. Vainer, V. Semizorova).

1. The level of development of the socio-emotional sphere in the studied experimental group has increased, and the control group is within the average (almost unchanged from previous indicators).

2. In the studied for №№ 3 and 6 the level of development of the emotional sphere in the studied experimental group is 20% of the total.

It can also be noted that the most developed in the group are the general indicators «Emotional awareness» (47% experimental and 44% control groups) and «Recognition of other people's emotions» (33% experimental and 30% control groups), and the indicator «Self-motivation» (26% experimental and 22% control groups).

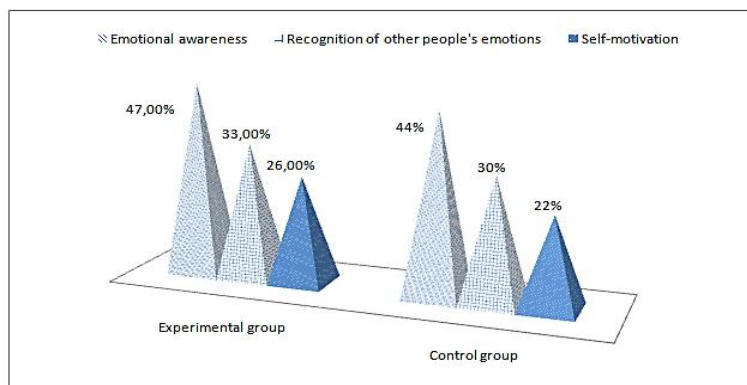


Fig. 5: The results of the diagnosis of «Social and emotional intelligence» of preschoolers of the experimental and control groups after the implementation of the partial program «Computer literacy for children».

The partial program «Media education for preschoolers» (2018) is aimed at senior preschoolers. Its content corresponds to the principles of innovative pedagogy and provides creative cooperation between nursery school teachers and children, promotes the teaching of social values, tolerant attitude to others, the development of creative personality, the formation of the ability to use acquired knowledge and skills in everyday life.

The nursery school teacher’s work on this program involves the use of effective techniques aimed at developing reflexive, creative and critical thinking, including the theory of solving inventive problems, elements of the Nikitins’ educational games, Dienes blocks, Cuisenaire rods. It is also proposed to use the methods of teaching reading by the Nikitins, Lars-Erik Hall and the EPA model when working with information used by primary school teachers in Sweden.

According to the program, the preschool educational institution is considered as a center of media education for children and adults in today’s world.

Analysis of the results of the implementation of the partial program «Media education for preschoolers» in the educational process for the education of social values of senior preschoolers.

1. The level of development of the social and emotional sphere in the studied experimental group increased compared to the experimental data, and the control group almost did not change.
2. In the studied for №№ 3 and 6 the level of development of the emotional sphere in the studied experimental group is 21% of the total.

It can also be noted that the most developed in the group are the general indicators of «Emotional awareness» (48% experimental and 42.9% control groups) and «Recognition of other people’s emotions» (32.9% experimental and 33% control groups), and the indicator «Self-motivation» (25% experimental and 22.1% control groups).

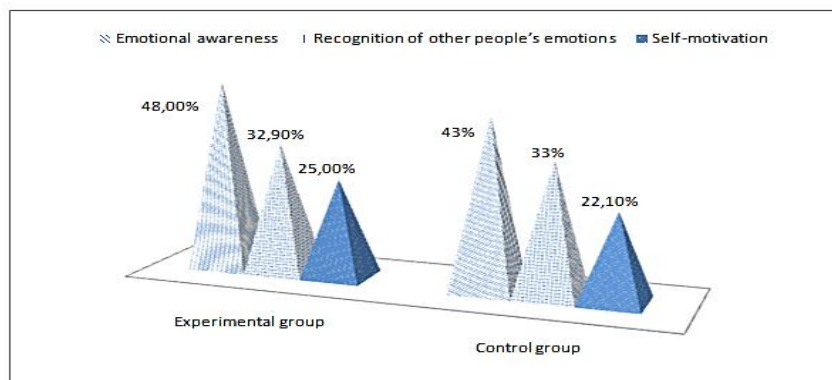


Fig. 6: The results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups after the implementation of the partial program «Media education for preschoolers».

The partial program «Fairy tales and paints» for children of middle and senior preschool age (author T. Chashka) (2018) is aimed at the development of creative abilities and social values of children 4-6 years old. It is implemented over two years and involves the use of elements of media education in drawing classes.

The program focuses on speech, intellectual and social development of children in the process of artistic activity, the end result of which is the acquisition of social, artistic and productive competence, and requires nursery school teachers to use traditional and non-traditional drawing techniques and active involvement of media, namely: presentations, photos, cartoons, music, print media, etc. The result of training preschoolers is to create their own original product.

The program provides a system of drawing lessons using elements of media education and media tools in middle and senior age groups of preschool educational institutions, which can be used during group work.

The result of the program «Fairy tales and paints» are:

- social development of the personality;
- development of preschoolers’ associative-image perception of color;
- formation of emotionally positive attitude to the drawing process;
- media literacy, which will be manifested in the ability of children to decode and create information (invent a plot, composition), use media for self-expression and creativity, understand the impact of media and forms of information in them.

Analysis of the results of the implementation of the partial program “Fairy tales and paints” for children of middle and senior preschool age in the educational process for teaching of social values (author T. Chashka).

1. The level of development of the socio-emotional sphere in the studied experimental group increased and the control groups are within the average, as it was before.
2. In the studied for №№ 3 and 6 the level of development of the emotional sphere in the studied experimental group is 23% of the total.

It can also be noted that the most developed in the group are the general indicators «Emotional awareness» (49% experimental and 44% control groups) and «Recognition of emotions of other people» (33% experimental and 34% control groups), and the least developed – «Self-motivation» (25% experimental and 22% control groups).

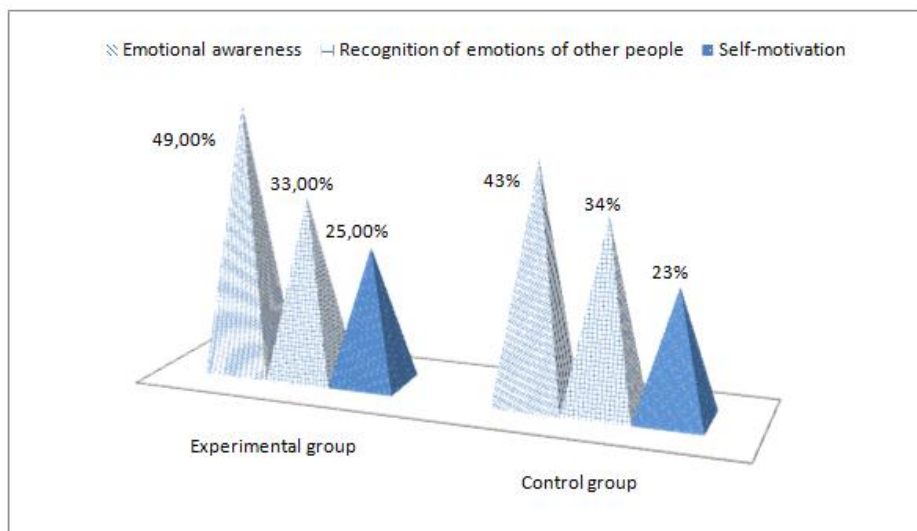


Fig. 7: The results of the diagnosis of «Social and emotional intelligence» of preschoolers of the experimental and control groups after the implementation of the partial program «Fairy tales and paints».

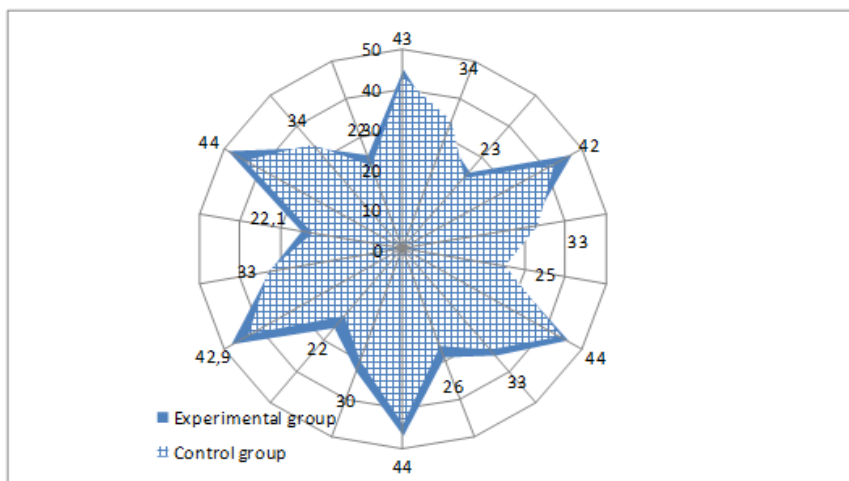


Fig. 8: Comparative diagram based on the results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups after the implementation of partial programs.

The obtained data testify to the positive changes that took place in the experimental group in the process of implementing partial programs, which provided for the gradual implementation of social and educational activities.

Partial programs for the formation of computer literacy not only allow children to acquire special techniques and skills in working with computers, but also contribute to the education of social values, including perseverance, activity, interest, creativity, critical thinking, self-control. And the use of computer games for preschoolers instills a love of learning, the ability to appreciate beauty, love, kindness, respect for others.

Thus, the use of the partial educational programs will contribute to the implementation of the principles of personality-oriented learning:

- development and self-development of the child taking into account their abilities, inclinations, interests, values and subjective experience;
- creating conditions for the realization and self-realization of the individual;
- ensuring the subjectivity of the child through the possibility of influencing the course of activity;
- not only the acquisition of knowledge, development of skills and abilities, but also the formation of competencies specified in the Basic component of preschool education;
- teaching of the basics of social values.

III. CONCLUSIONS

1. One of the ways to teach social values in preschool education is the use in the educational process of partial educational programs, including programs of social and financial literacy of preschoolers «Aflatot», «Boundless world of LEGO», to develop social skills of effective interaction of children from 4 to 6-7 years «Learning to live together», the formation of computer literacy.

2. The use of partial educational programs «Aflatot», «Boundless world of LEGO», «Learning to live together», the formation of computer literacy contributes to the development of the child’s personality, the formation of a system of ideals that are important to society and social values.

3. The obtained data of pedagogical research testify to the positive changes that took place in the experimental group in the process of implementation of partial programs, which provided for the gradual implementation of social and educational activities.

Prospects for further activities. We see prospects for further activities in the development of tools for determining the level of formation of social values.

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