

<https://doi.org/10.33271/nvngu/2025-2/214>

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FORMATION OF VALUE ORIENTATIONS OF THE PERSONALITY OF A HIGHER EDUCATION STUDENT IN THE ECONOMIC FIELD USING THE UKRAINIAN LANGUAGE

Purpose. To establish the nature of the process of forming value orientations of the individual (VOI) of an economics student (ES), the importance of the Ukrainian language for this process. The tasks of the article are to identify the impact of stratification of students of higher education institutions (HEIs) on their acquisition of VOI; to identify areas of HEI adaptation to the dynamic deformation of the educational environment (EE); to assess the impact of communication competencies on other competencies.

Methodology. The method of statistical analysis was used to calculate the correlation coefficients of communicative competencies and other competencies of those acquiring socio-economic professions. The method of comparative analysis allowed us to establish the level of stratification of students in terms of VOI. The hermeneutic method is to indicate the directions of changes in regulatory acts that determine the formation of VOI.

Findings. It is substantiated that the socio-linguistic dominants of the educational process in war conditions are not only a tool for restoring and strengthening national consciousness, i.e. a necessary component of the formation of the VOI and a tool for acquiring integral professional competence, but also a tool for ensuring the psychological stability of ES. A high level of correlation of communicative competencies has been revealed, which is determined by the high level of mastery of the state language and competencies required by representatives of socio-economic professions. It has been established that ESs are inferior to applicants for other socio-economic professions in terms of social competences.

Originality. The uneven nature of the process of forming the VOI has been established. It is indicated that this process can have a direct and reverse nature. It is substantiated that the deformation of EE leads to a deterioration in the formation of the VOI and the acquisition of social and professional competencies by the applicants. The need to form a profile of students' VO for them to acquire their own motivations for learning is proven.

Practical value. The directions of educational work that will increase the adaptability of higher education institutions in the dynamic deformation of the educational environment are proposed.

Keywords: *value orientations, Ukrainian language methodology, Ukrainian language, higher education, professional and social competencies*

Introduction. In conditions of war and crisis, the need has increased significantly not only for competent personnel, but also for specialists capable of making responsible decisions that have economic, social significance and even consequences for national security. The importance of this is emphasized in government documents, for example, in planning the directions of implementation of the Concept of Civic Education Development in Ukraine [1].

This leads to an increase in the role of higher education institutions (HEIs) in forming the value orientations of the personality of future specialists. This, to a greater extent, concerns competent personnel of socio-economic specialization, primarily economists, since it is they who have a significant range of interdisciplinary communication in various ethnic and social strata of society, including those targeted by the information influence of the aggressor state.

Therefore, in the education of economists, it is important not only to acquire professional competencies that require the development of cognitive and techno-

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logical abilities, but also to master the socio-value component, which should become the basis of their motivation, social and professional behavior.

The importance of this problem is recognized at the state level, as evidenced by the task set by institutional structures to identify gaps in the level of civic competencies of student youth relocated from occupied territories [1].

The process of acquiring value orientations is significantly complicated by the effects of war, which have not only military, economic and social consequences, but also form significant psychological pressure on a person. This pressure is especially significant for young people who are not familiar with the methods for overcoming its impact.

Given the growth, from the experience of war, of the importance of the value orientation of the personality of the future specialist, primarily in the socio-economic sphere, there is a need to transform approaches to the educational process and adapt the methodological and didactic apparatus to the teaching and upbringing of students with different war experience in order to overcome the gaps in the level of civic position of higher education applicants. This will, in the future, allow reducing the level of social tension and avoiding its consequences for society. This determines the relevance of research in this area.

Literature review. Scientific studies have shown that the period of obtaining higher education for high school graduates coincides with the “first period of maturity” characterized by the formation of personality, the formation of value orientations as the basis of conscious motives of behavior, and the strengthening of personal quality [2]. This is confirmed by the increase in motivation to study due to the increase in the “value-semantic factor” [2].

This is important for economics students, since most of them at the beginning of their studies are characterized by the absence of even a sufficient level of professional self-determination [3, 4].

The full-scale war forced a radical revision of the very concept of the system of value orientations, primarily for the formation of the personality of students in the economic field. If before its beginning in the scientific literature, priority in the list of values was given to “economic education”, “readiness for productive work” [3], then after its beginning, the importance of national identity [5], the Ukrainian language [6], and patriotism [7] increased significantly – by 44.7 %.

In terms of the importance of patriotism in times of war, as evidenced by the research of Lokarjeva and Chorna [7], Ukrainian students surpassed even US students who have always been characterized by a high level of patriotism. The results of sociological surveys confirmed that the factor of patriotism took the second position in the system of values for Ukrainian students and only the fourth position in the rating for US students [7].

Sociological studies of the process of forming value orientations of the individual indicate that 91.3 % of young people consider volunteering for the armed forces of Ukraine as their value-based need [8].

This has significantly contributed to the revision of the attitude of students of socioeconomic specialties to the process of acquiring professional competencies [9].

In particular, the effects of war, as shown by Savelchuk’s scientific research [10], in the new generation lead to an increase in indicators of resilience and the ability to build realistic plans, which accordingly affects their attitude towards acquiring professional qualities, primarily in socio-economic specialties, as a means of socio-professional distancing from the psycho-traumatic experience of war [10].

If the value orientation is in contradiction with professional values, this can lead to professionally destructive actions. This is especially important for the socio-economic sphere, where individual and personal development ensures the socialization of higher education applicants and, accordingly, determines the formation of their professional indicators [11].

The study by Bulgakova, et al. [12] indicates the need for value orientation as a means not only of motivation in acquiring professional competencies, but also as a tool for ensuring a stable “functional state” of the employee to resist undesirable external influences, which is extremely necessary in war conditions, especially for economists, whose specialization requires a higher level of social communication.

At the same time, beyond the effects of war are dynamic global changes in the world economy, which require, as indicated in the study by Sysoev [13], the formation of general value orientations in future economists.

In the article by Telovata [14] it is stated that only by forming the value orientation of students, they, having mastered general cultural knowledge and language skills, will be able to flexibly respond to dynamic changes in the social and economic sphere, and acquire the ability to effective business communication. Therefore, according to the conclusions of scientists [15], there is a need for effective and relevant regulatory actions to use for assessing the quality of the educational process of higher education institutions not only the level of professional competencies of students, but also the level of formation of value orientations of the individual, the role of social disciplines and language orientation in this.

It is also noted that values in conditions of significant external influences have changed, which, accordingly, changes the requirements for social competencies of specialists [15]. This is confirmed by the study of Poiezdchnik, in whose article [16], when forming a model of professional competence during higher education, the importance of value-motivational competencies for economists and the importance of language skills for effectiveness in communicative and cooperative activities is indicated.

The study [17] indicates the correlation of language competence with social intelligence, role competence, and creativity of students.

With a detailed study by scientists of various aspects of the above-mentioned issues, the process of forming students’ value orientations requires a more detailed study, not only qualitatively, but also quantitatively determining the impact of studying the Ukrainian language on the acquisition of professional competencies of specialists in socio-economic professions, the impact of the war on the stratification of the student community and the significance of this for changes in the educational process in higher education institutions.

The purpose of the article. The purpose of the article is to establish the nature of the process of forming value orientations of the personality of an economics student and the importance of the Ukrainian language for this process.

The tasks that arise in the need to achieve this goal are: identifying the impact of the stratification of students of higher education institutions, primarily the socio-economic orientation, on their acquisition of value orientations; identifying areas for adapting organizational and methodological aspects of the educational process in conditions of dynamic deformation of the educational environment; assessing the level of influence of communicative competencies on other competencies required in the professional activities of specialists in socio-economic specialties.

Methods. A wide range of scientific methods of cognition were used during the study. Thus, the method of statistical analysis was used to calculate the correlation coefficients of communicative competencies and other competencies of acquirers of socioeconomic professions and to calculate the variance of students' responses to sociological surveys.

The method of comparative analysis allowed us to establish the level of stratification of student youth in matters of patriotism, self-awareness as Ukrainians, and to indicate the dynamics of language orientation under the influence of the war. The method of critical analysis – to establish the socio-linguistic dominants of the educational process.

The hermeneutic method allowed us to indicate specific directions of changes in regulatory acts, which determine the formation of value orientations of student youth.

In the process of forming the goal and objectives of the study, the following hypotheses were put forward:

Hypothesis 1. The educational process in higher socio-economic education institutions should be aimed at forming the ability to integrate value orientations acquired in higher education institutions, knowledge and practical skills to improve one's own professional and socio-economic qualities both during study in higher education institutions and during lifelong learning.

Hypothesis 2. The Ukrainian language is a necessary element of communicative competencies that determine other competencies required in professional activities by specialists in socio-economic specialties.

Hypothesis 3. The stratification of higher education applicants in terms of value orientations does not contribute to the formation of a homogeneous educational environment in higher education institutions, weakens the socialization of students and creates the need for different trajectories of the educational process for students in socio-economic specialties.

Hypothesis 4. The formation of value orientations of higher education applicants is not only direct, but also reverse in nature in the event of their possible loss.

Results. War conditions form new requirements for the educational process in higher education institutions, determine the need to counteract both the tools of hybrid warfare and the consequences of its stress factors on the acquisition of professional and social competencies by higher education applicants.

Special attention in war conditions requires the education of value orientations in those whose further man-

agement activities will have direct economic and social consequences, in particular, in specialists in the economic sector. This also determines the need to form a new competence in future specialists in the economic sector – the ability to integrate value orientations acquired in higher education institutions, knowledge and practical skills to improve their own professional and socio-economic qualities throughout life, which confirms Hypothesis 1.

The value orientation of the future specialist consists, in our opinion, in the formation of a patriotic, tolerant, worthy personality, who is based in his/her activity on the principles of integrity, dignity, legality, social responsibility, and contributes to obtaining a high level of communicative competence, personal socialization, stimulates applicants for higher socio-economic education to self-realization and continuous professional improvement even after graduating from a higher educational institution. The formation of a need and continuous professional improvement also confirms Hypothesis 1.

As indicated by the results of a sociological survey of Ukrainian students conducted by specialists of the Krakow Pedagogical University [18], given in Table 1, for the advantage of the share of answers about the awareness of themselves as Ukrainians and patriots, there is also a share of negative answers and a significant (~11 %) share of those who are undecided on these issues.

At the same time, according to Table 1, there is a significant (15.2 %) difference between those who have defined themselves as patriots and those who consider themselves Ukrainians.

This indicates a stratification of higher education applicants in terms of value orientations and, accordingly, reduces the level of influence of the student body on the formation of student values as a factor of social adaptation of a higher education applicant. This confirms Hypothesis 3.

A significant difference in the variance of responses is also characteristic. The variance of responses to the question "Do you feel proud that you are Ukrainian?" (268.2) is 37.7 % greater than the variance of responses to the question "Do you consider yourself a patriot?" (194.7). This is due, in particular, to the difference in value priorities of the regions of the country where the students come from, the individual war experience of each of the higher education applicants, and the difference in the impact of war stress factors. This also confirms Hypothesis 3.

Table 1

The importance of the patriotism factor for future specialists in socio-economic specialties

Respond	Share of answers to questions, %	
	Do you feel proud to be a Ukrainian?	Do you consider yourself a patriot?
Definitely yes	44.3	21.0
Probably yes	34.7	46.2
Probably not	6.3	15.4
Definitely not	3.7	6.5
Hard so say	11.0	10.9

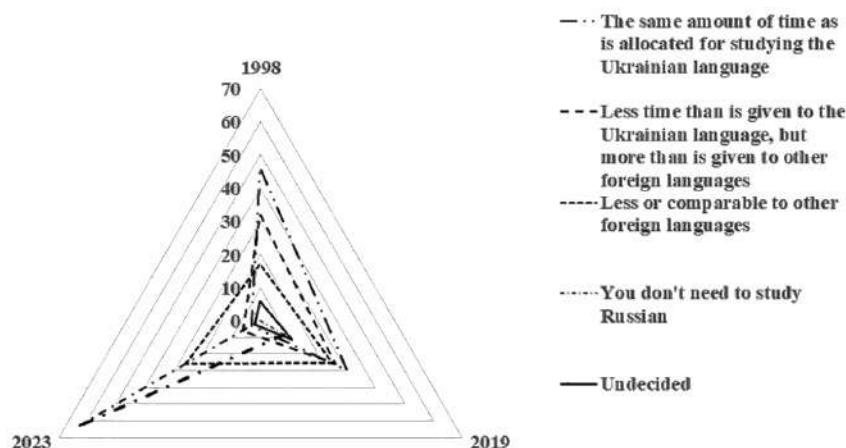


Fig. 1. Dynamics of language orientation under the influence of war

Positive share of answers to the question “Do you feel proud to be Ukrainian?” correlate with the number of Ukrainians in the national composition of the country. The range of answers given in Table 1 to the question “How much time in the curricula should be given to studying the Russian language?” corresponds to the change in the attitude of young people to studying the Russian language under the influence of the war, according to the Kyiv International Institute of Sociology [19], which is considered controversial to the Ukrainian language (Fig. 1).

This may also be due to the fact that the Ukrainian language becomes a factor in ensuring professional success by acquiring the appropriate level of communicative competence, especially in conditions where a certain part of the student contingent is abroad, which proves Hypothesis 2.

And the above applies not only to the migration abroad of internally displaced persons, since the modern educational process is based on academic mobility, inclusiveness, and participation of students in international scientific programs, which requires students to stay abroad.

Under such circumstances, the Ukrainian language also contributes to the national rooting of the future specialist, which in the future may become a significant incentive for his/her return to Ukraine.

In addition, the involvement of future economists in the process of purposeful acquisition of knowledge using content analysis of professional information sources,

which are provided mainly in Ukrainian, causes the integration of professional and national self-awareness, develops their value and professional orientation. This also proves Hypothesis 2.

The above confirms the high level of correlation of communicative competencies, which are determined, first of all, by the high level of mastery of the state language and competencies required by representatives of socioeconomic professions (Table 2). To identify correlations, data from surveys of socioeconomic professions [16] and our own data [20] were used.

As it can be seen from Table 2, students of economic specialties are inferior to those of other socio-economic professions in certain competencies, as evidenced by the level of deviation of their indicators from the average value. In particular, in communicative competencies – by 24.4 %; in team-creative competence – by 23.7 %; in social creativity – by 3.4 %; in organizational competencies – by 11.3 %; in role competence – by 14.8 %.

A significant level of correlation (more than 93 %) of communicative competencies with other competencies required for professional activity by students of a socio-economic profile proves the importance for the specified contingent of higher education applicants of proper language acquisition as a necessary element for ensuring the communicative ability of the individual. This also confirms Hypothesis 2.

At the same time, as the data presented in Table 2 show, students of economics in communicative compe-

Table 2

Results of assessment of competencies of socio-economic professions graduates

Specialty	Indicators in points				
	Communicative competences	Team creative competence	Organizational competences	Social creativity	Role competence
Economics	9	60	11.5	29.0	101
Management	11.5	82	12.0	31.5	115
Psychology	15.5	95	15.5	37.7	155
Social work	11.5	74	12.8	31.0	102
Journalism	12.0	82	13.0	33.0	120
Average value of the indicator	11.9	78.6	12.96	32.44	118.6
Correlation coefficient	—	0.95	0.96	0.98	0.93

tences are much more inferior to students of other socio-economic specialties than even in similar types of social competences.

This indicates, first of all, the need to improve the system of organizing educational work in higher education institutions where future economists study. This is confirmed by the data presented in Fig. 1 regarding the dynamics of language orientation in war conditions, since for students of economics, the language orientation typical of Ukrainian youth does not sufficiently meet the need to acquire communicative competences.

This, in particular, results in the low level of higher education institutions where future economists study in global rankings in terms of educational work. Only six Ukrainian higher education institutions, listed in Table 3, where they train future economists, were included in the World University Rankings 2025 [20].

As shown in Table 3, the dynamics of indicators of educational work of Ukrainian HEIs where future economists are trained according to the World University Rankings 2025 [21] had an uneven but noticeable trend of improvement by 2024 for the majority of Ukrainian educational institutions. At the same time, according to the results of the first semester of the 2024–2025 academic year, the forecast of the World University Rankings 2025 [21] is disappointing, as indicated in Table 3.

This is due to both the outflow of professional teaching staff abroad in war conditions and the decrease in students' motivation to study.

Therefore, as the survey results in Table 2 show, it is important not only to distinguish between the value orientations of students, but also to realize the need for a differentiated approach to the formation of values and the need for significant efforts by teachers of higher education institutions in educational work with students of higher education.

A differentiated approach, due to the need to increase motivation to acquire professional and socio-economic competencies by students with relatively low value indicators, in some way contradicts established views on the incentives and directions of differentiation and individualization of learning, in particular, on the traditional priorities of implementing an individual learning trajectory [22].

Under the influence of the war the formation of the profile of value orientations of economics students, their psychological support for the acquisition by students of higher education of their own motivations for learning,

in particular, the acquisition of the need for lifelong learning becomes the priority. This is important in the context of dynamic changes in professional requirements, regulatory framework, digital transformation of the specialty, etc. This confirms Hypothesis 1.

The aforementioned stratification of higher education students in terms of personal value orientations is significantly intensified in war conditions due to the internal migration of a significant number of citizens of Ukraine from different regions, a significant crisis in the worldview of higher education students due to the stressful effects of war, etc. The differentiation of the student community in terms of personal value orientations displaces the competitive effect of the collective of higher education students and forms a certain value confrontation, which results in a deterioration in the quality of the process of acquiring social and professional competencies.

This does not contribute to the formation of a homogeneous educational environment in higher education institutions, reduces the influence of the aforementioned environment [23], which is a complication for the process of forming value orientations of the student community.

The dynamic deformation of the educational environment of higher education institutions under the influence of the war, the reduction under its influence of social contacts of higher socio-economic education applicants and, as a result, a decrease in the indicator of social intelligence, a decrease in the level of awareness of the significance of collective achievements leads to a decrease in the multiplier effect of the influence of the educational environment on the formation of personal values of student youth. This is a new factor that has not previously been given due attention in scientific research [23], since scientists identified primarily positive trends in the growth of the multiplier effect of the influence of the educational environment.

The indicated deformation of the educational environment from the point of view of systems theory reduces the level of emergence of the higher education institution as a single system, which weakens the ties of the microsystem of higher education applicants, and, accordingly, the effectiveness in their acquisition of personal value orientations.

This also indicates significant dynamism of the educational environment due to changes in relationships in the microsystem of higher education applicants, chang-

Table 3

Dynamics of indicators of educational work of Ukrainian higher education institutions where they train future economists according to World University Rankings 2025

Name	Years					
	2020	2021	2022	2023	2024	2025
Sumy State University	19.8	19.8	21.0	19.5	24.3	17.9
National University of Life and Environmental Sciences of Ukraine	—	—	—	20.3	16.0	16.0
Lviv Polytechnic National University	17.9	18.7	20.0	19.4	22.9	16.5
National Technical University Kharkiv Polytechnic Institute	19.6	20.7	21.4	20.8	24.8	24.8
National Technical University of Ukraine – Igor Sikorsky Kyiv Polytechnic Institute	—	18.5	20.9	21.2	26.5	22.1
Taras Shevchenko National University of Kyiv	23.5	22.8	23.4	23.6	30.0	24.7

es in the level of social intelligence (Fig. 2) even from year to year of study, etc.

Therefore, the stability of the functioning of higher education institutions requires significant adaptability of the educational process to changes in the above-mentioned factors of influence.

As a result, the educational process requires a staged approach to educational work with higher education students and an individual approach to them.

The first stage should be the above-mentioned creation of a profile of the student's value orientations, identifying the level of each of the value indicators of the higher education student.

The second stage should be the formation of a plan for educational work with the student in acquiring such a level of value indicators that would ensure the effective acquisition of professional and socio-economic competencies.

Also monitoring the level of each of the student's value indicators and, accordingly, adjusting the profile of his/her value orientations should be a permanent measure. This is due to the presence of both positive shifts in value indicators as a result of educational work and self-education, and negative ones – due to dynamic external influences.

The specified approach allows for the adaptation of organizational and methodological aspects of the educational process to the stratification of the student community and to the dynamic influences of the environment to ensure the proper level of competence of future specialists in socio-economic professions [24].

The effects of war, in contrast to established views on the process of forming value orientations of an individual, lead not only to the acquisition of value orientations, but also to their loss.

The process of losing value orientations can have both the nature of a worldview crisis, psychological shock, which is primarily facilitated by a significant level of negative influences of war, and a gradual long-term depreciation of acquired worldview positions. This confirms Hypothesis 4.

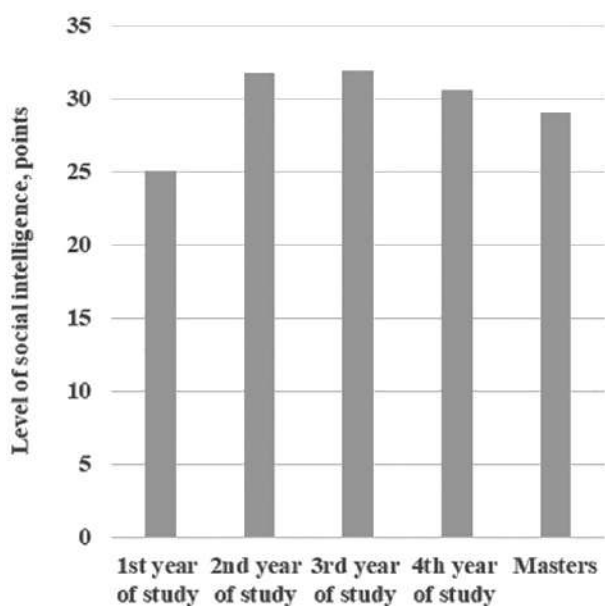


Fig. 2. Dynamics of the social intelligence indicator

The appropriate organization of the educational process should prevent the loss of value orientations with their gradual long-term depreciation.

Also, if at the beginning of their studies, higher education applicants need to adapt to a new social environment, then in the future, as is often observed by teachers of higher education institutions and confirmed by student surveys [25], the level of social intelligence can both increase and decrease from year to year (Fig. 2).

The formation of value orientations can be associated with the reflective abilities of a higher education student to the extent that students in the process of learning comprehend personal content and, as a result, transform their personality [17]. Given the importance of reflective abilities for economists, it is advisable to distinguish perceptual-reflective and projective, managerial abilities.

Perceptual-reflective abilities include: the ability to objectively assess the effectiveness of one's studies, one's own behavior; the development of the ability to take into account other people's assessment of one's personal qualities and achievements; the ability to relevantly assess the ratio of achieved results and the efforts spent on this.

The results of the formation of value orientations on the basis of projective, managerial abilities include, in particular, the acquisition of the competencies of the organizer of collective activity, primarily in determining the goal of this activity, objectively assessing the degree of its achievement and one's own contribution; the ability to form one's own worldview, acquire one's civic position and defend it even in the face of significant opposition and unfavorable external conditions.

As shown by a study of the level of social intelligence of economics students, this level is maximized in the third year and then tends to decrease (Fig. 2), which indicates inadequate attention by educators to the development of social skills of future specialists in socio-economic professions.

This is significant given that in the case when the value orientation is in contradiction with professional values, this can lead to professionally destructive actions. This is especially important for the socio-economic sphere, where the stimulus for professional implementation is its understanding as a purposeful activity to implement organizational, economic and social solutions useful to the country and society.

The process of forming value orientations of a higher education student's personality in war conditions also becomes a means of psychological support for students. Psychological support, in turn, provides not only motivation to acquire knowledge, but also the level of ability to perceive it, which forms the prerequisites for increasing the effectiveness of the educational process and, accordingly, the quality of learning.

The socio-linguistic dominants of the educational process in these conditions become not only a tool for restoring and strengthening national consciousness, that is, a necessary component of the formation of value orientations, a tool for acquiring integral professional competence, the ability to perceive continuously updated regulatory documents and assimilate from them the information necessary for professional activity, which contributes to orientation in complex specialized issues, but also a tool for ensuring psychological stability.

Linguistic and sociocultural competence will also provide future economists, who, according to the conditions of their professional activity, must be integrated into different industries, different types of economic and institutional activities, with the possibility of successful interdisciplinary communication and understanding the features of various economic processes. This confirms Hypothesis 2.

Also the ability to resist the means of information hybrid warfare of the aggressor country, which will be facilitated by the stable value and language orientation of the professional economists will be important for future top managers, even in the post-war period.

This, first of all, requires changes to the regulatory acts that determine the formation of value orientations of student youth. In particular, the Strategy for the Development of Higher Education in Ukraine for 2022–2032 [26], adopted at the time of the beginning of large-scale aggression, does not sufficiently take into account certain areas of the formation of life values of future specialists and top managers.

For example, in the definition of the concept of “civic education”, unlike EU legal documents in this area [27], democratic values and patriotism are not even mentioned. In the definition of “citizens’ competence” regarding participation and making socially important decisions, no list of value competences is provided.

The mentioned strategy does not pay attention to competence in the state language, which according to EU norms [27] takes the first place in the list of eight reference competences. At the same time, social and civic skills in Recommendation 2006/962/EC of the European Parliament [27] occupy one of the last positions, which is unacceptable for Ukraine in conditions of war.

The above indicates that the war forces one to reconsider the importance of the formation of value orientations of higher education students, primarily socio-economic majors, in the educational process, while paying due attention to the Ukrainian language tool in this process, even contrary to some provisions of regulatory acts of developed countries that did not have the shock effect of the war on society and the personality of students.

Conclusions. Taking into account significant dynamic changes in society, changes in value priorities of higher education students, and the impact of a large-scale war on the formation of value orientations of the individual allowed to reach the following conclusions:

1. Today, there is a need for a new competence of higher socio-economic education students – the ability to integrate value orientations acquired in higher education institutions and obtain knowledge and practical skills to improve their own professional and socio-economic qualities both during their studies at higher education institutions and during lifelong learning.

2. There is a high level of correlation between students’ communicative competencies, which are determined primarily by a high level of mastery of the state language, and the competencies required by representatives of socio-economic professions.

3. A significant level of correlation of communicative competences with other competences required for

professional activity by students of a socio-economic profile proves the importance for the specified contingent of higher education applicants of proper language acquisition as a necessary element for ensuring the communicative abilities of the individual.

4. The socio-linguistic dominants of the educational process in war conditions become not only a tool for restoring and strengthening national consciousness, that is, a necessary component of the formation of value orientations and a tool for acquiring integral professional competence, but also a tool for ensuring the psychological stability of higher education applicants.

5. There is a significant stratification of higher education applicants in terms of value orientations. This does not contribute to the formation of a homogeneous educational environment in higher education institutions, reduces the influence of the specified environment on the higher education applicant, which is a complication for the process of forming value orientations of the student community.

6. The dynamic deformation of the educational environment of higher education institutions under the influence of the war, the reduction of social contacts of higher socio-economic education applicants and, as a result, the decrease in the indicator of social intelligence and, accordingly, the decrease in the multiplier effect of the influence of the specified environment on the formation of personal values of student youth is a new factor that has not previously been given due attention in scientific research.

7. The process of acquiring value orientations by higher education applicants is uneven. It is noted that this process can be not only direct, but also reverse in nature with the possible loss of value orientations.

8. In order to adapt HEIs to changes in the educational environment and the challenges of the war, it is necessary to reorganize the educational work of higher education institutions.

The presented study is a continuation of the authors’ research. Identifying the impact of the dynamic deformation of the educational environment of higher education institutions under war conditions on the weakening of the ties of the micro-society of higher education applicants and, accordingly, reducing the multiplier effect of the influence of the specified environment on the formation of personal values of student youth requires conducting additional sociological surveys to detail the action of this factor.

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Формування ціннісних орієнтацій особистості здобувача вищої освіти в економічній галузі засобами української мови

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Мета. Встановити характер процесу формування ціннісних орієнтацій особистості (ЦОО) студента-економіста (СЕ) та значення для цього процесу української мови. Завдання статті: виявлення впливу розшарування студентів закладів вищої освіти (ЗВО) на набування ними ЦОО; виявлення напрямів адаптації ЗВО до динамічної деформації освітньо-виховного середовища (ОВС); оцінювання впливу комунікативних компетентностей на інші компетентності.

Методика. Метод статистичного аналізу використано для розрахунку коефіцієнтів кореляції комунікативних компетентностей та інших компетентностей здобувачів соціально-економічних професій. Метод порівняльного аналізу дозволив установити рівень розшарування студентів щодо ЦОО. Метод критичного аналізу – встановити соціально-лінгвістичні доміанти навчального процесу. Герменевтичний метод – указати напрями змін регуляторних актів, якими визначається формування ЦОО.

Результати. Обґрунтовано, що соціально-лінгвістичні доміанти навчального процесу в умовах війни стають не лише інструментом відновлення й посилення національної свідомості, тобто необхідним компонентом формування ЦОО та інструментом набування інтегральної фахової компетентності, але й інструментом забезпечення психологічної стійкості СЕ. Виявлено високий рівень кореляції комунікативних компетентностей, що обумовлюються, насамперед, високим рівнем за-

своєння державної мови й компетентностей, необхідних представникам соціономічних професій. Встановлено, що СЕ поступаються набувачам інших соціономічних професій за рівнем соціальних компетентностей.

Наукова новизна. Встановлено нерівномірний характер процесу формування ціннісних орієнтацій особистості ЦОО. Зазначено, що цей процес може мати прямий і зворотній характер. Обґрунтовано, що деформація ОВС призводить до погіршення формування ЦОО й набування здобувачами соціальних і професійних компетентностей. Дове-

дена необхідність формування профілю ціннісних орієнтацій студентів для набування ними власних мотивацій до навчання.

Практична значимість. Запропоновані напрями освітньо-виховної роботи, що збільшать адаптабельність ЗВО в умовах динамічної деформації освітньо-виховного середовища.

Ключові слова: ціннісні орієнтації, українська мова, методика української мови, вища освіта, професійні й соціальні компетентності

The manuscript was submitted 13.12.24.