

Forming Value-Oriented Approaches of Future Foreign Language Teachers in an Academic Environment

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Abstract: The study analyzes the influence of the university environment on the formation of humanistic values in future foreign language teachers and philologists. The study is based on the practical experience of teaching humanities at the Ivan Franko National University of Lviv in the process of training future foreign language teachers. The paper clarifies the meaning of the concept of "humanistic values" and describes the key ways of implementing an interdisciplinary approach to their formation in the university environment. The emphasis is placed on the role and potential of the university as an educational platform. A theoretical model of the process of forming humanistic values in students is proposed. The criteria and levels of development of these values are determined, and the effectiveness of the model is experimentally tested. The study of the university environment as a factor of value education is carried out. The modern methods of assessing value orientations (in particular, the Rockach method) are considered. The didactic model of humanistic values formation is used. In particular, theoretical training and familiarization of students with humanistic values are carried out. The practical application of values in educational and social activities of the university is considered. The changes in students' value orientations are assessed. The level of humanistic values before and after the implementation of the model is analyzed.

Keywords: academic disciplines, didactic model, educational process, foreign language, humanistic values

Introduction

The problem of forming humanistic values in future foreign language teachers is of particular relevance in the context of the current value crisis. Students today are growing up in an environment of market transformations, which directly affects their value orientations. That is why the humanization of all spheres of public life has become a priority, including the higher education system. After all, stable relations in the state and the international community are possible only on the basis of an established system of humanistic values.

In the context of forming humanistic values in future foreign language teachers, the category of "humanistic values" implies the integration of positive ideas that reflect moral guidelines, promote personal development and are formed through needs and value programs that determine the meaning of human life. At the same time, the specific components of these values have changed in different historical periods, as the historical conditions of the university and social environment influenced their specificity and manifestations.

Humanistic values begin to form in the family from the moment a child is born and continue to develop in the school environment. However, it is the period of studying at the university that is key to the formation of a personality [1]. The task of the university teacher is to create an educational and scientific space that will contribute to the formation of students with a pronounced humanistic orientation. Higher education provides opportunities for the formation of a system of values that develops humanistic traits. This is especially true for language education: it will contribute to the humanization of higher education, provided that the educational materials are selected that meet the interests of students and combine humanitarian and professional content [2, 3].

The educational process should include materials that highlight culture, history, human values and personal development. The motives for learning a foreign language are diverse, but ethical motivation has a pedagogical advantage when interest in a language is based on an interest in learning about people of another nation or country. At the same time, for the effective formation of humanistic values in higher education students, it is necessary to implement approaches that meet modern requirements, the achievements of pedagogical science and the personal interests of students, which emphasizes the relevance of the chosen research topic.

This article aims to investigate the role and potential of the university environment in the development of humanistic values in students preparing to become future foreign language teachers.

The study proposes a hypothesis that requires empirical confirmation: the formation of humanistic values in future foreign language teachers will be effective if the student's subjectivity in the educational process is ensured, self-education is stimulated and the axiological content of the discipline is expanded through the selection, deepening and didactic processing of additional materials (worldview, methodological, historical, scientific, biographical, general cultural and environmental knowledge and ideas) that contribute to the implementation of the value-based approach.

The authors of the article set the following research objectives, which were realized in the course of the study

- to define the essence of the concept of "humanistic values" and outline the main ways to integrate an interdisciplinary approach into the educational process for their formation in the university environment;
- to study the role and potential of the university as an educational environment and create a theoretical model of the process of forming humanistic values in students;
- to establish criteria and levels of development of humanistic values in students preparing to become foreign language teachers;
- to conduct an experimental test of the effectiveness of the didactic model aimed at forming humanistic values in students.

Literature Review

Humanistic values are the foundation of human existence and, along with other key values, determine the meaning of human life. The problem of their formation in school and university education is being actively studied by modern scholars. Most authors emphasize the effectiveness of an interdisciplinary or multidisciplinary approach to the development of humanistic values [4-7]. Some researchers emphasize the importance of art in this process [8]. Studying the theoretical foundations and methods of fuzzy modeling is of great practical importance for many areas of human activity, including pedagogy [9]. Some works are devoted to the analysis of strategies for organizing the educational process to form an axiological system in students [10-12].

In this article, the authors rely on the definition of "value" proposed by Rokeach [13], who considered value as a stable belief that a certain way of behavior or ultimate goal of life has greater significance compared to a personal or social perspective. Rokeach also divides values into ultimate and instrumental values, and this classification will be applied in our study. Quinn [14] explored the relationship between humanism and posthumanism in the Western European university, focusing in particular on the ethical implications and the role of the university in protecting marginalized groups, using the example of Italian educational institutions. He outlines the limitations of the posthumanist ethics of responsibility and proposes instead a posthumanist ethics of rights in the context of university activities.

The formation of ethical norms in the context of the university as an educational institution is analyzed in the works of Braidotti [15], Davies [16], Evans [17], Hassan [18], and Mateos-González and Bolívar [19]. Researchers

emphasize that student volunteerism is one of the most effective means of developing humanistic values [20]. In addition, Snaza and Weaver [21], Siddiqui [22] and Taylor and Gannon [23] studied the university environment through the prism of posthumanistic approaches.

As the literature review has shown, the problem of implementing humanistic values is actively discussed in scientific works. At the same time, specific recommendations and methodological approaches to strengthen this process remain insufficiently developed, which justifies the relevance of our study.

Methods

The following methods were used in the study:

- analysis of scientific literature and documents – the study of modern research on pedagogy, humanistic education, intercultural communication and posthumanistic approaches. This method allows us to determine the theoretical foundations of humanistic values, existing approaches to their formation, and to identify gaps in scientific knowledge;
- questionnaires and surveys of students – used to identify value orientations, motivational attitudes and the level of development of humanistic orientations in future foreign language teachers. The questionnaire allows to quantify the state of humanistic values and compare it before and after the implementation of educational influences;
- observation – involves systematic monitoring of students' behavior during classes, participation in cultural, volunteer or social projects. This method allows us to assess the real manifestations of humanistic values in the educational and social environment of the university;
- interviews with teachers and university administrators to find out pedagogical strategies, approaches to the formation of humanistic values, and the peculiarities of organizing an educational space that stimulates the development of humanistic orientations;
- Experimental method – consists in implementing a didactic model or specific educational programs and testing their effectiveness. These can be interdisciplinary courses, interactive classes, cultural and social volunteer activities aimed at fostering humanistic values;
- content analysis of educational materials – to study the extent to which foreign language programs and texts include humanistic, cultural, historical and interdisciplinary elements that contribute to the development of students' value orientation;
- methods for diagnosing value orientations, such as the Rokeach methodology or other psychological and pedagogical tools for assessing value priorities and the level of humanistic values. They provide quantitative and qualitative data for analyzing the dynamics of the development of humanistic orientations;
- systemic and interdisciplinary approaches – involve the integration of the results of various research methods, which allows for a comprehensive assessment of the process of forming humanistic values in the context of the university educational space.

To this end, Ivan Franko National University of Lviv conducted a pedagogical experiment aimed at filling the content of the educational program for the training of future foreign language teachers. The experiment took place during lectures, seminars and practical classes with students majoring in Secondary Education (English). It involved 100 students and 15 teachers involved in the educational process. The process of the experiment consisted of three stages: preparatory, formative and control, and the results of each of them will be presented in the next section of the article.

Results

The issue of the essence, structure and classification of values in pedagogy has not yet received a full scientific disclosure. The key problem in the formation of value orientations among students of higher education institutions is the choice of values that would contribute to the development of both the individual and society as a whole. Our study proposes a comprehensive approach, since humanistic values go beyond subject or interpersonal orientations. Their structure includes interrelated components: emotional and motivational, cognitive, moral, and reflective.

The process of forming humanistic values in future foreign language teachers was presented in the form of a model

that includes the subjects of the educational process, principles, goals and methods of teaching, pedagogical conditions, humanistic values integrated into the socio-cultural content of normative and optional disciplines, as well as the expected result – raising the level of humanistic values in students. The main task of pedagogical modeling was to identify ways to improve the educational process and identify reserves to increase its effectiveness. For this purpose, the proposed model of forming humanistic values in students of higher education institutions was developed, which is described below.

Before conducting the pedagogical experiment, the key criteria for the development of humanistic values in students were identified: the ability to perceive the surrounding reality emotionally and value-based, the availability of humanitarian knowledge, the ability to show humanity in actions and make morally sound decisions, the ability to choose actions based on humanitarian needs, as well as adequate self-esteem and reflective reflection on one's own behavior. To assess the level of formation of humanistic values of students of philological specialties, three levels were proposed: initial, intermediate and creative and activity, reflecting the gradual development of values and practical implementation of humanistic principles.

Initial stage

In order to assess the initial level of humanistic values formation among students of philological specialties, an experiment was organized in the format of a questionnaire with statements, in which 100 students and 15 teachers of the Ivan Franko National University of Lviv took part.

At the initial stage of the experiment, an oral survey was conducted to assess the formation of humanistic values in students during discussions in practical classes. For a more accurate determination of students' value orientations, the methodology of Rokeach [13] was used. The level of formation of humanistic values in students according to the Rokeach method and conditional distribution into three levels (Table 1).

Table 1. The level of humanistic values formation in students according to the Rokeach methodology

Level of formation	Criterion	Number of students	Proportion of the total group, %.
Initial	Average score 1.0–2.0	10	10
Intermediate	Average score 2.1–3.5	45	45
Activity-creative	Average score 3.6–5.0	45	45
Total	-	100	100

Source: compiled by the authors

The next step was to determine the basic profile of the level of humanistic values formation.

Determining the initial level of humanistic values serves as a benchmark for further evaluating the effectiveness of the applied didactic models. At the initial stage, a comprehensive analysis is carried out using questionnaires and observation, which allows to comprehensively record the manifestations of humanistic values in students and teachers. The data obtained serve as a starting point for the formative influence in the subsequent stages of the experiment.

Figure 1 shows the initial level of humanistic values of students and teachers of the School of Foreign Languages before the implementation of the didactic model. It includes key humanistic indicators: tolerance, empathy, respect for the individual and humanistic orientation, as well as social and professional values. The data are presented in the form of average scores based on questionnaires and observations, and are also distributed by the level of manifestation (medium – C, high – B). Figure 1 serves as a starting point for comparing the effectiveness of the didactic model's formative impact on humanistic values.

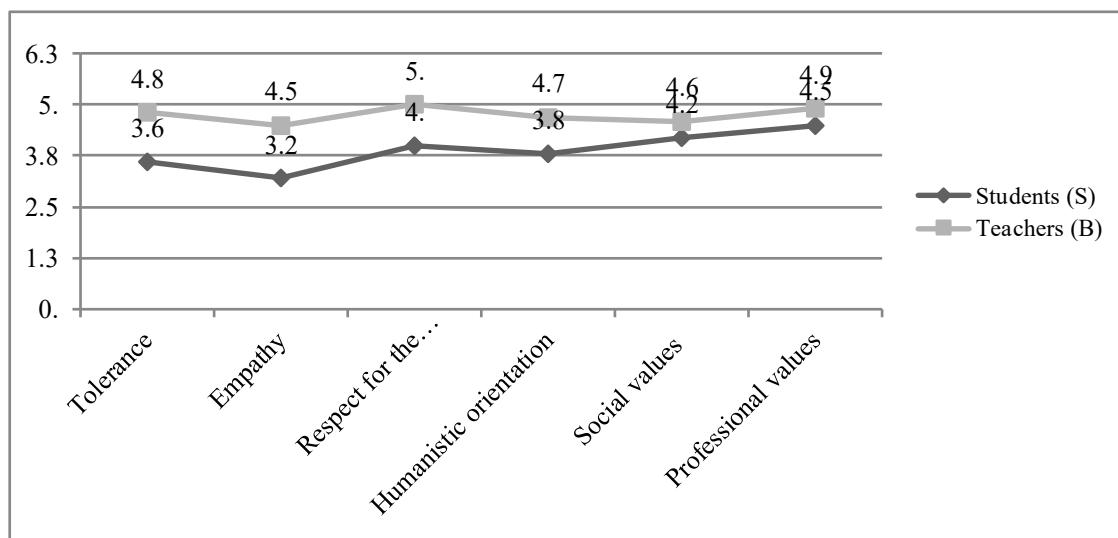


Figure 1. Reflection of the initial level of humanistic values among students and teachers of Ivan Franko National University of Lviv
 Source: compiled by the authors

Students are mostly at an average level of humanistic values. Teachers demonstrate a high level. This indicates the potential for learning and development of humanistic competencies. The data obtained can serve as a basic characteristic for evaluating the effectiveness of educational activities in the following stages of the experiment.

Formative stage

At this stage of the pedagogical experiment, the main task was to stimulate the positive dynamics of the development of humanistic values in students according to each of the identified criteria by integrating humanistic aspects into the educational process. To do this, the authors developed a special integrated course aimed at fostering humanistic values through learning a foreign language. The course actively used fiction and scientific texts in a foreign language, which combined linguistic and cultural information about representatives of different ethnic and cultural communities, and presented universal values necessary for harmonious coexistence in society.

During the study, a survey was conducted among the teachers of Ivan Franko National University of Lviv who participated in the formative stage of the pedagogical experiment. A total of 15 researchers took part in the survey. The purpose of the survey was to determine and rank the results of the formation of humanistic values among students of the School of Foreign Languages in order to set priorities for the further pedagogical activities of future teachers. The results of the study allow us to evaluate the effectiveness of the didactic model and provide recommendations for optimizing the educational process with regard to the development of humanistic competencies (Table 2).

[Next page](#)

Table 2. Results of the survey of teachers on the priority of forming humanistic values in students

Value / Competence	Average rating (by priority)	Comments of teachers
Empathy	1.7	The highest priority for interaction
Tolerance	2.0	Important for working in a multicultural environment
Respect for the individual	2.4	Contributes to the formation of a positive climate in the group
Humanistic orientation	2.9	Necessary for the realization of social responsibility
Social values	3.4	It is recommended to integrate into group tasks
Professional values	4.0	Taken into account in preparation for teaching

Source: compiled by the authors.

At the formative stage of the educational experiment, systematic observation of students' activity and involvement during lectures, seminars and group activities is conducted. If low or insufficient student engagement is detected, the didactic model is adjusted (Table 3).

Table 3. Observations of students' activity and involvement, with the possibility of fixing the correction of the methodology

Indicator	Students (average score/level)	Comment / correction of the methodology
Activity at lectures	3.5	More interactive exercises are needed
Participation in seminars	3.7	Add work in small groups
Collaboration in group tasks	3.3	Stimulate teamwork
Show empathy and mutual respect	3.6	Include discussion of cases
Overall level of engagement	3.5	Correction of the methodology if necessary

Source: compiled by the authors.

In the course of the study, a survey was conducted among 15 teachers of the Ivan Franko National University of Lviv who participated in the formative stage of the pedagogical experiment. The purpose of the survey was to prioritize the humanistic values formed for the further professional development and pedagogical activities of future foreign language teachers. Below are the results of the ranking (Figure 2).

Next page

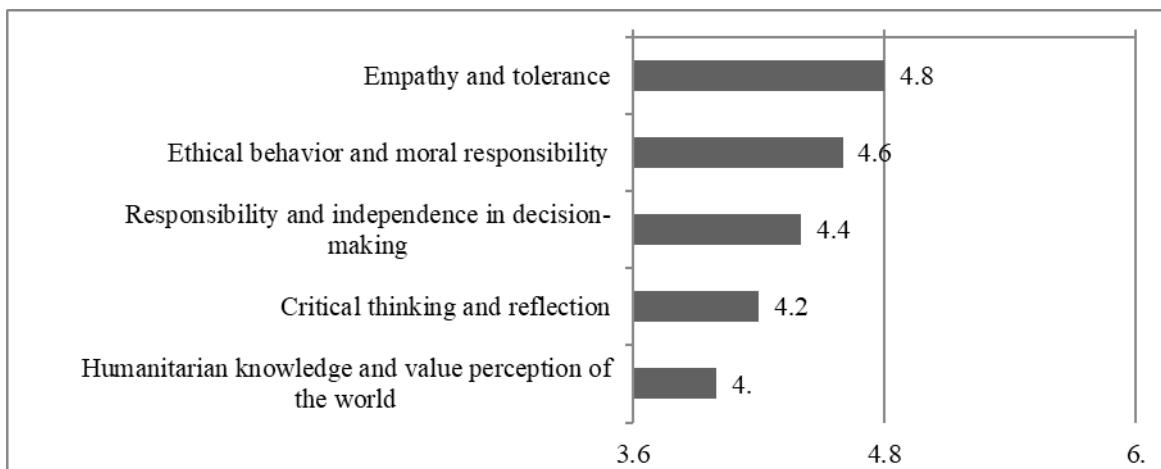


Figure 2. Ranking results of the teachers' questionnaire on the priority of the results of humanistic values formation, %
Source: compiled by the authors.

The analysis of the results of the survey of teachers shows that among humanistic values, the highest priority is given to empathy, tolerance, ethical behavior and moral responsibility. This demonstrates the importance of developing students' ability to understand others, show compassion, and make ethical decisions. Responsibility, independence in decision-making, and critical thinking also received high scores, which emphasizes the importance of developing internal reflection and a conscious attitude toward one's own actions.

Less prioritized, but still important, were such values as creativity, respect for cultural diversity and aesthetic perception, which indicates a comprehensive approach to the development of future foreign language teachers' personalities. In general, the table demonstrates that pedagogical activity should be aimed not only at the transfer of knowledge but also at the formation of a holistic humanistic personality of the student.

The content basis of the developed model is a set of humanistic values that are integrated into the educational process through interdisciplinary and specialized disciplines, as well as through the active participation of students in social, cultural and educational activities of the university. It includes key components: emotional and motivational, cognitive, moral, and reflective, which ensure the holistic formation of humanistic orientations in future foreign language teachers. At the same time, the most effective forms of work were: discussions and debates in practical classes, interactive role-playing games, project activities, participation in volunteer and cultural events, as well as reflective exercises in the form of diaries and essays, which contributed to the active assimilation of humanistic values and their practical application.

Working on the integration of humanistic values into foreign language teaching material, the authors found that students more actively learn values when the teaching texts combine linguistic information with cultural, historical and ethical aspects, as well as when they involve discussions, reflection and practical application of the knowledge gained in interpersonal and social situations.

The control stage

The control stage of the experiment was aimed at evaluating the effectiveness of the implemented didactic model. For this purpose, in accordance with the methodology of Roqueach [13], which the authors used at the initial stage to diagnose value orientations, a second study of the value system of future foreign language teachers was conducted. The distribution of priorities according to these humanistic values (Figure 3) revealed the following:

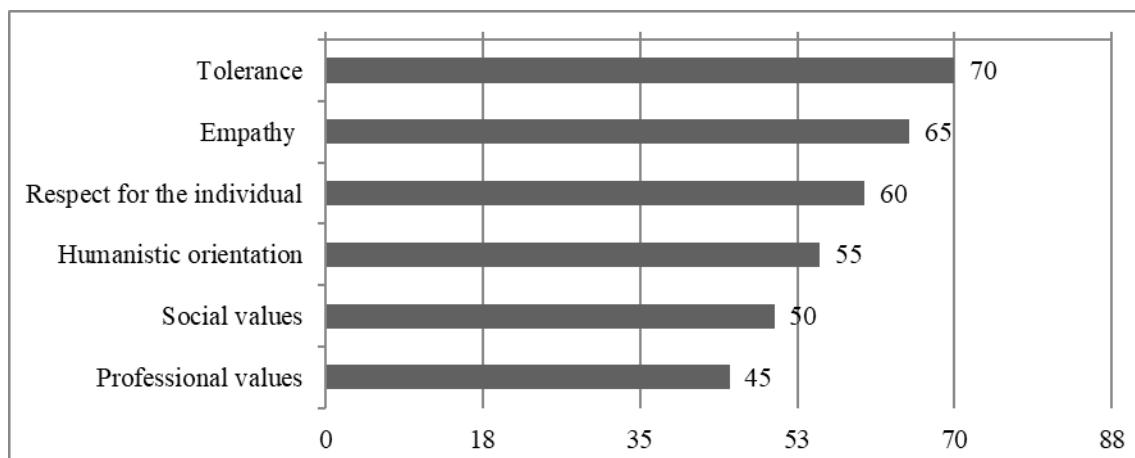


Figure 3. Results of prioritizing the humanistic values of future foreign language teachers, %
Source: compiled by the authors

The study has shown that the implementation of the didactic model of education contributes to a significant increase in the level of humanistic values of future foreign language teachers. The greatest progress is observed in the development of tolerance and empathy. This indicates the effectiveness of integrating humanistic issues into academic disciplines and an interdisciplinary approach. Respect for the individual, humanistic orientation, social and professional values play a significant role in the formation of humanistic values, which confirms the need to combine educational material with social, practical and cultural activities.

The distribution of the importance of values among the students revealed that the formation of interpersonal and moral competencies is crucial for the training of future foreign language teachers. The data obtained indicate the appropriateness of further application of the proposed model in the university educational process as an effective means of forming a holistic humanistic personality of a student.

In order to test the effectiveness of the implemented didactic model, the average indicators of students' humanistic values were compared before the beginning of the formative stage and after its completion. The analysis was carried out by means of a questionnaire according to the Rockach method and further statistical data processing (Table 4).

Table 4. Comparative analysis of indicators "before" and "after" the experiment

Indicator	Before the experiment (M±m)	After the experiment (M±m)	Δ (difference)	Significance level (p)	Interpretation of the results
Tolerance	3.6 ± 0.4	4.5 ± 0.3	+0.9	< 0.05	Significant growth
Empathy	3.2 ± 0.5	4.4 ± 0.3	+1.2	< 0.01	Significant growth
Respect for the individual	4.0 ± 0.3	4.8 ± 0.2	+0.8	< 0.05	Moderate growth
Humanistic orientation	3.8 ± 0.4	4.6 ± 0.3	+0.8	< 0.05	Significant growth
Social values	4.2 ± 0.3	4.7 ± 0.2	+0.5	> 0.05	Insignificant positive dynamics
Professional values	4.5 ± 0.2	4.9 ± 0.1	+0.4	> 0.05	Stably high level

Source: compiled by the authors

A comparative analysis of the priority of values at the stages of formulation and control of the pedagogical experiment reveals the following trends: Increase in the priority of interpersonal values – indicators of tolerance increased from 60% to 70%, empathy – from 55% to 65%, respect for the individual – from 50% to 60%, which indicates that students actively learn humanistic guidelines.

Increased importance of humanistic orientation and social values – humanistic orientation increased from 45% to 55%, social values – from 40% to 50%, demonstrating students' awareness of the importance of ethical behavior and participation in social activities.

A steady trend towards the development of professional values – the indicator of professional values has increased from 35% to 45%, which indicates the gradual integration of professional competence with interpersonal and ethical values.

The overall positive dynamics of humanistic values formation – the number of students at the creative level increased from 25% to 65%, and the share of students at the initial level decreased from 25% to 5%, which confirms the effectiveness of the integrated approach and didactic model.

Digital data demonstrate real changes in the priorities of values and indicate the effectiveness of comprehensive work on the formation of humanistic competencies of future foreign language teachers.

The positive dynamics of these changes will confirm the effectiveness of the integrated didactic model. The integrated didactic model is aimed at the harmonious development of professional and humanistic competencies of future foreign language teachers.

Discussion

The authors support the position of Farmer and Farmer [24], who advise to use a spiritually oriented approach in university education that can contribute to the formation of universal human values in students – love and respect for others, truthfulness, tolerant behavior, honesty to oneself and others. According to the concept of values education, a key factor in the development of a student as a highly functional person with good moral qualities is the constant self-transformation of the teacher and the creation of stable and supportive relationships between the teacher and the student body.

The authors also support Pedersen's [25] opinion that for the effective formation of humanistic values, it is necessary to integrate the humanities and social sciences, since the formation of a student's holistic axiological system is impossible within only one discipline. An interdisciplinary approach should be central to this process.

In order to evaluate the effectiveness of the implemented integrated didactic model, a comparative analysis of the level of humanistic values formation in students before and after the formative stage of the experiment was conducted. The data were obtained by questioning according to the Rockach method, observing learning activity and assessing the manifestations of humanistic behavior in the learning environment (Table 5).

Next page

Table 5. Comparison of the level of humanistic values before and after the implementation of the model

Indicator (value)	Before implementation (average score)	After implementation (mean score)	Dynamic s (Δ)	Level of change	Interpretation of results
Tolerance	3.6	4.5	+0.9	Significant increase	Strengthening skills of acceptance of diversity
Empathy	3.2	4.4	+1.2	High growth	Increased emotional sensitivity and support
Respect for the individual	4.0	4.8	+0.8	Moderate growth	Improvement of interpersonal relations
Humanistic orientation	3.8	4.6	+0.8	Significant growth	Increased awareness of humanistic values
Social values	4.2	4.7	+0.5	Moderate growth	Increase in the level of collective interaction
Professional values	4.5	4.9	+0.4	Slight increase	Strengthening professional ethics

Source: compiled by the authors.

The results of the control phase of the experiment showed that the integrated approach was effective, as evidenced by a noticeable increase in the level of humanistic values among students.

The integrated approach proved to be effective due to the systematic combination of various forms of educational work. This allows for the comprehensive formation of humanistic values among students. In particular:

- lecture and seminar classes provide theoretical knowledge of humanistic values, cultural and social aspects;
- group discussions and debates contribute to the development of critical thinking, as well as the ability to empathize and tolerate through the exchange of views with classmates;
- project activities stimulate the practical application of knowledge and values;
- Interpersonal interaction in the learning environment develops communication skills. Develops skills of reflection and independent ethical decision-making.

This combination of theoretical and practical methods allows us to create a holistic educational environment in which humanistic values are not only learned at the level of knowledge, but also actively implemented in the behavior and interaction of students.

Conclusions

Thus, the results of the study convincingly prove that the proposed didactic model is effective. It not only promotes humanistic values, but also shapes the pedagogical culture of a future foreign language teacher focused on mutual respect, cooperation and professional ethics. The data obtained confirm the grounds for recommending this model for implementation in the educational practice of other higher education institutions of humanitarian profile.

In order for humanistic values to truly become an integral part of the worldview of students at pedagogical

universities, they need to be organically woven into the content of academic disciplines. This implies the inclusion of thematic blocks devoted to academic ethics, empathy, tolerance and mutual respect, which do not remain separate from the main program but are interconnected. In practice, this means that the humanistic component should cover not only pedagogical and psychological courses, but also literary, linguistic and communication disciplines, creating a consistent interdisciplinary network.

In a number of cases, it is observed that the interactive form of work becomes a catalyst for the formation of a humanistic worldview: it combines intellectual development with moral self-improvement, ensuring the harmonious development of the personality of the future teacher, who is able to act consciously and responsibly.

The data obtained become the basis for adapting curricula and adjusting pedagogical strategies. This allows us not only to track the dynamics of the development of a humanistic worldview, but also to adjust the educational process to the individual needs of students.

In general, the implementation of these recommendations contributes to the creation of an educational environment in which the student is an active subject of learning, and the teacher is a facilitator of moral, professional, and personal growth. This approach forms a new generation of teachers capable of acting in a spirit of mutual respect, empathy, and responsibility, which is especially important in the globalized educational space.

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