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Miroshnychenko Olena Anatoliivna Doctor of Psychological Sciences, Professor, Zhytomyr Ivan Franko State University, Zhytomyr, <https://orcid.org/0000-0002-5712-3752>

Voznyuk Oleksandr Vasyliovych Doctor of Pedagogical Sciences, Professor, Zhytomyr Ivan Franko State University, Zhytomyr, <https://orcid.org/0000-0002-4458-2386>

ACMEOLOGY PRINCIPLES OF FORMING SOCIALLY SIGNIFICANT VALUES IN STUDENT YOUTH

Abstract. This article presents a theoretical and empirical study of the formation of socially significant values among college students based on the acmeological approach. The study of the problem of value formation reveals the specific ways in which the professional development of future education specialists is influenced, with the aim of helping them adapt to the complex and stressful conditions of modern-day Ukraine. The issue of developing socially significant values is also of great importance because it plays a key role in the possibility of reaching the acme of personal development.

The system of value orientations among university students is viewed as a concrete manifestation of the system of activities and social relations that reflect the essence of life and the specific historical way of life of a social community. The purpose of this article is to examine the formation of socially significant values among university students from the perspective of the acme approach.

The concept of “acmeology” is viewed as a psychological and pedagogical phenomenon that explores the patterns and mechanisms of adult development. This article examines concepts such as the degree of personal maturity and the pinnacle of that maturity (“acme”). They are defined as an indicator of an individual’s attainment of the pinnacle of their development in society, in professional activity, and in humanity as a whole. The results of an empirical study on the formation of socially significant values among master’s degree candidates at Ivan Franko State University of Zhytomyr are presented. The data obtained indicated the need for psychological and pedagogical training aimed at developing socially significant value orientations based on the acmeological approach. An analysis of the results of the formative stage of the experiment showed that the formation of socially significant values in future specialists based on this approach significantly contributed to the self-actualization of young people, which is an extremely important component of professional training for students pursuing a degree in education.

Keywords: socially significant values, value orientations, acmeology, acme-peak, acmeological approach, structure of acmeological culture, self-actualization.

Мірошниченко Олена Анатоліївна доктор психологічних наук, професор, Житомирський державний університет імені Івана Франка, м. Житомир, <http://orcid.org/0000-0002-5712-3752>

Вознюк Олександр Васильович доктор педагогічних наук, професор, Житомирський державний університет імені Івана Франка, м. Житомир, <https://orcid.org/0000-0002-4458-2386>

АКМЕОЛОГІЧНІ ЗАСАДИ ФОРМУВАННЯ СОЦІАЛЬНО ЗНАЧУЩИХ ЦІННОСТЕЙ СТУДЕНТСЬКОЇ МОЛОДІ

Анотація. У статті представлено теоретичне та емпіричне дослідження формування соціально значущих цінностей студентської молоді на засадах акмеологічного підходу. Дослідження проблеми формування цінностей розкриває особливості впливу на професійне становлення майбутнього фахівця освітньої сфери з метою допомогти адаптуватись в складних стресогенних умовах сучасності України. Проблема розвитку соціально значущих цінностей набуває важливого значення ще й тому, що посідає одне з важливих місць в можливості досягнення акме-вершин особистості.

Система ціннісних орієнтацій студентської молоді розглядається як предметне втілення системи діяльності та суспільних відносин, які відбивають сутність життєдіяльності та конкретно-історичний образ життя соціальної спільноти. Мета статті полягає у розгляді питання формування соціально значущих цінностей студентської молоді з позицій акме-підходу.

Поняття «акмеологія» розглядається як психолого-педагогічне явище, що досліджує закономірності та механізми розвитку дорослої людини. У представленій статті трактуються такі поняття, як ступінь зрілості особистості та вершина цій зрілості («акме»). Вони визначаються як показник досягнення особистістю вершин її розвитку у суспільстві, у професійній діяльності, у людстві в цілому. Надано результати емпіричного дослідження формування соціально значущих цінностей у здобувачів магістратури Житомирського державного університету імені Івана Франка. Отримані дані свідчили про необхідність проведення психолого-педагогічних тренінгів щодо розвитку соціально значущих ціннісних орієнтацій на основі акмеологічного підходу. Аналіз результатів формувального етапу експерименту показав, що формування соціально значущих цінностей майбутніх фахівців на основі означеного підходу значною мірою сприяв самоактуалізації молоді людини, що є вкрай важливою складовою професійної підготовки для здобувачів педагогічної освіти.

Ключові слова: соціально значущі цінності, ціннісні орієнтації, акмеологія, акме-вершина, акмеологічний підхід, структура акмеологічної культури, само-актуалізація.

Introduction

In the dramatic period of our state's development, the issue of forming the socially significant values in young people is necessary for modern Ukrainian society. The analysis of modern social and cultural situation in Ukraine has shown that the formation of value orientations in future specialists in the educational sphere is based on the young persons' representation of their acmeological culture and acme-development being oriented on the pinnacles of their professional development, because high values lead to great heights. Also, taking into account the conditions of permanent stress, being the negative emotional factor for all segments of the Ukrainian population, it is relevant to create psychological mechanisms for restoring value orientations in young people. Therefore, we consider the process of forming socially significant values in young people based on the development of their acmeological culture is urgent.

The inclusion of a person in the system of social relationships is accompanied by the formation of peculiar "nodes" that unite different types of activity into holistic personality structures. According to scientists, these nodes are value formations [1]. Being an integral wholeness, they form the basis and "core" of the personality, which ensures the integrity of individual development, as well as provides the personality self-identity. We define the social values as a concept for designating objects and ideas that embody social ideals and act as certain standards for human behavior and aspirations, thus revealing the acmeological culture in the participants in the educational process that ensures high efficiency of their pedagogical activities [2].

Current state of the issue.

Analysis of psychological, pedagogical and sociological literature has shown that the problem of the formation of value orientations and socially significant values in young people has always interested scientists, but it has acquired particular relevance recently, during the full-scale war. According to S. Maksymenko, the heterogeneity of the social structure of society leads to the existence of different, sometimes contradictory, social values. Thus, any social entity – from separate families to the humanity as a whole – can act as a subject of social values. The presence of value unity in formal, institutionalized groups and communities (family, sports team, production, educational team, nation) is the key to their cohesion and successful functioning [3, 4, 5].

Personality values, according to the works of I. Zyazyun, act as a kind of personality's relationships with the world, which are generalized and processed by the experience of a social group [6]. At the social level, the social values correspond to the principles that determine the rights and obligations of citizens, reflecting the social and economic state of society; and this is felt especially acutely in war conditions.

From the point of view of A. Bolshakova, the orientation of the personality on certain social values is the leading factor of society formation. The society itself

presents a certain system of values, which a person acquires in the process of constant surveying the boundaries and content of certain social norms thus forming the individual and personality equivalents [7].

S. Zaniuk believes that each person behaves in accordance with the attitude to his/her needs and goals, which are reflected through values in the form of motivational constructs of activity [8]. According to his views, the social values can act as factors in the society's acquisition of social capital, the establishment and expansion of a network of social contacts. Dynamic relationships between social values form the structure of values of a personality or group, and in this process the goals of the personality, being acme-peaks, play a very important role [2].

In the studies of the formation of socially significant values in student youth, in our opinion, not enough attention has been paid to the influence of personality's acme projecting of his/her professional development.

Aim of the research.

The aim of the article is to consider the issue of the formation of socially significant values in specialists in the educational sphere from the standpoint of the acme approach.

Methods.

The study has been conducted on the basis of the general scientific methods, the methods of theoretical research, the methods of mathematical statistics. The research of the development of socially significant values in student youth based on acmeological methods has been conducted according to the method "Diagnosis of socio-psychological attitudes of the personality in the motivational and needs sphere" [9].

Results and discussion.

The concept of "value system" presupposes the objective embodiment of a system of activity and social relations in the sphere of social processes reflecting the essence of life, the life meaning and the concrete-historical way of existence of a particular social community. A certain system of values is embodied and objectified in specific phenomena associated with the corresponding forms of social life, in which the mastery of values is carried out, their gradual transformation from the phenomenon of "external" into the phenomenon "for oneself", is realized. Thus, the translation of social values into values subjectively significant for the individual takes place.

The concept of "acmeology" is considered as a section of psychology that studies the patterns and mechanisms of the development of an adult person. The degree of maturity of the personality and the peak of this maturity ("acme") are defined as the state of a person, showing how much the personality has developed as a representative of society and a specialist in professional activity [10, p. 11–179].

Various socio-psychological factors (material living conditions, individual personality traits, inclinations, abilities, communication skills, the quality of the educational and educational influence of the school, family, and other institutions of socialization) influence the process of forming socially significant values. It is clear that in our time, in conditions of war, some value orientations are radically changing;

the problems of life, the values of health, preserving the family, caring for relatives, etc. come to the fore [11].

The social ideal as the foundation for social values, in our opinion, is based on humanistic ideals of society. The humanistic approach is based on the image of the humanistic type of personality, that not only consumes and acquires the cultural values, but also develops them. Thus, a personality can be understood as an intrinsic value and goal, and not a means of social development. C. Rogers believed that the defining motive in human life is self-actualization as one of the most important sources of vital energy. A person strives for the maximum manifestation of his/her own abilities in order to achieve the peaks of one's creativity, to reveal the preservation and development of one's personality [12]. The elements of acmeological culture play a large role in this process.

The structure of the acmeological culture of the future specialist is a complex system that ensures the pursuit of the highest professionalism (acme) and self-development. It includes motivational-value (need for success), cognitive-professional (knowledge), reflective-creative (self-esteem and creativity) and activity-technological blocks.

The authors include the following components of the structure of the acmeological culture [10]:

- motivational and value component – the presence of a stable motivation for professional growth, a value-based attitude to work, the desire to achieve "acme" as the highest point of professional mastery;
- cognitive and professional component – a set of deep professional knowledge, knowledge of acmeological technologies of self-development, understanding the essence of one's own professionalism;
- reflective and creative component – the ability to objectively self-assessing, analyzing one's own achievements and mistakes, using a creative approach (creativity qualities) in solving professional tasks;
- activity-technological component – the ability to apply acmeological technologies (modeling, projecting and self-projecting), using methods of intensification of professional activity;
- personality and ethical component – ethical orientation, responsibility, professional ethics and the ability to self-transcendence (go beyond one's own capabilities).

The independent life activity of a young person is determined by his/her needs, interests, and motives. In this regard, the theory of self-actualization of A. Maslow is important for our study. A. Maslow noted that the sources of development and human fulfillment are located exclusively within the individual himself, and not created or invented by society, which can only help or hinder the development of the individual. From this point of view, the personality self-actualization implies long-term, constant improvement in the process of growth and development of abilities to the maximum possible height [13], to acme peaks.

In youth, based on the desire for autonomy, a structure of self-awareness is formed, which allows one to assess one's own abilities, personality qualities and engage in self-improvement, which subsequently leads to acme peaks. Increasing interest in one's personality during this period is a condition for purposeful self-education and self-cultivation. At the same time, the value orientations of the personality are also formed at this stage of personality development. Due to this a high degree of maturity, differentiation and stability are achieved by moral consciousness: young people begin to realize the moral and ethical problems that adults think about, their moral self-determination is mediated not only by cognitive processes, but also by various interpersonal relationships.

The methodological aspect of creating an acme environment of higher education institutions covers the main acmeological laws of successful human development revealing the development of idealized models of highly productive professional activity of a specialist [10, 14].

In our time, it is very important to form, develop and correct value orientations based on humanistic ideas in young people.

I. Bekh, developing the ideas of humanistic pedagogy, defines terminal, instrumental, operational and basic values being contained in philosophical and ethical views, in the works of literature and art, in the society's laws, in systems of rewards, incentives and punishments, in traditions, public opinion, etc. [15].

Thus, modern psychological science defines humanistic values as psychological features, representing a system of worldview orientations that reflect the personality's social attitude towards oneself and other persons, towards society and the natural environment as the highest value, as well as the ability to differentiate between good and evil and systematically carry out humanistic activities.

Research into the forming and development of socially significant values in student youth based on the acmeological approach has been conducted in 2025-2026 academic year among students of the Institute of Pedagogy of Zhytomyr Ivan Franko State University, Ukraine. The subjects have been divided into two groups: the experimental group (EG) and the control group (CG), with 22 students in each group. At the ascertaining stage of our experiment, based on the developed experimental program, the level of development of socially significant values in the individuals has been studied according to the method "Diagnosis of socio-psychological attitudes of the personality in the motivational and needs sphere", covering 44 participants of the study.

The conducted research using the specified methodology proved the need for training work on the development of socially significant values in the future teachers. The training work has been carried out according to the specially developed tool "Acmeological principles of conducting psychological and pedagogical trainings for adults" [16]. Such psychological and pedagogical trainings have been conducted: "Self-knowledge and self-improvement"; "Life and professional achievements"; "Personal growth" and others.

The motive for participation in the training work of the future teachers, as a rule, has been the desire for self-realization in professional activity and personality life. The social-group or corporate manifestation of self-realization of the personality is due to his/her belonging to the social groups distinguished by professional, institutional, confessional and other characteristics. Due to this the laws that determine the formation of socially significant and professional qualities come into force. They are studied by sociological theories covering the role, status, prestige characteristics of the personality, his/her relationships with the reference group, as well as his/her special place in the system of intra-group inter-subjective interactions.

A future specialist who participated in our training program could self-improve in the directions he/she chooses, seeing the result of his/her own efforts. Such forms of self-realization affect personality's life orientations, communicative circle, self-esteem, professional and social self-determination. Applying the training program we took into consideration the creative self-realization process as a stage of pedagogical becoming, which is characterized by an increase in the level of professional motivation, socially significant activity of the personality and is expressed in the deepening of professional and creative consciousness.

One of the main tasks in the use of our psychological and pedagogical trainings has been the creation of role-playing game scenarios, in which the setting of distant goals as acme peaks could be consistently approved. In the conditions of a role-playing game for a future teacher, we created situations relevant to those cases that are characteristic of his/her real (and future professional) activity. The excitement and elation being inherent in a future professional activity due to educational role-playing game are associated, first of all, with the enriching of personality's "strength" his/her "I" and with the transformation of the past self-identity into new one achieved by constructing a new version of his/her personality, supporting this process with self-reflection.

The psychological and pedagogical trainings conducted with the students of the experimental group have been aimed at forming the following general personality qualities in the future specialists in the educational sphere: competence (knowledge of one's business); initiative (special creative manifestation of activity, putting forward creative ideas, proposals); sociability (openness to others, willingness to communicate); perseverance (demonstration of willpower, ability to see things through to the end); self-control (ability to control one's feelings, one's behavior in difficult circumstances); work capacity (endurance, ability to work hard); organization (ability to plan one's activities, to reveal consistency, concentration). The formation of the above-mentioned personality and professional qualities, abilities and skills is directly related to the development of socially significant value orientations in future teachers. The results of the training (experimental) work are presented in **Table 1**.

Table 1. Results of the study of the development of socially significant values in the future teachers at the beginning and end of the experiment (built by the authors)

Attitudes	Before the experiment			After the experiment		
	EG	CG	The value of the t-criterion	EG	CG	The value of the t-criterion
Process orientation	6,77	6,68	0,22	7,87	6,80	2,12
Result orientation	5,64	5,63	0,02	6,20	5,40	1,09
Altruism orientation	4,86	4,89	-0,05	6,33	4,87	2,41
Selfishness orientation	4,18	4,32	-0,32	2,93	4,47	-2,41
Work orientation	3,86	3,68	0,25	7,67	4,40	6,10
Freedom orientation	6,23	6,26	-0,06	6,20	6,47	-0,50
Power orientation	3,27	3,53	-0,35	6,33	3,67	3,61
Money orientation	3,55	3,74	-0,32	3,13	4,13	-1,77

Analyzing the presented results, we note that five out of eight indicators significantly changed at the level of Student's t-criterion value > 1.98 ($p \leq 0.05$). Thus, the indicators of the following attitudes have significantly increased: process orientation; altruism orientation, which motivates the development of such a socially significant quality as humanity; work orientation (motivates diligence); power orientation (motivates responsibility). The indicator of the same attitude as egoism orientation after the formative stage of the experiment has revealed a significant negative value, which indicates a decrease in this socially undesirable quality among students of the experimental group. In addition, it should be noted that the experimental group students' indicators of result orientation (which indicates purposefulness), altruism orientation (humanity), work orientation (diligence), and power orientation (responsibility) shifted from average to high (from 4.41 to 6.63), and the indicator of egoism orientation shifted from average to low (from 4.18 to 2.93) level. At the same time, no such changes have been observed in the control group of students.

Also, classes with the students from the experimental group have shown that the students became more active in setting professional goals, and they worked on self-improvement (they became more interested in scientific sources, methodological developments, cultural and aesthetic events, etc.), some got a job in their specialty. That is, we can note the activity of the process of self-actualization in the future teachers. A self-actualized person is characterized by relative independence from the

natural and social environment. The main motives of a self-actualized person are not the needs of deficient levels, but the motives of growth, and therefore these people are almost independent of external circumstances, including negative ones revealing the internal type of motivation. The sources of satisfaction of the need for growth and development are not in the external environment, but inside a person – in his/her potential and hidden resources [17].

Independence from the environment means higher resistance to adverse circumstances, shocks, blows of fate, deprivation, frustration, which is very important in our time. Motivated independent life activity of a personality presupposes such aspects of personality development as self-awareness, self-analysis and self-knowledge, self-education, self-learning, self-development. In the self-actualization of young people, it is social values that are an important link that regulates the correspondence between their behavior, actions, interests, needs and the interests of society.

Conclusions and research perspectives.

Analysis of the results of the formative stage of the experiment has shown that the development of socially significant values in student youth based on the acmeological approach largely depends on the content of the training work, which is additional to the student's educational activity, but extremely important and interesting for the future pedagogues. When conducting trainings, we proceeded from the position that the effectiveness of work on the development of value orientations in student youth increases sharply if efforts are made to develop the goal of achieving one's dream, pinnacles in professional activity, self-improvement. The content of our educational activity has consisted in that that the subject of self-improvement controls his/her work/activity, constantly keeps this process within the limits of his/her consciousness, and on this basis establishes possible deviations from the planned program of self-improvement and makes corrections to plans for further activity.

The process of self-improvement is considered by us as the interaction of internal (personality) characteristics and external factors (factors of the social environment), which leads to the formation of appropriate, socially significant values in student youth. To a large extent, the content of a young person's values depends on the cultural context and historical background. Social events taking place in the world and our country greatly stimulate the young people to make their own choices, to personally orient themselves in everything which is going on in the society. Compared to previous generations, modern young people perceive life more rationally, and are more independent especially nowadays when young people are maturing more quickly.

Thus, the socially significant values are a concept used to denote personality ideas that embody social ideals and cultural traditions and, thanks to this, act as a standard of efficient professional activity. At the social level, the social values correspond to the principles that determine the rights and duties of citizens, and each society is characterized by the values that prevail in it – this is felt especially acutely in the conditions of war. Therefore, today it is very important to form and develop socially

significant values in young people, that reveals a vast prospects for further scientific studies.

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