

Features of Formation of Value-and-Semantic Mindsets in Adolescence

Особливості сформованості ціннісно-сміслових настановлень у підлітковому віці

Shevchenko Nataliia

Dr. in Psychology, Professor,
Professor of the Department of Psychology,
Zaporizhzhia National University,
Zaporizhzhia (Ukraine)

ORCID ID: <https://orcid.org/0000-0002-5297-6588>

Researcher ID: <https://www.researcherid.com/rid/I-2214-2018>

Scopus AuthorID: 57210214638.

E-mail: shevchenkonf.20@gmail.com

Шевченко Наталія

Доктор психологічних наук, професор,
професор кафедри психології,
Запорізький національний університет,
м. Запоріжжя (Україна)

ABSTRACT

The aim of the article is to present the results of the experimental study of features of value-and-semantic mindsets in adolescence.

Methods of the research. The following empirical methods were used in the study: "Diagnosis of the real structure of value orientations of the individual" by S. Bubnova, "Value orientations" by M. Rockeach (RVS) in modification of B. Kruglov, S. Schwartz's method, adapted by V. Karandashev; "Value

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

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spectrum" by D. Leontiev; R. Kettell's method of multifactorial personality research (14 PF) (adolescent version); mathematical and statistical methods of data processing.

The results of the research. Research data of the structural components of value-and-semantic mindsets of adolescence have been presented. Peculiarities of formation of value-and-semantic mindsets in adolescence have been revealed: 1) the content of the parameter "values-knowledge" is reflected in the dominance of communication values ("cheerfulness", "education", "honesty", "goodness"); values conditioned by the age characteristics of adolescents ("independence", "conformity"); 2) the content of the parameter "values-meanings" has shown that important values for adolescents are specific values ("health", "happy family life", "having good and faithful friends"), personal life values "happy family life", "having good and faithful friends", "love"). This reflects the age-related changes in the adolescent's personality associated with the development of introspection and reflection, the formation of identity ("sense", "justice", "uniqueness", "integrity", "truth"); 3) "values-stimuli" include values of self-development ("learning new things"), self-affirmation ("recognition and respect of people", "independence"), hedonistic ("pleasant rest", "hedonism"), altruistic ("help and mercy"), the values of communication ("universalism", "kindness"), the search for new and acute sensations ("stimulation"). The structure of each of the selected parameters includes different groups of values, which indicates the inconsistency of the components and the disharmony of the general value-semantic sphere of adolescents.

Conclusions. The results of the experimental study have shown the presence of reproductive (insufficient) level of formation of value-and-semantic mindsets in adolescents.

Key words: value-and-semantic mindsets, value-and-semantic sphere, values, senses, value orientations, adolescence.

Introduction

Socio-economic and political changes are constantly taking place in modern Ukrainian society, which are characterized by the transformation of public consciousness, changes in leading values and moral priorities. Such changes can lead a person, who is in the process of formation, to the formation of a blurred system of values, which will be reflected in the value-semantic mindsets of a man.

In the context of modern psychological science development, the study of value-semantic mindsets is one of the insufficiently studied areas, while the value-semantic sphere is the central formation of personality, its "core", and value-semantic mindsets are an integral component of personality's semantic structure. They define the attitude to themselves, other people and the world as a whole. The contradiction between the importance of adolescence in the formation of personality, especially in the field of value-semantic development, and the lack of representation of theoretical and practical grounds for developing measures of competent influence on the formation of value-semantic mindsets in psychology is rather relevant.

The inclusion of value-semantic mindsets in the conceptual apparatus of modern psychology has taken place recently, and the prerequisites include the achievements of axiology, philosophy, psychology and psychology of meaning. Modern researchers have paid attention to the study of age features of the development of value-semantic attitudes. Thus, scientists (Ефименко, 2011; Перелыгина, 2008; Москвіна, 1994) studied their formation in adolescence, I. Kanieieva (Канеева, 2011) studied the development of value-semantic mindsets in senior adolescents and early adolescence, A. Yakovlieva (Яковлева, 2009) analyzed them from adolescence to old age. However, most of the studies reviewed the features of value-semantic mindsets limited, as they study their specific types (environmental, anti-terrorist) or relate to a narrow range of subjects (visually impaired, etc.).

The peculiarities of the value-semantic sphere of adolescents are the object of research of domestic and foreign scientists (Лавріненко, 2020; Яновська & Когут, 2020; Edwards & Kirven, 2019; Lewis-Smith, Pass & Reynolds, 2021). At the same time, despite the presence of research on the general features of the value-semantic sphere, in psychological science unresolved issues remain to determine the structure, functions, levels, features of the formation of value-semantic mindsets in adolescents, while this age stage is a sensitive period of their formation

(Абакумова & Годунов, 2019; Антоненко, 2018; Лавріненко, 2020; Леонтьев, 2003; Avalueva, 2020). The study of these features will allow to develop the practice-oriented measures of purposeful influence on the formation of value-semantic attitudes in adolescence.

The purpose of the article is to present the results of an experimental study of the peculiarities of value-semantic mindsets in adolescence.

Methods of the research

The following psychodiagnostic methods were used: to identify the real structure of value orientations – the method of “Diagnosis of the real structure of value orientations of the personality” by S. Vubnova (Бубнова, 1995); to study the holistic hierarchical system of value orientations of a personality – the test “Value Orientations” by M. Rokeach (RVS) in B. Kruglov’s modification (Галян, 2011); for the study of individual values – Schwartz’s method, adapted by V. Karandashev (Карандашев, 2004); for the study of semantic and value spheres of personality – the method of “Value Spectrum” of D. Leontiev (Леонтьев, 2003); for the study of adolescent personality – the method of multifactorial personality research (14 PF) of R. Cattell (adolescent version) (Галян, 2011). The mathematical and statistical methods of data processing were used (IBM SPSS-20: descriptive statistics, correlation analysis).

The study involved 160 pupils of secondary schools, lyciums in Zaporizhzhia. The age of respondents is 12 – 16 years, among them 55 respondents are 12 years, 53 – aged 13-14 years, 52 – aged 15-16 years. The distribution of respondents into three groups (junior, middle and senior adolescents) reflects the essential features of adolescence.

Results and their discussion

The value-semantic mindsets are determined by researchers in different ways, in particular: 1) expression of cognitive-ethical position, personal meaning in the form of readiness for

a certain direction, behavior, interaction, stabilizing these processes as a whole, giving them a stable character; act as an integral component of the semantic structure of personality, determine the nature of attitudes towards themselves, other people, the world as a whole, the nature of communication, evaluation and behavior, both in the current situation and during the long term (Канеева, 2011; Яковлева, 2009); 2) stable subjective attitudes of man to various aspects of real life, which are refracted in the activity and determine its nature, position of the subject, his way of life; meaningful, realized by the subject, real motives reflected in the activities (Перелыгина, 2008).

Based on the ideas of researchers on the components of the value-semantic sphere (value orientations, semantic and value mindsets), we consider it appropriate to identify emotional, cognitive and behavioral components in the structure of value-semantic mindsets (Шевченко & Сошина, 2016).

The cognitive (informational) component includes the vision of the world, the image of the desired thing – this is the semantic component, knowledge of values and knowledge-values is the value component.

The emotive component is a person's evaluative judgment, which is manifested in sympathy or antipathy towards significant objects, through which the individual perceives the surrounding world.

The behavioral (conative) component of value-semantic mindsets is manifested as a willingness to act in relation to the object that has personal meaning and value significance for the personality. Based on the views of researchers on the functions of the structural components of the value-semantic sphere of personality, the functions of value-semantic mindsets are determined: regulatory (it determines the stable and consistent nature of behavior and activities); adaptive (it is the ability of a person to meet their own needs through the values that are specific to a particular society, as well as involvement in the system of norms and values that function in it); expressive (it promotes

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self-affirmation and self-expression of the individual) (Братусь, 2016; Легун, 2010; Романюк, 2014; Яницкий, 2000).

The comparative analysis of researchers' views on the mechanism of formation of value-semantic mindsets showed different features: interiorization of values, transformation of personality, formation of a hierarchy of values (Галян, 2013); operational, target and motivational value-semantic mindsets (Абакумова & Годунов, 2019); determination of orientation, correction of behavior and formation of necessary value-semantic mindsets (Канеева, 2011); providing psychological, communicative and methodological conditions (Ефименко, 2011). Thus, interiorization, identification and internalization are the mechanisms which help a personality to perceive value, appropriate it, transforming it into his own value orientation, and, being mastered, translates it through actions, behavior in the form of their own value-semantic mindsets.

A detailed analysis of the scientific literature on the researched issues allowed to determine the specifics of the general features of adolescents' value-semantic sphere development, individual mechanisms of their transformation. Among the psychological features of the development of the value-semantic sphere of personality in adolescence there are: formal features (relative differentiation of components, order and structure, crystallization of generalized meanings); informative features (decentration, verbalization of meanings, irregularity); dynamic features (instability, reflexivity, disharmony). The age features of development that ensure the transformation of the value-semantic sphere are considered: reflexive mechanisms (rethinking of the adolescent's own appearance, relationships with other people, socio-role experimentation); transformation and development of the cognitive sphere; changes in the motivational sphere of an adolescent (change in the hierarchy of motives) (Галян, 2013; Ефименко, 2011; Канеева, 2011; Лавріненко, 2018; Пенькова, 2013; Яновська & Когут, 2020; Lavrinenko, 2021).

Taking into account the views of researchers on value-semantic mindsets, mechanisms of their formation and taking into account the scientific achievements of scientists concerning the structure of the value-semantic sphere and its components, the concept of *value-semantic mindsets of adolescents* can be defined as mental education, being a component of value and semantic sphere of adolescent's personality and is expressed in readiness for action and self-expression and it is based on the system of values, value orientations and personal meanings of an adolescent.

The results of an empirical study of the peculiarities of value-semantic mindsets in adolescence will be presented in accordance with the defined structural organization of value and semantic mindsets.

To diagnose the parameter of "value-knowledge", that corresponds to the cognitive component of value-semantic mindsets, we used the test "Value Orientations" of M. Rokeach (block of instrumental values) and the method of studying individual values of S. Schwartz (adapted by V. Karandashev), the level of normative ideals.

The study found that the content of the parameter "values-knowledge", that reflects the values of adolescents and declared values, is characterized by a number of features: most values belong to the block of values of communication ("cheerfulness": junior group – 6.69, middle group – 6.03, senior group – 6.58; "education": junior group – 5.55, middle group – 5.7, senior group – 5.29; "honesty": junior group – 7.15, middle group – 7.78; "kindness": junior group – 4.64, middle group – 4.5, senior group – 4.61); contain values conditioned by the age characteristics of adolescents ("independence": middle group – 4.53, senior group – 4.48; "conformity": junior group – 4.62, middle group – 4.57, senior group – 4.5); includes values that are due to socio-economic and political instability ("security": junior group – 4.5).

Psychological features of the parameter "value-knowledge" mean that they reflect the current needs of adolescence in communication, emancipation, etc., but they are manifested at the

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cognitive level. Thus, adolescents recognize the importance of the above values, but their representation in behavior may be completely absent.

The diagnosis of the emotive component of value-semantic mindsets, reflecting the results of the study of the parameter "values-meanings" was performed using the test "Value Orientations" by M. Rokeach (block of terminal values) and the method of "Value Spectrum" by D. Leontiev.

The study revealed the following psychological features of the system of dominant values of adolescents: the predominant group is the group of specific values ("health": junior group – 3.22, middle group – 4.46, senior group – 4.51; "happy family life": junior group – 6.86, middle group – 5.3; "presence of good and faithful friends": junior group – 6.89, middle group – 6.10, senior group – 5.37) and group of personal life values "happy family life", "the presence of good and faithful friends", "love": senior group – 6.35).

The state of subjective semantic reality includes the following categories of "good": the junior group – 6.11; middle group – 5.62; senior group – 5.55; "meaning": middle group – 4.3, senior group – 4.66; "justice": junior group – 4.43; "uniqueness": senior group – 4.38; "integrity": middle group – 4.22; "truth": junior group – 4.25.

The identified psychological features of the parameter "values-meanings" are in fact a reflection of age-related changes in the personality of an adolescent, associated with the development of introspection and reflection, the formation of identity. That is, the identified significant values have an emotional color and attractiveness and can be manifested in the behavior of adolescents, depending on the situation.

To study the parameter "values-incentives", which reflects the conative component of value-semantic attitudes, the method of research of individual values by S. Schwartz (level of individual priorities) and the method of "Diagnosis of the real structure of value orientations" by S. Bubnova were used.

Summarizing the obtained results, we note that the following values are significant for adolescents, manifested at the level of behavior: values of self-development ("recognizing new things": junior group – 3.64, middle group – 4.09, senior group – 4.04); self-affirmation ("recognition and respect of people": junior group – 4.03, middle group – 3.64; "independence": senior group – 2.28); hedonistic ("pleasant rest": junior group – 4.02, middle group – 3.89, senior group – 4.23; "hedonism": middle group – 2.77; senior group – 2.1) and altruistic ("help and mercy": senior group – 4.8); values of communication ("universalism": junior group – 2.49, middle group – 2.44; "kindness": junior group – 2.33, senior group – 2.13); search for something new and getting thrills ("stimulation": junior group – 2.44, middle group – 2.7, senior group – 2.41).

Thus, the identified psychological features of value-semantic mindsets on the parameter of "values-incentives" are characterized by the typical needs of adolescents in establishing social contacts, independence, as well as the desire to experience thrills and pleasure. The peculiarity of the studied parameter is that the identified significant values are reflected in the propensity to certain actions, behaviors, and therefore they are implemented in the activity.

Comparing the results of the study of the parameters of "values-knowledge", "values-meanings" and "values-incentives" it is found that the structure of each of the parameters corresponding to the cognitive, emotional and conative component of value-semantic mindsets included different groups of values, thus confirming the results of theoretical analysis of the problem, according to which the general structure of an adolescent's value-semantic sphere is characterized by instability and disharmony.

According to the distribution of correlations between the parameters of value-semantic mindsets ("values-knowledge", "values-meanings" and "values-incentives") and individual psychological characteristics of adolescents by certain generalized factors "Consciousness", "Social introversion", "Conformity",

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"Anxiety" (the method of multifactorial personality research 1 PF by R. Cattell) it is revealed the largest number of close correlations between the parameters of value-semantic mindsets and the factor of "Consciousness" ("conformity" (0.34; $p \leq 0.01$), "traditions" (0.31; $p \leq 0.01$); "kindness" (0.27; $p \leq 0.01$), "universalism" (0.37; $p \leq 0.01$), "power" (-0.25; $p \leq 0.01$). Thus, the assimilation (interiorization) of values by adolescents depends on specific individual psychological characteristics, in particular activity, persistence, responsibility, high level of control of behavior, volitional qualities and balance.

The qualitative and quantitative analysis of the results showed that, despite some changes in the leading values of senior adolescents compared to junior and middle, significant differences between the indicators in the subjects were not found. It means that the current conditions of school education do not cause significant changes in the value-semantic sphere of personality and its components.

In previous studies (Шевченко & Сошина, 2016) we have established the criteria for the formation of value-semantic mindsets in adolescence. The criterion for the formation of the cognitive component is determined to be the formation of an individual system of meanings, i.e. the gradual assimilation of socially produced values by adolescents in the process of personal development and the formation of an individual system of meanings on this basis. The criterion for the formation of the emotive component is the appropriation of social values, i.e. the modification of socially significant values through the introduction of subjective features. For the conative component, the criterion of formation is determined to be the meaningfulness of the individual space of activity, manifested in selectivity of the personality's activity, the formation of behavioral patterns due to the system of values and meanings of the personality.

According to empirical data on the formation of value-semantic mindsets, we have indicated the selected criteria, i.e. their reflection in the context of psychodiagnostic techniques.

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The indication was conducted in order to identify the levels of formation of value-semantic mindsets in adolescence, by comparing qualitative results and numerical indicators. In order to obtain statistically significant results that will reflect the peculiarities of the formation of value-semantic mindsets in adolescence (from junior and middle to senior adolescence), it was necessary to determine the standard indicators of their levels of formation. Therefore, the results according to the above criteria were transferred into a single evaluation system using the scale of standards.

For this purpose the standard indicator was determined for each of the studied criteria (average meaning) which corresponds to the following levels of formation of value-semantic mindsets: creative and reproductive.

The indicators of development of value-semantic mindsets for the creative level are established: significance of higher spiritual and universal values (well-being, freedom, mercy and others); the importance of the values of knowledge, development; the expressed tendency to independence, achievement orientation; ability to set personal perspectives; social interaction based on the principles of mutual respect, tolerance, honesty; aesthetic development.

The reproductive level of development of value-semantic mindsets has the following features: low importance of higher spiritual and universal values; lack of focus on personal development, achievement, self-realization; in interpersonal interaction there are no manifestations of tolerance, mutual respect for others; low level of significance of aesthetic values.

Let's consider the boundaries of the levels of development of value-semantic mindsets according to the first criterion – the formation of an individual system of meanings expressed in values on a set of indicators of instrumental values and values at the level of normative ideals.

In the group of junior adolescents it was found that the values of "education", "cheerfulness", "honesty" were within the

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creative level of development. Other values ("accomplishments", "responsibility", "self-control", "courage to defend opinions" and others) meet the limits of the reproductive level of development.

The results of the middle group respondents are distributed as follows: creative level includes the values of "education" and "cheerfulness"; reproductive level of development is established for the values of "independence", "accomplishments", "responsibility", "self-control", "care", "honesty" and others.

In the senior group of respondents, the distribution of results by the value of the indicator of instrumental values showed that the creative level of value development is identical to the results obtained in the middle group of respondents, except for the value of "accomplishment", which also sets the creative level. Values of "high demand", "discipline", "rationalism", "courage in defending opinions", "tolerance", "latitude of views", "firm will", "efficiency in business", "intolerance to failures" have a reproductive level of formation.

The distribution of indicators of normative values-ideals showed that the levels of development for adolescents of junior and middle groups are identical: the creative level is set for values of "conformity", "kindness", "universalism", "independence", "hedonism", "achievement" and "security"; the values of "tradition", "stimulation", and "power" have a reproductive level of development. In the group of senior adolescents, the distribution of values coincides with the exception of the value of "universalism", that is within the reproductive level of development.

The analysis of the results of the second criterion "Appropriation of social values", that is expressed in the value by a set of indicators of significant terminal values and significant values-meanings.

The distribution of values by the indicator of significant terminal values in all groups of respondents is identical. Thus, the values of "health", "love", "the presence of good and faithful friends", "happy family life" are within the creative level;

other indicators – “development”, “freedom”, “self-confidence”, “interesting job”, “financially secure life” and others are in the zone of reproductive level of development.

According to the indicator of values-meanings, it is established that in the group of junior adolescents values-meanings of “good”, “truth”, “beauty”, “order”, “meaning”, “justice”, “integrity” are within the creative level. Other values have a reproductive level of formation.

Respondents of the middle adolescent group were found to have the values of “integrity”, “uniqueness”, “justice”, “meaning”, “order”, “truth”, “well-being” at a creative level of development. Values-meanings of “beauty”, “lightness”, “simplicity”, “self-sufficiency”, and “perfection” belong to the reproductive level. The respondents of the senior group have identical levels of development, except for the values-meanings of “order”, “justice” and “integrity”, which were decreased to the reproductive level of development for adolescents.

The limits of the levels of development of value-semantic mindsets are established according to the third criterion – “Meaningfulness of the individual space of activity”, that is expressed in the value by the set of indicators of significant values-priorities and real value orientations.

Respondents of the junior group have values-priorities distributed by levels as follows: values of “kindness”, “universalism”, “independence”, “stimulation”, “security” have a creative level of development; the reproductive level is set for the values of “conformity”, “tradition”, “hedonism”, “achievement”, “power”.

According to the results by the second criterion in the group of middle-aged adolescents, the values of “kindness”, “universalism”, “independence”, “stimulation”, “hedonism”, “achievement”, “security” have a creative level of development. The other values are within the reproductive level of development.

It has been established that in the group of senior adolescents the values of “security”, “achievement”, “universalism”,

"traditions", "power" and "conformity" had a reproductive level of formation. Within the creative level of development there are the values-priorities of "kindness", "independence", "stimulation", "hedonism".

The distribution of results according to the indicator of real value orientations established that in the group of junior adolescents the values of "financial well-being", "love", "high social status", "social activity", "communication", "health" have a reproductive level. The values of "pleasant rest", "search and enjoyment of the beautiful", "help and mercy", "knowledge of new things", "recognition and respect for people" have a creative level of development.

In the middle group of adolescents the values of "pleasant rest", "search and enjoy the beautiful", "help and mercy", "love", "learning new things", "recognition and respect for people" have a creative level of development, other values are within the reproductive level. For the senior adolescent group, the values of "help and mercy", "pleasant rest", "search and enjoyment of the beautiful", "love", "learning new things", "recognition and respect for people" are within the creative level. The rest of the values have the reproductive level of formation.

The results of the generalized comparison of the levels of value-semantic mindsets development are presented in Table 1.

Table 1

Distribution of levels of value-semantic mindsets' formation

Criteria of formation	Levels of formation (%)	
	Creative	Reproductive
Formation of individual system of values	42.86	57.14
Appropriation of social values	42.07	57.93
Recognition of individual space of activity	40.13	59.87

It should be noted that by all criteria, indicators of adolescents are quite high in a significant number of values (creative

level of development). This indicates that the value-semantic mindsets that reflect the system of values, value orientations and personal meanings of an adolescent are developed at a certain level. This fact can be explained by that the value-semantic sphere of adolescents and its structural components are actively formed in adolescence and continue their development throughout the life.

Despite the mentioned above, many values being important for the general development of personality are within the reproductive level of development: at the cognitive level (values of "discipline", "courage in defending opinions", "tolerance", "latitude of views" and others); at the emotional level ("beauty of nature and art", "knowledge", "happiness of others", "creativity", "self-sufficiency", "perfection", etc.); at the conative level ("achievements", "traditions", "social activity", "health" and others).

Thus, the results of the study indicate an insufficient level of formation of value-semantic mindsets of adolescents and indicate the need for practical and targeted measures of purposeful influence on the formation of value-semantic mindsets in adolescence.

Conclusions

The article presents the results of an experimental study of the features of value-semantic mindsets in adolescence. It is shown that the structure of value-semantic mindsets is represented by emotive, cognitive and behavioral components. The functions, mechanisms of formation of value-semantic mindsets and the specifics of adolescents' value-semantic sphere development are determined. Adolescents' value-semantic mindsets are defined as mental formation, being a component of the value-semantic sphere of adolescent's personality and are expressed in prerediness for action and self-expression. It is based on the system of values, value orientations and personal meanings of an adolescent.

The psychological features of the formation of value-semantic mindsets of adolescents are empirically studied and the following characteristics are identified: 1) the content of the parameter "values-knowledge" is reflected in the dominance of communication values ("cheerfulness", "education", "honesty", "goodness"); values due to the age characteristics of adolescents ("independence", "conformity"); 2) the content of the parameter "values-meanings" showed that important values for adolescents are specific values ("health", "happy family life", "having good and faithful friends"), personal life values "happy family life", "having good and faithful friends", "love"), reflects the age-related changes in an adolescent's personality, associated with the development of introspection and reflection, the formation of identity ("meaning", "justice", "uniqueness", "integrity", "truth"); 3) "values-stimuli" include values of self-development ("learning new"), self-affirmation ("recognition and respect of people", "independence"), hedonistic ("pleasant rest", "hedonism"), altruistic ("help and mercy"), values of communication ("universalism", "kindness"), the search for new and acute sensations ("stimulation"). The structure of each of the selected parameters includes different groups of values, that indicates the inconsistency of the components and disharmony of general value-semantic sphere of an adolescent.

The distribution of data by levels of formation of value-semantic mindsets (creative and reproductive) is carried out. It is concluded on the presence of reproductive (insufficient) level of formation of value-semantic mindsets in adolescents.

A promising direction in the development of scientific issues is the further study of peculiarities of value-semantic mindsets at different age stages, development of methodological tools for the study of value-semantic mindsets.

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Шевченко Наталія. Особливості сформованості ціннісно-сміслових настановлень у підлітковому віці.

Мета статті – презентувати результати експериментального дослідження особливостей ціннісно-сміслових настановлень у підлітковому віці.

Методи дослідження. У дослідженні використано такі емпіричні методи: «Діагностика реальної структури ціннісних орієнтацій особистості» С. Бубнової; «Ціннісні орієнтації» М. Рокіча (RVS) у модифікації Б. Круглова; методика Ш. Шварца, адаптована В. Карандашевим; «Ціннісний спектр» Д. Леонтєєва; методика багатофакторного дослідження особистості (14 PF) Р. Кеттелла (підлітковий варіант); математико-статистичні методи обробки даних.

Результати дослідження. Представлено дані дослідження структурних компонентів ціннісно-сміслових настановлень підлітків. Виявлено особливості формування ціннісно-сміслових настановлень у підлітковому віці: 1) зміст параметру «цінності-знання» відображується домінуванням цінностей спілкування («життєрадісність», «вихованість», «чесність», «добро»); цінностей обумовлених віковими особливостями підлітків («самостійність», «конформність»); 2) зміст параметру «цінності-смісли» показав, що важливими для підлітків є конкретні цінності («здоров'я», «щасливе сімейне життя», «наявність гарних та вірних друзів»), цінності особистого життя («щасливе сімейне життя», «наявність гарних та вірних друзів», «кохання»), відображує вікові зміни в особистості підлітка, що пов'язані з розвитком самоаналізу та рефлексії, становленням ідентичності («смісл», «справедливість», «унікальність», «цілісність», «істина»); 3) «цінності-стимули» включають цінності саморозвитку («пізнання нового»), самоствердження («визнання та повага людей», «самостійність»), гедоністичні («приємний відпочинок», «гедонізм»), альтруїстичні («допомога та милосердя»), цінності спілкування («універсалізм», «доброта»), пошук нового та отримання гострих відчуттів («стимуляція»). В структуру кожного з виокремлених параметрів включено різні групи цінностей, що свідчить про неузгодженість компонентів та дисгармонійність загальної ціннісно-сміислової сфери підлітка.

Висновок. Результати експериментального дослідження засвідчили наявність репродуктивного (недостатнього) рівня сформованості ціннісно-сміслових настановлень у підлітків.

Ключові слова: ціннісно-сміслові настановлення, ціннісно-сміслова сфера, цінності, смисл, ціннісні орієнтації, підлітковий вік.

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