

Сведения об авторах

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THE CONTENT AND STRUCTURE OF THE VALUE ORIENTATIONS OF GIFTED HIGH SCHOOL STUDENTS

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Abstract: *The aim of the study is to investigate the problems of formation and peculiarities of a young person's sphere of values and senses at the modern stage of the society development. The study analyses the nature, structure, mechanisms and factors of a person's sphere of values and senses as well as psychological and pedagogical approaches to its research. Nature and relevance of the system of values to personal growth are investigated. The given study underlines the lack of scientific and theoretical as well as practical research, aimed at the study of psychological mechanisms of high potential formation and social self-realization of gifted youth. The person's sphere of values and senses or the system of value orientation is viewed as one of the significant mechanisms of the phenomenon development and social realization of giftedness. The study comprises the results of empirical research in value orientation and difficulties in the formation of the sphere of values and senses of gifted youth. Statistically proven data on the hierarchy of significant and accessible values in the system of value orientation of gifted personalities (senior pupils) are presented. The study draws empirical conclusions on value orientations peculiar of modern gifted youth; in the majority of cases they contribute to the process of high potential development. A number of conclusions is given about insufficiently formed significant and accessible values in the system of values of gifted early youth. The given research shows and analyses empirical data, according to which gifted people deny significant values such as "good health preservation", "high social status", "social activity", deny accessible values such as "interesting work", "material wellbeing", etc. The study represents facts that prove a hypothesis that for a considerable number of talented young people correlation between a number of significant and accessible values within the system of value orientation has a character of intrapersonal conflict.*

Key words: *Sphere of values and senses, value orientations, significant values, accessible values, gifted personality, youth giftedness, gift realization, value orientations of gifted personalities.*

Introduction Topicality of the research into the problem of a person's sphere of values and senses formation in the modern world is undeniable. Radical changes in the social, economic and spiritual sphere of our society including education, lead to fundamental changes in value orientations, worldview and behavior of people of different ages. It is especially noticeable with the young people because this age represents a period of the most conscious and rapid development of sense-making part of life. Reappraisal of values which is inevitable under the conditions of breaking the existing

principles is highly manifested in the consciousness of a young person. These processes are rather difficult to analyze due to unresearched influence of a huge number of external and internal factors. A particular interest in this context is paid to the category of gifted people due to their extraordinariness, ambiguousness and uniqueness of psychological mechanisms of their formation and self-realization during the youth period.

There exists a contradiction between the need of society and education in development of approaches to the formation of a sustainably developed gifted personality, ready for innovative activity, social self-realization, achievements for the sake of the society and lack of scientific research devoted to psychological mechanisms of formation and self-realization of gifted youth in present-day conditions. One of such mechanisms is the sphere of values and senses of a gifted personality, the system of its value orientations.

We have outlined a problem concerning the necessity of investigating value orientations of gifted youth as well as the eliciting difficulties in the formation of their sphere of values and senses. The stated problem is linked with the existing in literature supposition that one of the reasons of social nonrealization of a gifted adult can be intrapersonal conflict which appeared between the system of significant and accessible values during the youth period.

Literature review: Today's world of high-end technology and resources is impossible without enrichment of intellectual and creative potential of the society without supporting gifted personalities children and adults, being this potential in the first place. Due to this reason, there is a growing interest to scientific, theoretical and practical research aimed at eliciting psychological tendencies and mechanisms of development and realization of a gifted person's high potential. Modern research of giftedness reveals a philosophical (Ivleva, 2009) and a psychological nature of this phenomenon. Thus, Bogoyavlenskaya states that in present-day conditions it is a gifted person that represents a competitive personality, possessing rich reserves, bigger than anybody else. "That is why the task of theoretically defining the notion of giftedness is very crucial now". Ridetskaya analyzes the results of modern longitudinal studies of giftedness. A series of research among them touches upon a gifted person's sphere of values and senses. Panchenko and Fedorovskaya research investigative activity as a condition of a gifted person's personal meaning disclosure. Gubanova (2011) shows an empirically tested model of pedagogical support of professional identity of gifted senior pupils within the educational sphere of the school; the model includes a values and senses part, etc.

Value orientations are significant for the development of a gifted personality; make sense of its existence, present a spiritual base in achieving goals, external and internal wellbeing, help resist various life challenges (Bodoyavlenskaya, 2004; Granovskaya, 2002; Maslow, 1999). The system of value orientations defines in what life, professional and personal directions a gifted person is developing (or his giftedness is lost). According to the results of Fantalova's research, people who had their needs in values realization fulfilled are subjectively happier. Complete or partial failure to fulfil the values of a gifted person, affected by his/her perfectionism, often leads to lack of personal success, deep inner conflict, psychological instability, loss of high potential (Bodoyavlenskaya, 2004; Maslow, 1999).

Issues related to the nature, essence, structure, mechanisms and defining factors of a person's sphere of values and senses development are analysed in the works of Bratus, Vasilyuk, Znakov, Klimov, Leontiev, Mamardashvili, Pantileev, Samykina, Yanitskiy, etc. Interest to the problem of a young person's sphere of values and senses formation is supported by a number of works, devoted to its various aspects (Abdulkhanova-Slavskaya, Ginsburg, Kon, Mukhina, Rubinstein, etc.).

As viewed by the supporters of various approaches and theories, a person's sphere of values and senses bears ambiguous characteristics, meaning and place in the structure of personality. Znakov speaks about value-sense position as a system of constructs, reflecting a worldview position of a subject towards the world and producing a decisive impact on the world understanding, search and formation of various senses (Znakov, 2005). Samykina, while studying relations between values and senses in the structure of personality, defines the system of values as a concept which is "bigger, personality-wide, including, if necessary, a sense-bearing component". Klimov, Starovoitenko, Yanitskiy define a person's value-sense position as a life attitude in their researches. A person has to

discover this value life attitude in himself, turn it into “I-reality”, bring it to the reality of exact relations and fill it with a sense of deeds and life actions. Sense representations function as acceptance or denial of certain values in the organization of value orientation system and evaluate their significance.

Starov oitenko defines values as sense formations and personal sense of events and phenomena, according to the researcher, is largely stipulated by a person's value relations. Thus, values and senses are inextricably entwined in a person's consciousness which make it possible to speak about a person's sphere of values and senses (Starovoitenko, 2004).

Yanitskiy notices a dynamic and polyfunctional character of the sphere of values and senses. According to him, the system of values is the highest controlling organ regulating of all the sources of a person's activity, defines the most reasonable ways of their realization. On the other hand, it is an inner incentive of a person's life aims, expression of the most significant and personal sense (Yanitsky, 2000). In this respect, the system of values serves as a very important psychological instrument of self-development, controlling its direction and at the same time, its realization.

Social nature of values origin is acknowledged by almost all researchers; presenting, at the same time, an analogy of the system of values formation with the process of a person's socialization: during the process of acquiring external, social characteristics, there is another process going on that of individualization, when a personal coloring is getting visible, together with subjectivity of all the component elements of the sphere of values.

A very important factor in acquiring personal sense for any value is personal activity of a subject on interpreting this value and bringing it to life, taking all the responsibility for realization of suitable behavior. It is not enough only to know that this or that reality object is important and significant which may lead to a situation when a person only advocated this knowledge verbally, without actually realizing it in his behavior, without bringing it to life and emotionally living through the feeling of personal sense of this value. For a social value to become a base of worldview and behavior, a person needs to bring himself to action, making a choice in favor of this alternative, protecting it in the face of society, time (ultimately, himself. A value gets its personal sense, “meaning for myself”, in case when a person becomes a subject of activity, aimed at fulfilment, bringing this value to life, thus moving it from the class of declared values into the class of actual values, truly regulating a person's life.

Formation of a person's sphere of values and senses happens practically throughout the whole life of a person. Mechanisms of a person's values interiorization are researched quite well (Klimenko, Leontiev, Mamardashvili, Petrovsky, etc.). However, the genesis problem of the sphere of values and senses and age peculiarities of its development is still understudied.

There are studies devoted to genesis peculiarities of the sphere of values and senses in preschool and primary school ages (Kolmogorova and Kholodkova, 2014; Nepomnyashchaya, 1992). Concerning these age periods, the researchers speak only about prerequisites of a person's sphere of values and senses formation in such manifestations as interests, aspirations, value relationships, ideals. Primary school age is the time when initial “creation” of ideals takes place role models, bases for construction of life scenarios, aspirations for self-improvement (Nepomnyashchaya, 1992).

According to Nepomnyashchaya, “a constituent beginning in the development and functioning of a person” in childhood is “value” It is characterized by “interconnection, unity of selective significance for the subject of a specific reality side, i.e., a specific content and self-awareness in relation to this content” The researcher believes that this duality differs value from such concepts as “trend” and “value orientation” which reflect “only an outer behavioral side of this psychological formation” (Nepomnyashchaya, 1992).

We also consider that such basic foundations of personality as “common activity structure” and “organization of consciousness content” are revealed in ontogenes is as forms of experience fixation only through detachment and personality awareness in the system of human relations, through self-significant reality content. It is through value that personal stipulation of the whole child's psyche emerges.

One of the components of a person's sphere of values and senses is value orientations.

Psychology-pedagogical, socio-psychological, psychotherapeutic works study the structure, dynamics, factors and formation ways of a person's value orientations, their dependence on individual personality peculiarities (Ananiev, Bozhovich, Leontiev, Lomov, Myasishchev, Rubinstein, Uznadze, etc.). Value orientations are viewed as necessary and important benchmarks for the formation of personality at a young age (Leontiev, Melik-Pashaev, etc.).

The hierarchy of values is dynamic; a role of “axiological spring” is played by the leading, main value orientation which by its variation, defines and activates worldview attributes such as “meaning of life”, “place of a person in the system of social relations”, “moral ideals” and others. Value orientations define, control and regulate various types of a person's activity, provide for general behavior line of a person, become the basis for choosing life aims and means of realizing those aims. At the same time as Sokolov puts it, a person's value orientations, being the most significant behavior regulators, greatly depend on the character of activity which a person is involved into and change during his lifetime (Sokolov, 2005).

Value orientations are a polysemantic interdisciplinary scientific term, specific psychological formations, comprising multi layered hierarchical system and existing in the structure of a personality as its elements. By value orientations we understand direction of a person towards values which define a person's life aims, expressing more important personal senses. Values are simultaneously a source and a bearer of meaningful senses for a person. Different researchers classify personal values into: instrumental and terminal (Rokich); supreme and regressive (Maslow, Shwarz, Bilsky); relative and absolute (Leontiev, Abdulkhanova-Slavskaya); objective and subjective (Gudechek); ideal and real (Momov); social and individual (Leontiev, Shwarz, Bilsky, Rismen); outer and inner (Rismen) and others.

Theoretical analysis has shown that the system of a person's value orientations is polyfunctional. It is a very important psychological condition of development, personal growth, personal realization, defining simultaneously direction and means of its self-fulfillment. However, value orientations are understudied with gifted young people which is very topical within the context of problem-solving in organizing educational space, contributing to formation and social realization of their high potential.

Materials and Methods

Empirical research was conducted to solve the problem. The object of research is value orientations of gifted senior pupils; the subject of research is content and correlation of significant and accessible values in the system of value orientations of gifted senior pupils. The aim of research was to elicit the content of value orientations of senior pupils and understand if correlation of significant and accessible values in the system of value orientations of gifted senior pupils bears the character of intrapersonal conflict. The hypothesis of research consisted of two parts where we supposed that a number of significant values in the system of value orientations of gifted senior pupils is incompletely and disharmoniously formed; correlation of a number of significant and accessible values in the system of value orientations of gifted senior pupils bears the character of intrapersonal conflict.

Several tasks were solved during the process of pursuing a goal and checking the hypothesis of an empirical research. Gifted respondents identification stage: Respondents in the research were gifted senior pupils living through the period of early youth.

To elicit a group of gifted respondents we identified gifted senior pupils with the help of Renzulli's Model, conducted in two stages. So, to diagnose a level of intellectual component of giftedness we used “Raven's progressive matrices” Initial sampling was of a continuous character (1st 6th 11th-form pupils, aged 1st-18, from Gymnasium No. 40 and Lyceum No. 130 RAEPS in Barnaul). As a result, we elicited 6 senior pupils with a “very high” level of intellectual abilities (43% of the initial sampling). To identify the level of creative component of giftedness, we conducted Williams' “Divergent abilities test” with these 6 pupils; as a result, we found 18 senior pupils with an “above norm” level of creative abilities (10% of the initial sampling) which corresponds to published scientific data (Shumakova, Shcheblanova).

Analysis of testing and observation results (intellectual and creative portrait of gifted

respondents): Results analysis of testing and observation of 18 selected gifted pupils enabled us to create their intellectual and creative portrait. Senior pupils, referred to a group of gifted are able to: think logically on a high level, prioritize correctly, choose directions and sequence of actions; predict actions a few steps ahead, build algorithms and develop detailed strategies and plans for attaining goals. They differentiate elements and missing parts of the structure; easily establish and reveal connections between them; possess high ability to find analogies, establish symmetry between figures, linear differentials, formulating of independent judgements. They have a high speed of fixating quantitative and qualitative changes in an object, understanding a sequence of figures according to a certain pattern. A high form of abstraction and dynamic synthesis characterize their thinking. Creative qualities of the selected pupils are the following: they possess variable, multivariant, flexible thinking; they are able to search for principally new solutions, going beyond the borders of an existing system, produce unusual ideas, which are nonstandard, different from conventional ones. Subsequent poll of the teachers revealed the fact that almost all of the pupils, selected by us, were winners and successful participants of various competitions,

Olympiads, projects of intellectual and creative character on the school, city and regional levels. Stage of diagnosing value orientations of gifted respondents: Later we diagnosed the 18 pupils included into a selection of gifted senior pupils-respondents, on their values in the system of value orientations. We use a method of "Diagnosing the system of value orientations" by Kolmogorova and Kashirsky (a modification of Fantalova's method "Investigating motivation and inner conflicts"). We defined the structure and content of significant and accessible values for gifted senior pupils, gave their quantitative and qualitative analysis; elicited ambiguous and hard-formulated values.

Results

Content of significant values in the system of value orientations of gifted young people:

When checking the first part of hypothesis based on experimental data about the content of value orientations of gifted young people, studying in senior classes, we have discovered the following: among significant values the first place is occupied by self-realization values in personal ("Love", "Family creation") and professional ("Interesting work") life. These values are peculiar of young people in general the age of personal and professional identification. Work as a value, most probably also has personal character and is connected with a need of a gifted personality in achievement, self-realization of high potential, evoking emotional satisfaction, confidence in attaining high aims which young people definitely set to achieve. The second place is taken by values which reflect the need of gifted youth in self-development, personal growth, self-improvement, achievement and independence: "Freedom", "Health", "Complete self-realization" The third place is taken by spiritual and educational values which reflect orientation of a gifted person to intellectual sustainability, educational, social and status activity: "Getting higher education", "Getting new knowledge about the world" The fourth place is taken by such values as "Help and mercy", "Search and enjoyment of beauty" spiritual values, reflecting altruistic and esthetic direction of a personality.

Content of accessible values in the system of value orientations of gifted young people:

Among accessible values the first place is occupied by social values, aimed at relationships with people: "Love", "Communication". These values have an age character and is peculiar of young people in general. The second place is taken by hedonistic values ("having a good time", "recreation"), reflecting personal accessibility of self-indulging possibilities, aspiration for enjoyment, temporary distraction from their own aims and meaningful activity. The third place is taken by values of esthetic harmony and spirituality: "Search and enjoyment of beauty", "Freedom" They reflect a gifted young person's directness to search, experience and creation of harmony within oneself, in the world in general; as well as to independence and autonomy in attaining their aims. The fourth place is taken by such accessible values as "Interesting job", "Getting higher education", "Values of professional self-realization" They reflect the respondents' ideas about possibility of a person to achieve success in professional activity, to release their professional potential.

Comparative analysis of prevailing significant and accessible values in the personality system of gifted senior pupils with the help of correlational statistical method: When trying to

verify the second part of the hypothesis, we used the method of mathematical statistics Spearman's rank correlation coefficient made it possible to conduct comparative analysis of significant and accessible values, prevailing in the system of value orientations of gifted senior pupils. Analysis of the statistical data shows (Table 1) that a considerable part of gifted young people, 8 people (44. 4%) the index of correlation coefficient is from (-0.16) to (*0.1 4). According to the rules of method interpretation, it is possible to say that there is no correlating connection between significant and accessible values. Consequently, a considerable number of gifted people of early young age have their significant and accessible values in the system of value orientations not interrelated, not harmonious which is a frequent cause of intrapersonal conflict on an important stage of a gifted person's growing up period, his self-identification in adult life.

Table 1 – Data on interrelation between significant and accessible values, obtained by counting Spearman's rank correlation coefficient

Name code	Sex	Rate of r rank correlation coefficient	Intrapersonal conflict
K. K	F	0.70	
S. Ch.	M	-0.11	Detected
M. Ts.	F	0.90	
T. T.	F	-0.04	Detected
M. Sh.	F	-0.08	Detected
M. B.	F	0.83	
E. M.	F	0.57	
L. K.	F	0.58	
S. G	F	-0.12	Detected
M. B.	F	0.14	Detected
K. E.	F	-0.10	Detected
D. D.	M	0.85	
M. P.	F	-0.16	Detected
P. T.	M	-0.10	Detected
S. K.	F	0.76	
N. P.	F	0.56	
E. K	M	0.63	
L. B	F	0.69	

Discussion

So, we have proven both parts of our hypothesis during the process of empirical research. It has been detected that the content of value orientations of gifted personalities in general contributes to the process of development and their self-realization.

At the same time, a number of significant and accessible values in the system of value orientations of gifted young people is not completely formed. Thus, gifted respondents have an aversion of significant values: “High social status” and “Social activity” which can be estimated as an index of incompletely formed social and psychological tasks, meanings, aiming motivation, social competence. At the same time, it has been detected that values of social achievement are not completely formed among accessible values (“High social status”, “Interesting job”, “Material wellbeing”), leading to passiveness, indecisiveness, uncertainty of gifted young people in their power and abilities to achieve aims. Such meaning ful value in the system of value orientations of a person as “Keeping good health” is also underestimated by gifted young people for self-realization which emphasizes their passive position in such sphere as healthy lifestyle.

The second part of our hypothesis is also proved. It is true that for a considerable number of our respondents (44.4 %) gifted young people, correlation between a number of significant and accessible values in the system of value orientations has a character of intrapersonal conflict. The following fact also needs further investigation: among eight (1 00%) gifted young people with detected intrapersonal conflict in the system of values, there were six girls (°5%) and two boys (25%). Intrapersonal conflicts are the results of problem development of value orientations, the sphere of

values and senses of gifted young people, prevent them from harmonious development, formation of talent, social realization and self-realization of high potential.

Conclusion

Development of giftedness is a process of changing a personality, its inner resources, life values. Person's value orientations are simultaneously a source and a carrier of meaningful senses for a person. It is appropriate to conclude with the words of Leontiev that a person's sphere of values and senses sets a direction and limits for personality self-realization as a subject of a life path through a structural organization of life aims values. Harmonious system of value orientations is very important in the development of giftedness sphere.

New research is needed in the sphere of values and senses, content of value orientations of other groups of gifted people, differing in their age, type of gift as well as their comparison with value orientations of people with an average abilities level to find out the specificity. There is a problem of designing a model and creating special psychological centers on the municipal, regional and other levels which would aim at multifaceted psychological support of gifted people in periods of crisis. One of the aspects of such a center should become psychological consulting, oriented at formation of a harmonious system of values of gifted young people, restructuring and harmonizing their attitude to values.

Solution of these and other problems is linked with the prospects for further research in the sphere of values and senses of people with a phenomenon of giftedness.

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СОДЕРЖАНИЕ И СТРУКТУРА ЦЕННОСТНЫХ ОРИЕНТАЦИЙ ОДАРЁННЫХ СТАРШЕКЛАССНИКОВ

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Аннотация: Цель исследования – изучить проблемы формирования и особенности ценностно-смысловой сферы молодого человека на современном этапе развития общества. В работе анализируются природа, структура, механизмы и факторы ценностно-смысловой сферы личности, а также психолого-педагогические подходы к её изучению. Исследуется сущность и значимость системы ценностей для личностного развития. Подчёркивается недостаточная научно-теоретическая и практическая проработка темы психологических механизмов формирования высокого потенциала и социальной самореализации одарённой молодёжи. Ценностно-смысловая сфера личности, или система ценностных ориентаций, рассматривается как один из значимых механизмов развития феномена одарённости и её социальной реализации. В исследовании представлены результаты эмпирической работы по изучению ценностных ориентаций и трудностей формирования ценностно-смысловой сферы одарённой молодёжи. Приводятся статистически подтверждённые данные о иерархии значимых и доступных ценностей в системе ценностных ориентаций одарённых личностей (старшеклассников). Сделаны эмпирические выводы о специфике ценностных ориентаций современной одарённой молодёжи, которые в большинстве случаев способствуют процессу развития высокого потенциала. Выделен ряд заключений о недостаточной сформированности значимых и доступных ценностей в системе ценностей одарённой ранней молодёжи. В исследовании представлены и проанализированы эмпирические данные, согласно которым одарённые личности отрицают такие значимые ценности, как «сохранение хорошего здоровья», «высокий социальный статус», «социальная активность», а также такие доступные ценности, как «интересная работа», «материальное благополучие» и др. Представлены факты, подтверждающие гипотезу о том, что у значительной части талантливой молодёжи соотношение между рядом значимых и доступных ценностей в системе ценностных ориентаций носит характер внутриличностного конфликта.

Ключевые слова: ценностно-смысловая сфера, ценностные ориентации, значимые ценности, доступные ценности, одарённая личность, молодёжная одарённость, реализация одарённости, ценностные ориентации одарённых личностей.

ҚАБІЛЕТТІ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ҚҰНДЫЛЫҚТЫҚ БАҒДАРЛАРЫНЫҢ МАЗМҰНЫ МЕН ҚҰРЫЛЫМЫ

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Аннотация: Зерттеудің мақсаты – қазіргі қоғамның даму кезеңінде жастардың құндылықтық-мағыналық кеңістігінің қалыптасу мәселелері мен ерекшеліктерін зерттеу. Жұмыста тұлғаның құндылықтық-мағыналық саласының табиғаты, құрылымы, механизмдері мен факторлары, сондай-ақ оны зерттеудегі психологиялық және педагогикалық тәсілдер талданады. Құндылықтар жүйесінің тұлғалық даму үшін мәні мен маңыздылығы зерттеледі. Қабілетті жастардың жоғары әлеуетін қалыптастыру және әлеуметтік өзін-өзі жүзеге асырудың психологиялық механизмдерін зерттеуге арналған ғылыми-теориялық және практикалық зерттеулердің жеткіліксіздігі атап өтіледі. Тұлғаның құндылықтық-мағыналық саласы немесе құндылықтық бағдарлар жүйесі – дарындылық феноменінің дамуы мен әлеуметтік іске асуының маңызды механизмдерінің бірі ретінде қарастырылады.

Зерттеуде қабілетті жастардың құндылықтық бағдарларын және олардың құндылықтық-мағыналық саласын қалыптастырудағы қиындықтарды зерттеу бойынша эмпирикалық жұмыстың нәтижелері ұсынылған. Қабілетті тұлғалардың (жоғары сынып оқушыларының) құндылықтық бағдарлар жүйесіндегі маңызды және қолжетімді құндылықтар иерархиясы бойынша статистикалық дәлелденген мәліметтер келтірілген.

Қазіргі дарынды жастардың құндылықтық бағдарларының ерекшеліктері туралы эмпирикалық тұжырымдар жасалған, олардың көпшілігі жоғары әлеуметтің дамуына ықпал етеді. Қабілетті ерте жастағы жастардың құндылықтар жүйесінде маңызды және қолжетімді құндылықтардың жеткіліксіз қалыптасуы туралы бірқатар қорытындылар ұсынылған. Зерттеуде эмпирикалық деректер көрсетіліп, талданады: қабілетті тұлғалар «жақсы денсаулықты сақтау», «жоғары әлеуметтік мәртебе», «әлеуметтік белсенділік» сияқты маңызды құндылықтардан, сондай-ақ «қызықты жұмыс», «материалдық әл-ауқат» сияқты қолжетімді құндылықтардан бас тартады. Құндылықтық бағдарлар жүйесінде маңызды және қолжетімді құндылықтардың арасындағы сәйкестік көптеген дарынды жастарда тұлғайылу қайшылық сипатына ие екендігін дәлелдейтін фактілер ұсынылған.

Түйінді сөздер: құндылықтық-мағыналық сала, құндылықтық бағдарлар, маңызды құндылықтар, қолжетімді құндылықтар, дарынды тұлға, жастардың дарындылығы, дарындылықты іске асыру, дарынды тұлғалардың құндылықтық бағдарлары.

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