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PROGRAM

“FORMING ADOLESCENTS’ VALUES FOR A MEANINGFUL LIFE IN EUROPEAN INTEGRATION CONDITIONS”

The Program highlights the main principles of forming values of meaningful life in adolescents in the conditions of Ukraine’s European integration progress. It focuses on the issues assisting adolescents in solving existential problems related to searching for meaning in life. The key educational aspects in this direction (e. g., the formation of adolescents’ self-concept, the notion of the meaning of life, the definition of the purpose of life, life goals, life perspective, awareness of one’s own subjectivity, valuable attitude to life, awareness of life’s meaning of choice, formation of resilience, ability to plan one’s life and face life crisis) are considered. Forms and methods of forming values of meaningful life in adolescents are offered in the Program for each aspect mentioned. The Program is based on the following principles: recognizing a person as the highest value; the priority of value education of adolescents; assimilation of spiritual and moral, cultural heritage of humanity; subject-subject relations of a teacher with parents as well as a

teacher with children in organizing extracurricular activities; formation of positive motivation in all participants of the educational process; formation of self-regulation mechanisms of the individual; stimulating the participants of the educational process to sustainable internalization of the values of meaningful life. The Program outlines promising ideas regarding forming values for a meaningful life of adolescents, taking into account the realities of life in Ukraine (expanding the field of life meanings and their successful integration, forming the ability to navigate appropriately in various life situations, make sense of one's behavior, define and differentiate life goals, form models of positive behavior and life goals strategies in adverse life circumstances). The program is aimed at creating favorable conditions for life creation and self-realization of a growing personality. It is based on a person's awareness of the need for well-rounded personal development; determination of near, medium and distant perspectives and goals that would determine their life activities and behavior, as well as spiritual and moral attitude towards society, nature, and themselves; awareness of one's own uniqueness and one's purpose in life; creative self-realization and constant self-enhancement. The program is designed for scholars, teachers, students of institutions of higher pedagogical education as well as for pedagogical workers of institutions of general secondary education.

Keywords: values for a meaningful; adolescents; self-realization; forms and methods of educational work; I-concepts of a personality.

Introduction

In today's conditions of rapid technological changes, as well as military conflicts and socio-cultural confrontations, the growth of personal destructive tendencies has led to a decrease in the value of human life, devaluation of the highest values of a growing individual who strives to become the subject of their own life. At the same time, the uncertainty of the meaning of life and meaningful life values is the cause of social deviations in adolescence.

The formation of meaningful values is one of the priority areas of education, as evidenced by the content of various regulatory documents on the international and national levels, which are as follows: the UN Declaration and Action Plan "A World Fit for Children" (2002); the UN Declaration *Human Rights Education and Training: good practices, challenges*. (2021); the Constitution of Ukraine; Laws of Ukraine "On Comprehensive General Secondary Education" (2022) and "On Education" (2021); the Concept of a New Ukrainian School (2016); Program "New Ukrainian School in Progress to Values" (2018), etc.

The program is aimed at creating favorable conditions for life creation and self-realization of a growing personality. It is based on a person's awareness of the need for well-rounded personal development; determination of near, medium and distant perspectives and goals that would determine their life activities and behavior, as well as spiritual and moral attitude towards society, nature, and themselves; awareness of one's own uniqueness and one's purpose in life; creative self-realization and constant self-enhancement. Taking into account that modern education is based on the provisions of humanistic ethics, moral and cultural values of the nation, it has a formative effect on the spiritual life of society as a whole, and on the meaningful life sphere of the individual in particular.

The Program is based on the following principles: recognizing a person as the highest value; the priority of value education of adolescents; assimilation of spiritual and moral, cultural heritage of humanity; subject-subject relations of a teacher with parents as well as a teacher with children in organizing extracurricular activities; formation of positive motivation in all participants of the educational process; formation of self-regulation mechanisms of the individual; stimulating the participants of the educational process to sustainable internalization of the values of meaningful life.

Taking the above into account, it contributes to meeting important moral needs of schoolchildren of grades 5–9 in:

- cognitive development (deeper understanding of oneself, one's own life experience and the surrounding world);
- communication (exchange of views, life experience, evaluation and recognition of the achievements by others);
- self-affirmation (striving to occupy a worthy place in society, belief in one's own strengths,

capabilities, self-confidence, self-enhancement, recognition of achievements);

- self-determination (awareness of oneself and one's purpose in life, choice of appropriate social roles, meaning of life, development of a certain life strategy, life plans);

- self-realization (the effort to use one's potential, abilities, life experience to achieve life goals, vocation, life mission);

- peace of mind (the desire to feel a positive attitude towards oneself, love, sympathy from relatives, friends, others).

In general, the process of forming values of meaningful life in adolescents is aimed at developing: their positive self-concept, which manifests itself in inner freedom, a sense of self-worth and conviction in one's own significance, objectivity of self-evaluation; confidence in the benevolent attitude of adults and peers; self-awareness as a subject of a decent life, one's own capabilities in successfully mastering various types of creative activity; high moral qualities, such as freedom, love, dignity and justice; meaningful behavior, skills of collaborative interaction; meaningful life sphere and spiritual and moral needs; thirst for self-knowledge.

Age-specific features in terms of forming values of meaningful life in adolescence

Each age period has its own peculiarities in terms of forming values of meaningful life, due to needs, changes and contradictions in understanding a growing individual about themselves, their purpose, and the most important life goals. The most acute question of finding meaningful life values arises in adolescence, when young people try to find an answer to the question of what they live for, what their life aims and vocation are. The lack of understanding of the meaning of life, the lack of values of meaningful life is the cause of the life crisis of teenagers, which negatively affects their self-perception and self-attitude, making life choices, and the ability to solve problems that life poses to them. But it is the experience of a meaningful life crisis that prompts adolescents to define new perspectives, develop certain moral qualities, and fill their own lives with new meanings. The age crisis requires finding meaning, clear answers to questions, choosing a constructive strategy for solving meaningful life problems.

Psychologists argue that their inner world is more significant for adolescents than real life. This is the reason for discrepancies between self-perception and their perception by other people. Detachment from real life, the tendency to fantasize is typical of teenagers, and the definition of life plans and perspectives of the most important meaningful values often do not correlate with the capabilities of the subject himself. According to Bekh and Chorna (2008), it is in adolescence that the mastery of one's own inner world and the emergence of a life plan as a certain system of adaptation to life take place. During the period under study, the prerequisites for the formation of ideas about the meaning of life are created. The accumulation of life experience and the development of reflection processes contribute to developing adolescents' need for the correlation of the following concepts "past", "present", "future", as well as solving problems on distinguishing between such notions as "life" and "meaning of life", understanding the meaning of life and realizing one's own life perspective (Bekh & Chorna, 2008, p. 26).

It is during adolescence that friendship is the most important meaningful value. The choice of friends is carried out based on the similarity of views in the activities of different groups and sometimes it can be antisocial in nature, which requires close attention of adults. In the course of this period, the psychological foundations of true friendship are formed. A peer (no longer being a good or bad accomplice) begins to be interested in themselves as self-worth, as a person with certain mental and inner qualities (Bekh, 2003, p. 131). Teenagers are well aware of the difference between just an acquaintance and a friend to whom they confide their secrets and share their experiences. Another important meaningful life value for teenagers is love, which is completely concentrated in one person, whom the teenager considers the most important in his life. Teenagers are extremely sensitive to the teachers' injustice, mistrust on their part, react violently to irritation and other negative manifestations in relationships.

Striving for independence, a teenager cannot always determine their life priorities and life goals, but they seek to test themselves in the most dangerous situations, not realizing their possible

consequences. Their desire for meaningful life values can be combined with indiscernibility in the means of achievement, justifying their immoral actions with a high goal, noble desires. In this sense, one should pay attention to the fact that the main content of the motivation of activities in adolescence is mainly aimed at self-affirmation.

In addition, the behavioral manifestations of adolescents are often polar. If one part of teenagers asserts itself in a deviant way, the other chooses self-development and self-enhancement. It is important that adolescents who choose the way to overcome difficulties and contradictions in achieving meaningful life values through self-development and self-improvement, go through the age crisis much easier, because they engage in constructive activities that help them confidently assert themselves through internal work on themselves. The development of moral self-awareness, which is based on self-knowledge, the development of self-concept and self-esteem related to life pursuits, which in unity ensure the realization of life plans and prospects, are vital factors in the aspiration of adolescents to self-enhancement. According to Okrishko (2013), the discrepancy between the content of “I”-real and the “I”-ideal in the process of self-analysis by adolescents of their own personal characteristics becomes a motivating aspect for making a decision and indicates the beginning of work on self-enhancement.

Adolescents abandon meaningful life values if they do not receive approval of adults who they consider significant in their life or support from peers. Trying to expand the boundaries of their freedom, teenagers show a special interest in everything forbidden. “The fact is, probably, that the child wants to discover their human essence in some way, to test and confirm the strength of their personality. What is allowed is not interesting, much more attractive is what is forbidden” (Sukhomlynskyi, 1977, p. 267).

Adolescents’ awareness and experience of their own meaning of life significantly influences the construction of the image of the future path of life and the choice of the most important meaningful life values and triggers the deployment of self-creative processes as the main methods of optimizing individual psychological and pedagogical parameters, which are key for the self-realization of the individual in the future. In this period, self-affirmation acts as a moral need of one’s own self in life. It largely depends on the evaluation of others. Self-affirmation in adolescence is due to the desire for recognition, high evaluation of qualities, achievements and self-esteem of an individual, which affects their behavior, the process of self-improvement.

In general, the process of forming values of meaningful life creates the potential for self-affirmation of the individual due to the disclosure of their inner potential, the affirmation of their essential forces, determining the mechanisms and essence of the individual’s goal-setting.

Basic values for living a meaningful life

FREEDOM, LOVE, JUSTICE and DIGNITY are basic moral values as well as basic values for living a meaningful life (Zhurba, 2018).

Freedom as a value for a meaningful life consists in teenagers’ awareness of their real possibilities within the framework of socially significant value priorities, which are embodied in individual strategies of behavior, activity, communication and present the available essential forces and their adequate self-realization. Freedom is inseparable from responsibility and opposes arbitrariness, presupposing alternative and moral choice, the ability of the individual to act according to the situation, the choice of ways of self-realization. It should be noted that today social, personal and spiritual freedom are distinguished (Zhurba, 2018).

Love is a highly emotional attitude of an individual to the world of people and the world of things and to themselves, stimulates productive life energy, serves as the basis for a humanistic orientation of an individual. Love is the most important value of life and a condition for raising a child, their valuable attitude towards themselves and other people. The following types of love have been identified: for oneself, for parents, gender and love for the Motherland. Deficit of love is a destructive factor, manifested in primitivism, alienation, loneliness, isolation, numerous complexes, inability to build relationships with other people.

Justice is the attitude of an individual to others, which is based on an objective assessment of

their real actions and deeds and does not involve intellectual-emotional subjectivism in this process. Justice is a component of successful relationships, the basis of children's trust in other people, which consists in objective assessment, unity of word and deed, impartiality, equality, attitude to duties and responsibilities, as well as self-criticism.

Dignity reflects a person's value attitude towards himself, which is determined by his spiritual and moral values in action and ensures personal stability and autonomy. Dignity as a meaningful life value acts as an integrator of the personal and social life of an individual, as it reflects the moral attitude of an individual towards themselves and society towards a person.

Individual's I-concept

The formation of the I-concept of an individual is based on self-knowledge, self-evaluation, reflection and self-realization of the individual. Self-knowledge is carried out on the basis of the individual's ideas about himself, assessments of their own potentials, abilities, their own live aims, which affects the choice of values for living a meaningful life and influences the nature of activity. A manifestation of self-knowledge is the self-awareness of an individual, which determines their life pursuits and serves as motives for creating meaning for an individual, finding their place in life, and gaining a certain status among peers. The process of a person's awareness of themselves as an individual involves the creation of sufficient psychological depth (or self-depth) for difficult, highly meaningful decisions and their practical implementation. Self-awareness is a way for a person to better understand themselves for the purpose of forming their own meaningful life concept.

The process of self-discovery of adolescents is accompanied by a gap between the "I"-real and the "I"-ideal, which prompts them to compare themselves with others, analyze their capabilities and needs, and ways of self-improvement. It should be taken into account that self-knowledge "for adolescents acquires special significance, and the evaluative influences of others are perceived by them, as a rule, very painfully in connection with an insufficiently established self-esteem and a socially immature self-image" (Tyschenko, 2008, p. 803). Self-esteem as a psychological mechanism for the formation of values for a meaningful life in elementary and high school students reflects the choice of a life goal (unattainable, real, easily achievable), demandingness and self-criticism in relation to oneself, as well as attitude to one's own successes and failures. Depending on self-esteem (overestimated, adequate, mixed, underestimated), a person chooses meaningful values, correlates his strengths with the tasks they try to solve independently. Inadequate (overestimated or underestimated) self-esteem deforms the meaningful life sphere of the schoolchild and prevents their life self-realization.

In adolescence, it is extremely important to be able to correctly assess one's strengths, abilities, and potentials in order to correct one's own behavior and develop moral and willful qualities. Self-esteem of an individual is inextricably linked with the understanding of one's own activities, experiences, mistakes, taking into account a specific situation, state of mind, interests, and needs. Adolescents' self-esteem is influenced by assessments of their behavior and activities by other people (adults, peers). As for the individual characteristics of adolescents, love, faith in their strengths in the assessments of parents and teachers, tact is a condition for their emotional well-being. Discrepancies between a child's self-esteem and other people's assessment can cause depressive states, a crisis of values, etc. Self-esteem reflects a person's love for themselves. Adolescents with low self-esteem have problems with self-attitude due to numerous complexes, while adolescents with high self-esteem are not capable of self-criticism. Sometimes, in some situations, adolescents show adequate self-esteem in others, overestimated or underestimated, which requires the attention of teachers and psychologists.

Reflection is also a psychological mechanism of forming values for meaningful life of adolescents, which consists in the ability of an individual to understand their motives, to evaluate the consequences of their own actions and actions in relation to themselves and other people, to reconcile the goals of their own behavior with the means of achieving them. Reflection makes it possible to correlate those qualitative changes in the moral growth of the individual that occur during the transition period. Reflection is a highly active process that contributes to the awareness

of the components of the inner world of the subject's self and is a decisive factor that creates the content range of the self. The deeper and more versatile the reflection, the more differentiated the self. Acting as a determinant of the meaningfulness of life, reflection provides an idea of one's own life in the self-creation of a person and determines the emotional attitude to meaningful life values, on the basis of which the process of their internalization unfolds, during which positive experiences are transformed into additional incentives. Acting as the subject of one's own life, a person must be able to plan, evaluate, forecast, correlate the past and the future, and take responsibility for the decisions made.

Self-realization consists in self-realization, the embodiment of one's life program, creative potential, essential human forces in concrete meaningful life values, and is also the result of understanding one's own life, appropriating meaningful life values, hard work, and the development of abilities and aptitudes. Self-realization of an individual is largely determined by the environment of the individual, which has an impact on his life prospects, expected and unexpected events that make up the value and meaning of the individual's life.

Self-realization is impossible without awareness of one's own self-efficacy, as an important meaningful life tool in achieving life goals. Based on this, confidence in one's own self-efficacy gives adolescents faith in their ability to cope with life's trials and tasks in the realization of their purpose and understanding of values for living a meaningful life.

Table 1 – Some Pedagogical Techniques and Methods for Forming Individual's I-concept

Grade	Examples of Methods Exploited	Methods
5th	Discussions "I in different dimensions", "Familiar and unfamiliar I training"; project "What a person can do"; readers' conference "A person's perception of their self and the world around in Ukrainian folk tales"	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Discussion "What am I? What do I want to be?"; work in pairs and small groups on positive reinforcement; project "Independence", collaborative creative activity "Alone at home"	
7th	Training "My self-esteem"; discussions "Strong is the one who can defeat himself", "I am a Personality", "In agreement with the self of mine"; project "To the top of yourself"; psychodrawing "My friends and I"; psychological trainings "I am the future", "I am ideal"; collaborative creative activity "Lessons of self-control"	
8th	Training "Road to yourself"; discussion "Pros and cons of your character"; moral-ethical conversation "We grow, we change", collaborative creative activity "Helping others help ourselves", "Say "no" to risky behavior"	
9th	Training "Self-affirmation and self-realization"; discussion "As you treat yourself, so people treat you"; group discussions "I am real and I am ideal", "My social roles", "How I see myself and how other people see me", "Tree of self-knowledge"; discussions with collages "Influence of today's I on future I", "Pyramid of achievements"; project "Personal Image and Self-Definition"	

The meaning of life and understanding of life

The meaning of an individual's life is a dynamic system that combines primary and secondary meanings, and is the rod on which a person leans in various life situations. The formation of the meaning of an individual's life is influenced in a certain way by spirituality as the ability for positive personal transformations, as a multifaceted personality quality that includes (Fedorenko, 2017, p. 63–64):

- active search for answers to the so-called "eternal questions";
- global view of life that goes beyond ethnocentrism and egocentrism, a sense of care and compassion for others and the surrounding world as a whole, combined with a way of life that involves serving others;

- ability to maintain a sense of calm and concentration, especially in stressful situations.

In general, the development of spirituality involves: the internal process of self-knowledge, self-worth and integrity – necessary aspects of human existence; a deep connection with inner self and other people as well; reconciliation of the goals of one’s life with the well-being of others.

In addition to spirituality, the meaning of an individual’s life can be determined by one or several values for a meaningful life, which characterizes its certain plasticity and changeability. However, a wide range of meaningful values in most cases indicates the uncertainty of their role in an individual’s life. Also, the meaning of life implies an active life position of the individual in choosing values for a meaningful life. The meaning of an individual’s life should be realistic, such that it takes into account the individual's capabilities, as well as real life circumstances and conditions, which in turn can also affect motivation and change his perception of the meaning of life. Also, the meaning of life should be constructive, that is, based on the needs and requests of the individual in his life pursuits and self-realization, and optimal, ensuring the maximum disclosure of the essential forces, abilities and capabilities of a specific individual.

The combination of “meaning” and “meaningfulness” enables an individual to understand the meaning of their own life. It is necessary to take into account the relationship of the meaning of life with life circumstances and situations in which a certain correction, change or rejection of certain values for a meaningful life takes place, which requires the restoration of the previous value system or the construction of a new system of the values for a meaningful life. The meaning of an individual’s life is formed, affirmed, transformed and realized with the help of meaningful life values. On the one hand, meaningful life values are included in the structure of an individual’s personal values, and on the other hand, the meaning of life, which characterizes the values of a person and their choice of the meaning of life.

Table 2 – Some Pedagogical Techniques and Methods for Forming Adolescents’ Meaning of Life

Grade	Examples of Methods Exploited	Methods
5th	Discussions “How actions influence our lives”, “What people live for”; moral-ethical conversation “Let’s create new meanings”; psychological training “Thinking about our own actions”	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Training “Communication and the meaning of life”; project “The meaning of life of literary heroes”; art playing exercise “Rose bush”	
7th	Training “The meaning of life as a personal choice”; discussion “How to find the meaning of life”; project “Meanings we discover”	
8th	Discussions “In search of one’s own ideal”; role-playing games “Optimists and pessimists in search of the meaning of life”, “Friendly advice from the Little Prince”; moral-ethical dilemmas	
9th	Discussions “The meaning of life and self-expression” (on the tales by O. Wilde), “The problem of moral choice in human life” (Socratic method based on the "triad" approach), “Six great ideas of humanity” (based on a critical reading of justice, equality, truth and beauty in people’s lives); project “A person in search of the meaning of life”	

Main purpose of life and life tasks

Understanding the concept “meaning of an individual’s life” is closely related to the “purpose of life”, where the latter is considered in the context of moral ideals, needs and ideas of the individual about his own future. Whereas the “meaning of life” is the pursuit of a goal. So, the goal of life can be imagined as a task that a person solves during their life, and which cannot be easily achieved, it requires tireless work, significant moral efforts. It is the purpose of life that drives a person to self-change, to self-creation, to the formation of their values for a meaningful life. The ability to choose a goal turns a person into a creator of their own life, capable of realizing their own values for meaningful life, establishing their own life program, aiming for the future. The purpose of life is oriented to a specific result, while the meaning of life – to self-realization and achieving

life goals. In general, the components of a dignified life are self-knowledge, duty, responsibility (Fedorenko, 2020, p. 171).

Thus, the purpose of life is the main reference point of the life activity of the individual, embodied in the values for a meaningful life. At the same time, there may be many life goals, but all of them are subordinate to the goal of life. The purpose and tasks of life enable the individual to distinguish between the main and the secondary aims.

Table 3 – Some Pedagogical Techniques and Methods for Forming the purpose of life

Grade	Examples of Methods Exploited	Methods
5th	Discussions “Life principles and means of achieving the goal”, “Do we need a map of life?”, “What for and why we are given life”, collaborative creative work “How to choose a goal”	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Training “Me and my life goals”, discussion “In search of the purpose of life”; projects “Five steps to the goal”, “What we live for”; collaborative creative work “Solving life’s problems”	
7th	Training “On the way to the goal”; project “How to set goals and achieve them”; role-playing game “Life Lessons from Alice in Wonderland”; collaborative creative work “Chain of Life Tasks”	
8th	Training “How to make time to work for myself”; discussions “Do our life goals change”, “The meaning of life and life goals”; project “A worthy goal”	
9th	Moral-ethical conversation “Life mission”; projects “Life goals and means”, “The purpose of life based on the example of famous people”, “Cause and effect of relationships on our successes and failures”; role-playing game “Life Success Strategy”; discussion “Success, efficiency, purposefulness”	

A person is the creator of their own life

The result of the individual’s awareness of themselves as the creator of their own life, the choice of values for a meaningful life, the interpretation of their own moral experience is the creation of a personal meaningful space that reflects the moral development of the individual, integrity, autonomy of the individual and creates conditions for its self-realization.

Table 4 – Some Pedagogical Techniques and Methods for Forming adolescents’ subjectivity

Grade	Examples of Methods Exploited	Methods
5th	Project “How to become confident”; discussions “Is there a limit to the possibilities for a person”, “How to learn to take care of yourself and others”, “School of self-respect”; collaborative creative activity “Birth of Heroes”	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Training “Person is a creator of themselves”; discussion “And we create our own destiny”; collaborative creative activity “Everyone has their own talent”	
7th	Discussions “Life is to be lived, not a field to be crossed”, “A person’s character is their destiny”; project “Success and Responsibility”; brain-ring “Dreamers and Realists”; collaborative creative activity “From Heart to Heart”	
8th	Training “I am self-sufficient”; discussion “Because you are a person on earth”; project “Creativity as the meaning of life”; collaborative creative activities “Let us respect each other”, “Be a light to yourself”	
9th	Discussion “In life as in a long field”; project “How to find your vocation”; role-playing “I am the creator of my life”, collaborative creative activities “Travel through time”, “Man to man”, “Life strategy of a creative personality”; press conference “Era of self-made people”	

Attitude to life based on values

Attitude to life based on values presupposes physical, psychological and spiritual health, which determines an individual's attitude towards themselves, adequate assessment of life circumstances and events, awareness of one's own mission, efforts for positive changes and constructive behavior, opposition to immoral and destructive influences.

Table 5 – Some Pedagogical Techniques and Methods for Forming an Attitude to Life Based on Values

Grade	Examples of Methods Exploited	Methods
5th	Training "My life as a value"; discussion "Life is the most precious treasure"; project "We value life project; collaborative creative work "Safety of Life"	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Discussion "Life as the highest value"; readers' conference "The value of life in the works of C. Dickens, J. London and G. Beecher-Stowe"; project "How to live an interesting life"; collaborative creative work "Security in the Digital Space"	
7th	Training "Life Values"; discussions "To love life. No matter what", "Can you understand something without your heart?", "Know myself"; collaborative creative work "How to deal with life's failures"	
8th	Reader's conference "The highest values of life" (based on the works of M. Kotsyubynskyi); discussion "To be or to pretend?"; training "Positive worldview"	
9th	Project "Essential and meaningful life values"; discussion "You are the key to your happiness"; role-playing talk show "Life is a chance"; collaborative creative work "Find myself"	

A growing personality's values for living a meaningful life

Values for living a meaningful life are a conscious choice of an individual, acting simultaneously as a determinant, having a certain significance ("meaning") for a person and a function of the meaning of life, acting as his motivation and a rod aimed at achieving the goal of life. Values for a meaningful life combine the purpose and perspective of life, as well as the generalized and realized principles of life, which lie in the sphere of the value regime of life and life demands, that is, expectations, hopes, demands that an individual experiences in relation to his future, to life (Holovakha, 2003).

Therefore, values for living a meaningful life are a system of generalized aspirations related to the meaning of an individual's life, which in a developed form characterize his spiritual and moral self-concept, the search for their own purpose and the corresponding lifestyle, which is realized in behavior, activities and communication.

Table 6 – Some Pedagogical Techniques and Methods for Forming Values for Living a Meaningful Life

Grade	Examples of Methods Exploited	Methods
5th	Discussions "Sense of self-worth", "Love and truth, on which the world rests"; reader's conference "Lessons of friendship" (based on the works of L. Carroll, P. Maar, M. Twain); collaborative creative activities "We are responsible for those whom we have tamed", "Friendly deeds in secret"	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Training "I am in my own eyes and in the eyes of other people"; discussions "Honor and dignity", "What sincere friendship should be"; collaborative creative activity "Giving love?"	
7th	Training "Freedom to be yourself"; readers' conference "Living with dignity in the heart"; discussion "My values"; project "How to defend justice"; collaborative creative work "We are worthy sons and daughters"	
8th	Discussions "Justice as the basis of life", "Why I deserve respect"; training "I am an individual"; collaborative creative activity "Support a friend"	

9th	Brain-ring “Freedom from or for”; projects “Freedom and the meaning of life”, “What was Shakespeare looking for?”, “Love as the meaning of life”; readers’ conferences “A person’s actions speak for themselves”; “Live as your heart tells you”; discussion “Friendship or love?”; collaborative creative activity “Let's do good”	newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
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Personal life choice

A strategic decision is an individual’s life choice, which determines the activity and orientation of the self-development of the individual, the transformation of meanings, a certain dissatisfaction with one's life, and the desire for change. Each choice is an attempt to take risks, to experiment with oneself and one's own life, an attempt to truly create one's new life world (Miliutina, 2013, p. 567). At the same time, the inability to make a life choice is due to the inability to identify alternatives, take into account one's own mistakes, self-doubt, lack of independence, life incompetence and irresponsibility. Life choice characterizes the transformation and formation of personal meanings, the meaning of life, qualitative changes in the understanding of the meaning of life, purposeful activity in the development of meaningful life values. Making a choice, a person is determined with values, ways and means of achievement, which ultimately determines the meaning of his life.

Table 7 – Some Pedagogical Techniques and Methods for Forming an Individual’s Life Choice

Grade	Examples of Methods Exploited	Methods
5th	Discussions “Life choice and responsibility”, “If you have chosen your path, then success and failure will equally motivate you”; moral-ethical dilemmas	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Training “Line of life and behavior”; discussions “A day lived as a small life”, “Are we always aware of the consequences of our choices”, “Who decides for us?”	
7th	Readers’ conference “Why devote life?” (based on the works of A. Mickiewicz, J. Allridge, R. Stevenson, G. Wales); training “Resourcefulness”; discussions “Negative experience also teaches us”, “Everyone has their own path”, “Should we learn from our mistakes?”; training “My life choice”	
8th	Discussions “School of worthy choice”, “Alone with myself”, “Individual life trajectory”; trainings “Resourcefulness. Self-realization”, “How to overcome bad habits”, “Self-determination of personality”	
9th	Discussions “Be true to yourself and your calling”, “In agreement with myself”, “Choices and challenges facing a person in the modern world”; role-playings game “Life is not a zebra with black and white stripes, but a chessboard, where the choice is yours”	

Crises of a meaningful life, vitality and life planning

Modern Ukrainian schoolchildren are growing up in the conditions of a permanent political and social crisis, war with the Russian Federation, and the coronavirus pandemic, which generally has a negative effect on the formation of the meaningful life sphere of the individual and is the cause of negative programming, anxiety, the destruction of life expectations and crises of a meaningful life. At the same time, the absence of meaningful life values, a life goal, awareness of one’s own prospects reduce the level of vitality, and it is the cause of loss of landmarks, and even interest in life in all its manifestations at large and in oneself in particular. A crisis of a meaningful life can be the result of some event or a series of events that destroy the established way of being and a person’s relationship with the world in general and with themselves in particular. Overcoming a crisis of a meaningful life depends both on the life situation and on the individual, their energy resources and experience.

In view of this, a crisis of meaningful life is experienced as a revision or transformation of values, the need for personal changes, the acquisition of new qualities, rethinking of one’s own

mistakes, the past, etc. Characteristic features of meaningful life crisis are strong emotional experiences, disorganization of life, narrowing of personal space and opportunities, inability to solve the problem in the usual way. In a state of the crisis of a meaningful life, a person feels oppressed, feeling danger, threat, uncontrollability of some life processes, senselessness of life, which forces him to actively search for ways out of the crisis, to mobilize his abilities and potentials. In the case when a person has sufficient willpower, vitality, they are able to overcome the crisis, creating their own new meanings of life.

Personal resilience is the ability to survive in adverse conditions (ecological disasters, war, losses, etc.), to act constructively and use external and internal resources, to maintain internal balance despite difficulties and trials. An important aspect of educational work in this direction is the formation of adolescents' life perspective and the ability to define tasks and goals for themselves in the near, medium and long term, which will allow them to plan their own lives, develop the desired qualities and skills necessary to achieve the goal.

Table 8 – Some Pedagogical Techniques and Methods for Forming Resilience

Grade	Examples of Methods Exploited	Methods
5th	Discussions "Every finish is essentially a start", "How to deal with criticism"; project "Overcome Myself"; collaborative creative activities "Hardening our character", "I dream! I act!"	Verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.)
6th	Discussions "Life courage", "On the wings of dreams"; trainings "Positive attitude towards oneself", "Self-acceptance", "Strategy for making moral decisions"	
7th	Discussions "I can! I can!", "Always be an optimist", "Near, medium and distant life prospects"; trainings "Why I deserve respect", "Resolving internal conflicts"; project "How to get rid of complexes and fears and become successful"	
8th	Discussion "Spiritual resources of the individual"; trainings "I am strong", "How to overcome life's difficulties and trials", "Until you despair, you are invincible", "Increase your self-esteem", "Soft skills"; readers' conference "Keys to Happiness" (based on the works of R. Bach, A. Saint-Exupéry, W. Shakespeare); projects "Dialogue of epochs about the meaning of life", "Learning positive thinking"	
9th	Socratic discussions "Being happy", "Human possibilities are limitless", "My life prospects"; projects "Barriers in understanding the meaning of life according to W. Shakespeare", "Search for the meaning of life through literary heroes", "How to live without black stripes"; training "Stress as a resource"; role-playing game "Seeing myself in 5 years"	

Forms and methods of forming values for living a meaningful life

The effectiveness of forming values for living a meaningful life depends on the appropriate use of forms and methods in this direction. Individual forms of work are used with the aim of forming a positive self-concept, positive self-perception, objective self-evaluation and developing moral qualities and personal potential in adolescents. Such work helps the teacher to better understand and reveal the individuality of each and every adolescent, their abilities and inclinations, to direct their development. While an adolescent has the opportunity to receive qualified consultation, teacher's confidential advice on those questions or problems that concern them. Choosing individual forms of work, teachers show interest in adolescents. And through exploiting diagnostic and educational methods and showing pedagogical tact and communicating with adolescents on a subject-subject level, teachers can understand adolescents in the situation in which they find themselves, (Kremen, 2008, p. 967). Practice has shown that individual work with high school students is impossible without coordinated actions of teachers, parents and students as subjects of the educational process, which is achieved under the condition of constant contacts and mutual trust, exchange of opinions and life experience.

Proven and effective forms of individual work in forming values for a meaningful life are as

follows: psychological and pedagogical support, individual conversations, consultations, pedagogical observation, projects, competitions, which makes it possible to take into account the individual and age characteristics of pupils, life circumstances for the purpose of optimization educational process.

Work in microgroups unites children by interests, which promotes dialogic communication on a parity basis. Microgroup forms of work are based on the active interaction of adolescents with each other and the partnership of all participants in the educational process. This accustoms adolescents to work in a team, contributes to the formation of team spirit, a sense of a comrade's elbow. At the same time, work in microgroups activates the processes of critical and creative thinking, self-education, promotes the correction of goals and means, taking into account one's interests and those ones of other people. Microgroup activity is appropriate in problem-based and creative activities.

The use of group (collective) forms of work enables teachers to communicate with the whole class at once, observe children's behavior and their communication, attitude to life, ability to solve problems that arise, understanding and coordination of individual and collective goals by children. Group forms of work show how adolescents understand and demonstrate dignity, freedom, love, and justice in real life. The following forms of group work are effective, such as: discussions (Socratic, moral-ethical), training classes, debates, brain-rings, readers' conferences, clubs, etc. The advantages of these forms of work are as follows: a relatively small number of high school students, partnership interaction, and the presence of common interests and goals, etc. Group forms of work encourage children to be proactive, contribute to the expansion of their worldview, a deeper understanding of each other, and the establishment of friendly relations with peers.

Depending on the educational tasks, teachers can utilize different groups of methods: verbal (narration, explanation, clarification, persuasion); interactive (discussions (moral-ethical, Socratic), debates); reflexive (in particular, the reflexive-explicit, designed method by Bekh, associations, self-training); games and role-playing; practical (collaborative creative activities, projects, problem-based situations, moral-ethical dilemmas); visual (presentations, school newspapers, books, audio, video, Internet materials, mass media); art therapy exercises (psycodrawing, etc.).

Organizing each type of activity requires a creative approach on the part of a teacher. At the same time, it should be taken into account that the same forms and / or methods may apply to different areas of activity of adolescents.

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Катерина Журба, Іван Бех, Олена Докукіна, Світлана Федоренко, Ірина Шкільна. Програма виховання смисложиттєвих цінностей в євроінтеграційних умовах. У Програмі окреслено світоглядні засади виховання смисложиттєвих цінностей підлітків в умовах євроінтеграційного поступу України. Розкрито вікові особливості дітей підліткового віку та представлено основні напрями виховання смисложиттєвих цінностей підлітків, зокрема: формування Я-концепції, уявлення про смисл життя та здатність до осмислення, визначення мети життя і життєвих цілей, усвідомлення власної суб'єктності, ціннісне ставлення до життя, усвідомлення життєвого вибору, формування життєстійкості, вміння планувати своє життя та протистояти смисложиттєвим кризам. У Програмі до кожного блоку подано форми і методи виховної роботи. В основу Програми покладено: визнання людини найвищою цінністю; пріоритет ціннісного виховання підлітків; засвоєння духовно-моральних, культурних надбань людства, зразків досягнення смислу життя у процесі виховної діяльності основної та старшої школи; суб'єкт-суб'єктні взаємини педагога з батьками, педагога з дітьми в організації позакласної роботи школи; формування позитивної мотивації в усіх учасників освітнього процесу; формування механізмів саморегуляції особистості; мотивація підлітків до стійкої інтеріоризації смисложиттєвих цінностей. У Програмі окреслено перспективні ідеї щодо виховання смисложиттєвих цінностей підлітків з урахуванням реалій життя в Україні (розширення поля життєвих смислів та їх інтеграція, формування уміння доцільно орієнтуватися в різних життєвих ситуаціях, осмислювати свою поведінку, визначати і диференціювати життєві цілі, формувати моделі позитивної поведінки та життєвих стратегій у несприятливих життєвих обставинах). Програма спрямована на створення сприятливих умов для життєтворення та самореалізації зростаючої особистості. Вона ґрунтується на усвідомленні людиною необхідності в особистісному зростанні, визначенні близьких, середніх і далеких перспектив, цілей, які б визначали її життєдіяльність та поведінку, а також духовно-моральне ставлення до соціуму, природи, до самої себе; усвідомлення власної унікальності та свого життєвого призначення; творчу самореалізацію та постійне самовдосконалення.

Ключові слова: смисложиттєві цінності; підлітковий вік; самореалізація; форми і методи виховної роботи; Я-концепції особистості.

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