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**ANALYSIS OF THE MENTION OF THE CONCEPT OF "VALUE"
IN SCIENTIFIC VIEWS OF PEDAGOGES**

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Summary. The main points of the analysis of the essence of the concept, "value" in the scientific views of teachers are given.

Key words: problem of value formation attracted, analysis of the conducted studies, pedagogical.

**АНАЛИЗ СУЩНОСТИ ПОНЯТИЯ «ЦЕННОСТЬ» В НАУЧНЫХ
ВЗГЛЯДАХ ПЕДАГОГОВ**

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Аннотация. Приведены основные моменты анализа сущности понятия „ценность„ в научных взглядах педагогов.

Ключевые слова: проблема привлечения стоимости, анализ проведенных исследований, педагогический.

In modern pedagogical science, the study of the problem of raising the value relation is devoted to the work of many scholars. Their studies are of great importance for the clarification of the nature of values, the role of values in human life, the structure of value attitude, the principles of the classification of values.

The problem of value formation attracted the attention of both domestic and foreign scholars. Famous scientists-teachers in the Ukrainian pedagogy studied the formation of values: I. Bekh, V. Gazman, G. Vashchenko, A. Dontsov, V. Sukhomlinsky, I. Kharlamov, V. Bilousova, N. Demyanenko, A. Vishnevsky, V. Kirichok, O. Savchenko, O. Sukhomlynsky. Each of the researchers addresses various aspects of this issue.

The problem of values is a problem that has existed since the advent of man, and this is a topical issue, to which many researchers - psychologists, philosophers, educators, culturologists apply. But the analysis of the conducted studies shows that the history of the development of ideas about values is not sufficiently explored. Mostly attention is paid to a particular stage of development or an era, but there is no solid study of the notion of value and its structure.

Worthy of note are the work of contemporary domestic and foreign scholars who studied the phenomenon of value and value orientations, in particular, M. Alekseyeva, I. Bychka, P. Gnatenka, V. Tabachkovsky, V. Shubina, V. Yadova. The problem of values was the subject of a study of a number of dissertation researches performed in Ukraine: K. Gaidukevich, N. Kostenko, A. Kavaleroва, E. Podolskaya, O. Plakhotnyuk.

The study of the problem of values dates back to Antiquity. So, Plato made one of the first classifications of value as a category, dividing it into "good", "beautiful", "true". Aristotle made his classification, operating with such concepts as "valued" and "valuable". Therefore, from the ancient times, the concept of "value" began to be used, and the theoretical positions of the famous philosophers of Plato and Aristotle became the foundation for further development of the study of the essence of the notion of "value".

In pedagogical studies dealing with the problem of values and values, several areas are singled out. Most research-educators consider value as a phenomenon of the social ideal at the level of the individual.

Attention should be paid to the study of G. Mayboroda and O. Kretova, which attach particular importance to pedagogical science to the values of the spiritual nature - the values of scientific knowledge, progressive ideas, high moral and aesthetic representations. They are signs of spiritual health and spiritual maturity of personality and society [6].

The essence of value in the dictionary Kovalchuk T. I. "Professional training of a social teacher: an interpretive dictionary" is defined as "the category of spiritual life of man; beliefs, actions that the individual perceives as important and significant. A high and deep degree of emotional perception and the transfer of ideas or doctrines; faith; potential goal; values show how a person decides to live; direct life and motivate behavior "[2, p. 417].

One should pay attention to the definition of the concept of "value" as a pedagogical term in the "Dictionary on Education and Pedagogy" Polonsky V. M. The author considers values as abstract ideals, representations, phenomena of reality, embodying public ideals and adopted as standards of the proper, above tangible; ideas, things, phenomena, meanings, which have a positive significance for a person and a society [4, p. 37]. Of course, within the pedagogy of education, the formation and selection of values, the development of value attitude towards oneself, to nature, to work, to the relatives, etc., remains relevant.

Researcher of the concept of "value" Sikalyuk AI concludes that values are characterized by such features as variability and permanence. They undergo changes at the level of certain moral systems, therefore, there should be another level where values (or a number of values) would remain

unchanged. Operating categories "individual - special - general", you can identify the level of universal humanity, which is formed by the main values [5, p. 414].

Ukrainian teacher O. Vyshnevsky offers a model for classifying educational values, substantiating them according to the spheres of human life. The author highlights:

- Absolute eternal values (faith, hope, love, dignity, conscience, law, perfection, kindness, honesty, sincerity, compassion, mercy, nobility, beauty, ministry, wisdom, justice, etc.);

- National values (Ukrainian idea, state independence of Ukraine, patriotism, patriotism, readiness to protect the Motherland, national dignity, historical memory, love of native culture, language, traditions, opposition to anti-Ukrainian ideology, promotion of the spiritual life of the Ukrainian people, etc.);

- Civic values (freedom, striving for social harmony, culture of social and political relations, respect for the law, equality of opportunity, freedom of speech, the sovereignty of a person, human rights, etc.);

- Values of family life (marital fidelity, care of children, care of parents and elders in the family, agreement and trust between family members, large families, observance of national customs, protection of traditions, healthy lifestyle, etc.);

- Valeo-ecological values (attention to own health, healthy lifestyle and counteracting harmful habits, love for all living things on Earth, protection of the beauty of the environment) [1, p. 128-130].

One of the most profound definitions of the essence of the concept of "value" in pedagogy is the definition of Kuzmenko G. "Values are ideals directed at the moral orientations of upbringing and learning (truth, goodness, patriotism, justice, honesty, decency, responsibility, education, culture, etc.) , these are the qualities and characteristics of the individual, which determine the qualitative peculiarity of human life, purposefully regulate its behavior and should be achieved as a result of education. They determine what should be sought, treated with respect, recognition, respect and, accordingly, those qualities that the teacher is called to form in the students "[3, p. 5]. Values determine the principles of behavior, direct interests and create the motivation of modern youth.

And now the interest of educators does not fade to the always relevant issues of values, and the development of theoretical foundations, methods, approaches and classifications continues to cause scientific discussion.

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НЕПРЕРЫВНОСТЬ И ПРЕЕМСТВЕННОСТЬ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. Преемственность и непрерывность образования подразумевает собой обеспечение правильного перехода от одного образовательного этапа к другому. В данной статье рассматривается содержание преемственности в обучении иностранному языку в среднем специальном учебном заведении.

Ключевые слова: преемственность, непрерывность; иностранный язык, образование, среднеспециальное учебное заведение.

CONTINUITY AND SUCCESSION OF FOREIGN LANGUAGES TEACHING

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Summary. Continuity and succession of education means ensuring the proper transition from one educational stage to another. This article discusses the maintenance of the continuity while teaching foreign languages in specialized secondary educational establishments.

Key words: continuity, succession, foreign language, education, specialized secondary educational establishment.