

RESEARCH ARTICLE

Deontological principles of the value worldview formation in students of socio-nomic professions

Inna Savytska¹, Ruslan Sopivnyk², Ihor Bloshchynskiy^{3*}, Oleh Moroz⁴, Vasyl Marusiak⁵, Anatoliy Miroshnichenko⁶, Viktor Poliuk⁷

¹ Dean of Humanitarian and Pedagogy Faculty, National University of Life and Environmental Sciences of Ukraine, Kyiv, 03041, Ukraine

² Head of the Pedagogy Department, National University of Life and Environmental Sciences of Ukraine, Kyiv, 03041, Ukraine

³ Foreign Languages Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, 0304, Ukraine.

⁴ National University of Life and Environmental Sciences of Ukraine, Kyiv, 03041, Ukraine.

⁵ National University of Life and Environmental Sciences of Ukraine, Kyiv, 03041, Ukraine.

⁶ Head of Law Enforcement Faculty, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi Oblast, 29000, Ukraine

⁷ Senior Researcher of the Research Department, Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi Oblast, 29000, Ukraine

* Corresponding author: Ihor Bloshchynskiy; i.bloshch@gmail.com

ABSTRACT

The pedagogical conditions for the formation of the value worldview of the students of socio-nomic professions were determined on deontological grounds and their effectiveness have been experimentally verified in the article. In order to accomplish this goal, the empirical (observation, conversation, testing, questionnaire survey, analysis of activity results, document analysis, self-evaluation) and experimental (comparison of self-evaluation with teacher control evaluation, verbal-practical situations) research methods, socio-metric method, statistical data processing method have been used.

The orientation of the deontology of the life sciences to ensure a highly humane, decent attitude of representatives of socio-nomic professions towards man as a central figure of society was clarified. Worldview is understood by the authors as a systematized complex of ideas, assessments, and attitudes that provide a holistic vision and understanding of the world and a person's place in it with his life positions, programs that contribute to his/her active actions. Attention was focused on the combination of the intellectual-mental component with the sensory-emotional component in the structure of the value worldview. Therefore, it contains a call to action, which gives it persuasiveness. The authors followed didactic regularities, in particular general (regularities of goal definition, the content of the formation of a value worldview and the content of the educational process of universities of life sciences) and partial (content-procedural, epistemological, psychological, sociological, organizational). The following pedagogical conditions for the

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formation of the value worldview of students of socio-nomic professions on deontological grounds: integration of the interdisciplinary potential of life sciences disciplines; taking into account an individual approach in the formation of the value worldview of students; development of deontological aspects of the value outlook of scientific and pedagogical staff of universities of life sciences have been defined. The effectiveness of these pedagogical conditions was tested during a formative experiment.

Keywords: value worldview; students of socio-nomic professions; deontological principles; pedagogical conditions of formation of value worldview; universities of life sciences

1. Introduction

The recognition of the problem of the value worldview of the individual as a subject of scientific research by scientists in various fields is a steady trend in recent years. This fact is evidence of the recognition of the need to purposefully form this phenomenon in the process of professional training of students of socio-nomic professions.

In addition, according to observations and surveys, one of the reasons for the shortcomings in the activities of representatives of socio-nomic professions is the level of their value worldview formedness, which is inadequate to the modern requirements of society for specialists. The process of involving students in professional activities takes place in new conditions, and this process, except for certain educational components, is carried out according to outdated principles. Meanwhile, the professional self-determination of the individual includes several values that do not have a specific practical orientation, but without which professional activity cannot be successful. This also increases the urgency of the value worldview formation in students of socio-nomic professions.

The results of the analysis of studies show that various aspects of the outlined range of problems are the subject of study by scholars in such fields as philosophy, psychology, sociology, pedagogy, medicine, law, etc.

The deontological aspects of the formation of a professional's personality are in the circle of scientific interest of V. Hashchuk^[1], Ye. Hida^[2], L. Karen^[3], S. Khlestova^[4].

The problem of the value worldview of the individual is considered in many works in the context of moral education^[5,6]. The worldview as an object of philosophical reflection according to I. Kant, M. Heidegger, and M. Scheler is considered by Korzh H. V. and Vasylichenko R. V.^[7].

The researches by A. Astin^[8], and T. Hart^[9] are devoted to the study of the peculiarities of the formation of spirituality as the basis of the worldview.

The theoretical foundations of our research are based on the scientific works of the author of communication theory, the German philosopher and sociologist Yu. Habermas^[10-12]. He gives a central place to the question of mutual understanding as a necessary condition and a necessary component of the development of society; and builds his theory from the standpoint of dialogue and tries to build a theory of dialogical action. The paradigm of mutual understanding, according to Yu. Habermas, forces communicators to coordinate the plans of their cognitive and practical actions in accordance with the performative-instruction: to take into account the position and nature of the actions of the communication partner, achieving mutual understanding. The scientist suggests paying attention to "the willingness of communicators to discuss the dimensions of communication: the dimension of reason, social certainty, and ethical and emotional responsibility^[13]."

Yu. Habermas developed the theory of communicative action, which describes how interaction between individuals can become the basis for the formation of a rational worldview and social norms. For Habermas, communication is the key to achieving consensus and rational social development^[12].

Philosophical analysis of the influence of communicative practices on worldview formation is a complex and multifaceted process, since communication is one of the main mechanisms through which individuals and societies understand and construct reality. In particular, Martin Heidegger studied the relationship between language and existence. In his work "Being and Time" he emphasizes that language is a means through which a person understands and shapes his place in the world^[7]. Charles Sanders Peirce considered communication as part of the process of semiotics, where signs and their interpretation influence our ideas about the world^[7]. Communication skills formation in cadets of investigative specialization in the process of their professional training were studied by N. Miloradova, et al.^[14].

Niklas Luhmann developed the "theory of social systems". He considered communication as the basis of the functioning of social systems in which social norms and values are formed. Luhmann emphasized that communication is an independent system that creates stable social structures through complex interactions^[15].

John Rawls, the author of the concept of the "theory of justice", which considers social norms and values as a product of mutual agreement between people through communicative interactions. His "original position" assumes that people, discussing justice and equality, can reach generally accepted principles that will be the basis for social norms^[16]. Erving Goffman considered communication as a theatrical interaction. He studied how social norms arise through the presentation of "Self" in everyday communicative practices, and how people adapt their behavior to social expectations. George Herbert Mead studied how individual identity and social norms are formed through communicative interactions. His ideas about social symbolism and the role of communication in self-knowledge were important for understanding social norms^[16].

During the formation of the value worldview of students of socio-nomic professions on deontological grounds, it is also worth taking into account the vision of I. Hoian and V. Budz, that "during the period of drastic changes in society, value contradictions sharply intensify" [17]. At the same time, the authors do not rule out "the coexistence of several valuable sociocultural platforms, respectively, their harmonious or nihilistic coexistence in many ways contributes to either harmony and stabilization, or, on the contrary, confrontation and destabilization"^[17].

At the same time, L. Kohlberg emphasizes the need to distinguish the value worldview as an important aspect of modern education^[18].

Most researchers, in particular A. Shydelko, emphasizes "the importance of the stage of vocational education in the formation of the individual; the sensitivity of this period for the spiritual development of the individual, his or her value worldview"^[19].

The works of R. Soyer^[20], Zh. Virna^[21], L. Rudenko (22) attract attention regarding the issues of the value worldview of representatives of socio-nomic professions. Zh. Virna considers "value orientations as motivational and semantic regulators of professional adaptation of teachers with different years of experience in educational institutions, and also substantiates alternative options for coordinating the professional experience of the individual"^[21].

It is worth mentioning the free associative experiment (FAE) as one of the internationally recognized methods of using associative data and as a reliable approach to language awareness. It can be used for an

analytical comparison of the hierarchy of basic values (for example, among Kazakhs), represented as the core of language consciousness, covering its central and peripheral zones. In this context, the works of N. Dmitryuk and G. Abramova on associative dictionaries as an ethnic mental phenomenon are of great interest for our research^[23,24]. Researching the basic values based on the linguistic awareness of the ethnic group, the authors come to the conclusion that "Thanks to the diachronic and inter-ethnic comparative analysis: such basic Kazakh values as religion, freedom, sovereignty, state symbols are undergoing significant changes. Traditionally, ethnocultural preferences, which constitute the specific essence of the ethnic national mentality, have remained unchanged: attitudes towards the homeland, mother, elders, husbands, gender and age as specific features in the hierarchy of family relations."

According to L. Rudenko, "consideration of the epistemological aspect of the worldview formation in future specialists of socio-nomic professions will allow to direct their training to the development of the cognitive capabilities, their ability to effectively perceive and comprehend information^[22]."

Recently, researchers have noted a growing tendency to focus not so much on meaningful professional values, but on effective ones, including lifestyle, from the point of view of material and social well-being, on civic qualities^[25], that "covers" the content of the activity and, accordingly, complicates the process of self-discovery and self-assessment of one's qualities from the point of view of the requirements of the profession and specific working conditions in it.

An important aspect of the worldview and deontological values of an individual are the qualities of service leadership. "This is a cluster of abilities that allow a high-status individual to occupy a priority position in interpersonal relationships based on professionalism, respect, well-deserved authority, empathy and providing effective assistance to group members in self-affirmation, self-realization and increased effectiveness in performing a task significant for the group. Service leadership is considered as a humanistic type of leadership, when an individual achieves high status positions not by dominating and imposing his/her will by brute force, but primarily by actualizing the needs of followers in achieving success, professional growth, building a career, and harmonizing relations with social environment. Service leadership is characterized by: providing assistance to group members; aiming at constant self-development and self-improvement; programming the consciousness of followers using persuasion methods; conceptual thinking; management by meeting the needs of followers; the ability to form an effective team. The qualities of service leadership include: morality, responsibility, empathy, professionalism, initiative, communication, stress resistance, conceptual thinking, organizational skills, as well as those qualities that determine the specificity of service leadership in production collectives of the agrarian industry, namely: value attitude to nature, economy, readiness to use environmentally safe technologies"^[26-30].

The conclusions and statements made by these and other scientists are of great scientific value for substantiating the deontological principles of the value worldview formation in students of socio-nomic professions. However, this issue has not been directly raised in the scientific works of recent decades.

The aim of the research is to substantiate and experimentally test the effectiveness of pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles.

2. Materials and methods

The research methodology also included the implementation of such interrelated methods as observation, conversation, testing, questionnaire survey and interviews, performance analysis, document analysis, self-assessment, deontological orientation of the professional training of those studying socio-nomic professions,

assessment of the possibilities of educational environment in increasing the level of formation of the value worldview, and the factors affecting this process. A pedagogical experiment was conducted to test the effectiveness of the developed pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles.

During the experiment, various diagnostic methods were used: comparison of self-assessment with the teacher's control assessment, verbal and practical situations, socio-metric method, and method of statistical data processing^[31-33]. The method of quantitative and qualitative analysis was used to confirm the reliability of the data obtained (Pearson's χ^2 consistency criterion).

This made it possible to outline possible ways to improve the knowledge, skills, and abilities of students of socio-nomic professions to form a value attitude towards the profession in general. Through the integrated use of these methods, the awareness of students about the value worldview in the context of important professional activities was determined.

3. Results

Let us briefly focus on the interpretation of "deontological principles". As a result of the analysis of the source base, we conclude that general deontology is unjustifiably reduced to the field of ethics only since experience has obliged in the process of scientific generalization to include in its content other factors of the social and normative order, namely, professional ones. That is why it is necessary, first of all, to establish a starting point in understanding deontology in general and deontology of socio-nomic professions in particular.

Modern scholars interpret deontology as: a branch of ethics that deals with the problem of obligation and the proper, as well as studies the problems of obligation, the scope of the obligatory, all forms of moral requirements and their correlation; the doctrine of the proper, which highlights the problems of obligation and moral requirement, forms of expression of duty, through which morality expresses the requirements of social laws, takes various forms in private behavior, general norms, and requirements; applied ethics on legal, professional, and moral obligations and rules of conduct for social services personnel (legal, medical, journalistic, political, educational, etc.).

It is found that the deontology of the life sciences is aimed at ensuring a highly humane, respectable attitude of representatives of socio-nomic professions to a person as a central figure of society.

The basis of deontological principles is a system of knowledge about the proper, based on the requirements of public morality. The categories of "obligation" and "proper behavior" characterize the entire range of social relations of a person who has assumed responsibility for performing activities in the field of socio-nomic professions. Therefore, it can be argued that it is deontological principles that are mandatory in the formation of the personality of law enforcement officers, doctors, environmentalists, teachers, psychologists, and social workers.

Scientists interpret the concept of "value worldview" in different ways. As for "value orientations, they are defined as a set of values of the individual. In their opinion, value orientations perform the following functions: fix the real connection between the consciousness of a young person and the world around him or her; regulate the emergence of volitional behavior; influence the motivation of behavior in a particular situation; determine"^[34].

It can be said that a worldview is a generally systematized set of ideas, assessments, and attitudes that provide a holistic vision and comprehension of the world and a person's place in it with their life positions

and programs that contribute to their active actions. In this way, the worldview integrates the cognitive, value, as well as motivational, and pragmatist attitudes of a person. The worldview performs all these functions at different levels in terms of the degree of generality (individual, group, national, and professional worldviews, etc.) or the degree of historical development (ancient, medieval, etc.), or the degree of theoretical maturity (spontaneous-daily, life, philosophical and theoretical). The value worldview is determined by the combination of the intellectual and mental components with the sensory and emotional ones. Therefore, it contains a motivation to act, which makes it convincing.

The result of the value worldview formation in students of socio-nomic professions on deontological principles should be the formation of the deontological aspect of their value worldview, which consists in the formation of the worldview deontological values of the individual.

In this context, we drew attention to the peculiarities of the formation of students' bioethical views, in particular: «medical (euthanasia, COVID-19 pandemic, reproductive medicine, cell transplantation), educational (formation of bioethical culture of the future medical specialist, educational experiments using living organisms), legal (statutory regulation of ethics committees, bioethical principles of international law), philological (bioethical terminology), philosophical (bioethical concept of quality of life), environmental (bioethical aspects of hydrobiological research methodology)^[35].

The authors point out the importance of synergy for the training of higher education graduates of socio-economic professions. «It consists, first of all, in the fact that it deals with open, self-developing systems, which are interpreted quite broadly: it is any object that interacts with the world external to it, which affects the object, changing its structure and content according to special patterns^[36].

Recently, «researchers have noted a tendency to increase the orientation not so much to substantive professional values as to effective ones, including lifestyle, in terms of material and social well-being, focus on civic values^[32], which “overlaps” the content of the activity and, accordingly, complicates the process of self-knowledge and self-assessment of one's qualities in terms of the requirements of the profession and specific working conditions in it.

A specific aspect of the formation of the value worldview in students of socio-nomic professions on deontological grounds is that the mentioned process is carried out in the form of experiencing moral pleasure, which strengthens its educational influence and prognostic character. Therefore, the formation of the value outlook in students of socio-nomic professions on deontological grounds involves: a highly motivated, conscious attitude to professional activity; responsibility for one's actions; readiness for constant self-improvement of the value worldview; self-realization in activities in the field of socio-economic professions. We proposed to highlight groups of values in the structure of the value worldview, the formation of which would contribute not only to the personal improvement in students of socio-nomic professions, but also to the activation of overcoming difficulties in their activities. The first group - state values related to the protection of political, socio-economic, geopolitical, spiritual interests of the country, freedom and citizens; sovereignty and integrity of the country. The second group is universal human values, which contain the scientific and worldview knowledge of those studying socio-nomic professions about the contradictory, but integral and interconnected world; recognizing a person, his/her life, rights and freedoms as the highest value, etc. The third group is the student's values as a citizen of the country: patriotism, respect for the laws of one's country, norms, rights and social morality; national self-awareness; high culture of behavior, communication. The fourth group – professional values that determine high professional skills, professional culture, professional competence; observance of professional etiquette, etc.

As a result of the search stage of the experiment, it was supposed to determine: peculiarities of the formation and state of formation of the value worldview in students of socio-nomic professions on deontological grounds and factors affecting the specified process; the effectiveness of the influence of various types and content of educational activities on this process. Research among first-year students showed that a significant majority of them have a very weakly formed value outlook or none at all. At the same time, as a rule, students who have graduated from a music school or an art studio, specialized classes in gymnasiums are always present in study groups. In this regard, the selection of students for holding thematic evenings, amateur artistic activities is always correlated with the personal experience of each student, taking into account their knowledge and skills, the specialty they are studying for.

The results of the analysis of the state of the value worldview formedness in students of socio-nomic professions on deontological principles show that students have insufficient opportunities for this within the framework of educational programs. One of the most significant ways to improve the value worldview formation in students of socio-nomic professions on deontological principles is to identify, justify, and implement the pedagogical conditions of this process during their studies at life sciences universities.

The research followed didactic regularities, in particular general (regularities of determining the purpose, content of the value worldview formation, and the content of the educational process of life sciences universities) and partial (content and procedural, epistemological, psychological, sociological, and organizational).

For a comprehensive study of the process of formation of the value worldview in students of socio-nomic professions on deontological grounds, it is necessary to single out the educational stage - a relatively independent part of the activity from the pedagogical idea to the evaluation of the result we received. Based on the above, the formation of the value worldview in students of education of socio-nomic professions on deontological grounds implies the presence of the following stages of its implementation: informative, organizational, corrective, stimulating (**Table 1**).

Table 1. Stages of formation of the value worldview in students of education of socio-nomic professions on deontological grounds.

№	Stages	The content of the formation
1	Informative	Providing information for awareness of the value worldview and activity in its implementation, motivation for activity
2	Organizational	Direct organization of the educational process with the aim of mastering the basics of the value worldview, knowledge, concepts, and social attitudes. Formation of the value worldview in students of education in socio-nomic professions
3	Corrective	Determination and assessment of the level of formation of the value worldview of those studying socio-nomic professions in accordance with the developed criteria
4	Stimulating	Stimulation of self-improvement and self-education of education seekers, formation of value thinking, practical skills and the ability to realize valuable potential in professional activities

The following pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles were determined:

integration of interdisciplinary potential of life sciences subject areas;

consideration of the individual approach in the value world view formation in students;

development of deontological aspects of the value worldview of research and teaching staff of life sciences universities.

The definition of pedagogical conditions made it possible to specify the essence and specifics of the value worldview formation in students of socio-nomic professions at life sciences universities on

deontological principles and the possibilities for developing an appropriate methodology for their implementation.

The methodology for implementing the pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles involved the formative experiment.

The experimental group (hereinafter referred to as – EG) included 177 and the control group (hereinafter referred to as – CG) – 192 students of the Faculty of Humanities and Pedagogy. The experimental activities involved 25 representatives of the research and teaching staff. The period of direct experimental work was four years. The measures taken to implement each of the identified pedagogical conditions included:

1) integration of the interdisciplinary potential of life sciences subject areas to form the value worldview in students: identification and use of the potential of academic subject areas for the value worldview formation in the experimental group students; introduction of a special course referred to as “Worldview Values of Representatives of Socio-Nomic Professions”; holding scientific conferences on worldview topics;

2) consideration of the individual approach to the value worldview formation in students: conducting a self-development training referred to as “Formation of the Value Worldview” to form the value thinking and worldview in students; drawing up a program and an individual plan for the value worldview formation by each participant of the experimental group; performing research works on worldview topics;

3) development of deontological aspects of the value worldview of research and teaching staff of life sciences universities: psychological and pedagogical support for the development of deontological aspects of the value worldview of research and teaching staff of life sciences universities; use of the methodology referred to as “Personal Deontological Growth” during the internship (exercise referred to as “fair of deontological qualities”, situational exercise referred to as “professional responsibility: requirement or need”, project referred to as “history of the profession”, an event referred to as “a border guard is always a model”); introduction of a permanent methodological seminar for research and teaching staff referred to as “Development of the Teacher’s Value Worldview”; conducting author’s workshops on the value worldview formation.

4. Discussion

After taking measures to implement each of the identified pedagogical conditions for the formation of the value worldview in students of socio-nomic professions, the formation of the value worldview was again diagnosed on deontological grounds.

The analysis of the results of the formative stage of the experiment showed that the work carried out according to the experimental methodology led to positive changes, as a result of which the students of the experimental group have a developed and established system of the value worldview, and they are positively inclined; their theoretical knowledge of worldview values made it possible to form value orientations, contributed to the development of their own professional and life position, which affected the ability of each student to realize worldview values and direct them into active professional activities. These characteristics of the indicators of the value worldview formedness in students affected both quantitative values and qualitative changes. At the same time, they received certain professional and personal knowledge and skills during their academic and extracurricular time.

According to the results of the experiment, the most effective forms of the value worldview formation in students of socio-nomic professions on deontological principles are discussions, seminars, competitions, theme nights, conversations, trainings, meetings with prominent people, writing essays, and research papers.

The comparative results of the experimental work showed the effectiveness of pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles.

As a result of the experiment, it was found that the introduction of pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles contributed to the redistribution of the CG and the EG students by the levels of their value worldview formedness. However, this redistribution was insignificant in the CG, and significant in the EG. The proportion of the EG students with a high level of value worldview formedness increased by 22.1 % (from 7.8 % to 29.9 %), and those with an average level – by 14.9 % (from 34.8 % to 49.7 %). At the same time, the number of students with a low level decreased by 37.7 % (from 58.1 % to 20.4 %). Simultaneously, in the CG, the number of students with a high level of value worldview formedness increased by 4.9 %, while the number of students with a low level decreased by only 20.2 % (**Table 2**).

Table 2. Dynamics of the value worldview levels formedness in students of socio-nomic professions on deontological principles.

Levels of the value worldview formedness	Experimental group				Control group			
	At the beginning of the experiment		At the end of the experiment		At the beginning of the experiment		At the end of the experiment	
	persons	%	persons	%	persons	%	persons	%
High	14	7.8	53	29.9	13	7.2	23	12.1
Average	61	34.8	88	49.7	69	35.6	98	51.0
Low	102	58.1	36	20.4	110	57.0	71	36.8

The statistical significance of the changes in the levels of the value worldview formedness in the EG and CG students revealed by the analysis was confirmed by the appropriate mathematical processing of the data obtained using Pearson’s χ^2 criterion. Since $\chi^2 < \chi^2_{cr}$, ($0.16 < 9.210$), it was found that before the experiment, the EG and the CG did not differ from each other in terms of the level of the value world view formedness in students. At the end of the experiment, since $\chi^2 > \chi^2_{cr}$, ($21.65 > 9.210$), the differences in the distributions of the EG and the CG students by the levels of their value worldview formedness was confirmed at the level of significance $p \leq 0.05$. This proves the effectiveness of the implemented pedagogical conditions for the value worldview formation in students of socio-nomic professions on deontological principles.

5. Conclusion

The formation of the value worldview in students of education of socio-nomic professions on deontological grounds implied the presence of the following stages of its implementation: informative, organizational, corrective, stimulating. Therefore, to form the value worldview in students of socio-nomic professions on deontological principles, it was necessary to create pedagogical conditions: integration of the interdisciplinary potential of life sciences subject areas; consideration of the individual approach to the value worldview formation in students; development of deontological aspects of the value worldview of research and teaching staff of life sciences universities. The effectiveness of these pedagogical conditions was tested during the formative experiment.

The research does not cover all aspects of the problem. In the future, there is a need to study in more detail the specifics of students' obtaining professional training according to different curricula as a factor of their value worldview formation in socio-nomic professions on deontological principles, in particular during elective courses.

Author contributions

Conceptualization, Inna Savytska and Ruslan Sopivnyk; methodology, Ihor Bloshchynskyi and Oleh Moroz; formal analysis, Vasyl Marusiak and Anatoliy Miroschnichenko; investigation, Viktor Poliuk and Anatoliy Miroschnichenko; resources, Vasyl Marusiak and Oleh Moroz; writing-original draft preparation, Ruslan Sopivnyk and Ihor Bloshchynskyi; writing-review and editing, Inna Savytska and Viktor Poliuk; visualization, Anatoliy Miroschnichenko and Vasyl Marusiak; supervision, Ihor Bloshchynskyi and Ruslan Sopivnyk . All authors have read and agreed to the published version of the manuscript.

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Conflict of interest

The authors declare no conflict of interest.

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