
THE SYSTEM OF UNIVERSITIES' ACADEMIC STAFF VALUES: METHODOLOGICAL ASPECT



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Abstract. The purpose of the study is to find out the methodological foundations of the system of values of universities' academic staff in the scientific achievements of domestic researchers. The legislative documents, which ratified the system of national values in general and values in the field of education in particular, are analyzed. It was discovered that the transformation of values is taking place, such as national values – national interests – national goals. The role of values in the educational process is revealed, their significance is established among the rights and responsibilities of participants in the educational process. The theoretical views of researchers are investigated and general approaches to studying the problem of values in the branches of philosophy, sociology, psychology, pedagogy are generalized. It was found out that the system-forming core of the personality are values (value orientations) that become relevant not only as the dominant direction of research in higher education in general, but also as a result of learning within the framework of obtaining value competences. It is substantiated that in the research of values (value orientations) of academic staff, it is expedient to use such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological. The basic principles of values (value orientations) of universities' academic staff are developed, which will promote effective its selection: professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.

Key words: academic staff; methodological approaches; principles; value (value-orientation) competences; value orientations, values.

INTRODUCTION. PROBLEM STATEMENT

The beginning of the 21st century is characterized by a radical change in the paradigm in higher education in Ukraine, which means not only the implementation of new approaches and the creation of innovative educational technologies, but also the reform of the priorities of values at the state level. One of the system-building laws adopted this year, which attracted public attention, was the Law of Ukraine "On national security" (2018). In general, the Law establishes a system of national values through the fundamental principles of state policy, foundations, principles

and objectives, as well as potential threats. It is precisely on the basis of the triad of “national values – national interests – national goals” (Horbulin & Kachynskyi, 2010: p. 19), where values are a priority; the Law unites and nourishes the National Security Strategy, the Strategy of Military Security, the Strategy of Cybersecurity, the Strategy of Public Safety and Development Strategy of the defense industrial complex of Ukraine. In particular, Article 3 states that “State policy in the areas of national security and defense is aimed at protecting: a person and a citizen – their lives and dignity, constitutional rights and freedoms, safe living conditions; society – its democratic values, prosperity and conditions for sustainable development; the state – its constitutional order, sovereignty, territorial integrity and inviolability; the territory of the natural environment – from emergency situations” (Zakon Ukrainy “Pro natsionalnu bezpeku”, 2018: p. 10). Taking into account the aforementioned, in the period of transformation of national values that is taking place in society, there is a need for a new rethinking, in particular, the universities’ academic staff values, and building up their new content.

LITERATURE REVIEW

Despite the fact that the problem of values is comprehensively presented in the educational and scientific space in particular, in philosophy (V.P. Andrushchenko (2014), I.A. Ziaziun (2010), V.G. Kremen (2011), V.O. Ogneviuk (2003), M.M. Pidlisnyi and V.I. Shubin (2017), V.I. Riabchenko (2015), etc.), psychology (I.D. Bekh (2012; 2015), Z.S. Karpenko (2009), E.O. Pomytkin (2007), L.V. Romaniuk (2013), etc.), sociology (V.S. Bakirov (2013), E.I. Golovaha (2000), N.V. Panina (2008), A.O. Ruchka (2011), K.O. Chernova (2012), etc.), state administration (V.M. Kozakov (2007; 2010), S.E. Horbatiuk (2016), etc.), pedagogics (S.U. Honcharenko (2011), V.I. Lugovyi (2009), Yu.V. Pelekh (2009), L.V. Khoruzha (2015), L.O. Khomych (2017) etc.), research on the values of the higher education institutions academic staff (V.I. Lugovyi (2010) are small. In view of this, the purpose of the study is to find out the methodological foundations of the problem of the universities’ academic staff values in the scientific achievements of domestic researchers.

METHODOLOGY

Methodological basis of the research is disclosed on the philosophical, general scientific, specifically scientific levels. At the philosophical level – general theoretical and methodological positions of philosophy on the historical retrospective of the study of the concept of “value”, systems of values and value orientations of person, the unity of theory and practice, of person as a subject of activity. At the level of universal scientific methodology – modern concepts of democratization and humanization of education, interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological approaches. At the level of a specifically scientific methodology – the theory concerning the development of continuous professional education, in particular pedagogical, continuity and complexity of academic staff professional training, as well as the principles laid down in the laws of Ukraine regarding the education process.

MAIN RESULTS

Academic staff in accordance with the Law of Ukraine “On education” (2017) is one of the factors of the internal quality assurance in higher education. Therefore, higher education institutions, inviting academic staff to work and selecting them on an honest and transparent basis, should make sure of their competence. The key to reforming the academic staff activities is the determination of their values, since they fulfill the basic functions and are the core of the individual.

Confirmation of the importance of values in the field of education is the adoption of the Law of Ukraine “On education” in the wording of 2017. For comparison, in the Law of Ukraine “On education” (1991) the term “values” was mentioned only as one of the main principles of education – “priority of universal spiritual values” and one of the duties of parents, pedagogical and scientific and pedagogical workers “to raise respect for national, historical, cultural values of Ukrainian and other peoples” (Zakon Ukrainy “Pro osvitu”, 1991).

Instead, in the Law of Ukraine “On education” (2017) values are first given in the definition of the term “education”; is one of the important factors in the purpose of education (Article 1), civic education, the conditions for which the state creates (Article 5), the principles of state policy and principles of education policy (Article 6), art education (Article 21), the rights and duties of pedagogical, scientific and pedagogical and scientific workers (Article 54), parents of education applicants (Article 55), and other persons involved in the education process (Zakon Ukrainy “Pro osvitu”, 2017). In general, this law has 66 terms that are applied at least two times, which characterize values and value orientations (Lugovyi, Sliusarenko & Talanova, 2018). The most “thoroughly mentioned aspects are reflected for the complete general secondary (primary, basic secondary and profile secondary) education, which is associated with the main period of formation of the system of values of the person” (Lugovyi, Sliusarenko & Talanova, 2018: p. 17).

However, the National Qualifications Framework, approved by the Cabinet of Ministers of Ukraine Decree of November 23, 2011 No. 1341 (Cabinet of Ministers of Ukraine, 2011), served as the starting point for introducing values into the definition of competences and learning outcomes at the legislative and regulatory levels. The Law of Ukraine “On higher education” also refers to the values, in particular regarding the definition of higher education, competences and learning outcomes (Article 1), as well as values, has been identified as one of the main tasks of higher education institution in the formation of the individual and “preservation and multiplication of moral, cultural, scientific values and achievements of society” (Article 26) (Zakon Ukrainy “Pro vyshchu osvitu”, 2014).

For many centuries, the problem of values has been one of the main issues in the research area, since, on the one hand, it covered all spheres of human activity and attracted much attention of researchers, on the other – the complexity of the nature of the phenomenon of values was the result of numerous discussions by many researchers. Therefore, the concept of our research is based on the principles of such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological.

The analyses of values according to the *interdisciplinary approach*, taking into account “the interaction of various branches of scientific knowledge in the study of the same object complex reality” (Sysoieva, 2017: p. 25), is due to the fact that in the

branches of philosophy, sociology, psychology and pedagogy, there is a great variety of interpretations of the category of values, their classification, and so on. This is explained by the fact that the researchers' study is based on various theoretical and empirical principles, taking into account the specificity and diversity of the value phenomenon.

Through analysis of historical retrospective study of the concept of "value" is an important consideration of *philosophical* positions (Shynkaruk, 2002): existentialism – the recognition of rights supreme value, which is being determined through self-realization and spiritual world and is a key priority of the individual; pragmatism, according to which value is determined as usefulness and practical significance of ideas, gaining experience and achieving success; positivism, where values are cultivated on the basis of scientific knowledge, primarily the branches of natural and exact sciences, and mastering the methods of their achievements; Neo-Thomism, which involves the formation of human values through the upbringing of Christian virtues: love for neighbor and tolerance, honesty and kindness, freedom and self-awareness, etc., and in general, constitute universal values; dialectical materialism, which is based on subject-object relations, which characterize value priorities, preferences, orientations, desires, interests of subjects in relation to objects; communications theory, which is based on subject-subject relationship, where the key to interpersonal interaction of individuals and social groups are universally valid moral norms and values, consensus on the principles of tolerance and mutual respect; on the one hand, multifaceted, on the other – integration and unification, and also determines the diversity of language, culture, religion, etc., and is a key indicator of the value dimension of society.

The study of the problem of values acquires the new content in the modern domestic education and research space. In particular, in the philosophy the researchers focused on the study of values in the plane of historical and philosophical digression (Pidlisnyi & Shubin, 2017) and their transformation into the historical development of civil society and institutionalization in Ukraine (Zinchenko, 2015); the axiological content of the national education direction (Kremen, 2011) and its role as a distinctive and significant sociocultural phenomenon in the general structure of transformations in modern Ukraine (Ogneviuk, 2003); the values of Ukrainian society on the basis of the worldview-competence approach (Riabchenko, 2015); value measurement of the integration processes to the European Educational Space (Andrushchenko, Andrushchenko & Saveliev, 2014); values as an axiological security, which is the highest level of ensuring the national security of the state (Ziazun, 2010); the values of education in the era of globalization (Klepko, 2005).

In *sociology* during the 20th century the notion of value was considered as a standard, norm, social behavior, motivation, etc. Despite various concepts, attention is paid to the work, the key approach of which is the value orientation that determines human behavior. In Ukraine values sociology is allocated to priority research direction (Chernova, Savchuk & Nakhabich, 2012; Shaihorodskiy, 2010; Bakirov & Ruchka, 2013; Golovaha, 2000) for categorical triad "society-culture-person, where the concept of "value" almost automatically becomes interdisciplinary status" (Bakirov & Ruchka, 2013: p. 11). Interdisciplinarity is due to the fact that to understand the concept of values should be taken into account, on the one hand, "subject-subjective", on the other hand, "the individual-social aspects of their existence and expression" (Bakirov & Ruchka, 2013: p. 11). In general, domestic sociologists have proved that value orientations – are "social values, which are shared by the individual, serve the purpose of life and the main

means of their achievement, and therefore become the functions of the most important regulators of social behavior of individuals” (Perehuda et al., 2012: p. 42). The following typology of values (Kokhan, 2009: p. 60-61) is substantiated: “the meaning of life” values (the notion of good and evil, happiness, purpose and meaning of life, etc.); vital (from the Latin *vita* – life) (values of life, health, personal safety, well-being, family, etc.); the values of social recognition and vocation (love for work, social status, service to people, etc.); values of interpersonal communication (honesty, selflessness, goodwill); democratic values (human rights, freedom of conscience, words, beliefs, national sovereignty, etc.); particular values (devotion to the Motherland, family, faith in God, etc.)”.

Particularly well represented are the results of sociological research conducted by A.O. Ruchka (2011), Ye.I. Holovakha, N.V. Panina, A. Horbachyk (Holovakha & Panina, 2008; Holovakha & Horbachyk, 2012), O.M. Balakirieva and others (Balakirieva, 2008; Balakirieva & Bondar, 2010; Balakirieva, Bondar & Holovenko, 2011) dedicated to the recognition of social, economic, political, democratic, family, etc. values in society and value orientations in particular. It is concluded that in the conditions of social transformations, a new world outlook is being built, a change in the orientations of the passive-consumer on the active-activity that will enable the full potential of human capital to be realized.

In the field of *psychology*, the values of personality were considered as motives, installations, beliefs, expectations, as well as its value-semantic relations with established relevant relationships (Vygotskij, 2000), where the most significant were determined spiritual values, reflected through responsibility, humanity, love (Rubinshtejn, 1999), as an orientation that builds the structure of personality and human relations (Anan’ev, 1996). In the pedagogical psychology, among the scientific achievements of domestic researchers in the value-semantic sphere, there is a concept of spirituality and there are several approaches that analyze the phenomenon of values. In particular, a personality-oriented approach is a priority, which in the process of education provides conscious, semantic education of person and ascension of personality to spiritual and moral culture (Bekh, 2012; Bekh, 2015); spiritual and personal approach, based on the principles of spiritual and personal integration, hierarchy and value-semantic determination (Pomytkin, 2007). Among the newest scientific studies, attention is paid to the work devoted to the axiogenesis of the individual whose understanding was achieved by the method of axiopsychological hermeneutics “with the mechanism of the initial intuitive-emotional teaching and the secondary phenomenological reflection of the subjective reality of the individual” (Karpenko, 2009: p. 12), formation of personality values with the use of phenomenological-synergistic approach in the cultural space (Romaniuk, 2013) and the level approach in genetic and functional analysis (Halian & Halian, 2017).

The key in *pedagogy* is the humanistic nature of values and is primarily due, on the one hand, to the development of the growing personality, which is the central figure of such a paradigm, on the other – serves the basic values in the pedagogical activity of the teacher, carried out on the basis of spiritual and ethical principles, in particular, “humanistic ethics: love, goodness, faith, patience, friendship, justice” (Ushinskij, 1968: p. 431). In particular, the concept of humanistic pedagogy is reflected in the legacy of V.O. Sukhomlynskyi (1973; 1974; 1982), on which educator’s value orientations are built. In this context, the humanistic values in the education system are divided into (Slastenin & Chizhakova, 2003: pp. 92-93): “universal (person, child, teacher, creative personality), spiritual (pedagogical experience of mankind, pedagogical theories, methods

of pedagogical thinking, etc.); practical (methods of pedagogical activity, pedagogical technologies, educational and upbringing systems, etc.); personal (pedagogical abilities, individual qualities of the teacher, ideals of the teacher, etc.).”

Under present conditions, home researchers have gained considerable experience in studying the problem of values which is considered in particular in theoretical and methodological foundations of the sphere of education and pedagogical process; historiography; as a subject of pedagogical axiology; a component of civic education, family education, a healthy way of life, education of value orientations in different age periods of the formation of children and youth; professional training of future teachers, etc.

According to the results of the analysis of scientific works, it was established that value is “a relatively stable system of orientation of interests and personal needs to a certain hierarchy of vital values, a tendency to give preference to certain values in different situations of life, a way to distinguish between personality phenomena and objects in terms of their significance for a person” (Kremen, 2008: p. 991). The following forms of existence of values are singled out (Sukhomlynska, 1997: p. 110): “a) social (collective, group, class, family, real values of society, individual as a part of social communities of different directions and scale); b) subject (literature, art, mass media, youth subculture, etc.); c) personal (needs, motives, ideals, desires, etc.).”

However, despite the variety of the above researches, it was found that the problem of values was covered mainly “as a category of morality in its broadest sense”, which according to O.V. Sukhomlynska evidenced about the “Ukrainian phenomenon of mentality” (Sukhomlynska, 1997: p. 108). Today, the methodological principles of three conceptual models (in chronological order), on the one hand, are based on value-based education, on the other hand – the presentation of values as a result of learning.

The first model was developed by O. Vyshnevskyi on the basis of the system-value approach, assuming that values are “a certain hierarchical system of ideals, fundamental concepts and goals, which the society lives and in the exercise of which sees the meaning of its existence” (Vyshnevskyi, 2003: p. 197). The leading idea of the researcher is the thesis that human behavior takes place in the plane of the natural structure of society “person-family-community-nation (state)-all humanity, as well as person-nature” (Vyshnevskyi, 2003: p. 200). In view of this, activities in each of these areas, according to the researcher, are regulated by the corresponding group of values that O. Vyshnevskyi builds on a hierarchical system: “a) absolute, eternal values; b) national values; c) civic values; d) family values; e) values of personal life; e) ecological values” (Vyshnevskyi, 2003: p. 206). In accordance with these directions, the scholar considers it necessary to form the following six fundamental qualities in modern Ukrainian education: “morality, patriotism, democracy, affinity, nature consciousness” (Vyshnevskyi, 2003: p. 206). The final step towards the development of a system of values was the justification of O. Vyshnevskyi “Code of Values of Contemporary Ukrainian Education” (Vyshnevskyi, 2003, p. 209): *absolute, eternal values*: faith, hope, love, dignity, conscience, truth, etc.; *main national values*: Ukrainian idea, state independence of Ukraine, self-sacrifice in the struggle for freedom of the nation, patriotism, etc.; *main civic values*: freedom, aspiration for social harmony, advocacy of social and interethnic justice, culture of social and political relations, etc.; *values of family life*: marital fidelity, child care, parenting and parenting care, ancestral care, etc.; *values of personal life*: internal freedom, will (self-control, self-discipline, persistence), wisdom, mind, common sense, etc.; *health and*

ecological values: attention to own health, attachment to sports and physical labor, healthy lifestyle, etc.". However, according to the researcher, the most important duty of person is to develop in it "the spiritual core of the person, the vector of its common aspirations" (Vyshnevskiy, 2003: p. 212).

The second model belongs to I.V. Sokolova, one of the few researchers who proposed the formation of the professional competence of the future teacher, using the concept of axiological approach (Sokolova, 2012). It is "the values of human life, professional (pedagogical) and personal values" taken as the basis of the structure of axiological knowledge as a component of the formed professional competence (Sokolova, 2012: p. 197). Sokolova I.V. has identified three consecutive stages of the formation of a professional "I-concept". In particular, on the first (propaedeutic motivational) stage, "the formation of the emotional and value relation to the profession ... and the perception of themselves and the surrounding world ... "I-personal" (Sokolova, 2012: p. 202). In the second phase, the activity-reflexive stage, "the value representations are formed" in relation to the profession of the teacher "I-professional" and the correlation and systematization of the concepts "I-personal" and "I-professional" (Sokolova, 2012: p. 202). The consolidation or transformation of the professional "I-concept" is embodied at the third (reflexive-creative) stage by converting the individual to "socially significant values" (Sokolova, 2012: p. 202). In view of the above, to the structure of axiological competence, in the opinion of I.V. Sokolova, as a "set of dynamic and static camps", includes (Sokolova, 2012: p. 202): "theoretical knowledge; skills and abilities; traits, likeness of obsessive-liveliness, experience and experience; motives, values, ideals; ability and ability to certain types of activity and to study for life". Particularly significant is that the researcher's substantiates not only structural components but also invariant axiological components, which are one of the components of professional competence, "as integral, integrative, multi-level, personal new creation ..., and reveals professional and personal qualities" (Sokolova, 2012: p. 203). In particular, I.V. Sokolova refers to them (Sokolova, 2012: p. 203): "axiological competence of value semantic orientation (understanding of the value of culture, science, awareness of the social significance of their future profession, high motivation to professional activity); competence of self-development and self-improvement (ability to cognitive activity; awareness of necessity, needs and ability to study for a lifetime, aspiration for self-development, improvement of their skills and skill, ability to critically rethink the acquired experience, change the profile of his professional activity, if necessary); competence of social interaction or social perception (ability to cooperate, racial, national, religious tolerance, ability to repay conflicts, ability to social adaptation, communicative, tolerance, readiness to cooperate with colleagues, work in a team, etc.)."

The third model, proposed by V.I. Lugovyi, O.M. Sliusarenko, Zh.V. Talanova, is based on the law of the basic organization of competences (Lugovyi, 2009; Lugovyi, 2010; Lugovyi, Sliusarenko & Talanova, 2018), which is related to "the main types of socio-cultural information – knowledge, values, projects, consents and artistic images" (Lugovyi, Sliusarenko & Talanova, 2018: p. 8), and accordingly "unites five types of competences necessary for the comprehensive development of personality, namely: "intellectual and knowledge, value-orientation, creative and innovative, dialog and consensus and artistic and creative" competences (Lugovyi, Sliusarenko & Talanova, 2018: p. 7). In such a way, researchers first attributed orientation competences to the competences of educator's value and conclude that the value (value-orientation) competence – is "the ability of

an individual on the basis of the system of its priority principles and objects of activity” (Lugovyi, Sliusarenko & Talanova, 2018: p. 10).

By analyzing the value aspects of the rights and responsibilities of participants in the educational process and various components of education, V.I. Lugovyi, O.M. Sliusarenko, Zh.V. Talanova substantiated values (value orientations) as a system of priorities of two kinds: principles of activity (first kind) and subjects of activity (the second kind). The given division into two priorities is confirmed by the fact that, on the one hand, “a person as a real subject, tends and does first of all that for it is ... significant”, that is “the object sphere of activity is appreciated”, on the other – the key is that , “in what way is the subject priority is achieved, that is, which principles of achievement are considered” (Lugovyi, Sliusarenko & Talanova, 2018: p. 10). However, as researchers noticed, “values-subjects are more diverse than values-principles” (Lugovyi, Sliusarenko & Talanova, 2018: p. 7).

The methodological foundations of conceptual models of values and their classification do not coincide in the views of researchers, but with the help of these models, their authors offer their understanding of the phenomenon of value and prove in different ways that values are the system-forming core of human activity and are determined by value orientations.

Consequently, an analysis of research within the framework of an interdisciplinary approach makes it possible to conclude that, in general, the notion of “value” is defined as: “objects of the world that have a positive or negative meaning for person and society”; “... human, social category, by means of which measure social and natural objects and phenomena, properties of an object or phenomenon; ideal, purpose, direction, orientation in the substantive or social reality”; “... the definition of a person’s relation to the surrounding objects and phenomena”, etc. (Horlach et. al, 2008: p. 466)”. Depending on the “values” definition the appropriate classification, typology, forms and more are grounded.

Concerning the definition of the notion of values in the field of education, while supporting the opinion of N.O. Tkachova we believe that “educational values should be regarded as a set of humanistic priorities of society, which serve as the main reference points for the development of the educational system as a whole ...” (Tkachova, 2006: p. 15), “pedagogical values are a system of educational means, social norms, pedagogical tools , which ensures the effective translation of certain educational values into the individual level of the individual, that is, the formation of her personal values priorities” (Tkachova, 2006: p. 15).

The use of a **systematic** approach as a methodological way of knowing the peculiarities of the academic staff values makes it possible to establish its components and their interdependence and interdependence, which will ensure the corresponding integrity and consistency in accordance with the principles of hierarchy and priority. However, in our opinion, in the complex system of academic staff values, the key ones are value orientation, which predetermines their personal meaning. That is why the research of the hierarchical structure of value orientations of academic staff and their interrelations is promising, since no component in particular has an independent function, but only represents a share in their integral system and interaction.

The **competence** approach, which is key to our study, involves the ability of a scientific and pedagogical worker to apply in the educational process of the higher education institution his acquired competences, in particular, value ones. According

to the goals of the scientific and pedagogical activity carried out by the academic staff its directions (education, development of higher education applicants, carrying out of researches), functions (“training, research, educational, organizational and technological” (Kholkovska, 2017)) and corresponding tasks by many researchers reasonable interpretation of the term “teacher’s professional competence”. Thus, “academic staff professional competence – is a complex integrative and dynamic personality formation consisting of hierarchically interrelated functional-personal and structural-personal resources that are manifested in the level of development of the main (cognitive and activity) and supporting (motivational, emotional-volitional and value-reflexive) components that allow the educator to confidently carry out the functions of the function adequately pedagogical situation” (Kholkovska, 2017: p. 21). Summarizing the academic staff competence model of among the major highlight one should point out: information, research, communicative, psychological, educational, foreign language, conflict, social, facilitation and reflexive competences (Kholkovska, 2017). At the same time, each of these competences has “cognitive (knowledge and understanding), active (practical and operational use of knowledge) and motivational-value (values as an organic part of the way of perception and life with other people in the social context) components” (Kholkovska, 2017: p. 20).

The **activity** approach is a starting point in understanding the academic staff values in the system of subject-object relations, which includes five types of activities: cognitive; value-orientation (identification of object-subject relations, prioritization of objects by value for the subject); transformative; communicative (activity of communication); artistic (Lugovyi, 2009; Lugovyi, 2010; Lugovyi, Sliusarenko & Talanova, 2018). Among these activities, the values themselves are those guidelines in the person’s activities, which are the key to the academic staff successful professional realization and their communication. Application of the activity approach enables to realize corresponding values in the education process, which is practiced by the scientific and pedagogical worker in accordance with the goals and mission of the higher education institution.

The **cultural** approach made it possible to consider the academic staff values as part of the national culture, which reflected the cultural values of the people, because “value orientation directly related to the development of cultural identity” (Kaliuzhna, 2012: p. 51). On the one hand, the “value is a kind of cultural “code” because “each culture creates its only inherent system of values, the value determines “identification, people, nation, development of national consciousness” (Shaihorodskyi, 2010: p. 35). In addition, values and their hierarchy are built up throughout “the entire history of the nation and are corrected by the change in value norms and guidelines, depending on the time, a specific age of development” (Shaihorodskyi, 2010). On the other hand, “just having risen to the top of a national culture, a person can disclose universal values for himself”, because they are “at the intersection of all national cultures” (Bekh, 2002). In spite of the numerous discussions that take place in the education and research area regarding the priority of national or universal human values, in our opinion, it is inappropriate to counteract them, given that in the age of globalization, national culture is an element of world culture in its cultural correspondence. In view of the above, it is especially important to rethink the values on the way of integration of the national community into European and world education and research areas and their reflection on the academic staff values.

The **social** approach is based on the assimilation of democratic values (citizenship, rights and liberty, human dignity, moral autonomy, responsibility, etc.) as a component of civil society and involves taking into account social characteristics in the system of social relations of a scientific and pedagogical worker. To values also belong the universal society and certain social group values, namely: ideological, political, moral, artistic, ethical, religious orientation, racial tolerance and so on.

The **axiological** approach is fundamental in determining the academic staff values, considering that “axiology is the doctrine of values, the philosophical theory of values, which finds out the qualities and properties of objects, phenomena, processes capable of meeting the needs, interests and desires of people” (Shynkaruk, 2002: p. 14). Using the axiological approach enables us to identify the value priorities of university professors based on the concept that the highest value of a society is human, humanistic orientation, in the context of Ukraine’s entry into European education and research areas and taking into account globalization challenges.

The **personality-oriented** approach is used for the disclosure and development of the individuality of a scientific and pedagogical worker on the basis of the unity of development of his moral personality and moral personality (Bekh, 2002). That is, “the moral person knows his social and moral qualities, acts in relation to himself (he improves himself), acts in relation to other people (socially behaves) and passes on to another experience of self-improvement; moral personality knows its unique qualities, acts in relation to itself (self-actualizes), acts in relation to others – communicates creatively” (Bekh, 2002). In this regard, the realization of a humanistic personality-oriented approach takes place in a coordinate system in which the main values are “a person who grows and educates a personality and creativity as a mechanism for the development of a human-culture”, where, according to I. D. Bekh, the indicator of such development is spirituality (Bekh, 2002).

The **acmeological** approach is obligatory for determination of value competences in the area of the professional formation of a scientific and pedagogical worker, which involves the successful construction of his career growth, a critical rethinking of acquired experience, self-improvement of the individual and the completeness of his self-development, the ability to study throughout his life. It is due to the introduction of the acmeological approach that the educator has the “desire for professional success and the heights of professionalism”, “the formation of a positive and creative attitude towards himself and others” (Aristova, 2016: p. 13), which is reflected in his values (value orientations).

The **synergetic** approach, reflecting the interdisciplinary paradigm, is based on the principles of nonlinearity, instability, openness, self-organization and integrity (Kremen, 2013; Rodyhina, 2014). Considering each principle, it should be noted that the principle of openness is reflected, in particular, in the scientific and pedagogical activity of the educator, through the prism of which he transforms the corresponding values to the applicants of higher education. The principle of self-organization is confirmed by the fact that the scientific and pedagogical worker’s values are formed, developed and implemented in the education process only on condition of its “own self-organization”, while taking into account “the tendencies and patterns of such a self-organization” (Rodyhina, 2014: p. 47). Regarding the principle of integrity, the values as academic staff competence are characterized by the integrity of world perception and worldview and are an integral construct. The principle of nonlinearity as a process and the result is traced in the search for ways of educator’s creative thinking, which determines the

“multivariable or alternative to the choice” (Kremen, 2013: p. 8), especially in crisis situations, and rethinking the corresponding phenomena, in particular values. An ambiguous expression in the academic staff values is the principle of instability. On the one hand, it confirms the corresponding changes, “the emergence of a new quality”, which “is positioned as a source of development” (Rodyhina, 2014: p. 46), that is, new value orientations, on the other – any deviations or oscillations inherent in the educational process, through which the educator’s values are displayed, can lead to volatility, the creation of his minor flaws, which in the long run will affect his values in general. Thus, the synergetic approach allows us to depart from the established classical models of pedagogical systems in the plane of multivariate decisions, emphasizing “the need to revise the philosophy of social behavior” (Luzik, 2016: p. 95) of the individual as a whole and the academic staff values in particular.

Summing up the above, one can propose the definition of the scientific and pedagogical worker’s value competence. Value competence is attributed to the key, system-forming, integrated person’s ability, manifested in the relationship between the subject and the object and in inter-entity relationships, is realized in the course of the activity of the scientific and pedagogical worker, determines the behavior of the educator and is its regulator, where moral and ethical values orientations are the priority.

Re-thinking of traditional values and substantiation of the academic staff value competence at the methodological level gives grounds for substantiating the following principles (Reheilo, 2018): professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.

The *principle of professionalism* is a guarantee of the implementation of the highest professional standards on the basis of a competence approach, the introduction of innovative technologies and academic freedom, professional and general lifelong professional development, career development planning, orientation towards a strategically oriented development of a scientific and pedagogical worker, etc. The principle of professionalism is based on the conduct of a scientific and pedagogical worker in the area of “educator-researcher”, where, along with teaching activities, scientific research is carried out that provides the acquisition of knowledge by specialists of higher education on the basis of research and in general determines the training of a competitive personality.

The *moral and ethical principle*, that is cross-cutting, is reflected in the attitude of the scientific and pedagogical worker to his research and research of others in order to protect the scientific priority, preventing plagiarism and falsification and adhering to academic integrity. It regulates the relationship with the scientific community and the applicants of higher education on the principles of honesty, openness, humanism, etc., and serves the formation of his model of morality and ethics.

The *principle of responsibility* is the recognition of the results of its activities by the scientific and pedagogical worker before the higher education students, the employees, the society as a whole, which is confirmed, on the one hand, by high demanding and self-criticism of oneself, on the other – it promotes the image of the department, faculty, and other structural subdivision and higher education institution.

The *principle of impartiality* implies a tolerant attitude towards colleagues in work, an objective attitude and assessment of higher education applicants regardless of race, gender, religion, cultural and social affiliation, political views, etc., as well as the spread of democratic values.

The *principle of trust* is particularly traceable in communicating with applicants of higher education and is based on the fact that, on the one hand, the scientific and pedagogical worker is the bearer of certain values and reflects their audience, on the other hand, the trust in the scientific and pedagogical worker should be perceived in youth, which allows him to formulate and, if necessary, correct them.

The *principle of success* is a decisive stimulus and guideline that is ensured through the systematic self-improvement of a scientific and pedagogical worker with a view to maximizing his self-realization, improving the quality of teaching and conducting research, and increasing personal reputation, which in general will affect the quality of higher education and internal quality assurance in higher education, education in general.

The *principle of priority* determines a certain scale of value orientations of a scientific and pedagogical worker, which makes it possible to lay down, taking into account their significance hierarchical sequence, and also, in the case of the presence of several equally important value orientations, to allocate equivalent.

The *principle of identification* is one of the obligatory and consists in understanding and agreeing with the scientific and pedagogical worker values, rules of functioning of the higher education institution, where he works; their reproduction and dissemination among higher education graduates, employees and in society; the ability to successfully work in a team with a sense of unity and awareness of their role in the team; readiness for changes in the higher education institution and, if necessary, quickly adapt to new requirements.

CONCLUSIONS

The current period of reforms taking place in society is characterized by a rethinking of values in all its spheres. One of the decisive steps is to give priority values at the state level, which are enshrined in legislative, regulatory and educational documents, in particular.

One of the factors of the internal quality assurance of higher education is the academic staff, the choice of which by higher education institutions should be carried out taking into account new legislative initiatives and in accordance with the competences acquired by the scientific and pedagogical worker. The analysis of scientific works gives grounds for the conclusion that the system-forming core of the personality are values (value orientations) that become relevant not only as the dominant direction of research in higher education in general, but also as a result of learning (Lugovyi, Sliusarenko & Talanova, 2018; Bekh, 2002) within the framework of obtaining value competences. At the same time, a more complete deployment of value as a key component in the description of qualification levels did not occur. Supporting the opinion of scholars, we believe that “value competences should be a part of the educational and professional qualifications, and as learning outcomes are to be identified, mapped, evaluated, measured and demonstrated by the learners” (Lugovyi, Sliusarenko & Talanova, 2018: p. 17).

In the study of values (value orientations) of a scientific and pedagogical worker it is expedient to use such methodological approaches: interdisciplinary, systemic, competence, activity, personality-oriented, cultural, axiological, social, synergetic and acmeological. The basic principles of values (value orientations) of universities' academic

staff, which will promote their effective selection, are the principles of professionalism, moral and ethics, responsibility, impartiality, trust, success, priority, identification.

Further research will be aimed at studying the best foreign experience of the universities' academic staff values.

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