

The Value Aspect of Student Youth Perception of Space and Time Categories

Svitlana P. Palamar^a, Natalia M. Golota^b, Liudmyla L. Nezhyva^c, Kateryna A. Brovko^d, and Maryna S. Naumenko^e

*Borys Grinchenko Kyiv University, I. Shamo Boulevard, 18/2, Kyiv, 02154, Ukraine
{s.palamar, n.holota, l.nezhyva, k.brovko, m.naumenko}@kubg.edu.ua*

Keywords: Space, Time, Values of Life, Students.

Abstract: The article deals with the formation of the most important value orientations of modern youth. The authors substantiated the important role of the spatio-temporal component in the life of the individual, as orientation in space and time permeates all areas of human interaction with the outside world, contributing to the formation of worldview and ensuring health preservation. The results of the study of students' perception of various aspects of the categories "space" and "time" as well as the impact of everyday life on student youth are presented. Given the exceptional importance of space and time for human life, the article aims to establish how students are aware of the value aspects of the categories "space" and "time" in the process of influencing everyday reality on them. To achieve this goal it is necessary to solve the following tasks: to investigate in pedagogical sources the state of the problem of outlining the most important values in the formation of personality and their awareness of young people in the mastery of space and time; to determine the spatial and temporal frameworks through which the surrounding human lifeworld is perceived and empirically comprehended; to survey future teachers of preschool and primary education following the awareness of the value aspects of the categories of space and time.

1 INTRODUCTION

Today's stage of development of Ukrainian society is characterized by the transformation of socio-political processes and changes in values due to the search for their own path. These processes, undoubtedly, have made significant adjustments in the formation of value orientations of modern youth, their behavior, life aspirations. The time of study in a higher education institution is a period of personal development of a young person, the accumulation of not only professional but also life knowledge and skills, the formation of its interests and values, relevant norms and patterns of behavior.

A separate category is young people who have chosen the profession of teacher, because the future of society will depend on what values these teachers will instill in the younger generations. The modern educa-

tor is called not only to transfer specific knowledge to children but also to introduce them into the socio-cultural space, to involve them in the values of culture, to help them learn about the environment, to comprehend the realities of life. It is well-known that the education system as a socio-cultural institution of society contributes to the implementation of any changes in value orientations in it. Thus, the modernization of pedagogical education, in particular the orientation of teachers to meet the needs of a dynamically developing society, acquires special significance. It should be noted that today the educational space is considered as a space-time field of functioning and development of the education system as an open and active social sphere, in which the ideology of personality formation takes into account the conditions of the external environment.

Modern society is characterized by a high level of manufacturability of production processes, dynamic development of material, spiritual, communication and other spheres of life, which cause not only profound social consequences, but also lead to a change in people's perception of space and time. Orientation in space and time permeates all areas of human

^a <https://orcid.org/0000-0001-6123-241X>

^b <https://orcid.org/0000-0003-3748-753X>

^c <https://orcid.org/0000-0001-9520-0694>

^d <https://orcid.org/0000-0001-8572-9316>

^e <https://orcid.org/0000-0001-8927-4427>

interaction with the outside world, contributing to the formation of worldview, a certain life position, health, development of business qualities, and, ultimately, the formation of personality in general. The most active force of any society, which acts as a catalyst for change and plays an important role in its development, is the youth. Thus, the study of its worldview, life landmarks, factors that affect the formation of a young person, is an urgent problem.

The problem of forming a spiritually healthy personality occupies a prominent place in pedagogy and is always relevant, because you can build a strong family / modern society based on the established system of values. It contributes to the acquisition of mobility, culture of communication, erudition. According to Ohnev'yuk (2003), the determining factors of social adaptation of young people are "dominant social values, moral and psychological climate in society and value orientations of the person who adapts. It should also be borne in mind that the value structure of the consciousness of young people is in its infancy; it is significantly influenced by the diversity of processes taking place in society".

Traditionally, the highest values include health, family, love, kindness, freedom, work, truth, honor, duty, consciousness, knowledge, creativity, etc. However, speaking of higher values, which reflect the fundamental relationships and needs of people, are the foundation of the individual worldview, it is impossible to avoid such categories as space and time. Modern man actively interacts with all aspects of space and time, adapts to them, and assimilates them, trying to transform and master them.

Considering the importance of space and time for human's life, the article aims to establish how students realize the value aspects of the categories "space" and "time" in the process of influencing them in everyday reality. Throughout their lives, youth often immerse themselves in the virtual world and digital technologies, which, while having certain advantages, at the same time can somewhat distort the perception of the real world.

In order to achieve the set goal, the following tasks must be solved:

- to investigate in pedagogical sources the definition of the most important values in the formation of a personality, the problem of youth awareness of values in mastering space and time;
- to outline the space and time framework by which the surrounding life world of a person is perceived and empirically understood;
- to conduct a survey of future preschool and primary school teachers according to the awareness

of the value aspects of the categories of space and time.

2 LITERATURE REVIEW

The concept of chronotope and its application for the study of temporal-spatial relations in research on learning and education was covered by Ritella et al. (2021). The authors have identified the dimensions of the analysis of chronotopic units, focusing on the material-discursive features and interdependence of space-time. In particular, it was demonstrated how the activation of one or more of these dimensions allowed to make "visible" educational processes, which allowed to focus on important aspects of pedagogical practice.

Kumpulainen and Rajala (2017) also rely on the concept of chronotope to explore how students create and manage the context of time-space during joint learning activities. Based on a dialogical approach, the study identified chronotopes as socially constructed space-time configurations with a specific narrative character, representing cultural practices and values that are embodied in an interactive situation.

Philosophers traditionally viewed existence as a broad concept of the world and at the same time they viewed the existence as independent from humans; the modern scientists view a person as the world of a special existence and view the world through human consciousness (Voropaeva, 2013). Spatiality is one of fundamental dimensions of human existence which builds the worldview and the activity of a human as a generic being (Bairachnyi, 2019).

In order to understand the essence of the problem outlined in the goal, it is necessary to identify the most important values in the formation of personality. According to Vlasenko (2015), moral values are the basis of consciousness. Morality is a person's ability to act, think, and feel in accordance with his spiritual origin.

Rohanova (2006) interprets spirituality as features of the mental organization of an individual, which is manifested in his sensory-emotional sphere and is decisive in the formation of personal traits, worldview, value orientations of a person, which determine his life aspirations, needs, activities, and more. Spiritual values reflect personality traits, the system of aspirations; it is an expression of needs that ensures the development of the social subject.

Bekh (2009) systematizes values as follows: the main values of life (ideas about the purpose and meaning of life, happiness); values of interpersonal

communication (honesty, friendliness); democratic values (human rights, freedom of speech, conscience, political freedoms); pragmatic values (personal success, entrepreneurship, desire for material wealth); spiritual values (worldview, moral, aesthetic, etc.).

Living space consists of external and internal. The phenomenon of psychological space is covered in the work of Havryliuk (2018). The author defined its categorical and conceptual content, as well as clarified the conceptual positions of definition of its determination, which laid the foundation for systematization of factors of its development (genetic characteristics of the individual, environmental influences, culture; social environment, individual human experience). Havryliuk (2018) presented scientific ideas about the content of external (sociocultural, environmental, economic) and internal (psychophysiological, individual psychological, personal, socio-psychological) factors of formation of the psychological space of personality and noted the impact of each of them on personal safety and comfort.

Living space as a structure defined by the system of human relations to the world is reflected in the work of Shwalb (2015). Understanding of various living spaces and ideas about their separate dimensions are developed in research of Tytarenko (2003). The psychological features of the formation of the personal space of student youth are discussed in the work of Koshyrets (2014).

Modern studies show that the scale and speed of the living space transformation now is so significant that not only individual humans but the whole society doesn't have time to deeply process its consequences, develop relevant strategies of minimising economical, political, ecological, psychological risks of the modern social and cultural space transformation (Ignatko, 2016).

Reforming educational processes is associated with European integration, so the formation of a comprehensively gifted individual becomes a priority for universities in the acquisition of moral values, spiritual growth. The student's value of self-determination as a result of the orientation of a special stage of axiologization can be called the central stage, which provides student orientation in the world of professional values, in time dimensions of past, present, and future (Nikogosyan and Aseyeyva, 2017).

The process of formation of values and value orientations depends on both external social and internal personal factors. Palamar (2018) analyzed the factors influencing the formation of value orientations of future teachers, identified the main value orientations of students in the formation of personality, revealed ways to form spiritual and moral values of students in

the educational environment of the higher pedagogical institution (Palamar, 2017).

During the student years, a person actively masters various areas of life: studying in a higher education institution, work, communication of interests, personal relationships, building their own life strategy, etc. It is in adolescence that ideas about time pass to the highest level and approach the abstract reflection of the time, and personal experience, built on their own knowledge and continuity of perception of time, is a major factor in the formation of these ideas and concepts (Babatina, 2013).

3 RESULTS

Based on philosophical works, the categories of space and time are used in the study to denote the basic forms of existence. Space conveys a way of coexistence of various material formations, time – a way to change material phenomena. We also understand space and time as the primary universal intuitions, with the help of which the surrounding human life-world is perceived and empirically comprehended.

Space and time are mandatory components of the whole content of human perception, which since the early '90s of the twentieth century is called the field of perception. Like space, time is a special way of distinguishing objects. The combination of these two categories, i.e. the change of position in space together with the change in time, is the main way to obtain ideas about the phenomena and objects of the environment. The ability to perceive things separately, consistently is an extremely important feature of conscious life.

Understanding the research sources in philosophy, pedagogy, and psychology makes it possible to observe students' awareness of the category of space in dimensions: internal – external, personal (psychological) – social, real – virtual (information and communication), as well as time categories in the dimensions of the present, past, and future, ephemerality of time, personal time, the impact of ICT on saving time, creativity / time.

Given the exceptional importance of space and time for human life, we tried to establish how students perceive different aspects of the categories "space" and "time", how everyday reality affects students and how students affect it, how young people generally interpret space and time as values of their existence. For this purpose, a survey of full-time students studying on "Preschool Education" and "Primary Education" of the Pedagogical Institute of Borys Grinchenko Kyiv University was conducted.

Answering the questionnaire about the importance of social space (order and interaction of certain social ties and processes, social relations, their saturation, density) for their personal development, 1st-year students noted that this space ensures human involvement in the community of others, thus satisfying its social needs (48%), makes others feel needed (8%), outlines the prospect of participating in social processes (18%), and provides an opportunity to influence others: family, friends, relatives, future students to form their worldview (26%); 2nd-year students answered accordingly: 1 – 46%, 2 – 10%, 3 – 20%, 4 – 30%); the answers of 3rd-year students in percentage were as follows: 1 – 50%, 2 – 15%, 3 – 25%, 4 – 22%, which is shown in figure 1.

Further communication with students showed that young people, especially noting their personal responsibility for the realization of their own aspirations in the social aspect of space, realize the importance of their existence in the world of objects and natural environment: man exists among objects and phenomena, while being part of living nature and obeying natural biorhythms. At the same time, the students admitted that modern young people are becoming increasingly alienated from nature – for them, it becomes essential to immerse not only in social connections but also in the virtual world, vanity. Unfortunately, only 32% of students associate with it such health problems as insomnia, internal anxiety, etc. However, realizing the importance of the natural environment and the organic existence of man in it, young people prefer social space, the relationships that occur in both real-life and virtual. That is, the natural aspect of space-time existence and human development becomes secondary for young people. According to our research, 27% of future teachers are aware that each event as a significant interaction, an important moment in life, occurs in both temporal and spatial dimensions, requires the involvement of certain resources, and can lead to both positive and negative consequences. Our study found that the vast majority of young people (94%) realize that the social space is not only the present in which their lives take place, namely social, economic, political, and other events but also the past and future. It is interesting that realizing the value of the past in modern social life, expressed in traditions, attitudes, 67% of students consider it insufficient in today's differentiated and stratified society: each social group has its own social space, which often does not take into account the value of the past and does not focus on them.

Given the fact that within the social space and under its influence is the psychological space of the individual, which changes the characteristics of so-

cial space, the next question in the questionnaire was: "What is the value of your own psychological space for you" (the space of the individual's life world). Answering this question, students noted that it is important for them, first of all, as a psychologically comfortable environment (48%), where they can relax, communicate with family and friends; as an environment where a person feels comfortable in solitude, and among people pleasant to him (34%), the opportunity to be alone with their thoughts and experiences (18%); 2nd-year students answered accordingly: 1 – 50%, 2 – 38%, 3 – 22%; and for 3rd-year students the answers were as follows: 1 – 55%, 2 – 45%, 3 – 20% (figure 2).

Further clarification of students' positions on their awareness of the importance of their own living space showed that they attach great importance to meaningful relationships, as well as the presence in the circle of people with similar views on life values: family, love, health, education, have a common hobby. Young people especially noted that it is very valuable for them to have people in their close living space who contribute to their self-realization (68%). 22% of students expressed fears of having people around them who may in some way limit and hinder their self-realization. 10% of students said that they value their own living space as the space of their life, as their own way of constructing their existence; 2nd-year students answered accordingly: 1 – 70%, 2 – 25%, 3 – 15%; 3rd-year students had the following answers: 1 – 65%, 2 – 20%, 3 – 20% (figure 3).

Analyzing young people's perceptions of their own living space, we found that all students (100%) believe that with the beginning of student life it has undergone significant transformations, and different student groups have interpreted these transformations differently. Thus, 63% of students who entered the Institute from other cities of Ukraine, said that their social space has expanded significantly due to classmates, teachers, dormitory neighbors, change of residence, building personal relationships. However, 37% of non-resident students noted that even though they found new friends while studying, a loved one, their circle of friends included classmates, teachers, they generally consider their social space as expanded and somewhat narrowed at the same time: their parents, relatives and childhood friends are far away, communication with them "in real life" appeared to be not often; they are also tied to the place where they were born and raised.

The young people noted that with the help of modern means of communication, which allow them to communicate at a distance, their living space does not seem to change, because there are relatives and close

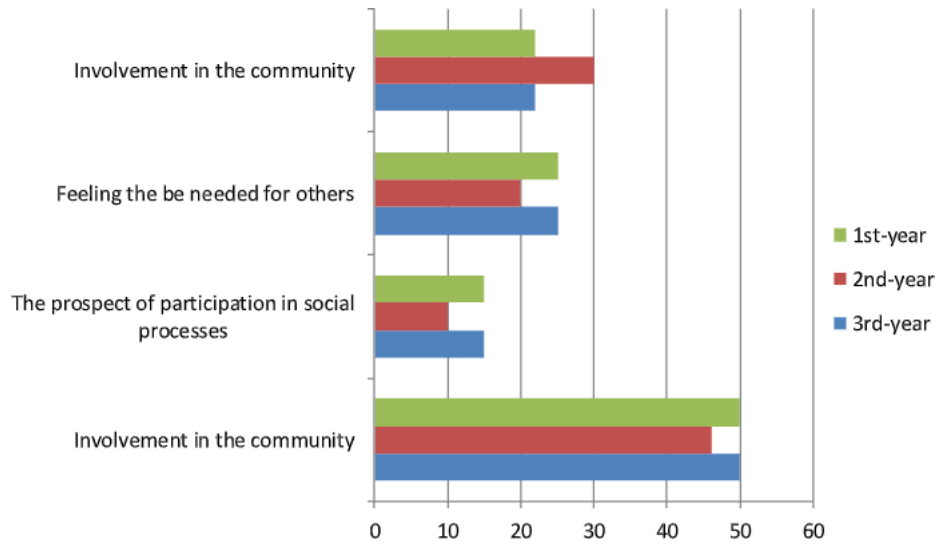


Figure 1: The importance of social space for the personal development of students.

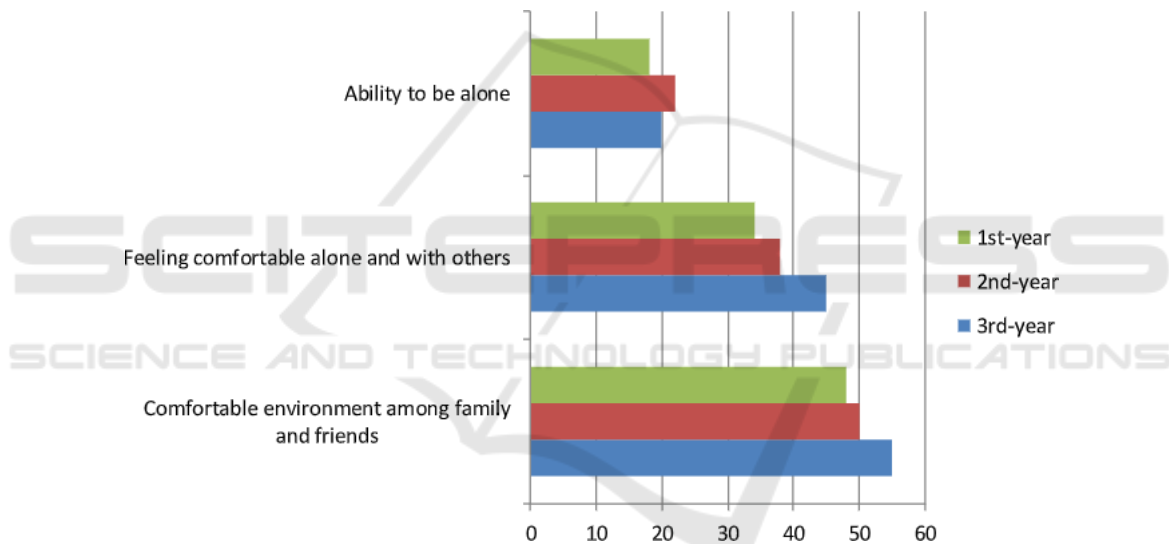


Figure 2: The value of one's own psychological space.

people who are far away, but stated that they lack direct communication.

At the same time, analyzing their living space, students focused mainly on current events and experiences, ignoring that the life-world of the individual is not only “here and now”, but also the past of the person, his focus on the future. Namely, defining their own space of life as very important, valuable for them, first of all, the presence of particularly important relationships and the possibility of self-realization, creating their own lives, students put the essence of space, not time.

Defining the value of social time as a form of society that reflects the duration of historical processes, their changes in the process of human activity, and its

impact on a particular individual, students in the vast majority (92%) noted that they live in a time characterized by rapid social events, a powerful development of society, production processes, but noted that the dynamism of life, on the one hand, stimulates a person to meet social aspirations, to strive for further achievements, on the other – a person trying to meet the growing demands of society, risks depriving himself of something significant in the personal sense.

Answering the question on the importance of personal (own) time for them, young people answered that every second, minute, an hour of their life is important for them, because it allows them to learn something new, to develop, to experience different feelings (37%). 44% of respondents said that the

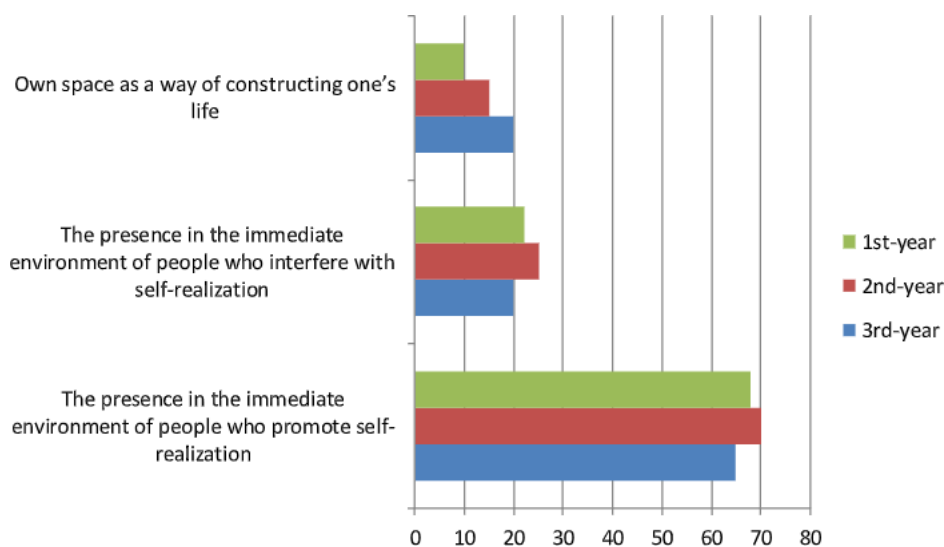


Figure 3: Awareness of the importance of their own living space.

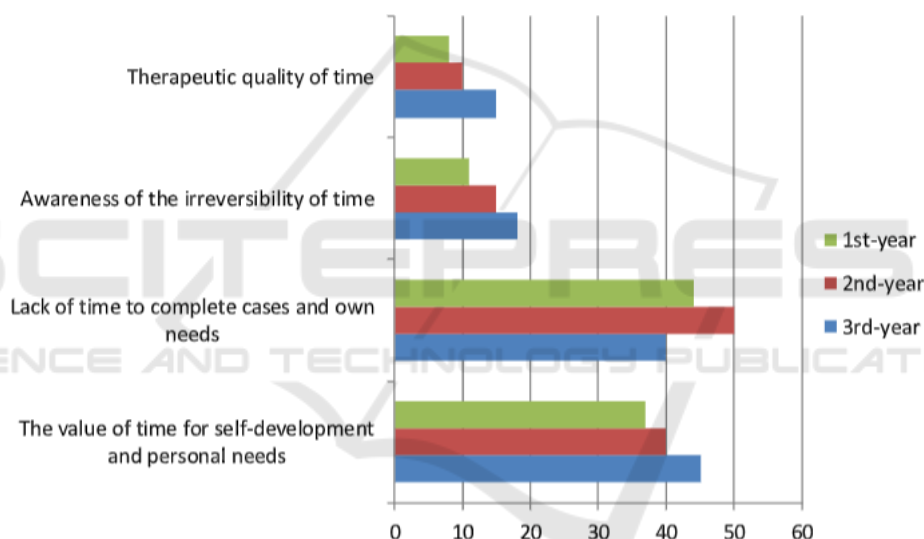


Figure 4: Significance of personal time for students.

value of time for an individual in modern society is that it is constantly not enough to complete all the planned tasks and meet their own needs. 11% of students said that the special value of time for each person is that it cannot be returned, to live again, and therefore one should especially value every minute of his life, in which the loved ones, interesting things, and events are present. 8% noted such an important quality of experiencing time as its “therapeutic” nature: “Time “cures” after tragic, unpleasant events and allows you to look at a life lived from a different angle”. 2nd-year students answered accordingly: 1 – 40%, 2 – 50%, 3 – 15%, 4 – 10%; in the 3rd-year students the answers in percentage were as follows: 1 – 45%, 2 – 40%, 3 – 18%, 4 – 15%. The results of

the survey of students on the importance of personal time are shown in figure 4.

The majority of students (52%) who came to study at the Institute from other cities, noted that with the move to a big city and the beginning of student life, the feeling of time has changed: it passes quicker, events change at a kaleidoscopic speed. Thus, it is difficult to focus on life necessary, really important things; there is a risk of spraying forces on minor things. 48% also said that they feel the accelerated pace of life, dynamic development and rapid change of events, but they attribute this fact not to life in the metropolis, but in general to the modern rhythm of life, the need to adapt to the conditions and requirements of modern society. 27% of respondents

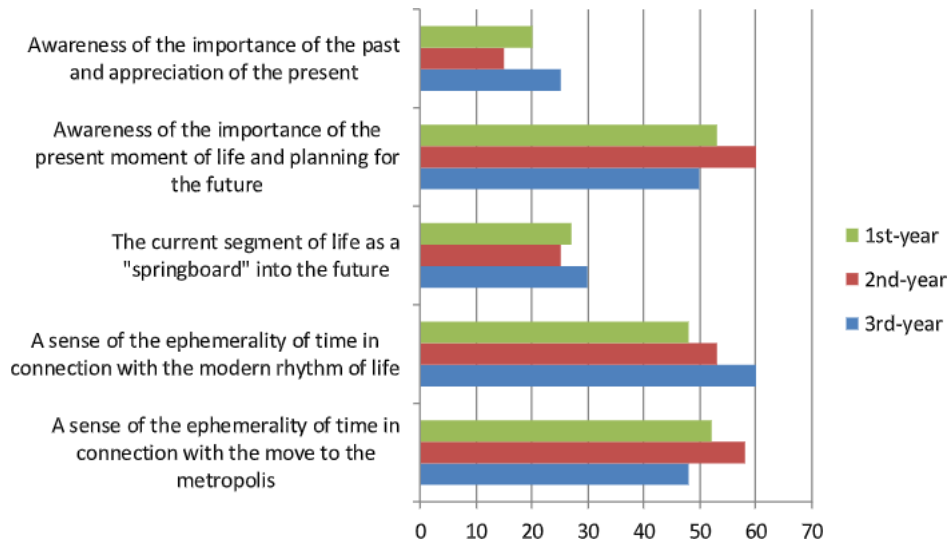


Figure 5: The value of the past, present and future for students.

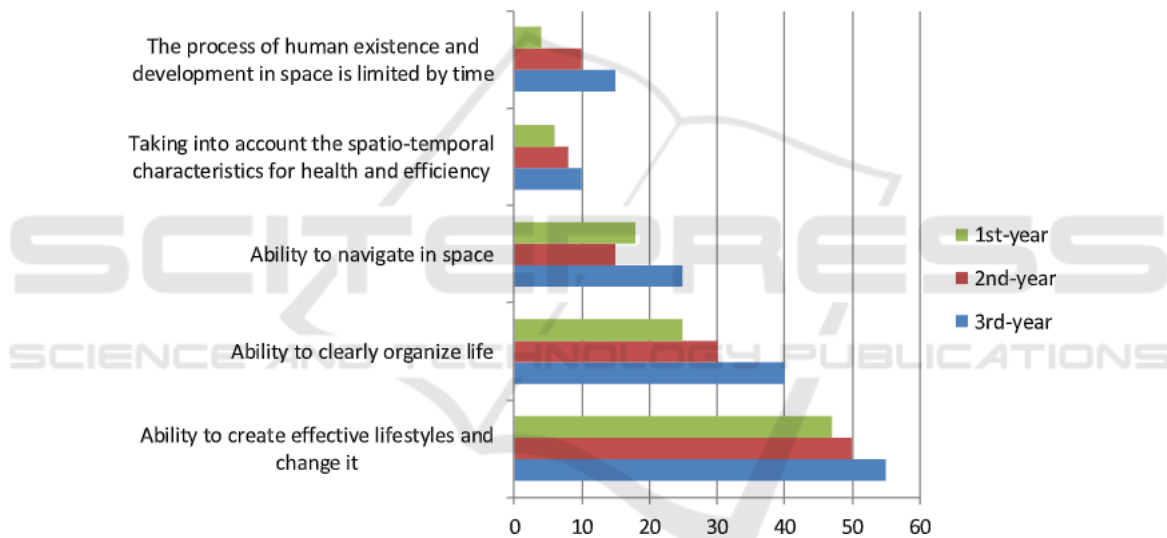


Figure 6: The value of ideas about space and time in the life of modern person.

said that the current segment of life is seen more as a “springboard” into the future, every minute of life is used for self-realization, caring for future success, and happy life. 53% said that they worry about the future, the dream of success in life, hoping for professional self-realization, building a happy family life, but at the same time do not want to lose the importance of the present moments of life. Students of this group noted that the future worries them and is also extremely valuable, but if you conquer your aspirations, actions only in anticipation of future events, you can lose something really important in present life. 20% of respondents said that their past life, filled with pleasant memories and experiences, was and remains important and valuable for them, but they highly value

their current life, which gave them a new social role, new friends. 2nd-year students answered accordingly: 1 – 58%, 2 – 53%, 3 – 25%, 4 – 60%, 5 – 15%; 3rd-year students as follows: 1 – 48%, 2 – 60%, 3 – 30%, 4 – 50%, 5 – 25% (figure 5).

Thus, we can say that for the modern young person his past, which lives in the memories and influenced the formation of personality is quite valuable, but one is more focused on the present moments of life, living “here and now” while focusing on the future.

Students who are more organized and focused, better able to organize the course of their lives, value their own time and the time of others, plan activities, taking into account not only time constraints but also

their own real opportunities, can separate the main from the secondary, so manage much more than others. Less organized students often scatter their efforts between necessary and secondary matters, complaining about lack of time.

Almost all respondents (97%) noted the importance of modern information and communication technologies to save time: they can be used to prepare for classes and perform work remotely, communicate with family and friends without wasting time on the road; work with electronic training courses created by teachers of the Institute at a convenient time. At the same time, 64% of respondents stated that such an opportunity, helping to save time, in some way limits their living space: replacing live communication, interaction “in real life”, virtual relationships.

Answering the question on the importance of ideas about space and time in modern life, a significant proportion of respondents (47%) first mentioned the ability to create an effective, appropriate living space and change it according to their own needs, and secondly – the ability to clearly organize their own lives (25%), then noted: “the ability to navigate in space – without it, a person will not be able to move independently, especially in the metropolis” (18%) and “taking into account the spatio-temporal characteristics of life helps to understand the need for alternating different activities to maintain health and efficiency” (6%). Only 4% of students said that, even though space is saturated with various objects, events, phenomena, as well as the process of the development and existence of man occurs in time and is limited by it. The answers of 2nd-year students in percentage were as follows: 1 – 50%, 2 – 30%, 3 – 15%, 4 – 8%, 5 – 10%; the 3rd-year students answered accordingly: 1 – 55%, 2 – 40%, 3 – 25%, 4 – 10%, 5 – 15% (figure 6).

The vast majority of future teachers – 98% said that the formation of these ideas depends on the formation of the child’s personality from the first years of life: orienteering, success in mastering various activities, including reading, writing, drawing, design, work; and in the future – the development of human business qualities: clarity of action, the ability to plan activities in accordance with time constraints, which will ensure its mobility and competitiveness in the future.

It was also important for us to establish: how the feeling of space and time affects the formation of students’ creativity. In the context of the study of this aspect, we found that 87% of students said that they need more space and time to fully express their creativity. However, when clarifying these positions, it was found that young people, first of all, consider

personally comfortable space important for the manifestations of creativity, i.e. one did not indicate its narrowing or expansion, however noted its comfort – thus, students indicated the psychologically important qualities of the environment: there might be a large number of people in it, but the main thing is how outsiders perceive and (what is especially important, if they approve) the discovery of creativity. Regarding the time aspect – 56% of students said that they need more time to realize their creative aspirations. At the same time, 44% of students indicated that both for the full manifestation of creative abilities and for the implementation of creative ideas the part of the day (not specially a period of time) is significantly important to them: for some young people morning is the most productive in this aspect, for others – the second half of the day: drowsiness and a certain “inhibition” caused by fatigue disappear, inspiration and the desire not only to realize the plan but also to demonstrate their capabilities to friends, to feel their approval and admiration, appear.

4 CONCLUSIONS

The study of the perception of different aspects of the categories of “space” and “time” by full-time students studying on “Preschool Education” and “Primary Education” of the Pedagogical Institute of Borys Grinchenko Kyiv University allows us to draw the following conclusions:

Almost half of the students realize that a person’s social space provides involvement in the community, meeting social needs, a quarter of students surveyed believe that this space provides an opportunity to influence others, including future students to shape their worldview. Young people are aware of their personal responsibility for the realization of their own aspirations in the social space, maintaining harmony with nature and the environment.

Students see the value of their own psychological space in establishing psychological comfort, mental balance, establishing communication with family, friends, and colleagues. In their own living space, students attach great importance to relationships with others, finding like-minded people concerning their life values (family, love, health, education, leisure, etc.), as well as people who will contribute to the realization of life or creative credo.

In their answers, the students focused on current events and experiences, lagging behind the past and the future, preferring space to time. At the same time, young people understand the value of social time as a form of society and its impact on a particular individ-

ual, characterize modernity with rapid social events, a powerful development of society, production processes, understand the risks of loss in the personal sense.

Students stated the importance of personal (own) time for cognition, personal development, experience, and expression of feelings. They noted the ephemerality and irreversibility of time. However, a significant number of students understand the importance of retrospective time in the context of the experience.

According to the results of the study, the dynamics of the events of a young person's life, his ability to perceive time and realize it as the value of life depends on the type of his personality, the ability to direct, accelerate, and sometimes slow down his own life.

Many of the surveyed students, expressing their ideas about space and time in the life of modern man, noted the possibility of creating an effective, appropriate space for life and change it for the better, stressed the need to clearly organize their own lives for health preservation.

Thus, the analysis of students' awareness of the categories of space and time as values of existence shows that young people perceive them as having a decisive influence on the quality and success of their existence and the existence of society in general. Realizing the importance of social space and time, students are aware of their own psychological (personal) space and their own time, interpreting them as space and time of their life as the most important.

The results obtained in the research process will be useful to mentors and psychologists in organizing adaptation measures for students with the aim of their successful integration not only into student life, but also life in a big city; will help young people to focus on awareness of their life orientations and, if necessary, their correction.

REFERENCES

- Babatina, S. I. (2013). Peculiarities of time perception and experience of students on the stage of adaptation and identification. *Nauka i osvita*, (7):120–125. http://nbuv.gov.ua/UJRN/NiO_2013_7_28.
- Bairachnyi, V. O. (2019). The conceptual and ontological foundations of the social space. *Visnik Harkivs'kogo Nacional'nogo Pedagogichnogo Universitetu imeni G.S. Skovorodi. Filosofiâ*, 1(46):236–249. <http://journals.hnpu.edu.ua/index.php/philosophy/article/view/1581>.
- Bekh, I. D. (2009). Zhyttia osobystosti u vymiri dukhovnosti. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi*, 13(1):3–16. <https://lib.iitta.gov.ua/3796/>.
- Havryliuk, I. (2018). Psychological Space of a Personality: Psychological Factors System of Formation. *Psychological Prospects Journal*, (32):60–72. <https://doi.org/10.29038/2227-1376-2018-32-60-72>.
- Ignatko, V. (2016). Value priorities of human living space of industrial and post-industrial era. *Hileya: naukovy visnyk*, (115(12)):175–179. <http://gileya.org/download.php?id=139>.
- Koshyrets, V. V. (2014). *Psychological peculiarities of the personality space formation of the student youth*. Dissertation for Degree of the Candidate of Science in Psychology, specialty 19.00.07 – Pedagogical and Developmental Psychology, National University of Ostroh Academy, Ostroh.
- Kumpulainen, K. and Rajala, A. (2017). Negotiating time-space contexts in students' technology-mediated interaction during a collaborative learning activity. *International Journal of Educational Research*, 84:90–99. <https://doi.org/10.1016/j.ijer.2016.05.002>.
- Nikogosyan, L. and Aseyeyva, Y. (2017). Axiological approach in future medical specialists' training. *Science and Education*, (4):33–38. <https://doi.org/10.24195/2414-4665-2017-4-6>.
- Ohnev'yuk, V. O. (2003). *Osvita v systemi tsinnosti staloho liudskoho rozvytku [Education in the system of values of sustainable human development]*. Znannia Ukrainy, Kyiv. <https://library.megu.edu.ua:9443/jspui/handle/123456789/2486>.
- Palamar, S. (2017). The problem of forming the spiritual-moral values of students in the conditions of the educational environment. *Educological discourse*, (3-4 (18-19)):221–234. http://nbuv.gov.ua/UJRN/osds_2017_3-4_20.
- Palamar, S. (2018). Value initiatives of future teachers as a preference for integration to the european educational space. *Educological discourse*, (3-4 (22-23)):129–138. [10.28925/2312-5829.2018.3-4.31675](https://doi.org/10.28925/2312-5829.2018.3-4.31675).
- Ritella, G., Rajala, A., and Renshaw, P. (2021). Using chronotope to research the space-time relations of learning and education: Dimensions of the unit of analysis. *Learning, Culture and Social Interaction*, 31:100381. <https://doi.org/10.1016/j.lcsi.2020.100381>.
- Rohanova, M. (2006). Development of higher school students' spiritual and moral values as a pedagogical issue. *Visnyk of the Lviv University. Series Pedagogics*, 21(1):98–103. <http://publications.lnu.edu.ua/bulletins/index.php/pedagogics/article/view/5982>.
- Shwalb, J. M. (2015). Space-psychological organization of the environment of being and of the life activity. *Aktualni problemy psykholohii*, 7(40):198–207. http://nbuv.gov.ua/UJRN/appsu_2015_7_40_21.
- Tytarenko, T. M. (2003). *Zhyttievyi svit osobystosti: u mezkhakh i za mezhamy budennosti [The life world of the individual: within and outside of everyday life]*. Lybid, Kyiv. <https://www.academia.edu/31121046/>.
- Vlasenko, O. M. (2015). Problema formuvannia moralno-patriotychnykh tsinnosti studentiv v umovakh osvitno-vykhovnoho seredovyshcha vyshchoho navchalnoho zakladu. <http://eprints.zu.edu.ua/19781/>.

- Voropaeva, V. (2013). Ontological foundations of human culture as the highest values being. *Humanities Bulletin of Zaporizhzhе State Engineering Academy*, (54):251–265. https://old-zdia.znu.edu.ua/gazeta/visnik_54_251.pdf.

