

## Professional Value Orientations of Students in Internet Socialization: Interdisciplinary Elaboration of Concepts

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**Abstract:** The Internet socialization of youth over traditional agents of socialization and transforms the system of professional value orientations. Fragmentary studies in different fields of knowledge cannot offer a systematic understanding of what is happening at the interdisciplinary level. For the same reason, it is difficult to create modern, adequate professionally oriented programs for university education. This article examines the making of the concept of 'professional value orientations of students'. The theoretical foundations of the formation of professional value orientations of students are revealed based on the philosophical, sociological, psychological and pedagogical studies in this area. The approaches to the classification of professional value orientations are analyzed. A classification in the context of Internet socialization is proposed. The development of professional value orientations is analyzed in the historical and logical sequence in the framework of the proposed classification, showing the changing stages and characteristic features. The outcome of the study can be applied as a basis for creating new professional education programs in reliance on the best practices of the past and the current developments and trends. The disciplines in universities can be enriched with new opportunities for Internet socialization and motivate young people for professionally oriented communication.

**Keywords:** professional value orientation, terminal value, instrumental value, youth socialization, socializing online.

### Introduction

At present, sociologists, economists, psychologists and educators speak more often about the deterioration of traditional forms of youth socialization. Online communication prevails over the conventional agents of socialization. This transforms the system of attitudes towards culture, creativity, self-education and other crucial components of daily living, including, professional value orientations of young people. The situation is aggravated by the rapid informatization of society and uncertainty related to the development of the future pool of professions. The most active researchers in discussing this problem are those who study the informatization of education, the sociology of the Internet, and the digital economy.

College and university students are in the focus of attention of philosophers, sociologists, psychologists and educators as they represent a special social group. It is the youth that acts as the indicator of ongoing changes and determines the potential for the development of society in the future. The dynamic changes of our time are conditioned by the progress of the Information Age that remodels social and economic processes. The reassessment of professional value orientations is most visibly manifested in the minds of emerging adults.

There is a growing interest in understanding how the Internet is changing professional values and how these changes can be used in practice to improve the training of future professionals. This is especially important for the purposes of developing modern university education programs.

For example, Deuze (2004) pointed out that the Internet technologies not only impact upon the means of professional activity, but can also redefine journalists' notions about themselves as professionals. Hermans, Vergeer and Haenens (2009) examined the relation between journalists' professional opinions about the impact of the Internet on journalistic values and their actual use patterns. The researchers noted the ambiguity of the influence of technological innovations on professional standards of reliability, accuracy and quality.

There arises a contradiction: on the one hand, young people are actively socializing in the Internet, while, on the other hand, it is unclear how this environment introduces elements of transformation to the professional value orientations. The resolution of this contradiction can help understand the evolution of youth's system of value orientations to the world of future professions. In addition, it can open up new opportunities for the formation of new content and innovative educational technologies for professional self-determination.

The first systemic look at the problem of professional value orientations was suggested by Slavenin (2008) from the perspective of axiology. The author considered the professional value orientations of teachers and divided them into two groups: the values associated with self-assertion in the society and the immediate social environment and the values aimed at meeting the need for communication (networking with interesting people, personal interaction, exchange of spiritual values, etc.). This approach was further developed by Rudneva, Slobodnyuk, Pecherskaya, Hecht and others. Such categorization of values can also help understand the influence of the Internet on the professional value orientations of young people.

Sociologists also considered this topic in their works. Kokh and Alekseeva (2018) described the professional value orientation as an integrative personality structure that determines professional consciousness, represents the attitude to the profession, captures the "content side of the orientation of the personality to the values of professional activity" and facilitates professional self-realization in general.

Some studies, for example, Ghaderi (2013) and Manchenko and Vinogradova (2013), addressed the change in the value orientations of young people in the Internet era in the context of culture. Lindh and Korhonen (2010) conducted a broad survey to identify aspects of the problem from the transnational perspective. Trasorras, Weinstein and Abratt (2009) considered the value orientations of professional service providers and assessed how it influences customer loyalty and retention.

However, the issue was not considered systematically from the perspective of transformation of the professional value orientations in the conditions of Internet socialization and uncertainty about the future pool of professions.

Another topic that motivates research in this area is the application of Internet technologies in education. This line of research is closely connected to the development of distance learning technologies, which has retained the attention of educators over the past two decades. The emerging trends towards integration of educational systems, creation of international educational frameworks and convergence in the training of educators forced universities to actively introduce distance learning tools. This problem was examined by D. A. Bogdanova, A. D. Ivannikov, I. G. Kraevsky, M. V. Moiseeva, A. I. Rakitova, I. V. Robert, V. P. Tikhomirov, A. Y. Uvarov, A. V. Khutorsky and others. The analysis of academic literature revealed the intensified attention to the influence of the Internet on education and the peculiarities of its use in learning. An increasing number of studies address the potential of online resources and the socializing opportunities that they can give.

There have been attempts to assess the risks and the educational potential of Internet socialization the intersection of the above problems (Danilov 2012), to investigate the motivation of online behavior of students (Danilova 2009), and to understand the connection between socialization online and the Internet addiction (Marchenkova 2010).

Despite the increased interest to the consequences of the Internet socialization, a key problem with much of the studies is that they are fragmentary. The theoretical aspects of the transformation of professional value orientations of young people in the conditions

of Internet socialization remain undeveloped, and the strategies for overcoming negative changes, unknown. At the same time, the erratic dynamics of informatization requires cultivation of certain qualities and constant adaptation in harmony with unalterable universal human values.

Therefore, there are the needs for theoretical understanding of the cause-and-effect relationship that transforms the professional value orientations of young people during socialization online, and identification of socio-pedagogical conditions for the harmonization of the professional value orientations with universal human values. With the said cause-and-effect relationship established and the value harmonization ways traced, it can be possible to apply the new interdisciplinary knowledge both for the development of open education technologies and the creation of socio-pedagogical conditions for the professional self-realization of young people. This effectively involves the formation of a system of socio-pedagogical management of the Internet socialization. In fact, the latter idea revoices Smith, Hewitt and Skrbis's (2015) conclusions to their study on a similar topic.

Rudneva (2002a,b) believes that the value orientations are a necessary component of students' determination in life expressed in the value choice of scientific ideas, civic stances and paths of self-development as a citizen and as a professional."

The transformation of the professional value orientations of young people in the conditions of Internet socialization and the uncertainty about the future pool of professions has not been systematically studied at the international level, as evidenced by the analysis of literature on the adjacent topics (Shlenov et al. 2017; Chvanova et al. 2018). Such a study should be interdisciplinary and requires, first of all, an analysis of the concepts and reasons concerning the transformation of the professional value orientations of young people in the context of Internet socialization.

### Materials and Methods

The contradiction between active socialization online and the disuse of its potential for the formation of professional value orientations can be resolved through application of the analytical method to identify and substantiate the theoretical basis for describing the

transformation of the professional value orientations of young people in the context of Internet socialization. The problem was considered from the perspective of different areas of knowledge, such as sociology, education and economics.

It seemed feasible to conduct an interdisciplinary study of the problem from the standpoint of the historical and logical analysis and examine the formation of concepts associated with the professional value orientations. This provided insight into causal relationships, stages of formation, salient features, and trends.

The widespread computerization, the development of information technology and the advent of new professions have had a significant impact on the system of professional values. Along with the previously dominant forms, new professional value orientations emerge in response to the new social reality.

In addition, the classifications of professional value orientations in various subject areas were considered. This allowed generalizing the interdisciplinary research and expanding the capabilities of subject areas in describing the professional value orientations in the context of the Internet socialization of youth.

Let us now look at the formation of the concepts of *value orientation* and *value*. These concepts were studied in axiology, the philosophical study of value developed by Wilhelm Windelband, Robert Hartman, Immanuel Kant, Hermann Cohen, Rudolf Hermann Lotze, Ralph Barton Perry and other philosophers. The sociologists who addressed this issue were David Émile Durkheim, Talcott Parsons, Milton Rokeach and others. Also, general and special issues of axiology were studied by Russian researchers Ksenia Abulkhanova-Slavskaya, O. M. Bakuradze, V. A. Blyumkin, G. P. Vyzhletsov, O. G. Drobnitsky, A. G. Zdravomyslov, M. S. Kagan, D. A. Leontiev, V. A. Slastenin, G. A. Melekesov, E. S. Rapatsevich, V. P. Tugarinov, D. I. Feldstein and others.

The analysis of literature showed that value orientations constitute the most important element of the personality structure that largely determines the content of the worldview, the behavioral motives, the nature of perception and assessment of the phenomena of both material and spiritual life.

Value orientations can be defined as social attitudes that are fixed in human consciousness. The motivating actions of a person are aligned with the valuable goals and ideals that are hinge on the degree of development of the society and the social relations, character education and personal attributes. The formation of personal value orientations is a complex process that includes the recognition of values and the development of personal attitude towards these values (Kulakova 2004).

Philosophers, sociologists, psychologists, educators and economists alike noted the role of value orientation in the regulation of human behavior. As part of this research, we studied the phenomenon of value orientations and the processes associated with it from the perspective of various disciplines.

In *philosophy*, the definition of value was introduced by the German philosopher Rudolf Hermann Lotze in the 1860s. Value meantworth in contrast to the existence and qualitative characteristics of an object. Abulkhanova-Slavskaya (1980) and Drobnitsky (2002) connected the concept of value with the norms of behavior. Drobnitsky(2002) believed that, recognizing objects as values, people create for themselves ideas about their worth. In an effort to acquire and to preserve objects of value, people developnotionsof what is due and proper, thus conceptualizing ideals, norms of behavior and evaluation criteria. The philosopher does not consider them to be spiritual values in their purest form, but rather “value concepts” or “values of consciousness.”

In *sociology*, the concept of value orientation was introduced by William Isaac Thomas and Florian Witold Znaniecki in the 1920s. They regarded a value orientation as a social setting of a person (“social attitude”) that regulates their behavior (Nikiforova 2009).

In the 1960s, Zdravomyslov and Yadov (1965) redefined the concept and highlighted that a value orientation, as the orientation of a person to the values of the material and spiritual culture of society, implies a certain attitude to the system of spiritual and material wealth and ideals, which are considered as ends and means to meet the needs of the individual.

Rokeach (1973) saw value as the belief that the chosen mode of behavior is preferable

from the personal or social points of view. Values include external norms and requirements and the way they are implemented. They are a social mirror by which a person aligns their behavior and activities with generally accepted standards.

Boronina et al. (2012) categorized value orientations into two types by their role. Type one includes social values and the varieties of value orientations associated with them (economic, moral, aesthetic, communicative). Type two is the framework of the most important spheres of self-realization (professional activity, family, leisure, etc.).

Thus, sociologists consider values from the perspective of moral ethical norms that perform a regulatory and prognostic function, ensure the integrity of social systems through the normative regulation of the processes occurring in society (Elishev 2010).

Pedagogy paid a particular attention axiological problems. Slastenin et al. (2000) noted that values are not primary: they are derived from the relationship between the world and an individual and confirm the importance of what is created by people in the course of human history. All events that take place in society are important. But in pedagogy, values include, first of all, positively significant facts and phenomena that relate to social progress.

Krivshenko (2004) understands values as ideas that embody social ideals, which serve as standards of what should be done for any society, and guidelines both for all mankind and for an individual. Slastenin and Chizhakova (2003) define value orientations as a system of stable relations of the individual to the surrounding world and oneself in the form of fixed attitudes towards certain values of the material and spiritual culture of society. In other words, it is emphasized that value orientations can be different and relate to both the personality itself and the world around it. It is important to note that values and value orientations are formed as a result of the interaction of people, since, according to Korotayeva (2010), interaction in its various manifestations forms one's personal space and hence value orientations. This interpretation agrees with the position associated with the influence of Internet socialization of young people on professional value orientations.

In *psychology*, value marks the significance of certain material, spiritual or



natural objects and phenomena for people (Dyachenko 1998). The problem of value systems in psychology were widely investigated by in the works of Boris Ananyev, Wolfgang Bilsky, Abraham Maslow, Vladimir Myasishchev, Sergei Rubinstein, Viktor Emil Frankland other scientists. Glushkova (n.d.) notes that the values, the knowledge they organize and the behavior they motivate set the most important *raison d'être* in human life.

According to Koval (2001), values form an "axis of consciousness" that ensures stability of a personality. "The strength of motivational impact of values on consciousness alters depending on the depth and the strength of their assimilation in the internal structure of the personality. However, values can perform this function only if they become an internal stimulus for human life, i.e. if they become a part of the internal agenda for action and an asset of the personality." This aspect is very important for the development of modern professionally oriented educational programs in the context of Internet socialization.

To summarize, researchers consider the concept of *value orientation* from the perspective of (a) the significance of an object in contrast to its existence or qualitative characteristics; (b) the moral and ethical standards; (c) the stable relationship of a person to the world around them; and (d) the significance of certain material, spiritual or natural objects and phenomena for people.

Turning now to discussing the concept of *professional value orientation*, it should be highlighted that it is important to understand the formation of professional value orientations of young people at the stage of study at the university or college since this period is crucial for the adoption of value-driven actions.

Currently, research of how students obtain professional values during their studies remains relevant as the views on personal and professional values are changing. This issue was addressed by I. V. Dubrovina, L. V. Vedernikova, I. F. Klimenko, V. M. Momov, G. V. Osipov and others.

Psychologists I. A. Zimnyaya, A. A. Verbitsky, S. N. Ikonnikova, V. T. Lisovsky, L. D. Stolyarenko and others examined the problem of the formation of professional value orientations of students, taking into account

age-related psychological traits, while M. I. Dyachenko, A. A. Derkach, Klimov E. A. and other researchers studied the formation of vocational value orientations in the learning process.

According to Derkach (2004), "values exist in the form of value orientations, the system of which determines the content of the orientation of the personality and forms the foundation of its relations, the core of motivation, the living concept and the purpose of life. Professional development is an encounter of profession and personality." The latter thought suggests that such an encounter may occur earlier in the Internet space, activating the motivation for professionally oriented interaction. For this, students need to have additional competencies of navigating sites (social networks) for professional communication on a particular problem or subject area, know the rules of communication, be able to find a companion for a project group to implement a professional project, and much more.

Slastenin (2008) categorized the professional value orientations of teachers into two groups: the values associated with self-assertion in the society and the immediate social environment and the values aimed at meeting the need for communication. This point of view is also important to apply when designing an information professionally oriented educational environment. It is important for students not only to communicate with the professional community, but also to have the opportunity to express themselves, be noticed, and assert themselves in it. This requires specially created conditions.

Dolgushina (2009) concluded that professional value orientations exist as personal formations and reflect the system of beliefs that mark the attitude to professional activity as significant for the person.

In their sociological study Kokh and Alekseeva (2018) described the professional value orientation as an integrative personality structure that determines professional consciousness, represents the attitude to the profession, captures the "content side of the orientation of the personality to the values of professional activity" and facilitates professional self-realization in general.

According to Abulkhanova-Slavskaya (1980), professional value orientations are the

bases through which personality is realized, such as material remuneration for work, ways of self-expression, and recognition by society of one's individuality.

This study uses Rudneva's (2002) definition that *professional value orientations of a student are "elements of the internal structure of the personality, expressing its subjective attitude to socially significant values of labor and components of future professional activity."*

Let us now look at the *classification of professional value orientations of students*. The classification can be regarded as a type of information model of the subject matter of research. Such a model provides insights into different aspects of the subject matter of research from different perspectives (principles of classification). Currently, researchers are comprehensively considering the problem of the formation of professional value orientations of students and hence various classifications, typologies and systematizations of professional value orientations have been proposed.

Abulkhanova-Slavskaya (1980) included material with professional value orientations remuneration for work, satisfaction of individual needs through public recognition, ways of self-expression, recognition by society of one's individuality.

Slastenin, Matusevich and Ossovsky named two main groups of professional values: sustainable values (reflecting the content of professional activity) and instrumental values (reflecting external aspects of professional activity, for example, wages and working conditions).

Examining this typology, Sidorenko (2004) regarded the content of professional labor as a means of satisfying the needs associated with the professional activity, and hence categorized professional value orientations as sustainable. The researcher viewed wage and working conditions as a means of satisfying the needs that lie outside the boundaries of professional activity. Labor in this respect acts as a means of achieving other values, a tool for getting what one wants, and in this case, the orientations should be categorized as instrumental. In the situation of choosing a profession, a person is focused on professional values of both the first and the second type; however, it is important to realize which values govern the choice.

Isayev (2002) focused on the professional values of educators proposed the following levels at which values exist:

1. social professional values operate on the scale of the whole society and are concentrated in public consciousness in the form of morality, religion and philosophy,
2. group-wide professional values are ideas, concepts and norms that regulate the pedagogical activities of certain groups of educators, and
3. personal professional values are a system of value orientations of a person, reflecting their goals and motivational orientation. Assimilating the social and group-wide professional values, each educator builds their own personal value system.

In her classification, Frolova (2017) examined the spiritual-moral and professional-pragmatic values from the standpoint of personal-professional and social-professional value orientations. The personal-professional value orientations are aimed at the relationship with oneself, while the social-professional orientations, at the relationship of others.

### Results and Discussion

Proceeding from the available classifications and typologies, the professional value orientations of students can be systemized. In our opinion, the classification of professional value orientations can be based on such types as personal, group-wide and social. At that, the values can be ranked by their significance and hence divided into instrumental and terminal ones (Table 1). Terminal values represent beliefs that particular goals are significant and should be striven for. Instrumental values reflect beliefs that a particular course of action or a personality trait is preferable to achieve goals. With such a division, values-goals and values-means are differentiated.

**Table 1. Classification of professional value orientations of students**

	<b>Personal</b>	<b>Group-Wide</b>	<b>Social</b>
<b>Terminal Values</b>	Professional career Interesting job creative aspect of professional activities Self-realization	Collective work Mutual assistance Sharing of experience United team Professional recognition	Material reward Occupational prestige Stability Job security Education
<b>Instrumental Values</b>	Responsibility Diligent performance of work duties Self-education Self-control	Dedication to come to assistance Ability to generate ideas Ability to experiment Tolerance to beliefs and opinions of others	High demands Diligence Valuableness of labor Accomplishments

and logical sequence in the framework of the proposed classification. It was analyzed on the example of Eastern Europe showing the

*Personal professional value orientations* reflect a personal attitude to the chosen profession and can be manifested through the ability to approach problems in a non-conventional way, exploit one's potential, act independently and other abilities. Terminal values, such as a professional career, an interesting job, the creative aspect of professional activities and self-realization, aim at achieving personal goals in professional activities, while instrumental values, such as responsibility, diligent performance of work duties, self-education and self-control, are needed to achieve the personal goals.

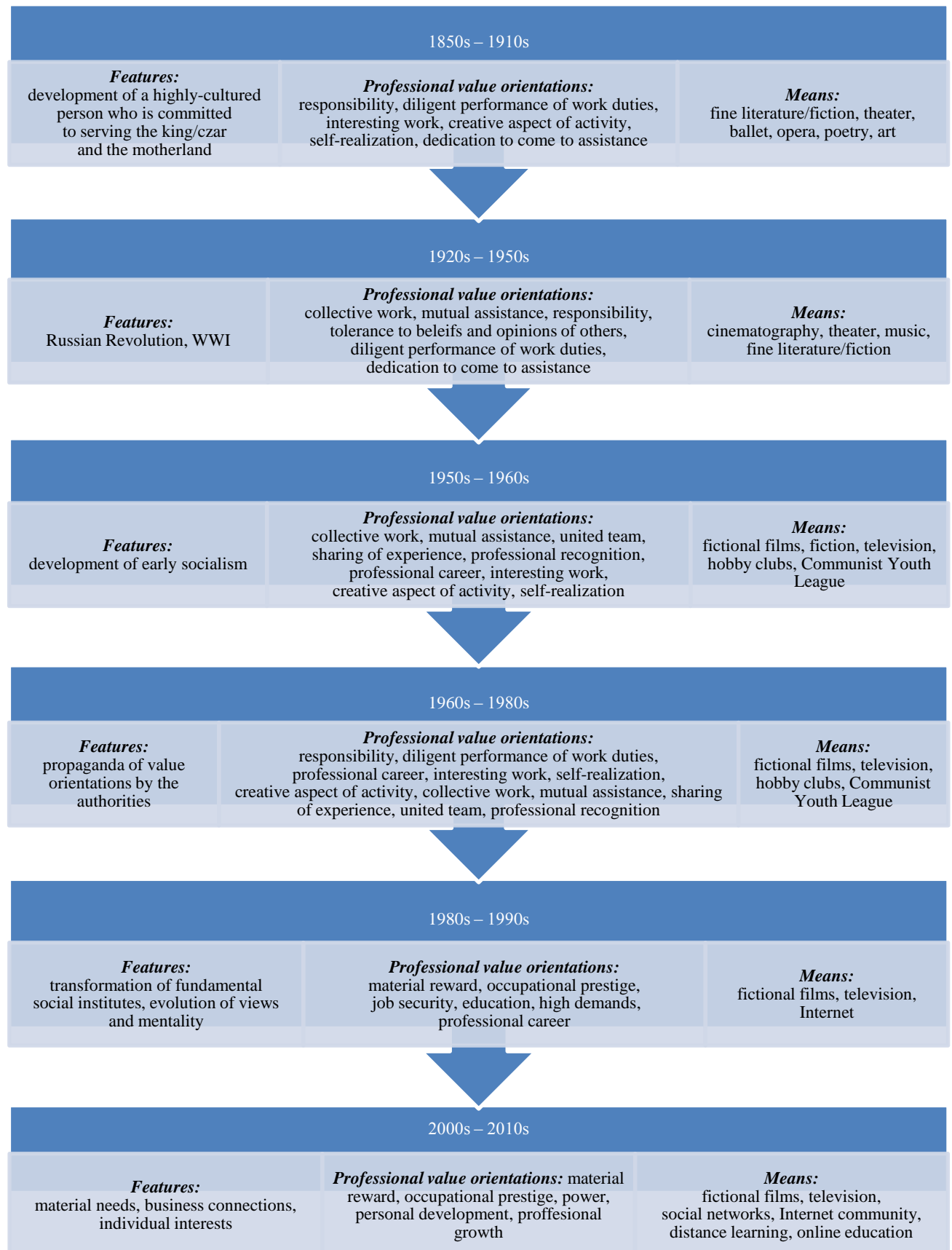
*Group-wide professional value orientations* are a set of ideas, concepts and norms that regulate the professional activities of certain groups of professionals. Here, terminal values are collective work, mutual assistance, sharing of experience, a united team, professional recognition. Instrumental values are dedication to come to assistance, the ability to experiment, the ability to generate ideas, tolerance beliefs and opinions of others. They serve as means to achieve group goals.

*Social professional value orientations* are revealed through the social attitude to various professions, i.e. to their status and the external aspects of professional activities. Terminal values are material reward, occupational prestige, stability, job security and education. Instrumental values are high demands, diligence, valuableness of labor and accomplishments.

Let us now look at the development of professional value orientations in a historical

changing stages and their characteristic features (Figure 1).

**Figure 1. Historic development of professional value orientations**





During the 1850s – 1910s period, the dominant questions in educational science were concerned with the axiological priorities in education, such as spiritual and moral, national and universal. The problems of personality development, formation of spiritual culture and cultivation of value orientations was brought to the fore (Kinelev and Mironov1998). People were judged by how they served their country and society. Young people strove to follow the example of entrepreneurs who had achieved success with their hard work, dedication, efficiency, entrepreneurial spirit and creative initiative. Such value orientations as honesty, responsibility, justice were formed in the youth. In our opinion, at that time personal and group-wide value orientations of a predominantly instrumental nature predominated in the professional spheres: they were responsibility, diligent performance of work duties, interesting work, creative aspect of professional activities, self-realization, and dedication to come to assistance.

The 1920s till 1950s were a period abundant in revolutions and wars. The beginning of this period (1918–1921) is characterized by the destruction and denial of traditional values (culture, morality, religion, lifestyle, law) and the proclamation of new guidelines for socio-cultural development, such as the world revolution, communist society, universal equality and brotherhood, selfless loyalty to the cause of the communist party and communist governments, patriotism, hatred of class enemies, cult love for the leaders of the proletariat, labor discipline, law-abidingness and internationalism (Bochan2010). The value attitudes of young people were largely influenced by new literature, cinematography and other types of art, which inspired that the interests of the collective and the state are more important than the interests of the family and the individual. Group-wide value orientations prevailed: they were collective work, mutual assistance, tolerance for the views and opinions of others, responsibility, diligent performance of work duties, and dedication to come to assistance.

In the 1950s and 1960s the declared task was to build a communist society; however, the foreign and domestic policies on communist countries were partially liberalized and marked by humanization life and science

(Antonenko 2011). In that period, the established Soviet society of early socialism was developing on the basis of the re-built economy, a high scientific and technical potential and the achieved level of education of the population. The main value orientations of that period included the world peace, the well-being of the country, the ability to benefit the society and the state, spirituality and morality, education and culture, and a close-knit family (Bokova2015). In our opinion, at this historical stage, personal and group-wide professional value orientations were developing with a predominance of terminal values, namely, collective work, mutual assistance, sharing of experience, united team, professional recognition, professional career, interesting work, creative aspect of professional activities, self-realization.

In the 1960s through 1980s the ideology instilled in young people such values as responsibility, decency, teamwork, and patriotism. The Soviet youth of 1960s–1980s aspired to learn a craft that was interesting to them and to become professionals in a chosen field, and this was also facilitated by the graduate placement system. Priority was given to the opportunity to engage in interesting, meaningful work, fully apply one's abilities, and gain respect in the team (Kotousova2011). The hobby clubs of young radio amateurs, designers, mechanics, etc. backed the professional development of young people. Professional value orientations were associated with the prestige of the profession, the character traits inherent in the representatives of the profession, and the principles and norms of the professional circle. Personal and group-wide professional value orientations prevailed: they were responsibility, diligent performance of work duties, professional career, interesting work, creative aspect of professional activities, self-realization, collective work, mutual assistance, sharing of experience, united team, and professional recognition.

In 1980s through 1990s, young people experience a decline in socially significant values (to benefit the society, to fulfill their duty to the nation, to serve to people, etc.), and the new aspirations of young people were wealth (financial solvency), prestige (social status) and power (participation in politics) (Gorshkov and Sheregi 2010). The life value orientations were associated with personal

success, well-being, and family happiness. Foreign economic and political models brought the imposition of Western spiritual values, based on individualism and material wealth instead of traditional collectivism and spirituality (Osnovnyy et al. 2014). Personal and social professional value orientations were developing with a predominance of terminal values: material reward, occupational prestige, stability, job security, education, high demands, professional career.

The first decades of the 21<sup>st</sup> century saw a tremendous reappraisal of values. The preference was given to material needs (money, possessions), business connections and individual interests (how to become healthy, rich, famous, etc.). The system of values in this period was exposed to the individualization of value orientations. The student youth demonstrated inconsistency between value orientations and social behavior (Lebedenko 2011). The younger generation spent more and more time in the Internet. New forms of Internet socialization were emerging, namely, social networks, Internet communities, distance learning systems, online educational services, teleconferencing, etc. (Chvanova, Anureva and Kiseleva 2017). There occurred a transformation of professional and value orientations of young people in the Internet era. The value of knowledge decreased while pragmatism and utilitarianism gained more worth and instrumental attitudes prevailed. There was a tendency to reducing discrepancy between instrumental and terminal values. Personal and social professional value orientations prevailed: they were material reward, occupational prestige, stability, job security, education, high demands, professional career.

### Conclusion

Thus, the topicality of this article stems from the contradiction between the active socialization of young people in the Internet space and the failure to use this potential for the formation of their professional value orientations. At the same time, fragmentary studies in various scientific fields could neither give a systematic understanding of what happens at the interdisciplinary level, nor contribute to the content of professionally oriented programs of university education and the methodology for integrating modern online

professional communications into the educational process.

In this regard, this research aimed at tracing the logic of how the concept of *professional value orientations of students* was formed. It was attempted to substantiate the theoretical foundations of the formation of professional value orientations of students based on the available philosophical, sociological, psychological and pedagogical studies in this field. The approaches to the classification of professional value orientations was analyzed, and the cause-and-effect logic of the development of the characteristics and means of developing professional value orientations was identified.

The leading approaches to the study of this problem were analytical and historical-logical since they provided a comprehensive examination of the problem and the ways to resolve the said contradiction.

The article presented a classification of professional value orientations of students from the interdisciplinary perspective. The historical stages of development of professional value orientations were reviewed. This made it possible to identify the logic and stages of transformation of professional value orientations of young people over the past century. The study showed that this transformation depended on the development of society and living conditions and on the political and economic situation. It can be concluded that personal professional value orientations (responsibility, diligent performance of work duties) and group-wide professional value orientations (dedication to come to assistance, collective work, mutual assistance, sharing of experience) dominated at the beginning of the 20th century but they were replaced by social professional orientations (material reward, occupational prestige, stability, job security, education, high demands) in the early 21<sup>st</sup> century.

The means of forming professional value orientations changed over the past century, too. At the beginning of the 20th century such means were fine literature, theater, poetry, ballet, music, fine arts. By the middle of the 20th century, under the influence of world wars, cinematography emerged and ballet and visual arts faded into the background. By the 1960s, feature films, fiction, television, the Communist Youth League (in most socialist countries) and hobby clubs became influential.

There means were developing through the 1980s in the conditions of state propaganda of value attitudes, but the 1990s saw the transformation of basic social institutions and a noticeable evolution of the mentality. The Internet became the means of developing professional value orientations while and the Communist Youth League disappeared. Finally, the new century gave preference to social networks, Internet communities, and online education.

The article revealed the transformation of professional value orientations of young people in the Internet era. The value of knowledge decreased while pragmatism and utilitarianism gained more worth and instrumental attitudes prevailed. There was a tendency to reducing discrepancy between instrumental and terminal values.

Thus, there is an obvious need to harmonize the system of professional value orientations in the system of university and college education based on the potential of Internet resources. It is feasible to use the acquired interdisciplinary knowledge to correct what was missed in the educational process when building new professionally oriented education programs. Further work may focus on professional value orientations that are the most sensitive to transformation with the aim to harmonize professionally oriented education programs.

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