Life tasks and value orientations of future teachers under conditions of a digital educational environment

Життєві завдання і ціннісні орієнтації майбутніх педагогів в умовах цифрового освітнього середовища

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Abstract

The present study aims to establish and substantiate statistically significant correlations between the life tasks and value orientations of future teachers in training in a digital educational environment. Valid and reliable psychodiagnostic tools were applied to measure the study variables. Two correlation matrices were constructed: one between the terminal and instrumental values and another between these values and the parameters of life tasks. The results reveal that the values "entertainment", "high demands" and "responsibility" present the greatest number of significant correlations, which indicates that they are the most dependent values and prioritized by future teachers. A notable finding is that the parameter "integrity of life" does not correlate significantly with any of the values studied. This suggests that life

Анотація

Метою даного дослідження є встановлення і обґрунтування статистично достовірних зв'язків життєвих завдань і ціннісних орієнтацій майбутніх педагогів, що проходили підготовку в умовах цифрового освітнього середовища. Для вимірювання досліджуваних змінних застосовано валідний і надійний психодіагностичний інструментарій. Було побудовано дві кореляційні плеяди: термінальних та інструментальних цінностей з параметрами життєвих завдань. Результати показують, що цінності: "розваги", "високі запити" і "відповідальність" мають найбільшу кількість зв'язків, вони є найбільш залежними і пріоритетними. Примітним є те, що параметр "цілісність життя", у обох кореляційних плеядах немає достовірних зв'язків. Це свідчить про те, що цілісність життя є

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integrity is an autonomous dimension in the lives of future teachers. The correlations identified in this study have important implications for the planning and organization of the quality educational process in universities, particularly in digital environments.

Key words: distance education, self-regulation, educational environment, inclusion, educational and professional preparation, professional readiness, university.

автономним виміром у житті майбутніх вчителів. Кореляції виявлені у цьому дослідженні, мають важливе значення для планування та організації якісного освітнього процесу в університетах, особливо в цифровому середовищі.

Ключові слова: дистанційна форма навчання, саморегуляція особистості, освітнє середовище, інклюзія, навчально-професійна підготовка, професійна готовність, університет.

Introduction

A rapid pace of the modern life requires training for qualified professionals who will meet the current demands and will be able to adapt and constructively act under conditions of permanent social transformations. The cataclysms sweeping the global space encouraged thinking about the value and efficiency of digital technologies. The COVID-19 pandemic, local military conflicts, terroristic attacks, social-political and economic confrontations have accelerated the development of virtual space, creating conditions for pursuing education in a distant format. Obviously, the outlined preconditions have also contributed to the rapid development of artificial intelligence. Correspondingly, application of artificial intelligence should facilitate solving the urgent human problems. Such social transformations could not but influence value orientations of students and, apparently, affected their operational component – life tasks that will be examined in this research. Articulation of the above problem determined the organization of research on the Ukrainian sample which was under martial law and qualitatively reflected the social-psychological reality. The outlined social-psychological reality is an instant time dimension between the past and the future which can be studied using the obtained empirical results, through the development of critical thinking (Arbeláez-Campillo et al., 2020), the formedness of a civic position (Arbeláez-Campillo et al., 2018), the ability to construct affecting the future. This is confirmed by the respondents' dominant mental states which are partly accompanied by stress disorders, a long-term effect of distress, consequences of the experienced traumatic events, and sufferings causing flashbacks and intrusions. We hope that creation of a developmental educational environment, constructed with digital technologies, and meeting the present demands will allow solving the urgent problems of training future teachers.

Hypothesis. Life tasks have a regular correlation with future teachers' values determined by the conditions of educational-professional preparation.

Purpose is to establish and substantiate statistically significant correlations between life tasks and value orientations of future teachers taking academic courses under conditions of a digital educational environment.

Literature review

Value orientations in the structure of personality. Value orientations comprise a verified system of principles which is characterized by an individual's focus on their needs and interests. Value orientations are the major component of personality structure and, correspondingly, determine an individual's life orientations. Life attitudes, the worldview development, and the formation of attitudes towards others play an important role in the life of adolescents. Educational-professional preparation is a leading type of mental activity affecting the development of adolescents pursuing a profession (Kononenko et al., 2020).

Formation of value orientations in adolescents. The formation of value orientations occurs in activities on the basis of the gained competencies and experience, and is reflected through external and internal intentions (Halian et al., 2020). The formed professional readiness and the aspiration for self-realization often make young people to resort to professional migration (Popovych et al., 2023), which is a temporary method for solving urgent problems. The temporary nature consists in the fact that, having solved urgent problems related to financial support, young people face new difficulties which are more complicated and lie in the plane of professional and personal identity. Researchers I. Popovych et al. (2023)

found that professional identity of future professionals depends on a life choice and is formed during educational-professional activity. Pursuing a profession, students experience crisis tendencies accompanied by disappointments in choosing a future profession and the discrepancy between their expectations and the reality they faced. In other words, they are not ready to solve urgent professional problems. It was substantiated and proved that unpreparedness for professional activity testifies to low dispositional self-development, a lack of desire and readiness for self-education. The studies related to other professional fields also found and convincingly substantiated that the reality faced by students in workplace practice, even automation of work processes meant for reducing the role of "human factor" sometimes make students think over the value of the chosen profession (Zinchenko et al., 2019; 2020).

Relationship between life tasks and value orientations of an individual. Value orientations are characterized by high assimilative capacity, i. e. they affect life-creative processes through life tasks, have a direct correlation with an individual's resilience (Tytarenko & Larina, 2009). Life tasks are internal intentions of an individual and operationalization of their life expectations. It was established that social expectations are closely related to life orientations (Stelmashchuk et al., 2023) and motivational orientation of an individual. Researchers believe that value orientations in the dimensions of an individual's actual activity are associated with motivations and social expectations. The reason for this is their similar content and organic unity of these phenomena. Other studies show that educational professional activities of students are accompanied by coping strategies and the work of defense mechanisms. The latter qualitatively affect cognitive processes, causing a decrease in efficiency as proved in the studies by V. Plokhikh (2023). Psycho-emotional loads of future teachers, the necessity to develop tolerant behavior (Halian et al., 2020), important general, integral and special competencies, a lack of well-formed time competence put enormous pressure which can accelerate psycho-emotional burnout. This risk factor as well as psychological safety deprive professionals of many mental resources.

Conditions, challenges and opportunities of a digital educational environment. An important and necessary condition for creating a digital educational environment is the application of modern digital and information-communication technologies. Learning in the virtual space requires creation of a safe educational environment. Information security and cyber security are the key challenge. The problem of students' reduced activeness during online distance learning is equally important (Hudimova et al., 2021). Researchers N. Pavlyk and O. Radzimovska (2023) highlight the necessity to take into consideration that individuals with special educational needs may be present in a digital educational environment. The presents of students with special educational needs requires not only creating a safe and inclusive educational environment, but also the organizers' understanding of all features of the creation of an educational inclusive environment. On the one hand, rapid improvement of hardware and software offers many opportunities for creating a digital environment, and, on the other hand, it requires timely and permanent changes. Therefore, the training of future teachers should be based on conditions, challenges and opportunities of the current situation in education.

Retrospective analysis of life tasks and of value orientations of future teachers under conditions of a digital educational environment demonstrates the depth and complexity of the scientific issue we are researching. Life tasks and value orientations are important at all stages of educational-professional activity, have a considerable impact on dispositional development, adaptation in the workplace and initial professionalization. We have to establish and substantiate statistical correlations with further operationalization in educational process taking into consideration the present reality.

Methods

Participants. The sample involved students of two universities which were forced to take academic courses in a distance education format: Ivan Franko National University of Lviv (Lviv region, Ukraine) and Kherson State University (Kherson region, Ukraine – relocated Ivano-Frankivsk region, Ukraine). They were students of degree programs in pedagogy and planned to work as teachers in the future. The sample consisted of $n = 79$ participants – females ($n = 65$; 82.28%) and males ($n = 14$; 17.72%) whose age ranged from 18 to 23 years. The sample parameters: (M = 20.11; SD = ±3.93; SE = .198; min = 18.00; max = 23.00; Mo = 19; Me = 20.00).

Organization of Research. The summative research strategy was applied in the first semester of the 2023–2024 academic year and all the activities were performed in October –

November: we received consent of the Ethical Committee, developed and approved the research strategy, prepared standard blanks of questionnaires in Google Forms, randomly selected respondents and performed summative assessment. The participants were informed about the research in advance and took part in it voluntarily. Filling out anonymous forms by the participants and observance of non-disclosure of personal data on the part of the organizers ensured confidentiality of the research procedure. Anonymity of the survey, awareness and voluntary participation ensured reliable and significant results.

Research Limitation. The minimal possibility of controlling the participants who meet the age range and the main criterion of being trained under conditions of an educational digital environment is the key caveat in organizing the research sample. Using Google Forms and observing confidentiality also prevented us from controlling the sample by all the criteria. We hope that the experience of conducting experimental research allowed avoiding mistakes and random participants in the sample. Since it is not always possible to control the dependent variable in similar studies, our research is considered to be a quasi-experiment and does not claim to be an ideal experiment. The above limitations do not reduce the value of the findings, but rather highlight ecological validity of the researched phenomenon.

Procedures and instruments. The method "Value orientations" (VO) M. Rokeach (1973) is based on the ranking of two classes of values: terminal and instrumental. This psycho-diagnostic tool is considered to be flexible, efficient, quite convenient and economical for diagnosing and processing results. The basis of the method comprises two lists of values (eighteen values in each one) which had to be arranged in order of importance by respondents, viewing them through the prism of their life principles. The method "Life tasks of an individual" (LTI) (Tytarenko & Larina, 2009) contains eighty-seven statements to which

respondents had to respond either "agree" or "disagree". The method combined a quite differentiated list of scales: the scale of motivation for life tasks, containing five subscales (motivation for materialistic satisfaction, money, comfort; motivation for achieving success, prestige, power, recognition; motivation for self-constitution; motivation for creativity; localization of life tacks by the areas "family", "education and work", "health", "friends"); the scale of structuring life time, containing two subscales (availability of structured time; remoteness of structuring); the scale of attitude towards the future; the scale of subjective activeness; the scale of operational characteristics of life tasks containing five sub-scales (strategy; hardiness; wholeness of life; flexibility; activeness – exhaustion); and also the scale of frankness. The established coefficient α-Cronbach used to check homogeneity of empirical data showed a high level (.908) by the method "Value orientations (Rokeach, 1973) and a satisfactory level (.714) by the method "Life tasks of an individual" (Tytarenko & Larina, 2009).

Statistical Analysis. The obtained empirical data were downloaded from Google Forms to "MS Excel". Then the empirical data were prepared for work with the program "SPSS" v. 29.00.01. The figures are presented using "MS Office Word 2007". Standard statistical coefficients were used to establish statistically significant correlations. The levels of $p \leq .050$; $p \leq .010$; $p \leq .001$ are considered to be significant.

Results

Tabl. 1 gives the main descriptive frequency characteristics of the examined parameters by the methods "SAT" (Aleshina et al., 1987), "LMO" (Leontyev, 2006) and "MSP" (Milman, 1990).

Tabl. 1 gives the main descriptive frequency characteristics of the respondents' terminal values identifies with the method "VO" M. Rokeach (1973).

Table 1.
Descriptive frequency characteristics of the respondents' terminal values (n = 79)

Value	Mean (M)	Median (Me)	Mode (Mo)	Standard deviation (SD)	Minimum (min)	Maximum (max)
T1	6.16	5.00	1	±5.410	1	18
T2	9.47	10.00	16	±5.063	1	18
T3	7.97	8.00	3	±5.033	1	18
T4	9.54	10.00	13	±4.668	1	18
T5	12.00	14.00	14	±4.739	2	18
T6	9.29	8.00	5	±5.144	1	18
T7	7.70	7.00	2	±5.231	1	18
T8	10.30	12.00	12[a]	±4.556	1	18
T9	11.78	12.00	16	±4.178	1	17
T10	10.18	10.00	14	±5.025	1	18
T11	9.62	10.00	11	±4.262	2	17
T12	9.73	9.00	9	±4.782	1	18
T13	12.49	13.00	18	±4.489	1	18
T14	7.11	6.00	1	±5.081	1	18
T15	9.96	10.00	18	±5.370	1	18
T16	10.33	10.00	9[a]	±5.235	1	18
T17	10.35	10.00	11	±5.313	1	18
T18	6.52	6.00	2	±4.582	1	18

Source: Personal elaboration, October/November, 2023.
Note: a – there are several modal values, the smallest value is shown; T1 – life activeness; T2 – life wisdom; T3 – health; T4 – interesting job; T5 – beauty of nature/art; T6 – love; T7 – financial security; T8 – good friends; T9 – social vocation; T10 – cognition; T11 – productive life; T12 – development; T13 – entertainments; T14 – freedom; T15 – happy family life; T16 – happiness of others; T17 – creativity; T18 – self-confidence.

The main descriptive frequency characteristics of terminal values are given for efficient analysis of the empirical data. Since the methodology involves ranking, the lowest parameters of the mean (M) correspond to the highest ranks of the values in the general list. It was found that such values as life activeness (T1) (M = 6.16; SD = ±5.410); self-confidence (T18) (M = 6.52; SD = ±4.582) and freedom (T14) (M = 7.11; SD = ±5.081) were ranked first, second and third, respectively. Such terminal values as social vocation (T9) (M = 11.78; SD = ±4.178); beauty of nature/art (T5) (M = 12.00; SD = ±4.739) and entertainments (T13) (M = 12.49; SD = ±4.489)

were in the last ranks. Comparison with similar studies was not performed since ranking is a specific method which is sensitive to a sample and social situation, depends on demographic characteristics and other criteria. The proposed parameters of terminal values outlined the general purpose and meaning of the respondents under conditions of a digital educational environment.

Tabl. 2 presents the main descriptive frequency characteristics of the respondents' instrumental values identified with the method "VO" M. Rokeach (1973).

Table 2.
Descriptive frequency characteristics of the respondents' instrumental values (n = 79)

Value	Mean (M)	Median (Me)	Mode (Mo)	Standard deviation (SD)	Minimum (min)	Maximum (max)
I1	9.49	10.00	15	±5.472	1	18
I2	10.68	12.00	17	±5.012	1	18
I3	10.08	11.00	7[a]	±5.507	1	18
I4	8.84	10.00	13	±5.594	1	18
I5	10.32	12.00	15	±5.148	1	18
I6	7.28	6.00	1	±5.051	1	18
I7	11.29	12.00	18	±5.778	1	18
I8	8.80	9.00	3[a]	±4.955	1	18
I9	8.96	9.00	9	±4.805	1	18
I10	8.33	7.00	2	±5.168	1	18
I11	9.92	10.00	11	±4.774	1	18
I12	8.51	8.00	5	±4.420	1	18
I13	10.01	10.00	6	±5.080	1	18
I14	9.58	9.00	7	±5.170	1	18

I15	10.25	9.00	8	±4.937	1	18
I16	8.87	9.00	10	±4.853	1	18
I17	10.04	10.00	9	±4.921	1	18

Source: Personal elaboration, October/November, 2023.
Note: a – there are several modal values, the least value is shown; I1 – neatness; I2 – courteousness; I3 – high demands; I4 – cheerfulness; I5 – diligence; I6 – independence; I7 – intolerance of flaws; I8 – educatedness; I9 – responsibility; I10 – rationalism; I11 – self-control; 12 – courage in defending one's opinion; I13 – strong will; I14 – patience; I15 – broad-mindedness; I16 – honesty; I17 – performance; I18 – sensitiveness.

The data on instrumental values are given using a similar algorithm. It was stated that the values: independence (I1) (M = 7.28; SD = ±5.051); rationalism (I10) (M = 8.33; SD = ±5.168) and courage in defending one's opinion (I12) (M = 8.51; SD = ±4.420) are ranked first, second and third respectively. The instrumental values: broad-mindedness (I15) (M = 10.25; SD = ±4.937); diligence (I5) (M = 10.32; SD = ±5.148) and intolerance of flaws (I7) (M = 11.29; SD = ±5.778) were in the bottom ranks. It is

noteworthy that the above parameters, through the descriptive frequency characteristics, allowed determining the respondents' belief that their behavior and personality traits are important under conditions of a digital educational environment.

Tabl. 3 presents the main descriptive frequency characteristics of the parameters by the method "LTI" (Tytarenko & Larina, 2009).

Table 3.
Descriptive frequency characteristics of the parameters by the method "LTI" (n = 79)

Parameters	Mean (M)	Median (Me)	Mode (Mo)	Standard deviation (SD)	Minimum (min)	Maximum (max)
MLT	30.8101	31.0000	37.00	7.99050	10.00	45.00
MLSM	5.9494	6.0000	6.00	2.69805	.00	10.00
MAS	4.5190	5.0000	5.00	2.65475	.00	11.00
MS	5.2152	6.0000	6.00	2.40550	.00	10.00
MC	4.8734	5.0000	5.00	2.49804	.00	11.00
FA	1.6203	2.0000	.00	1.73430	.00	5.00
EW	3.0000	3.0000	5.00	1.68705	.00	5.00
H	3.7342	5.0000	5.00	1.53346	.00	5.00
FR	1.8987	2.0000	.00	1.99097	.00	5.00
SLT	12.1772	12.0000	21.00	6.00803	2.00	22.00
AST	4.8101	4.0000	2.00	3.19485	.00	10.00
TC-T	.6203	1.0000	1.00	.48842	.00	1.00
TC-1	.9620	.0000	.00	1.00566	.00	2.00
ЧК-5	1.8608	3.0000	3.00	1.46527	.00	3.00
TC-40–50	1.7722	.0000	.00	1.99968	.00	4.00
TC-EL	1.8908	3.0000	3.00	1.896527	.00	3.00
AF	2.1519	.0000	.00	2.49147	.00	5.00
SA	5.0886	4.0000	4.00[a]	3.06841	.00	10.00
OCLT	5.2911	6.0000	6.00	2.68018	.00	10.00
ST	25.8734	26.0000	24.00	7.34038	12.00	42.00
HRD	5.6709	6.0000	4.00	3.17733	.00	12.00
WL	5.0380	6.0000	6.00	2.69588	.00	10.00
FL	5.8987	6.0000	4.00	2.26226	.00	10.00
A–E	5.0380	4.0000	4.00	2.19231	.00	10.00
F	4.2278	4.0000	2.00[a]	2.52144	.00	10.00

Source: Personal elaboration, October/November, 2023.
Note: a – there are several modal values, the least value is shown; MLT – motivation for life tasks (general scale); MLSM – motivation for life satisfaction with material things; MAS – motivation for achieving success; MS – motivation for self-constituting; MC– motivation for creativity; FA – family; EW – education and work; H – health; FR – friends; SLT – structured life time; AST – availability of structured time; TC-T – time contour "today"; TC-1 – time contour "1 year"; TC-5 – time contour "5 five years"; TC-40–50 – time contour "40–50 years"; TC-EL – time contour "entire life"; AF – attitude towards the future; SA – subjective activeness; OCLT – operational characteristics of life tasks; ST – strategy; HRD – hardiness; WL – wholeness of life; FL – flexibility; A–E – activeness/exhaustion; F – frankness.

The scale of frankness (F) used in the method demonstrated its effectiveness. We excluded the data of two respondents and the research sample comprised n = 79 future teachers. The main descriptive characteristics relevantly reflecting the constructed social reality were determined in all the tasks. Comparison with similar studies was not performed, since, unlike instrumental values, the proposed parameters have higher sensitivity and operational efficiency. It is noteworthy that there are no significant differences between the obtained data and the data obtained by other researchers on similar samples. The proposed descriptive characteristics ensured replication of the empirical research.

Correlations of terminal values with the parameters of an individual's life tasks were established. For the convenience of ranking, the parameters of terminal values obtained by the method "VO" M. Rokeach (1973) were converted into T-scores. Fig. 1 presents a correlation pleiade of the researched parameters.
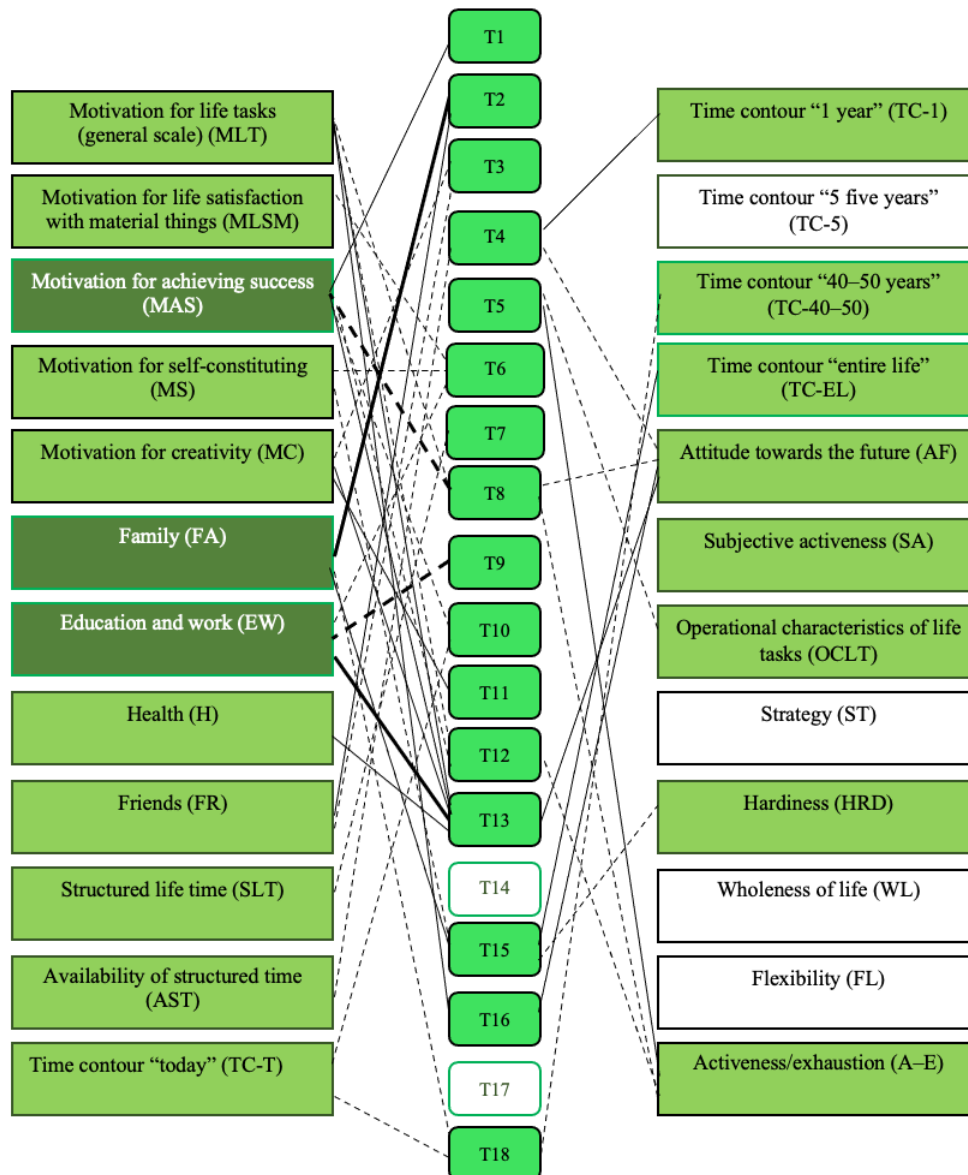

Figure 1. Correlation pleiade of the respondents' terminal values and parameters of life tasks (n = 79)
Source: Personal elaboration, October/November, 2023.
Note: ——— direct correlations at p ≤ .050; ▬▬▬ direct correlations at p ≤ .010; ▬ ▬ ▬ inverse correlations at p ≤ .010; ┄┄┄ inverse correlations at p ≤ .050; T1 – life activeness; T2 – life wisdom; T3 – health; T4 – interesting job; T5 – beauty of nature/art; T6 – love; T7 – financial security; T8 – good friends; T9 – social vocation; T10 – cognition; T11 – productive life; T12 – development; T13 – entertainments; T14 – freedom; T15 – happy family life; T16 – happiness of others; T17 – creativity; T18 – self-confidence.

The correlation pleiade of terminal values demonstrates forty significant correlations (p ≤ .050; p ≤ .010), seventeen correlations being direct, the rest of them being inverse. The strongest correlations are characteristic of the life tasks: MAS (r_s = -.326; p = .002); C (r_s = .295; p<.004) and EW (r_s = .288; p<.005). The terminal values with the strongest correlations are as follows: life wisdom (r_s = .295; p<.004); good friends (r_s = -.326; p = .002) and social vocation (r_s = .288; p<.005). The following life tasks have no correlations: the time contour "5 years"; strategy; the wholeness of life and flexibility.

The following terminal values have no correlations: freedom and creativity. The value "entertainments" having six correlations is the most dependent and dangerous one.

Correlations of instrumental values with the parameters of an individual's life tasks were established. For the convenience of ranking, the parameters of instrumental values determined by the method "VO" M. Rokeach (1973) were converted into T-scores. Fig. 2 presents a correlation pleiade of the researched parameters.
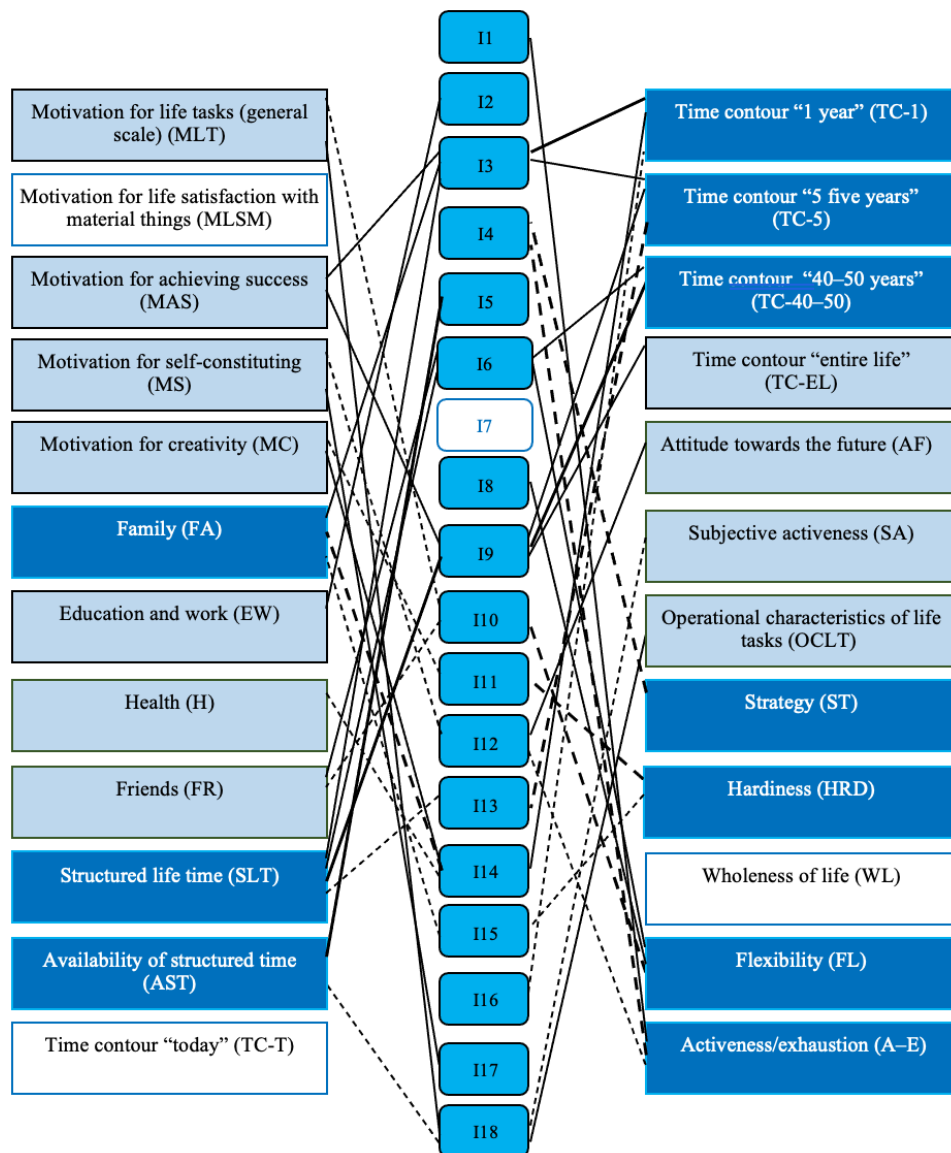

Figure 2. Correlation pleiade of the respondents' instrumental values and parameters of life tasks (n = 79)
Source: Personal elaboration, October/November, 2023.
Note: ——— direct correlations at p ≤ .050; ——— direct correlations at p ≤ .010; - - - inverse correlations at p ≤ .010; ········ inverse correlations at p ≤ .050; I1 – neatness; I2 – courteousness; I3 – high demands; I4 – cheerfulness; I5 – diligence; I6 – independence; I7 – intolerance of flaws; I8 – educatedness; I9 – responsibility; I10 – rationalism; I11 – self-control; 12 – courage in defending one's opinion; I13 – strong will; I14 – patience; I15 – broad-mindedness; I16 – honesty; I17 – efficacy; I18 – sensitiveness.

The correlation pleiade of instrumental values demonstrate forty-two significant correlations ($p \leq .050$; $p \leq .010$), twenty-four correlations being direct, and the rest of them being inverse. Ten life tasks have the strongest correlations: FA ($r_s = -.264$; $p = .009$); SLT ($r_s = -.357$; $p < .001$); AST ($r_s = .263$; $p = .010$); TC-1 ($r_s = .299$; $p = .004$); TC-5 ($r_s = -.278$; $p = .007$); TC-40–50 ($r_s = =.276$; $p<.007$) ST ($r_s = -.262$; $p = 010$); HRD ($r_s = -.262$; $p = 010$); FL ($r_s = -.421$; $p < .001$ and A–E ($r_s = -.289$; $p = .005$). The instrumental values with the strongest correlations are as follows: high demands; cheerfulness; diligence; responsibility; rationalism; self-control; strong will; patience. The following tasks have no correlations: motivation for life satisfaction with material things; the time contour "today" and the wholeness of life. The instrumental value "performance" has no correlations. The values "high demands" and "responsibility" having five significant correlations are the most dependent and dangerous values.

Discussions

The issue of an individual's life tasks in the context of changed conditions of a social reality, which are the conditions of a digital educational environment, is highly topical. Scientific research contains a considerable number of theoretical and experimental studies on value-oriented and meaningful spheres of personality (Halian et al., 2020; Rokeach, 1973; Tytarenko & Larina, 2009). Life tasks are a unique construct that is capable of demonstrating realization of the most important forms of self-prediction which are the most real in terms of readiness of an individual and an external situation for them (Tytarenko & Larina, 2009). Life tasks under conditions of a digital educational environment demonstrate shifts and transformations occurring as a result of a new social reality. The fact that the parameter "wholeness of life" (WL) has no significant correlations in both correlation pleiades (see Fig. 1 and Fig. 2), i. e. remains autonomous, is alarming. Since the wholeness of life is reflected in self-awareness and self-acceptance, indicates completeness and development of one's talents and inner strength, autonomy testifies to a lack of regular correlations with values. It is obvious that the wholeness of life is not a priority life task in the current empirical dimension. Since the values "entertainments", "high demands" and "responsibility" have the largest number of significant correlations, they are evidently dependent and prioritized. Whereas the value "entertainments" has always been important for adolescents, it dominates under current conditions, highlighting a hedonistic tendency in young people. It is noteworthy that the instrumental values "high demands" and "responsibility" are located next to each other. Responsibility is an important instrumental value demonstrating a conscious attitude towards responsibilities and life tasks.

As convincingly demonstrated in the research by V. Plokhikh (2023), defense mechanisms accompanying higher education students have a qualitative impact on cognitive processes, reducing efficiency of future teachers' educational-professional training. Changed conditions, continuous movement towards the future, which is unknown and accompanied by stressful situations, educational-professional training being an example of this movement, determine activation of these processes. Expectedly, the time contour "5 years", strategy and flexibility have no correlations with terminal values (see Fig. 1). These life tasks structure the nearest contour of the future in the dimensions of pursuing a profession and adaptation in the workplace, and demonstrate a general purpose under conditions of a digital educational environment. At the same time, the life tasks "flexibility" and "strategy" have a considerable number of significant correlations with instrumental values. Obviously, an individual's attitude towards certain conditions of life activities is reflected through instrumental values, that is confirmed by the obtained correlation pleiade.

The obtained combination of correlations of terminal and instrumental values with life tasks established under conditions of a digital educational environment which should ensure quality educational-professional training sheds light on a number of regular correlations. We cannot state determinacy of these correlations or the impact of life tasks on the respondents' values on the basis of the obtained results. However, it can be a prospect of our scientific research. The obtained correlations emphasize a number of important scientific facts which are alarming and require additional examination and implementation in educational process.

Conclusions

We performed theoretical-methodological analysis and substantiated life tasks and value orientations which are important at all stages of educational-professional activity, have a considerable impact on dispositional development, adaptation in the workplace and content parameters of initial professionalization.

The descriptive frequency characteristics of all the researched parameters were found. Two correlation pleiades were created: of terminal and instrumental values with the parameters of life tasks. It was substantiated that the values "entertainments", "high demands" and "responsibility" have the largest numbers of significant correlations, because they are the most dependent and prioritized values.

It was noted that life tasks under conditions of a digital educational environment demonstrate shifts and transformations occurring as a result of a new social reality. We underscored the fact that the parameter "wholeness of life" (WL) has no correlations in both correlation pleiades, i.e. it is autonomous. It was elucidated that the wholeness of life is reflected in self-awareness and self-acceptance, indicates completeness and development of one's talents and inner strength. It was assumed that the wholeness of life is not a priority life task of the respondents under current conditions. It is recommended that organizers of a digital educational environment should create interactive workspaces that would promote the development of talents and the disclosure of creativity of future teachers.

It was generalized that the obtained correlations highlight a number of important scientific facts which are alarming and require additional examination and implementation in educational process.

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