

Value Orientations: What Portrait of Modern Student is?

Orientacion de valores: ¿Qué retrata al estudiante moderno?

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Abstract

The relevance of this article is conditioned by the need to study the life and choice of value orientations of modern youth, because it is through them that the self-consciousness of Russian students is formed. The values that a person learns in the process of his/her formation are broadcasted by the society in which the process of socialization of the person takes place. Because various social changes are currently taking place, we can safely say that the social value structure is somewhat blurred: it is unclear which values come to the fore and are dominant. The aim of the study is to analyze the terminal and instrumental values of modern students. As research methods, authors used: questionnaire survey and research technique of value orientations, allowing to explore the direction of the personality and determine his/her attitude to the world, to other people, to him/herself, the perception of the world, the key motives of actions, the basis of the worldview. Theoretical and methodological aspects of students' value orientations are considered in the article. Features of dependence between social and demographic characteristics, psychological climate in a family and value orientations of students are revealed. The influence of intensity of students' social contacts on their value orientations is considered. The novelty and originality of the study lies in the fact that the value orientations of modern students are studied. It is shown that among the terminal values the students give the greatest preference to the productivity of life, the fullest use of their capabilities, powers and abilities; self-confidence, inner harmony, freedom from internal contradictions, doubts; financially secure life, the absence of material problems. It is determined that the least preference students give to such values as the happiness of others, welfare, development and improvement of other people, the whole nation, humanity as a whole. It is revealed that the dominant positions in the list of instrumental values are occupied by such values as cheerfulness, optimism, sense of humor; efficiency in business, diligence, productivity in work; self-control, restraint, self-discipline. It is shown that students give the least preference to such values as honesty, truthfulness, and sincerity. It is revealed that students who spent most of their lives in the city, dominated by such value orientations as self-confidence, inner harmony, freedom from internal contradictions, doubts and courage in defending their opinions. It is determined that students who spent most of their lives in an urban-type settlement, the highest marks gave to such value orientations as: financially secure life, lack of material problems, breadth of views, the ability to understand someone else's point of view, respect of other tastes, customs, habits. It is revealed that both groups of students attach great importance to such values as productive life, the fullest use of their capabilities, powers and abilities, self-control, restraint, self-discipline. The data obtained in this work can be used in social psychology, pedagogy, age psychology, sociology, as well as for further theoretical development of this issue.

Keywords student youth, value orientations, values.

Resumen

La relevancia de este artículo está condicionada por la necesidad de estudiar la vida y la elección de orientaciones de valor de la juventud moderna, porque es a través de ellas que se forma la autoconciencia de los estudiantes rusos. Los valores que una persona aprende en el proceso de su formación son transmitidos por la sociedad en la que tiene lugar el proceso de socialización de la persona. Debido a que actualmente se están produciendo varios cambios sociales, podemos decir con seguridad que la estructura del valor social es algo borrosa: no está claro qué valores se destacan y son dominantes. El objetivo del estudio es analizar los valores terminales e instrumentales de los estudiantes modernos. Como métodos de investigación, los autores utilizaron: cuestionarios y técnicas de investigación de orientaciones de valores, lo que permite explorar la dirección de la personalidad y determinar su actitud hacia el mundo, hacia otras personas, hacia sí mismo, la percepción del mundo, los motivos clave de las acciones, la base de la cosmovisión. Los aspectos teóricos y metodológicos de las orientaciones de valor de los estudiantes se consideran en el artículo. Se revelan características de dependencia entre las características sociales y demográficas, el clima psicológico en una familia y las orientaciones de valor de los estudiantes. Se considera la influencia de la intensidad de los contactos sociales de los estudiantes en sus orientaciones de valor. La novedad y originalidad del estudio radica en el hecho de que se estudian las orientaciones de valor de los estudiantes modernos. Se muestra que entre los valores terminales, los estudiantes dan la mayor preferencia a la productividad de la vida, el uso más completo de sus capacidades, poderes y habilidades; confianza en sí mismo, armonía interior, libertad de contradicciones internas, dudas; vida financieramente segura, la ausencia de problemas materiales. Se determina que la menor preferencia que los estudiantes otorgan a valores como la felicidad de los demás, el bienestar, el desarrollo y la mejora de otras personas, la nación entera, la humanidad en su conjunto. Se revela que las posiciones dominantes en la lista de valores instrumentales están ocupadas por valores tales como alegría, optimismo, sentido del humor; eficiencia en los negocios, diligencia, productividad en el trabajo; autocontrol, moderación, autodisciplina. Se muestra que los estudiantes dan la menor preferencia a valores como la honestidad, la veracidad y la sinceridad. Se revela que los estudiantes que pasaron la mayor parte de sus vidas en la ciudad, dominados por orientaciones de valor tales como la autoconfianza, la armonía



interna, la libertad de las contradicciones internas, las dudas y el coraje para defender sus opiniones. Se determina que los estudiantes que pasaron la mayor parte de sus vidas en un asentamiento de tipo urbano, las calificaciones más altas dieron a orientaciones de valor tales como: vida financieramente segura, falta de problemas materiales, amplitud de puntos de vista, la capacidad de comprender el punto de vista de otra persona, respeto de otros gustos, costumbres, hábitos. Se revela que ambos grupos de estudiantes otorgan gran importancia a valores tales como la vida productiva, el uso completo de sus capacidades, poderes y habilidades, autocontrol, moderación, autodisciplina. Los datos obtenidos en este trabajo pueden utilizarse en psicología social, pedagogía, psicología de la edad, sociología, así como para un mayor desarrollo teórico de este tema.

Palabras clave: juventud estudiantil, orientaciones de valores, valores..

Introduction

Values and value orientations, which perform an integrative function, play a huge role in the life of the individual and society as a whole (Kiseleva et al., 2018; Makarova et al., 2019; Zaitseva et al., 2018; Bubnova et al., 2018; Kargapol'tseva et al., 2019). The study of values is an essential condition for understanding how society works and what social orders exist in it. Values are ordered, and we can see them through the mentality existing in a certain society. In one society, the values of the majority of the people are always the same, if we do not take into account the societies that are on the verge of division or in transition (Kralik, Lenovsky & Pavlikova, 2018; Tastan et al., 2018). Nevertheless, it happens that even with the existing stability, there can be a conflict over the value system that exists now. (Durkheim, 1991) Social values are the reason for choosing something in human life, they influence decisions. In turn, values are a kind of integrator of man, collecting all his/her attitudes, beliefs, ideals. Thus, values exist both at the level of society and at the level of the individual (Kagan, 1974). Values occupy a very important part in the structure of the personality; influence its behavior, actions, social position, attitudes to other people and so on. They influence a person when making any decisions. The term value orientations are directly related to the concept of value. Value orientations are understood as the attitude of the individual to certain values of the material and spiritual culture of society (Yadov, 1991; Zdravomyslov, 2001; Durkheim, 1991). In other words, the value orientations of the individual are formed based on existing and shared values in society by assimilation of the latter in the process of socialization (Natoloch'naya, Kryukova & Buslaev, 2016; Baibarin, Mashkin & Shelengovskiy, 2016; Semenova et al., 2018; Cherdymova et al., 2019a; Orekhovskaya et al., 2019). Value orientations are the most important element of the internal structure of the personality, determining its attitude to reality and manifested in goals, ideals, beliefs, interests. (Lapin, 1996; Plyusch, 2010; Morogin, 2003) Value orientations are a reflection in the consciousness of a person of values recognized by him as strategic life goals and general worldview orientations (Arkhangelsky, 1978; Kronik, 1987). Value orientations, being one of the Central personal formation, express a person's conscious attitude to social reality, and in this capacity determine the broad motivation of his/her behavior and have a significant impact on all aspects of reality. Of particular importance is the relationship of value orientations with the orientation of the individual

(Reznichenko et al., 2018; Ishmuradova et al., 2018; Ezhov et al., 2019). The system of value orientations determines the content side of the orientation of the person and forms the basis of his/her views on the world around him/her, to him/herself, to other people, the basis of the worldview, and the core of motivation (Zaitseva et al., 2017a,b; Kvon et al., 2017; Pushkarev et al., 2019; Bayanova et al., 2019). Value orientations are a way of differentiating objects of reality by their significance (positive or negative) (Bubnova & Sytin, 2005; Bozhovich, 1981, Sorokoumova et al., 2019; Cherdymova et al., 2018a,b; Valco, 2018; Cherdymova et al., 2019b). The orientation of the personality expresses one of his/her most essential characteristics, which will determine the social and moral value of the personality. The content of orientation first, dominating, socially caused attitudes of the person to surrounding reality. It is through the orientation of the personality that its value orientations find their real expression in the active life-activity of a person, that is, they must become stable motives of activity and turn into beliefs (Elizarov, 1994; Spiridonova, 2004; Alisov et al., 2018). Value orientations of the person strictly depend on those social needs that are formed in a person in the process of his/her life. Accordingly, they can be realized only in interaction with the environment (Rubinstein, 2002; Duberman, 1973). The phenomenon of value orientations is a conscious regulator of personality's social behavior. Social behavior is understood as the ways of human interaction with the outside world, understanding and evaluation of their own actions, the ability to adequately build the communication process, that is, the choice of ways of interaction with the environment, which the person uses, consciously adjusting his/her existing value orientations (Volkov, 1981). Value orientations are formed in certain socio-psychological conditions, specific situations that determine human behavior, set him/her a certain horizon of vision, and are the most important characteristic of his/her personality, because they determine his/her relationships and features of interaction with other people, determine and regulate human behavior (Ananyev, 1980; Kirillova, 2003; Lebedev & Kroneveld, 1971; Olshansky, 1983; Znanetsky, 1926; Yadov, 1979; Filatov et al., 2018).

To date, special attention is paid to studies of changes that occur in the minds of young people, as due to the breaking of the old foundations of society, some values are replaced by others; also, the psyche of this social group is the most labile, so the crisis, to a greater extent, manifests itself in the consciousness of this group.

Methods



The problem field of our research is determined by the fact that today young people enter adulthood in a complex and dynamic period. There are changes that radically change the life of society, for example, the labor market is increasing, the social differentiation of society is growing, and socio-economic development is very ambiguous, technical progress is in full force. In addition, in this regard, it is more difficult for young people to understand the problems they face when entering into independent life, so it is necessary to conduct research on the values of Russian youth at the beginning of the third Millennium.

- For the study in the questionnaire we have developed units that meet the following tasks:
- to study the value orientations of students;
- to identify the relationship between socio-demographic characteristics and value orientations of students;
- to identify the relationship between the degree of religiosity and value orientations of students;
- to determine whether the place of socialization affects value orientations;
- to identify the influence of the intensity of social contacts among students on their value orientation.

Students of three areas attended the study: natural, humanitarian and technical. The following faculties were chosen as typical for the humanitarian direction: psychological, sociological; biological, physical were typical for the natural science direction; the faculties of electronics and instrumentation, applied mathematics were chosen as typical for the technical direction.

Results

From the data obtained, it can be concluded that among the terminal values, students give the greatest preference to such values as productivity of life, the fullest use of their capabilities, powers and abilities (81%), self-confidence, inner harmony, freedom from doubts (79%) and material security, the absence of material problems (78%). To such values as happiness of others, welfare, development and improvement of other people, the whole nation, humanity as a whole students give the least preference (41%). Productivity of life, the fullest use of their capabilities, powers and abilities occupies a leading position in the list of terminal values of students (88%). This may mean that students want to do a lot in this fleeting life. The second place is taken by such value as self-confidence, internal harmony, freedom from internal contradictions, doubts (79%). It is not surprising that this value orientation was included in the list of leaders.

Because of their age, students are in search of themselves: if there will be self-confidence - there will be confidence in the future. The least preference students give such values as the happiness of others (41%). This may be because in today's post-industrial society it is easier to survive for those who think only about themselves. Active life-activity, completeness and emotional saturation of life (61%) and happy family life students give a great preference (59%), in this regard, these values occupy the fourth and fifth position in the list of terminal values of students. The dominant positions in the list of instrumental values are occupied by such values as: cheerfulness, optimism, sense of humor (81%); self-control, restraint, self-discipline (68%); efficiency in business, diligence, productivity in work (62%). The lowest preference was given to the values of honesty, truthfulness, sincerity (32%). The first place was taken by such value orientation as cheerfulness, optimism, sense of humor (81%), perhaps because only thanks to them it is possible to survive in the modern world with its cares and problems. The second place was given to such value orientation as efficiency in business, diligence, productivity in work. One can trace some relationship between this value and the terminal value of a financially secure life, the absence of material problems. In order to live without material difficulties, you need to have diligence. The third place was taken by such value orientation as self-control, restraint, self-discipline (68%); perhaps this is due to the entry into adulthood, where a person can rely only on him/herself, where you will be responsible for yourself and for your actions. The least preference was given to the values of honesty, truthfulness, sincerity. This is due to the understanding of the quality of life in modern social conditions, where fraud and deception are gaining momentum. Accordingly, people behave more cautiously and distrustfully. Unfortunately, honesty in a broad sense, absolute truthfulness, and sincerity in everything is very rare. Students give great preference to breadth of views, ability to understand someone else's point of view, respect other tastes, customs, habits and responsibilities, sense of duty, ability to keep their word (68%), in this regard, these values occupy the fourth and fifth position in the list of terminal values of students. The next step in the data processing of the results of the study was to identify the dependencies between different factors and value orientations of students. It turned out that respondents who have a rather low level of financial situation are predominantly dominated by such a terminal value as a financially secure life, the absence of material problems (71%). It can be assumed that this is due to the lack of

Finance in the lives of respondents. The second and third places are occupied by active life-activity, fullness and emotional saturation of life and self-confidence, inner harmony, freedom from internal contradictions, doubts (53%). Among the instrumental values of respondents who have a rather low level of financial situation, such terminal values as cheerfulness, optimism, sense of humor (61%) predominate. Perhaps this value helps them not to be disappointed that they cannot afford much, because of their level of financial situation. Among the instrumental values, the second and third place is occupied by responsibility, sense of duty, ability to keep your word and efficiency in business, diligence, productivity in work. Respondents who have a high level of financial status are mainly led by the following terminal value: the presence of good and faithful friends, perhaps this is due to the lack of this value in their lives. The second and third place is occupied by freedom, independence, independence in judgments and actions and self-confidence, inner harmony, freedom from internal contradictions, doubts. In addition, among respondents with a high level of financial status, the dominant position in the list of instrumental values is occupied by efficiency in business, diligence, productivity in work. It can be assumed that hard work helps them to have a good material well-being. The second and third place is occupied by high demands, high demands on life and high claims and breadth of views, the ability to understand someone else's point of view, respect of other tastes, customs, and habits. Students who are in a civil marriage and unmarried (unmarried), value orientations are similar: they are dominated by the terminal values of productive life, the fullest use of their opportunities, forces and abilities and active life-activity, completeness and emotional saturation of life (58%). Their instrumental values are different: for respondents who are in a civil marriage, self-control, restraint, self-discipline predominate; perhaps this is because they have already found their other half and feel responsible for making any decisions. Among the unmarried respondents, cheerfulness, optimism, sense of humor occupies a leading position.

Discussions

Based on the data obtained, it is possible to trace the difference between terminal values among males and females. Girls are dominated by such values as love, spiritual and physical intimacy with a loved one. Among young men such value as productive life, the fullest use of the opportunities, forces and abilities are the main. The second and third place among men and women is occupied by financially secure life, the

absence of material problems and cheerfulness, optimism, sense of humor. Perhaps this distribution is due to the characteristics of the sex that are peculiar to men and women.

Based on the above-mentioned, the portrait of the average student is as follows. The student has a comfortable psychological climate in the family, at the same time, single or unmarried, living in the city most of his/her life, having a small circle of friends, the average level of financial status. Religion occupies rather an unimportant place in life. The average student has the following set of values: productivity of life, the fullest use of their capabilities, powers and abilities, self-confidence, inner harmony, freedom from doubt and material security, the absence of material problems. The dominant positions in the list of instrumental values are occupied by such values as cheerfulness, optimism, sense of humor; self-control, restraint, self-discipline; efficiency in business, diligence, productivity in work.

Conclusions

Summarizing the above-mentioned, it should be emphasized that the study of values and value orientations of the individual was significant at all times. Value orientations of a person play an important role not only in his/her life, but also in society as a whole. The value orientation of the individual determines the activities, relationships and life orientation of the individual. They, in turn, are formed by the acquisition of social experience, as well as reflected in the ideals and achievements of the individual. This construct of personality is the basis of its views on the world, to other people, to yourself, the basis of the worldview, the core of motivation.

The study of value orientations in different age groups is of great importance in the Humanities. This is especially important for students. It is in youth that a person chooses his/her future and determines his/her life orientation. Students are quite diverse and important social group, which is the most educated and ready to perform various social roles in modern society, this is what determines the development of features characteristic of this age. Not only the life of an individual, but the future of society depends on the formed value orientation of the young generation.

Value orientations are a reflection in the consciousness of a person of values recognized by him/her as strategic life goals and General worldview guidelines. Awareness, stability, positive emotional coloring, and different degree of motivation to activity characterize value orientations. Value orientations determine the nature of the relationship of the individual with the surrounding reality, as well as the behavior of



the individual, determining the choice of behavior and acting as one of the criteria based on which the decision is made. In addition to the regulatory role, value orientations also play an organizing and guiding role. Value orientations reveal themselves in a certain direction of consciousness and behavior. According to most authors, value orientations are values that appear in the form of

some final, ideal goals to which the individual aspires and value orientations provide an opportunity to make a decision in a situation of choice.

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