VALUES OF THE SELF-DETERMINATION OF YOUNG PEOPLE (TEENAGERS) WHO ARE IN VARIOUS EDUCATIONAL SITUATIONS

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ABSTRACT

Growing up and social self – determination of Russian youth (teenagers from 16 to 20 years old) takes place in a difficult time of the cultural and social changes. Modern Russian society is very heterogeneous: the level of social stratification is very high, there are significant territorial and ethno cultural differences, and there are dynamic changes in the different social groups' value orientations.

 In the modern Russian society co-exist three different systems of values:

1.	Traditional "Soviet" values are coming from the third generation (grandparents);

2.	Christian values that are being actively implemented;

3.	Modern individualistic values are coming from the media and the life realities.

The formation of a stable system of value orientations, when self-determination occurs and life plans are formed, happens in early youth. Most researchers consider life self-determination as a multidimensional and multi-stage process. The crucial role in the process of life self-determination belongs to the system of values, life aspirations of the individual, to understand which means to create "portrait of the future."

The purpose of our study: to study the peculiarities of life aspirations and value orientations of young people in different socio-economic conditions.

The methodological and theoretical basis of the study is the studies of Russian psychologists S. L. Rubinstein and B. F. Lomov, as well as the studies of E. Erickson, K. Levin, K. Rogers, R. Burns, and E. Fromm. They described the internal structure of the self-determination process, the formation of human identity in the changing world.

Our research hypothesizes that the social status of respondents, the place of their education (secondary school, vocational college, higher education institution), their national and ethnic affiliation, a region of residence, gender, the family cultural capital have a significant impact on the nature of life aspirations.

Testing the hypothesis, we surveyed respondents in different socio-cultural conditions (students of schools, universities, vocational colleges); the reviews also recorded their gender affiliation, place of residence and family cultural capital. In total, more than 200 respondents in different socio-economic conditions were interviewed, correlation analysis of the results was carried out, essential links and differences between the respondents were established.

Our research is based on the adapted methodology - the questionnaire of life aspirations by R.Ryan and E.Deci. We considered adding four more scales: Family, Work, Freedom, and Power. The technique allows evaluating the importance of different values for the individual, as well as the various values, and the power of motivation.

We hope that this study will be useful both for researchers and practitioners designing a system of educational work with young people.

Keywords: personality, self-determination, life values, life aspirations, personal growth.

INTRODUCTION

Growing up and social self – determination of Russian youth (teenagers from 16 to 20 years old) takes place in a difficult time of the cultural and social changes. Modern Russian society is very heterogeneous: the level of social stratification is very high, there are significant territorial and ethno cultural differences, and there are dynamic changes in the different social groups' value orientations.

The formation of a stable system of value orientations, by which self-determination occurs, life plans are formed, it happens in early youth. Most researchers consider life self-determination as a multidimensional and multi-stage process. There is the formation of self-consciousness and self-understanding, the allocation of the tasks of society, the creation of a system of personal values, beliefs, which in general and mainly determine the life aspirations of a person, his life goals.

The crucial role in the process of life self-determination belongs to the system of values, life aspirations of the individual, to understand which means to see (create) "portrait of the future." Therefore, it is essential for practitioners and researchers to understand the system of life orientations of different social, ethnocultural, youth layers.

The purpose of our study: to study the peculiarities of life aspirations and value orientations of young people in various life and educational situations.

The methodological and theoretical basis of the research is the work of Russian psychologists S. L. Rubinstein and B. F. Lomov, as well as the work of E. Erickson, K. Levin, K. Rogers, R. burns, E. Fromm, who described the internal structure of the self-determination process, the formation of human identity in the changing world.

RESEARCH METHOD

Currently there are several tools exploring personal values: method Rokicha (terminal and instrumental values), the questionnaire based on the Schwartz (fundamental human values) [14], USCD methods and "Free choice of values" E. B. Pentalofos (internal conflicts in "motivational and personal sphere", "value core" of personality), and others.

E. Deci and R. Ryan proposed psycho-diagnostic tools for identifying and assessing the life aspirations – questionnaire "the Index of aspirations" ("Aspirations Index"). These authors hold the view of the existence of two types of motivation – internal and external [2]. The inner motivation (or autonomy) of E. Desi and R. Ryan is defined as the feeling and realization of a person's freedom

to choose the way of behavior and existence in the world regardless of the forces of the external environment influencing him [4], [11].

They referred to spiritual aspirations personal growth, aspiration to love and affection, service to society and health, having defined this group as the vital purposes providing the satisfaction of necessary psychological requirements, and also promoting personal growth and mental health. The second set of aspirations – external – includes material well-being, social acceptance through popularity (or fame) and physical attraction (or appearance). External aspirations are the means of achieving external goals; they have only external attributes of well-being and recognition and do not lead to personal growth [15].

This methodology was conducted for cultural and language adaptation in the works of Yu. Vinskaya [7], O. I. Motkov, [10] and other researchers.

 We used this technique, which was slightly adapted by us, for our research. To scales described by Desi and Ryan: "Material well-being", "Fame", "Appearance", "Personal Growth", "Relationships", "Society", "Health", we added four more scales: "Family", "Work", "Freedom", "Power", the significance of which for today's young people were found by us in other studies [9]. In addition to assessing the importance and attainability of different aspirations, as proposed in the original methodology, we invited respondents to determine the current degree of satisfaction (achievement) of different values. This will allow us to evaluate the overall satisfaction with life, as well as the "strength of the desire" to realize the values. Taking into account the peculiarities of our respondents (young people aged 16 to 20 from different social strata), we left three questions to evaluate each scale. For example, the scale "Fame" is described by such constructions: "to become known to a wide range of people," "to strive to make surrounding people talk about you," "to arouse the admiration of many people." Such constructions described the scale " Family ": "to have a good family," to take care of your loved ones," "to feel the care and support of loved ones." Constructs on other scales were similarly constructed.

THEORY

Methodological foundations of psychological approach to the problem of self-determination were laid by S. L. Rubinstein. In his work "Man and the world" he wrote: "the Specificity of human existence lies in the measure of self-determination and determination by others [13]. He has an essential idea that external conditions do not directly determine the outcome, as refracted through the impact of the domestic environment, private nature of the body or phenomena.... (ibid. p.300). These internal conditions are the values of the person, his beliefs, and life attraction.

K. Rogers considered the most critical need and essence of man's desire for self-actualization. According to K. Rogers, the actualization of his abilities leads to the formation of a "fully functioning person", the purpose of which is "not a life full of pleasures, not wealth or power, not achieving full control over oneself, but moving along the path chosen by the person (the process of life)"[12]. As though objecting to K. Rogers, M. Buber considers that though people should begin with a search of themselves, it isn't impossible to be limited to it. It is necessary, having started with itself, to find the place in the world and to dissolve in it [1].

V. Frankl also believes that the emphasis should not be on self-actualization: in his opinion, a person is engaged if he does not have the meaning of life. The idealization of self-expression, if it is a goal, makes it impossible to have meaningful

relationships. Namely, in love to the other, in contributing to its life is the meaning of human existence. [3].

A significant contribution to understanding the mechanisms of human development under the influence of external forces belongs to K. Levin [8]. He was introduced to the psychological revolution of concepts "power" and "valences," and showed that the strength of the desire to achieve goals is directly proportional to the importance of this goal to the individual and inversely proportional to the degree of satisfaction of this need at present.

An essential part of self-determination is a person's vision of his future, life plans. P. Gerstmann points to a fundamental difference in the perception of the person about his future. He discerns in the structure of the life plan two types of objectives: final (perfect) and secondary (real, concrete). The end goals are ideals that are understood as values; these goals are stable. Specificity characterizes the real intentions and reach; they can change depending on successes or failures [5, 6]. In the study of life goals and plans, you can apply an event-based approach, the fundamental concept of which is "event" - "the critical moment and the turning point in the life of the individual [13].

RESEARCH

Since 2010, we have been conducting studies on the characteristics of values, life self – determination and time-perspective in adolescents in various atypical situations-orphans raised in families with low social status, migrants, etc. All these studies show that the conditions of their life largely determine these characteristics of adolescents.

To test the hypothesis, a survey of respondents in different socio-cultural conditions – students of the school of cosmonautics - 120 people; high school students - participants of the School of social design from different regions of Russia-30 people, and 30 students of the 2nd year of the Agricultural College. A correlation analysis of the results established significant links and differences between the life aspirations of different respondents.

Thus, we describe the features of these categories of respondents. School of cosmonautics is a boarding school for gifted students of the Krasnoyarsk territory. The specificity of the situation of self-determination of school students is in the presence of initiative author's actions: deciding to change the way of life (to part with parents and go to live in a dormitory). The choice of some educational trajectory passing through the school of cosmonautics; the opportunity of a study profile; the passage of a competitive selection for the selected pattern. And the real education in the school of cosmonautics requires constant self-determination: participation in various internal competitions, conferences, research, etc.

Participants of the contest of social projects represented participants of the School of social design from different regions of Russia, which took place in Zheleznogorsk, Krasnoyarsk territory. These are students who are active in public and social life, have an active position and show it in practice.

College students are second year students of the specialty "Maintenance and repair of motor vehicles." The problem of self-determination lies in the fact that decisions on actions: dropping out of school, choice of specialty for training, the decision on the change of lifestyle, and for 51% of the respondents, young men from rural areas, this meant parting with parents, friends, and go to live in the

dormitory, were made jointly with their parents or at their insistence. The motivation for deciding to study at the College was the lack of confidence in the successful delivery of the exam (average score is 3.58) at school.

The first question that arises in connection with a priori established features of self – determination is the specificity of their aspirations (values). It can be assumed that students of the school of cosmonautics will appreciate a career or development higher than the society of loved ones, from which they abandoned, replacing the family to stay in a hostel. It is also expected that the participants of social projects will put higher values of society, values of achievement and development.

As for the students of the technical school, it can be assumed that young men who take the first steps in building a system of personal values and forming their life prospects, but who are still under the care of the family, will give preference to such value aspirations as "Family", "Relationships".

The results of the assessment study on the importance and attainability of different values are presented in table 1.

Types of values	Average score					
	School of cosmonautics		Social designers		College Students	
	Important	Achievable	Important	Achievable	Important	Achievable
Material well-being	4,40	4,40	4,10	4,70	4,8	4,1
Personal growth	5,20	5,00	4,90	5,10	4,8	4,4
Fame	2,30	3,80	2,30	4,30	2,8	2,9
Relationships	5,30	4,80	5,80	4,70	5,1	4,70
Appearance	3,10	4,20	3,50	5,00	3,3	3,8
Society	4,20	4,30	5,30	4,90	4,3	3,8
Health	5,30	4,90	4,90	5,20	5,0	4,4
Family	5,40	5,20	5,80	5,00	5,2	5,0
Work	4,80	4,80	4,50	4,20	4,6	3,0
Freedom	5,20	4,70	5,20	4,20	4,8	4,5
Power	3,0	3,90	3,50	3,80	3,4	3,2

Table 1. Importance and attainability of values for different categories of respondents

RESULTS

The results of the study showed that all groups of respondents have standard features. First of all, all groups of respondents are highly appreciated by internal groups of aspirations - "Relationships", "Family," "Freedom," "Health." On the other hand, almost everyone equally assesses the importance of external aspirations: "Fame", Society" and "Power." However, there are also noticeable differences between the students of the surveyed groups. Thus, the students of the College are a much higher estimate of "Material well-being" it should be noted that they are lower evaluate and assess the feasibility of this value; probably, this is due to the higher realism of their expectations. Somewhat unexpected for us it turned out that social designers estimate the importance of development and health much lower than others,

but they expect significantly higher indicators on the scale of "Society," which, in fact, they confirm with their real actions.

Young men of the College are much lower than others estimate the importance of "Personal growth "(the minimum value of 4.8) and" Freedom "(the minimum value of 4.8), and the importance of striving" Fame" - the highest is 2.8. This is probably because they have less opportunity than others to demonstrate their achievements. In gifted students, the most significant differences from the rest of the participants identified the following scales: the importance of "Personal growth" - estimated by them is much higher. They determined the "Appearance", the importance of "Relationships" and "Society" lower than the rest of the survey participants. This profile is the accumulation of the resource without trying to implement it in the society indicates a low level of socialization of these students, their specific autosave. Perhaps this contributes to their life in a closed educational institution.

Social designers value the importance of "Material well-being", "Personal growth" and "Health" is much lower than others, but for them, the importance of "Family" and "Relationship" is much higher than "Society" and "Power". The difference between the significance of value and confidence in the possibility of its satisfaction we can interpret as a real force of motivation to work to achieve this value. These differences among all groups of respondents are low, indicating their confidence in the achievement of these goals, and, accordingly, high motivation for the relevant activities. It is noteworthy that all groups of students have faith in the feasibility of the value of "Fame" is higher than the need for this value; the same applies to the amount of the appearance of social designers and participants from the school of cosmonautics. More than others, students of the school of cosmonautics believe in the realization of their values.

From gifted schoolchildren, the "Family," Personal growth," "Relationships," "Work," and" Freedom" are the most achievable – all the aspirations that they assessed as the most important and significant for them. The least feasible for the gifted ones is «Fame." Overall, achievement scores are high (around four on a scale of 0 to 6), almost all scales except for "Relationships," "Families" and "Society." It should be noted that the evaluation of the importance of life aspirations of the gifted ones was slightly lower than that of other groups.

The participants from the school of cosmonautics least developed confidence in the attainability of" Power "(with a general low assessment of this value)," Freedom" and "Relationships." Social designers are least confident in the realization of such values as "Freedom", "Relationships", and "Family."

Correlation analysis of dependencies between the indicators of aspirations for different participants found very significant differences in correlation relationships among students in different educational situations.

So, for students from the school of cosmonautics the most substantial number of positive relationships established for "Health." This value is positively related to "Material well-being", "Personal growth", "Relationships", "Appearance", "Family", and "Freedom."

We expected that students from the school of cosmonautics "Personal growth" forms a common factor with the "Work," but this hypothesis is not fully justified. "Personal growth" has a healthy positive relationship with the values of "Fame", "Society", "Relationships", "Health", "Freedom" and "Power." There is a

correlation with the assessment of the attainability of the work, but not with its value for the individual.

The value of " Work " for students from the school of cosmonautics is most closely related to the values of "Material well-being" "Family," Power," already implemented processes of "Personal growth," Family" and "Work."

Social designers have the most connections found for the scale "Freedom": for them, it is positively associated with the achievement of "Material well-being" and "Fame"; negatively-with "Relationships".

Correlation analysis of dependencies between indicators of value aspirations among students of technical school found the most considerable number of affirmative links category "Material well-being", "Health," "Society", and "Appearance." The category "Family" is positively related to the categories" Health", "Society", "Relationships" and the categories " Work" and "Freedom." The power of meaningful connections is absent. The category «Personal growth" has a moderate relationship with the categories "Freedom."

In discussion the level of implementation of various values, which can be interpreted as a level of social well-being, we noted that for participants from the school of cosmonautics the least satisfied are the needs for development (1,8) and work (1,8), as well as relations with relatives, friends (1,6), and service to society (1,6). For social designers, the most prominent gap in the achievement of goals related to relationships (2, 0), freedom (1, 6), and family (1, 5). It should be noted that this group of respondents on the scale of "Fame" satisfaction is 0.6 points higher than the need.

CONCLUSION

Our research leads to the conclusion that for the majority of students interviewed by us, regardless of life and educational situations, the dominant is internal aspirations and values that provide the satisfaction of basic psychological needs and personal growth, as well as social solidarity. These values are in harmony with traditional Russian values.

However, the peculiarities of the life and educational situation affect the dominant aspirations, and especially – the relationship between them. About social designers, our hypotheses are mostly confirmed they are in fact socially oriented, highly appreciate the independence, personal growth, and service to society. For participants from the school of cosmonautics, the situation was not entirely clear: low indicators for "Society," the satisfaction of the need for development allows us to conclude some violations in the organization of the life of children in this school, and the need to make appropriate adjustments. We hope that this study will be useful both for researchers and practitioners designing a system of educational work with young people.

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