Specific features of value orientations among the student youth in the context of digital transformation of the education system

Rina S. Khammatova [*], Department of Pedagogy and Medical Psychology, I.M. Sechenov First Moscow State Medical University (Sechenov University), Moscow, Russia. http://orcid.org0953/0000-0003-3256

Olga V. Gribkova, Department of Musical Art, Moscow City University, Moscow, Russia https://orcid.org/0000-0001-8553-8675

Muliat M. Tkhugo, Department of Public Administration and Social Technology, Moscow Aviation Institute (National Research University), Moscow, Russia. http://orcid.org/0000-0002-7565-8259

Olga B. Ushakova, Department of Musical Art, Moscow City University, Moscow, Russia. https://orcid.org/0000-0003-2339-3284

Nina N. Shchetinina, Department of Advertising and Public Relations, Russian State Social University, Moscow, Russia. http://orcid.org/0000-0002-4550-2229

Ekaterina I. Krasheninnikova, Department of the English Language for Professional Activities, Ulyanovsk State University, Ulyanovsk, Russia. http://orcid.org/0000-0001-7507-255X

Maria A. Erofeeva, Department of Pedagogy, Moscow University of the Ministry of Internal Affairs of Russia named after V.Ya. Kikot, Moscow, Russia. **AND** Department of Psychological and Socio-Pedagogical Education, State University of Humanities and Social Studies, Kolomna, Russia. http://orcid.org/ 0000-0001-7176-513X

Abstract

The importance of the paper is determined by the fact that the development of digital technologies is currently one of the main priorities of any country, both at the highest political level and at the federal and regional ones. The introduction of digital initiatives into the education system leads to their reforming, which has a direct influence on all subjects of the educational process. The goal of the study was to investigate the characteristics of the value orientations of student youth in the context of the digital transformation of the higher education institution. The research methods comprised theoretical and methodological analyses of the problem, empirical research methods (testing, interviewing and a survey), an educational experiment and methods of mathematical statistics. The results of the study include a description of the value framework structure of the personality of student youth (values and meanings) in the era of digital transformation. In addition, as a result of the study, the authors of the paper designed and tested a programme of additional education for students, aimed at developing the value

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[*] ADDRESS OF CORRESPONDENCE: **Rina S. Khammatova**, Department of Pedagogy and Medical Psychology, I.M. Sechenov First Moscow State Medical University (Sechenov University), Moscow, Russia.
E-mail Address: rinakham@mail.ru

orientations of the 'digital personality'. The materials of the paper can be useful for the introduction into the educational process in the system of higher and secondary vocational education.

1. Introduction

The digital transformation of society in recent years has become the main priority of state policy in the whole world. Technological changes are growing exponentially and expanding the boundaries of socio-economic spheres of their influence. The rapid development of digital initiatives requires the solution to new challenges in response to global challenges and risks (Rubio, Leskova, Prokopyev, Miroshkin & Kamneva, 2020). The key success factor in the digital economy should not be technology as such, but new models of the strategic planning system.

The above-mentioned goals and objectives have an influence on all spheres of civil society, and the education system is no exception (Kvon, Prokopyev, Shestak, Larionova & Shikh, 2019). Thus, the introduction of digital initiatives leads to the transformation of the methodological paradigm of the education system. In addition, these changes have an effect on all subjects of the educational process. However, for an effective response to global risks and challenges, it is necessary to take into account both the social side of development (specific features of the digital educational environment) and the biological (individual psychological characteristics of a teacher and student's personality). Taking account of the fact that value orientations make up the basic core of the individual's personality, which determines human behaviour, the purpose of our study was to gain insight into the features of value orientations of student youth in the context of the digital transformation of society (Goloshumova, Albakova, et al., 2019; Larionova, Zaitseva, Anoshina, Gaidarenko & Ostroukhov, 2018).

At the present stage of development of society, the formation of value orientations of young people is a topical problem, since it is this category of the population that determines the process of its development. It is worth noting that, firstly, irrespective of the historical period, youth are the driving force of the society development and, secondly, the polarisation trend among young people is characteristic of contemporary Russian society, which also requires special attention and investigation.

Objective of the study: value orientations of student youth in the context of digital transformation of society.

Objectives of the study:

1) To uncover the essential and content-related characteristics of the concept of 'values';

2) To study the features of the value orientations of student youth in the context of the digital transformation of society;

3) To design and test a programme of additional education for students of higher education aimed at developing values and meanings.

The research methods used in this work are divided into practical and theoretical ones. Theoretical methods are analysis, classification and generalisation. Empirical methods are the values survey proposed by Rokeach (1973; 1974) and technique 'life meaning orientations' developed by Leontiev (1992).

The study sample embraced 360 students of the following higher educational institutions: Ulyanovsk State University, Moscow City Pedagogical University, Russian State University, Moscow City University, Moscow Aviation Institute (National Research University) and Moscow University of the Ministry of Internal Affairs of Russia named after Kikot.

2. Literature review

Values play a vital role in a man's life. Value orientations form the core of the individual's personality and determine a person's behaviour and activity. However, in foreign and domestic literature, there is no unified approach to the definition of the term value orientations of the individual. Next, we will consider theoretical approaches to defining the concept of value orientations.

The large psychological encyclopaedia says that values are 'a concept that denotes objects, phenomena, their properties, as well as abstract ideas that embody social ideals and act as standards of normative behaviour' (Cordwell, 2000). In the large explanatory sociological dictionary, values are designated as the basic beliefs and goals of an individual or society (Geri & Geri, 1999).

Udovichenko (2004) denotes values as 'a crucial axiological concept that reveals their positive or negative need for a subject, social group or society as a whole'. Lebedev (2004) interprets values as 'essential universal goals and standards (norms)'. Golovin (1998) considers that values are 'a product of the vital activity of groups and social unities, of mankind as a whole, which is a single subject'. According to Buyeva (1968), values are 'a connecting link in the introduction of an individual into collective activity, into the process of comprehending and realising the values of a particular society, thus providing ways of controlling social behaviour in accordance with the values and goals of educating the milieu and the functioning of social groups' (Kozhina, 2015).

Yadov (1975; 1979; 2005) defines value orientations as 'social values shared by a person, acting as goals of life and the main means of achieving them'. In his theory of the dispositional structure of personality, Yadov (1975; 1979; 2005) says that 'value orientations form the highest level of the hierarchy of human predispositions to a certain perception of the conditions of his life and to behaviour in the long run' (Rogov, 2005).

Value orientations determine the behaviour and activities of a person. They are the basic construct in defining both the content of actions and the means of achieving them. It is the value orientations that determine how the subject considers a particular social situation of development, what objectives he sets for himself and what actions he performs (Avdeev et al., 2019). Value orientations are a set of hierarchically organised structure of personality values, which is constantly evolving and reflects those values that were formed in the individual as a result of interaction with society. Thus, the value orientations of the individual are guidelines for the person and form his personal qualities.

The value orientations of today's youth can be conditionally divided into two groups. The first group is the area of spirituality. The second group is the values that are focused on individualism (Goloshumova, Ershova, et al., 2019; Razumovskaya, Zaitseva, Larionova, Chudnovskiy & Breusova, 2018; Razumovskaya et al., 2019; Salakhova et al., 2019; Tugun et al., 2020).

Having studied various approaches to the definition of the concepts of 'value orientations' and 'attitude', we can move on to a more in-depth study of student youth.

3. Specific features of the student youth

In modern times, young people are the most important part of our society. It is in this group that a person's personality begins to flourish, namely the formation of qualities that will be with him throughout his life.

Youth as a group were singled out only at the end of the 17th century and the beginning of the 18th century. Before that, a teenager immediately became an adult as he began his professional activity. After some time, educational institutions of various types began to sprout (schools and universities), and, thanks to this, a group of young people began to be identified in society. Soon, this identified group was designated as 'youth'.

The most basic concept of youth is 'a socio-demographic group, distinguished on the basis of a set of age characteristics, specific features determined by both social status and socio-psychological

properties, which are influenced by the social system, culture, laws of socialisation, education of a society. Modern age boundaries of young people are between 14–16 and 25–30' (Prokhorov, 2004; Zagrebin, 2014).

Lisovsky (1990), the Soviet and Russian sociologist, was one of the first to introduce the term 'youth'. A little later, sociologist and psychologist Kon (1974) expanded the concept of 'youth'.

We can conclude that this concept comprises three main meanings: 1) one of the stages of a person's life cycle; 2) social rank, determined by age; and 3) the idea, which is used in the meaning of the youth subculture as an independent construct within the dominant culture (Ilyinsky, 2005; Romanova et al., 2019; Vorobyova, 2009; Zagrebin, 2014).

Omelchenko (2000) identifies several categories to define youth: 1) age; 2) dependence; 3) family; 4) education; 5) job and 6) responsibility.

Youth has a wide age range, so we will especially focus on the student youth (Fomina, 2007; Ishchenko, 1970; Larmina, 1978; Vlasenko, 1974).

4. Materials and methods

To study the features of value orientations, we conducted a study using the 'Value Survey' techniques developed by Rokeach (1974) and 'Life meaning orientations' by Leontiev (1992). The study sample embraced 360 students of the following higher educational institutions: Ulyanovsk State University, Moscow City Pedagogical University, Russian State University, Moscow City University, Moscow Aviation Institute (National Research University) and Moscow University of the Ministry of Internal Affairs of Russia named after Kikot.

The 'Value Survey' technique was proposed by Rokeach (1973; 1974).

The system of value orientations determines the content side of the orientation of the individual and forms the basis of his relationship with the environment, with the world, with other people and with oneself. It forms the basis of the worldview, the core of motivation for vital activity and the basis of the life concept and the 'philosophy of life' (Kanaeva, 2012; Schneider, 2001).

The test 'Life meaning orientations' developed by Leontiev (1992) allows one 'to assess the "source" of the meaning of life, which can be found by a person either in the future (goal), or in the present (process) or past (result), or in all three components of life' (Zhappar, 2015).

5. Results and discussion

Each student received an electronic version of the survey. Students were asked to rank the presented values in the order of their importance to them (from 1 to 18). The most important value was put in the 1st place. The 18th place presents the most insignificant value. First, a group of terminal values was provided (Table 1), then instrumental values were determined (Table 2).

Table 1. Ranking of terminal values

Terminal values	Rank
Love (spiritual and physical intimacy with a loved one)	1.
Health (physical and psychological)	2.
Financially secured life (absence of any material difficulties)	3.
Good and true friends	4.
Confidence in oneself (internal harmony, freedom from internal contradictions, doubts)	5.
Active life (fullness and emotional richness of life)	6.
Development (self-development work, constant physical and spiritual perfection)	7.
Freedom (self-reliance, independence in judgements and deeds)	8.
Life wisdom (maturity of judgements and sensibility gained through life experience)	9.
Interesting job	10.
Happy family life	11.
Entertainment (pleasant leisure, spending time, absence of duties)	12.
Productive life (maximally full use of one's capabilities, powers and abilities)	13.
Happiness of the others (well-being, development and perfection of other people, all the people, mankind on the whole)	14.
Creativity (opportunities for creative activity)	15.
Cognition (opportunity to expand one's education, horizons, general culture, intellectual development)	16.
Public calling (respect for the people around, team, colleagues at work)	17.
Beauty of nature and art (experiencing beauty in nature and art)	18.

Thus, the results of the study have showed that the most important value for young people is a value such as love. However, the value of family is ranked 11th, which indicates that the institution of marriage for young people is not of great importance. Contemporary young people no longer strive to get married, and the so-called common law of life has become the norm for them. The second place of importance among students is taken by the value 'Health'. In the contemporary world, there is an active promotion of a healthy lifestyle, which is well accepted by young people. The third place was taken by the 'self-confidence'. Among the insignificant values, students indicated values such as 'happiness of others', 'creativity', 'public recognition' and 'the beauty of nature and art'. From this we can conclude that for contemporary youth, aesthetic values and spiritual and moral values are not significant.

Table 2. Ranking of instrumental values

Instrumental values	Rank
Broad-mindedness (the ability to understand other person's point of view, to respect for other people's tastes, customs and habits)	1.
Good manners	2.
Education (breadth of knowledge, high general culture)	3.
Responsibility (a sense of duty, the ability to one's word)	4.
Tolerance (to other people's opinions and views, ability to forgive other people their mistakes and delusions)	5.
Cheerfulness (a sense of humor)	6.
Rationalism (the ability to think sensibly and logically, make deliberate, rational decisions)	7.
Diligence (discipline)	8.
Strong will (the ability to stand one's ground, not to yield before difficulties)	9.
Honesty (truthfulness, sincerity)	10.
Independence (the ability to act on one's own, decisively)	11.
Self-control (restraint, self-discipline)	12.
Effectiveness in affairs (industry, being productive in work)	13.
Courage in standing one's ground, opinions	14.
Responsiveness (care)	15.
Neatness (cleanliness), the ability to keep things in order, order in affairs	16.
High demands (high requirements for life and high claims)	17.
Intolerance to shortcomings in oneself and other people's shortcomings.	18.

It is worth noting that if terminal values are goal values, then instrumental values are action values. Instrumental values include values with the help of which the individual achieves the set goals. The results of the study indicate that student youth are characterised by the achievement of values through 'broad-mindedness', 'good manners' and 'education'. The results obtained may indicate that student youth achieve their goals in socially acceptable and approved ways.

Among the insignificant values, students noted 'Neatness (cleanliness), the ability to keep things in order, order in affairs', 'High demands (high requirements for life and high claims)' and 'Intolerance to shortcomings in oneself and others'. These values indicate that among the values–actions that modern youth use to achieve their goals, the listed values are absolutely insignificant.

The presented results according to the 'Value orientations' technique by Rokeach (1974) show that contemporary student youth are characterised by values–goals with an orientation to universal values: 'Love' and 'Health', as well as the value of a 'Financially secured life'. Among the values–actions, the greatest importance and priority in the choice are occupied by 'Broad-mindedness', 'Good manners' and 'Education'.

The next technique that we used in our study was the 'Life meaning orientations' proposed by Leontiev (1992). The research results are shown in Figure 1.

Subscales	Purpose	Process	Result	Locus of control - Self	Locus of control – Life
Female students	27,2	27,4	23,4	20	29,8
Male students	30,3	28,9	23,8	20,1	27,1

Figure 1. Results according to the technique of LMO (Leontiev, 1992)

The indicator of the meaning of life among students has low results. These points indicate that the meaning of students' life activity is not distinct for them; there are no conscious plans for the future and specific guidelines. The Goals in Life scale had an average score close to the average, which means that students are not ready to set goals in the present and achieve them in the future. The 'Process Life' scale also has a low score, which indicates students' dissatisfaction with their lives. The scale of 'Life Achievements' scored an average point, which demonstrates that students did not highly assess the results of their life. The 'Locus of Control' scale also has an average score, which is indicative of the lack of confidence among students in their capabilities and abilities. The scale 'Locus of control' is at the average level in terms of points, which means a sufficiently high ability of students to control their actions and deeds.

Thus, the results of the study using the technique of 'LMO' developed by Leontiev (1992) show that students are characterised by a lack of conscious meanings and goals of their life, low self-esteem and diffidence about their own capabilities, lack of confidence in their abilities and dissatisfaction with their own lives at present. However, students have the idea that they are responsible for their own lives and are confident that they can take their lives under control.

The indicators obtained according to the two techniques show that programmes are needed to form and develop both the value orientations of students and their meaning. To achieve this goal, the authors of the paper have designed an additional education programme for students aimed to form and develop values and meanings.

Objectives of the programme:

1) To form and develop value orientations among students;

2) To form the life meaning among students;

3) To create a normative and socially oriented (competitive) hierarchy of values among students.

Expected results:

1. Formation of value orientations among students.

2. Formation of the meaning of life.

3. Formation of the normative and socially oriented hierarchy of values among students.

The volume of the programme is designed for 48 academic hours. The educational thematic plan for the implementation of the programme includes four blocks:

Block 1: Development of the value-meaning sphere.

Block 2: Development of the communicative sphere.

Block 3: Development of the emotional–volitional sphere.

Block 4: Development of the intellectual sphere.

The implementation of the programme is carried out using both traditional teaching methods (lectures and seminars) and active learning methods (trainings, online marathons, quests and foresight sessions).

The designed programme was tested at the following higher educational institutions: Ulyanovsk State University, Moscow City Pedagogical University, Russian State University, Moscow City University, Moscow Aviation Institute (National Research University) and Moscow University of the Ministry of Internal Affairs of Russia named after Kikot. The programme embraced 360 students who participated in the first stage of the study.

Based on the results of the programme implementation, we carried out the second stage of the study using the above-mentioned techniques. The data obtained demonstrate that the value orientations of students have become closer to the values of a competitive person. Thus, values such as 'cognition', 'development' and 'productive life' shifted to the first positions among students. 'Entertainment', 'beauty of nature and art' and 'happiness of others' turned out to be insignificant values for students. The dynamics of indicators was also found among the values-means among students. Thus, the first positions in the value hierarchy began to be occupied by values such as 'effectiveness in affairs', 'rationalism' and 'self-control'. 'Cheerfulness', 'sensitivity' and 'neatness' became insignificant values.

The test 'LMO' proposed by Leontiev (1992) also showed the dynamics of indicators after completing training on the basis of the programme. The mean values were close on the three scales of the overall indicator. The first group embraced the following scales: 'goals in life', 'the process of life or emotional richness of life' and 'locus of control – life'. The second group combines the scales 'results or satisfaction with self-realisation' and 'locus of control – self'. The results obtained demonstrate that the level of life meaning among students is based on the significance of the scales of the first group [confirmation of the research results in the work of Dimitrov and Petkova (2015)].

Thus, the secondary profile proves the effectiveness of the programme implementation. The results of the study showed that after completing the training on the programme, the value orientations of students started moving towards personal and professional development and their worldview acquired meanings and prognostic goals.

6. Conclusion

In our work, various literature sources were studied in detail to reveal the concept of 'values', 'value orientations' and 'value attitudes'. Youth was our target group, so we also considered the importance of this particular category of research. To confirm the problem of our work, two empirical tests were carried out and an educational experiment was organised. Based on the results of the study, it was concluded that the value orientations and value attitudes of contemporary youth require correction in response to the changing requirements of the conditions of the information and educational environment of a higher education institution. It is also necessary to design and implement programmes aimed at improving and developing the value–meaning sphere of students. To solve this problem, the authors of the paper developed and tested a programme with emphasis on work with

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students in the field of values and meanings. The results of the study confirmed the effectiveness of the designed programme, as well as the need for its implementation in the practice of educational activities.

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