

Youth Structure of Values as the Priorities of Sustainable Education

Evgeniya Khudyakova^a, Anastasia Ryleeva^b and Elena Zakharova^c

Department of Pedagogy and Methods of Teaching Humanities, Institute of Pedagogy, Psychology and Physical Education, Kurgan State University, Kurgan, Russia

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Abstract: The paper studies some results of comparative analysis of value priorities of different ages: school students, university students, adults. Similarities and differences of the dominant values are shown in the article, as well as gender differences in the structure of values. We used Shalom H. Schwartz' method to make diagnosis. 132 people aged 14-45 years were diagnosed. Different age people values have continuity, have no confrontation, and have some variations. Value types that should mutually reinforce each other as Schwartz' theory says, were really set up differently. The main directions of priority areas of sustainable education cultivating moral values are outlined in this article.

1 INTRODUCTION

The modern world with its constant economic, political, ideological transformations is controversial. They lead to changes in standards and values of social groups and individuals as well. It is not only the state of society that affects the establishing ideals and values, but also individuals' values and priorities. It helps to form the image of our society as civilized, cultural, tolerant or vice versa. Having the system of personal values helps support a man in difficult situations, helps adapt to the changes, it opens new opportunities to person's potential, work out life perspective and strategies for successful behavior.

It must be pointed out that the Russian society is heterogeneous. There is age, gender, national diversity, and differences in social position, material possibilities and others. Values determine the linking among people of all ages.

Adult people keep and distribute values. However, the basis of them is laid in childhood and adolescence. Young people gain the ability to shape the personal worldview according to the individual structure of values. Certainly, the value system is a dynamic individual formation, it is then converted

because of new types of activity, changes in society positions, environment

Younger generation is more sensitive to social changes. Consequently, the state of our future society much depends on what value foundation they are establishing now (Vaskov et al., 2018). That is why it is relevant and interesting to study values of people of all ages, their similarities and differences.

2 RESEARCH METHODOLOGY

Methodological basis in the research is the work of L.S. Vygotsky (Cultural and historical theory of mental development of the personality), A.N. Leontiev, S.L. Rubinshtein (action-oriented approach to personal development), V. Frankl (his concept, that the driving force of a person is search for meaning in life), J. Crumbaugh, L. Maholic (purpose-in-life concept).

^a <https://orcid.org/0000-0001-7179-7342>

^b <https://orcid.org/0000-0002-4699-5096>

^c <https://orcid.org/0000-0002-0672-2317>

3 RESULTS

Intergenerational research of values was carried out in March-September 2020. 132 people aged 14-45 were diagnosed.

During the work Shalom H. Schwartz' method was used to make diagnostic studies (Schwartz, Bilsky, 1987). This method allows us to detect the main values in order to structure them. According to the method we can group the values into ten motivational domains: conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power, security. The concept of Schwartz suggests that types of values can fit together compatibly and can be opposed. The conflicting types are situated in opposite directions, whereas the compatible ones stay close. The author attributes achievement and power to the pole of self-enhancement; it opposes the pole of self-transcendence, which includes benevolence and universalism. The other two opposite poles have openness to change (self-direction, stimulation) and conservation (tradition, security). Hedonism is located at the intersection of the poles of openness to change and self-enhancement (Karandashev, 2004).

One of the groups of respondents is a group of students from Kurgan school №31 aged 14 to 15 years. Adolescence is the period of coming into the adult life. It is characterized by contradictions in value development. I.S. Kon notes, that a teenager focuses on adult values, at the same time his/her peers' values are not less significant (Kon, 1980). Adolescent group values exist together with the developing ability to reassess the principles of "adult" morality. E.F. Rybalko explains that teenagers' "rebellion" against these principles combined with moral idealization of their generation lies in the fact that a teenager realizes discrepancy in adult morality and practical reality (Rybalko, 1974).

Let us see the structure of values – normative ideals of school students obtained using the method of Shalom H. Schwartz (table 1).

Table 1: Values – normative ideals of school students (adolescence).

Types of values	Boys	Girls	Average	Ran king
Hedonism	5,37	5,42	5,39	1
Self-Direction	5,08	5,21	5,14	2
Achievement	5,2	4,99	5,095	3
Security	5,047	5,107	5,077	4
Benevolence	4,6	4,88	4,74	5
Power	4,765	4,416	4,591	6
Conformity	4,35	4,68	4,52	7

Continuation of table 1.

Universalism	3,86	4,53	4,2	8
Stimulation	3,56	4,33	3,95	9
Tradition	3,56	3,206	3,383	10

As we can see, the leading position takes hedonic values as well as self-direction and achievement, the average numbers are close. Human maturing is impossible without gaining self-direction. That is why it is quite natural that schoolchildren have chosen it as the leading value. It is a specific feature of teenagers to get out from external control, adult care, to get self-sufficiency, independence. Personal success is defining in achievement values. It can be shown by the demonstration of the significance. Reaching success is important for teenager's self-esteem, it strengthens confidence. Benevolence and security come next (Khudyakova, 2021).

It is obvious; the five value positions are strongly expressed and have almost the same averages while they are all related to different poles in value structure. So, hedonism takes intermediate position between openness to change and self-enhancement. Self-direction is in the pole of openness, achievement is in the pole of self-enhancement, security – the pole of conservation, benevolence – the pole of self-transcendence. Besides, the values of the same pole which must mutually reinforce each other are expressed differently. Self-direction and stimulation relate to the same pole of openness to change. However, the former comes the second position, whereas the latter comes the seventh. This fact confirms the controversy and uncertainty of teenagers' values.

The next age group of study participants is young people 20-24 years old, the third-fourth course of studying in Kurgan state university. The research results are given in table 2.

Table 2: Values – normative ideals of university students (late adolescence).

Types of values	Young men	Young women	Average	Ran king
Self-Direction	5,444	5,044	5,244	1
Security	5,033	5,033	5,033	2
Conformity	5,014	5	5,007	3
Hedonism	4,982	4,852	4,917	4
Benevolence	4,876	4,922	4,894	5
Achievement	4,931	4,792	4,861	6
Universalism	4,625	4,819	4,722	7
Stimulation	4,278	4,13	4,204	8
Tradition	4,111	3,678	3,894	9
Power	4,153	3,57	3,861	10

At the period of late adolescence the system of values reaches the level of meaningfulness and self-awareness. A psychologist L. I. Bozhovitch said that moral worldview gets the level, where it can show the sustainable system of ethical ideals and principles only at the age of youth (Bozhovitch, 1968). M.S. Yanitsky considers that only at youthful stage a person can build up the worldview, which can give an opportunity to form the unique independent system of personal values (Yanitsky, 2000).

Unlike the teenage group, self-direction takes the first position. We can believe, these students have mature understanding of what self-direction is. This category includes not only independence, being free from adult care, but also ability to self-control, self-regulate, thinking, choosing the modus operandi in creative and research activity. The university students find it very important to build skills of independent work in educational, scientific, professional activity, to be reliable, to take responsibility, to cope with problems (Zakharova, 2018). Security and conformity are in the group of the most significant values. As the security is the second position, it proves that these students are more mature in their choice in comparison with the younger group of respondents. Young people of 20-24 years old realize how much security is important for themselves and other people. It is a requirement of harmony, social stability and relationships. Hedonism and benevolence come the next, they represent the opposite poles. We should confess that their own pleasure is set higher than well-being of somebody else. Achievement values from self-enhancement domain got to the sixth position; it is lower than in the teenagers' group. Power has decreased from the sixth to the tenth position (Khudyakova, 2021).

This age group is characterized by duality of the system of value preferences. Types of values, according to the Schwartz theory, must mutually reinforce each other but they are expressed differently.

However, the value system is not going to stop at the stage of youth. It transforms as a result of changes in living conditions and human activity in another period – adulthood. Things that were important at a certain period may turn into less significant after a while or even lose their importance.

The next group of participants whose values we have considered in our study is adult people aged from 30 to 45 years. Results are presented in table 3.

As you can see in table 3, the leading position of this group of respondents is taken by security. The significance of this type of value is increasing with age.

Starting with the fourth position in group 1 (school students), it moves to the second in group 2 (university students) and, finally, it occupies the first in group 3 (adult people). The next important value is benevolence and self-direction relating to the pole of self-transcendence (caring for human beings and nature) and openness to changes. The difference between the second and the third positions is minimal. The next point is conformity. It is located in the conservation domain. The fifth and the sixth places are taken by achievement (from self-enhancement domain) and universalism. Thus, the first five positions in the table are occupied all domains of Schwartz' model. The less important values for adults are tradition, stimulation, power as well as for the youth group. They take the 8th, 9th, 10th place of the table.

Table 3: Values – normative ideals of adult men and women 30-45 years old.

Types of values	Men	Women	Average	Ranking
Security	5,044	5,489	5,267	1
Benevolence	4,656	5,111	4,883	2
Self-Direction	4,867	4,733	4,8	3
Conformity	4,583	5,833	4,708	4
Achievement	4,708	4,236	4,472	5
Universalism	4,292	4,584	4,438	6
Hedonism	4,189	3,611	3,9	7
Tradition	3,511	3,744	3,628	8
Stimulation	3,778	3,074	3,426	9
Power	3,75	2,847	3,299	10

4 DISCUSSION

Picture 1 allows you to compare the value importance of the normal ideals of teenagers, young people and adults.

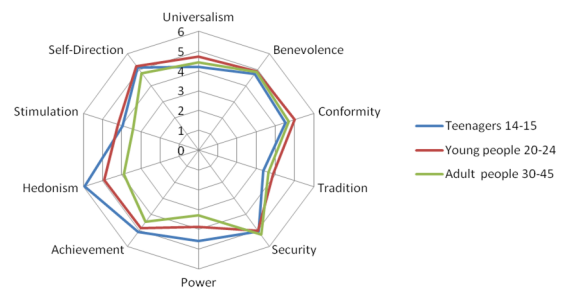


Figure 1: Average values - normative ideals of research participants aged 14 to 45 years old.

We can monitor that the hedonism and power value decrease from the age of adolescence to middle adulthood. The decrease of achievement and stimulation is less conspicuous. Consequently, the greatest changes were in the sector of self-enhancement and openness to change. Comparison analysis shows that conformity at the age of 20-24 reaches the higher positions than in adolescence and middle adulthood. This tendency can be, probably, explained by the teenage impulsiveness release. School students at this period get the ability to keep some negative social consequences (politeness, self-discipline and respect to elderly people) under control.

Analysis of the data received with the help of Student's *t*-test enables us to make conclusions about the relevance of differences in all groups of research participants. The empirical locations of "Power" value turned out to be in the area of interest between the teenagers group of 14-15 and adult people of 30-45 ($t = 4$ where $p \leq 0.05$). The empirical locations of "Hedonism" value turned out to be in the area of interest between the teenagers group of 14-15 and adult people of 30-45 and also between the youth group of 20-24 and adult people of 30-45 ($t = 3,3$ where $p \leq 0.05$). The empirical locations of the "Stimulation" value appear in uncertainty area between the youth group of 20-24 and adult people of 30-45 ($t = 2,4$ where $p \leq 0.05$). The empirical locations of the "Conformity" value also appear in uncertainty area between the teenage group of 14-15 and young people of 20-24 ($t = 2$ where $p \leq 0.05$).

Thus, the research through Shalom H. Schwartz' method revealed that dominant values of people of different age groups have both similarities and differences. "Benevolence" and "Universalism" values that are connected with concern for people and nature are ranked higher in all age groups. The conservation pole values including "Conformity", "Tradition" and "Security" are approximately the same. However, the research discovered that "Conformity" and "Universalism" reach the higher position at the age of 20-24 than in the adolescence, middle adulthood. Values that focus on personality are more relevant among youth, concerning those that are connected with self-enhancement. In this way, "Power" values greater for teenagers, though in this period the real power is the least available, vice versa the least power value is gained at the age of 30-45. "Achievement" value the top averages can be found in the group of adolescence (14-15), but later they gradually decline. We need additional study to find out the factors (apart from age) that affect achievement value. Openness to change expressed

through self-direction and stimulation in adolescence and adulthood has higher placement than the group of late adolescence has. "Hedonism" moves gradually from leading to the penultimate placement.

The research discovered some differences in values of male and female representatives. Thus, hedonism is a little higher at teenage girls, then lowers at young women and considerably declines at adult age of women. Benevolence and security value average is equal in every group and has no gender differences except for the group of adult women; they have a little higher average position.

Commitment to the traditions is higher among boys and young men than girls and young women. However, tradition value in adulthood is higher in the group of women. Achievement, power, stimulation values get a higher placement in male groups of all ages.

5 CONCLUSION

The research indicated the continuity of values in heterogeneous groups, absence of confrontation, but having differences. Besides, the preference system of respondents has some duality, which is more common for young age stages. Types of values, according to the Schwartz theory, must mutually reinforce each other but they were expressed differently. As for the types of values from opposite poles, in some cases they were strongly expressed.

To sum up, I want to note that process of building youth values are influenced by social institutions such as family, culture, educational system, mass media, advertisement, religion, and prevailing ideology. Definitely, the role of family in bringing up moral norms and values, interests, spiritual needs and tendencies is prior. However, the educational system is no less important. It introduces the person to the society by transferring him/her the value system, knowledge, skills while promoting the integration into the social life.

As for priorities of sustainable education, connected with building moral values, I should highlight these ones: reliance on human values and social responsibility, national cultural traditions, building of environmentally-friendly culture, involvement into the environmental concern, critical and creative thinking development, and updating the disciplines that promote the sustainable development of social and economic systems.

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