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Fecha de presentación: octubre, 2021

Fecha de aceptación: diciembre, 2021

Fecha de publicación: febrero, 2022

VALUE AND MEANING

ORIENTATIONS OF PEDAGOGICAL UNIVERSITY STUDENTS

ORIENTACIONES DE VALOR Y SIGNIFICADO DE ESTUDIANTES UNIVERSITARIOS PEDAGÓGICOS

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Suggested citation (APA, 7th edition)

Kudashkina, O. V., Belova, T. A., & Tarasova, S. V. (2022). Value and meaning orientations of pedagogical university students. *Revista Universidad y Sociedad*, 14(S1), 688-693.

ABSTRACT

Teachers play a key role in students' upbringing. For this reason, it is vital to ensure the development of spiritual, personal, social, and professional values and attitudes in pedagogical staff who then would be able to pass them on to the next generation. The study uses the method of theoretical analysis of literature and online sources (the study of the global experience in research and resolution of the studied issue), psychodiagnostic methods, namely the Rokeach Value Survey and D.A. Leontiev's "Life-meaning orientations test", and quantitative data processing methods. The article presents the results of an experimental study of value and meaning orientations in pedagogical university students. It can be concluded that important purposes in life are found in the overwhelming majority of the surveyed students, yet some of them do not ponder their future. The conducted research presents a certain scientific interest since the study of value and meaning orientations of future teachers will allow obtaining the most accurate image of the modern teacher and revealing the essence of their priorities and orientations.

Keywords: Study, values, life-meaning orientations, pedagogical university student, teacher.

RESUMEN

Los profesores juegan un papel clave en la educación de los estudiantes. Por esta razón, es vital asegurar el desarrollo de valores y actitudes espirituales, personales, sociales y profesionales en el personal pedagógico, que luego podrá transmitirlos a la siguiente generación. El estudio utiliza el método de análisis teórico de la literatura y fuentes en línea (el estudio de la experiencia global en la investigación y resolución del problema estudiado), métodos de psicodiagnóstico, a saber, la Encuesta de Valor de Rokeach y el D.A. La "prueba de las orientaciones del significado de la vida" de Leontiev y los métodos de procesamiento de datos cuantitativos. El artículo presenta los resultados de un estudio experimental de orientaciones valorativas y significantes en estudiantes universitarios pedagógicos. Se puede concluir que en la inmensa mayoría de los estudiantes encuestados se encuentran propósitos importantes en la vida, pero algunos de ellos no reflexionan sobre su futuro. La investigación realizada presenta un cierto interés científico ya que el estudio de las orientaciones de valor y significado de los futuros docentes permitirá obtener la imagen más certera del docente moderno y revelar la esencia de sus prioridades y orientaciones.

Keywords: Estudio, valores, orientaciones de sentido de vida, universitario pedagógico, docente.

INTRODUCTION

At present, society is undergoing apparent economic, political, social, and technological changes, which give rise to the reconsideration of life priorities, the transformation of moral values, and the reevaluation of goals among children and youth. In connection with this, interest in the issues of shaping the worldview and value orientations in students is increasing in the modern conditions of the educational environment.

In many respects, teachers play a key role in upbringing and personality development. Their work, thinking, and personality characteristics considerably determine the effectiveness of the younger generation's adoption of socially significant values. A teacher has to become an example for their students, as their professional training and moral qualities have a great effect on children.

In this context, the period of university education gains special significance since it is critical in terms of the personal and professional growth of a future teacher. It is at this stage that students develop professional consciousness and self-identification and search for ways of self-development. We believe that one of the priority directions in the training of future teachers is advancing their professional competence through the development of their value and meaning orientations since a teacher instills in a child those basic values that will become a reliable support in adulthood. This supports the relevance of an analysis of value and life-meaning orientations of modern students, which is the purpose of the present study.

At the present stage of the development of psychology as a science, quite rich material has been accumulated in the problem of values and personal value orientations. Nevertheless, this issue remains topical in philosophy, sociology, pedagogy, and psychology. In the past decade, several foreign researchers showed increased interest in this problem, including E. Skimina (2019), A. Knafo-Noam (2020), S. H. Schwartz (2015), C. Consiglio (2016), and others. Among Russian researchers, noteworthy are the works of L.V. Baeva (2003), S.S. Bubnova (2015), D.A. Leontiev (2007), etc. The studies of these and other researchers demonstrate that in any society, individuals typically greatly vary in value priorities. Value differences are also found between social groups within a single ethnos and nation.

L. Sagiv and S.H. Schwartz (2021) emphasize that "values play an outsized role in the visions, critiques, and discussions of politics, religion, education, and family life".

M. Schubert (2020) and colleagues note that "values are the essence of any society. They are part of national

identities, influence the internal moral compass of people and form social norms, all of which are necessary prerequisites for general wellbeing".

The effect of values on human behavior is pointed out in studies by J. Lee, A. Bardi, P. Gerrans, J. Sneddon, H. Van Herk, U. Evers, and S. Schwartz. The results obtained prove that the greater the significance of values for a person, the more they manifest in their behavior (Lee et al., 2021).

Personal value orientations are meaningful. Russian researchers disclose the essence and content of the concepts of "personal meanings" (G. Asmolov, D.A. Leontiev, S.L. Rubinshtein, etc.), "meaning formations" (N.N. Koroleva, A.N. Alekhin, etc.), and "value and meaning orientations" (E.V. Galazhinskii, E.V. Filonenko, etc.).

Personal value and meaning orientations develop throughout the process of age development and socialization. Their formation is influenced by the social institutions of society. Interdisciplinary studies on value and meaning orientations of children and young people are being actively conducted in the Mordovia State Pedagogical University named after M.E. Evsevev (T.A. Belova, N.A. Vdovina, O.V. Kudashkina, T.V. Savinova, T.I. Shukshina, V.V. Akamov, I.A. Neiasova, L.A. Serikova, etc.).

The development of personal value and meaning orientations is a long and dynamic process. T.A. Belova and R.D. Chumanina (2019) note that "becoming aware of them gives rise to value perceptions, and based on value perceptions value orientations are created, which represent the conscious part of the system of personal meanings".

Value and meaning orientations play a decisive role in the process of the organization of education, including professional training. Analysis indicates that modern psychological and pedagogical literature discloses the specifics of teachers' personality development (Barbashova, 2008), the development of their spiritual and moral and professional qualities (Androsova, 2014; Vershinina, 2003, etc.), the formation of the system of value and life-meaning orientations (Panina et al., 2016; Perekrestova et al., 2017).

O.V. Kudashkina (2018), studying the professional-value orientations of future teachers, proposes a definition of this concept as "a system of critical, most stable professional attitudes, which are instilled and consolidated at the stage of higher education in the process of learning and have a considerable impact on the development of a graduate's personality". The author also develops and tests a psychological model of the development of professional-value orientations.

Of relevance appears to be the study conducted by T.I. Shukshina, V.V. Akamov, I.A. Neiasova, and L.A. Serikova (2019), who attempt to define the place of the values of health and healthy lifestyle in the overall hierarchy of values. The others argue that “along with other values, a future teacher must recognize the value of their health and that of their students, know and take into account in their professional activities the factors that have a positive and negative impact on health in the learning process”.

Thus, the conducted analysis of psychological and pedagogical research (both foreign and domestic) proves that value and meaning orientations are essential components of the structure of personality, which produce meanings and goals in life and regulate the process of achieving them.

MATERIALS AND METHODS

Data on the specifics of value and meaning orientations of students are obtained through the Rokeach Value Survey, D.A. Leontiev’s “Life-meaning orientations test” (2000), as well as the qualitative and quantitative analysis of the obtained results.

The sample of the study is formed by students of the Mordovia State Pedagogical University named after M.E. Evsevev at the age of 18-21. The experiment was conducted in February-June of 2021, the sample includes 52 people.

RESULTS AND DISCUSSION

Let us refer to the diagnostic results of the Rokeach Value Survey. Each value orientation is assigned a rank from 1 to 18. The ranks from 1 to 6 indicate the high importance of the values for the test takers. On the contrary, ranks from 14 to 18 point to their minor importance for the students. Summarized results are provided in Figure 1.

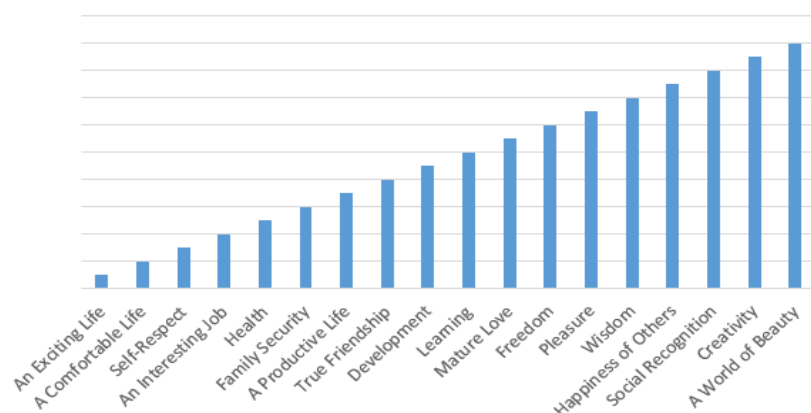


Figure 1. Diagnostic results on value orientations according to the Rokeach Value Survey (terminal values).

Analysis of the ranking of terminal values points to the fact that among the values of greatest importance are an exciting and comfortable life, self-respect, an interesting job, good health, and happiness and security in family life.

Average results are observed with respect to the values of productive life, true friendship, development, learning, mature love, and freedom.

The least important for the students are pleasure, wisdom, the happiness of others, social recognition, creativity, and experiencing the beauty of the world.

Among the instrumental values, the most predominant are politeness, courage, obedience, logic, and capability.

The values ranked lower include ambition, broad-mindedness, responsibility, honesty, love, and self-control.

The values found to be the least important are cleanliness, forgiveness, cheerfulness, helpfulness, independence, and imagination.

The analysis of experimental data of diagnostics of the pedagogical university students by the Rokeach Value Survey reveals patterns that allow systematizing the values on various grounds. Among the terminal values, the orientations to an exciting life, career, financial and physical well-being, as well as personal values prevail in the study sample. The leading instrumental values are orientations to intellectual values, communication, self-affirmation, and self-actualization. Based on the data obtained, we can state that the modern generation of students focuses on an active and financially secure life and building a professional career and personal life.

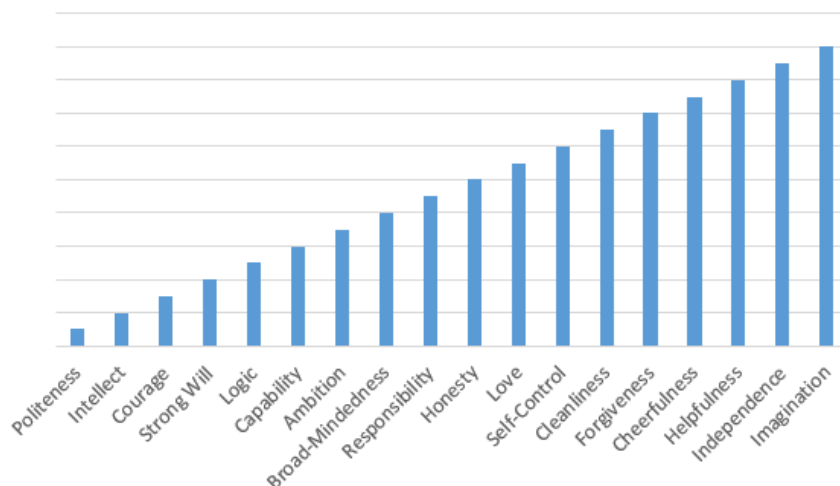


Figure 2. Diagnostic results on value orientations according to the Rokeach Value Survey (instrumental values).

Summarizing the diagnostic results of D.A. Leontiev's Life-meaning orientations test, we can draw the following conclusions:

1. On the scale "Goals in life", the vast majority of respondents have an average level (50%), which indicates the presence of real goals in the future giving meaning to their lives. Low scores are recorded for 17.3% of the respondents. These students live one day at a time and give little thought to the future. High scores on this scale are found in 32.7% of the respondents. These students have such qualities as purposefulness and determination, but very often set exaggerated goals and have no real ways to achieve them.
2. Data on the "Life process" scale demonstrate that 15.3% of the respondents are dissatisfied with their lives, 48.1% are somewhat satisfied, and 36.6% are completely satisfied and consider their lives interesting and saturated with emotions and meaning.
3. Results for the scale "Life productivity" are distributed as follows: 34.6% of the respondents have a high level of satisfaction with their achievements in life, 40.4% note having succeeded in achieving some degree of self-realization, and 25% report low satisfaction with the life they have lived so far.
4. Analysis of data on the "Locus of control – self" shows the following results: 36.5% of the respondents are confident in themselves and their abilities, set their own goals and try to achieve them, and consider themselves to be strong persons; 51.9% of the surveyed students demonstrate a reasonable balance between their perception of themselves and the ability to regulate and control their lives; 1.5% of the respondents do

not believe they have freedom of choice, do not control their life sufficiently, and have difficulties reaching the set goals and solving the tasks at hand.

5. On the scale "Locus of control – life", 34.6% of the respondents have the highest possible results. They believe themselves to be strong and responsible individuals able to control their lives, make decisions freely, and bring them to life. The average level is recorded in 50% of the students. These respondents are convinced that they are in control of their lives, but only to a certain extent. The low level is demonstrated by 15.4% of the students who see human life as beyond their control and see no point in constantly thinking about their future.

Summarized results are presented in Figure 3.

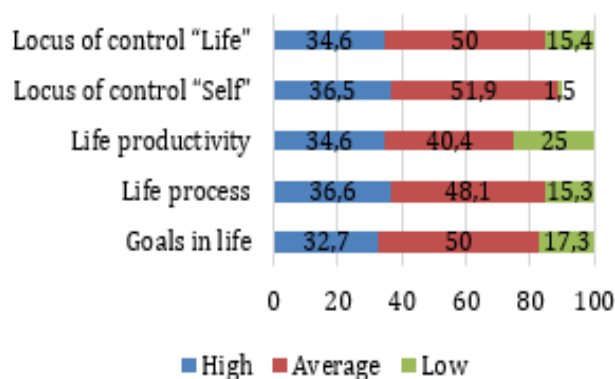


Figure 3. Diagnostic results of D. A. Leontiev's Life-meaning orientations test.

Summarizing the results obtained with D.A. Leontiev's "Life-meaning orientations test", we can conclude that the majority of the surveyed students have important life goals, view their life as full, exciting, and meaningful, are satisfied with it, have control over their lives, and can make decisions freely. However, the experiment does reveal that some students do not give much thought to their future and limit themselves to the concerns and interests of the present, or live in the memories of the past, are not satisfied with their current life, have little faith in their strength and success, and can not manage their own lives. This, in our opinion, can be associated with the students being in the midst of an active process of self-development and not yet being confident in themselves and their capabilities, believing it premature to assess certain outcomes of their lives.

Experimental data show the need for targeted work on the development of students' life-meaning orientations, given that this problem is highly relevant for today's society. The improvement of personal life-meaning orientations can be effective at the stage of higher education since humanitarian academic disciplines have great value potential, as does students' involvement in teaching practice, where they obtain the initial professional skills, abilities, and job experience. Learning promotes students' development and professional growth, as well as the discovery of their personal abilities. Of special importance is the formation of a comfortable humanitarian educational environment, the provision of psychological support and assistance for individuals at the stage of university education, as well as the personal and professional qualities of university teachers. A major influence is produced by students' involvement in the educational activities of the university *holding cultural and creative, public, and sports events, work in volunteering and pedagogical teams, etc.). Purposeful organization of academic and extracurricular work will contribute to the improvement of personal life-meaning orientations and have a positive impact on the psychological competence of a future professional.

CONCLUSIONS

The conducted study allows forming a more precise image of a modern teacher, identifying their value and meaning priorities and orientations. It can be noted that the current generation of students aims for an active and financially secure life, building their professional career and personal life. The majority of the surveyed students do have significant life goals that are saturated with meaning. Regrettably, the study reveals that a small category of students who experience life difficulties, do not think about the future, are not motivated in professional activities, and

have little faith in their strength and success. The obtained data will allow us to design and adjust the organization of the educational process in a higher education institution and train qualified and competitive personnel for the labor market, which will ensure the successful entry of the younger generation into the modern world of culture and social relations.

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