MODERN RUSSIAN YOUTH IN THE INSTITUTIONAL SPACE OF HIGHER PROFESSIONAL EDUCATION

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Abstract

The study aims to identify the characteristics of the vocational orientation of young people during the period of vocational education. The object of the research is the student youth of Russia. The subject of the research is professional expectations and professional motivation of students in the process of vocational education. The research methodology involves a data survey with regression and factor estimation of variables as the next stage of monitoring conducted by the author since 2011. The purpose of the study is to identify the degree of impact of the university on the process of vocational guidance, vocational choice and professional motivation of students. The initial hypothesis of the project is the research data obtained from previous years, which showed that the university as an agent of socialization influences the students' professional value settings that are considered to be extremely small, and that the dominant institution of influence is the family and the inner circle. The results obtained are of practical importance in terms of the development strategy of educational and social programs of the system of higher professional education in Russia.

Keywords: student youth, socio-economic portrait of student values, institutional space, university, state policy of the formation of the workforce.

1 INTRODUCTION

Professional motivation is a significant factor in the structural formation of the labor force. Modern trends in society have identified a number of important areas, including in the field of reproduction of labor resources. Social factors, undoubtedly, make their sometimes decisive contribution to the directions of development of economic mechanisms, in particular, to the directions of the development of the labor market.

Issues related to the professional development of young people in various aspects are studied in the following theoretical and practical areas: the theory of personality development based on the unity of the components of general, vocational and socio-cultural education (Yu.K. Babansky, V.I. Gineitsinsky, B.F. Lomov and others); theory of development of vocational education (PF Anisimov, VP Bespalko, E.Ya. Butko, EA Gnatyshina, KG Kyazimov, and others); an activity approach to the learning process (L.Vygotsky, A.N. Leontiev, S.L. Rubinstein, etc.); competence-based approach (V.I. Baidenko, E.F. Zeer, I.A. Zimnyaya, A.K. Markova, A.V. Khutorskoy, etc.); technological approach (P.R. Atutov, V.P. Bespalko, V.V. Guzeev, M.V. Klarin, V.M. Monakov, G.K. Selevko, M.A. Choshanov, etc.); conceptual ideas of interdependence of the activity and professional competence of the individual (V.A. Afanasyev, D.M. Gvishiani, V.M. Glishkov, V.A. Trapeznikov, etc.) [1].

The results of previous author's studies have shown that a significant institution of socialization, which spreads its direct and indirect impact on students, is a small social group, mainly represented by the general concept of the family [2,3].

To assess the main components of personality-credible qualifications in the process of university training, the following features and methods were chosen:

1. The manifestations of students' professional awareness, their understanding of the content of work, labor and attractive aspects, selected professions, estimated salary, and professionally important qualities of all professionals. A questionnaire was used to judge these signs.

2. The manifestations of the value-moral sphere of students were examined using a package of methodological tools.

3. Personal qualities of students, necessary to assess the self-regulation of their learning activities.
2 METHODOLOGY

According to the data of student youth, value orientations are fixed according to a number of indirect indicators, assuming that the students are in an active stage of secondary socialization.

The stage of secondary socialization is going to be a two-side process, where one side is the society that form the socially acceptable behaviour and thinking. And the other side of the process of socialization is an individual who orientates in his personal behaviour on the impulses which are coming from the society.

As it is commonly believed, the macro-social environment begins to exert an increasing influence on the individual in the student age: what is understood as a source of orientations and as a regulator of the choice of life position [4].

Consequently, social value orientations:

- firstly, will reflect the life orientations of a young person;
- secondly, current situation may force a young person to adapt his behaviour to the expectations of the environment;
- and at the same time, value orientations are rather autonomous and can be transmitted from generation to generation not only by direct inheritance, but also through network communication in diverse social communities.

It is very important to highlight the influence of the social environment, the institutional sphere of the institute of professional education, on a young person, on his professional motivation and professional orientation during the period of professional education.

The value orientations of today’s youth in Russia, which were formed during the period of active economic growth and social transformation of society, make it possible to point out a number of clearly defined trends, which among others have an important and sometimes dominant influence on the features of professional choice, professional socialization, and professional expectations of young people. their integration into the professional community.

In the period from September to November 2018, the next stage of the author’s all-Russian monitoring was conducted, and was devoted to the study of the value orientations of the student youth in Russia.

This research is the next step of the all-Russian monitoring that took place in the period 1995–2011.

The object of the research is the student youth of Russia.

The aim of the research is to reveal the importance of the institute of professional education for professional orientation and professional motivation of Russian youngsters.

The No of data in 2018 was 1748 students, all of them are from the biggest towns of Russia.

The research tool is a questionnaire, which includes a number of open and closed questions.

The tasks of the study were to identify the characteristics of the formation of value orientations of modern youth, to reveal the specifics of the influence of socialization agents on the personal development of young people, to determine the characteristics of students’ professional orientations, and to analyse the mechanism of youngers professional expectations forming.

3 RESULTS

As the result of the research the following main features of youngers professional behavior were revealed.

Probably the half of the students say that the choice of the university and professional education was after them. At the same time most of them rely their choice on their relatives, their family. They show the narrow connection with their family what we can also see in other questions. For example, students answer that they want to be like their parents, or other relatives, want to behave themselves like them, and in most living cases rely on their opinion, their help.

From the other side, student try to demonstrate their independence, but mostly only on the words, though they are not so active in their desire to be connected with any other actors of socialization, for example the institute of professional education.
Filling themselves involved in the educational process they mostly understand it as anything external, necessary for the opportunity of getting further work, but they don’t want to be involved in any narrow social connections inside the university.

Talking about the role of the university in their individual life students show that don’t feel social influence from it’s side on their behavior, or value forming.

Students mark the opportunities of the university for their professional education, for the opportunity to get knowledge and diploma, but only every tenth student said that he is involved in the process of social activity at the university.

For the age group of 23-25, the share of answers about the desire to enrol in another educational institution (43.2%) is most pronounced, if there would be such a possibility. T.

Only 38.2% of students show the interest to the process of study at the university.

It should be noted that students of Russian universities mainly (75.1% of respondents, or 1006 people) believe that higher education is not a guarantee of success.

The revealed tendencies are going to be stable during the whole period of such kind of investigations.

Youngers in Russia understand the importance of the professional education from the formal side. They admit the university mostly for the aim to get a diploma. This formal factor helps them to find a good job with well enough salary.

It’s a pity but the professional motivation of the students is not high enough. Youngers don’t correlate factor of their professional level of knowledge with the factor of wage.

This tendency leads to one of the problems on labor market – structural unemployment.

This tendency is going to be marked as a negative one though it leads to decrees the labor potential resources of the national labor market and increase the disbalance between labor demand and supply.

It’s important to say that the root of this problem mostly is in the social sphere, in the sphere of value forming.

So, the main step toward rebuilding the situation should the strategical state program of integration of professional programs of education and opportunities of labor market.

4 CONCLUSIONS

As the social and economic transformation of society in Russia takes place, there is an interest of the population in vocational education and a desire to form professional competencies in accordance with the existing ideas about the demand for specialties, social and personal expectations.

Due to the discrepancy in time of the processes of formation of demand for higher professional education programs and supply in the labor market, the problem of structural unemployment is posed even more acutely, mainly among young people with higher education, overproduction of specialists occurs.

The importance of assessing the public choice of the university, understanding the multi-criteria of this choice is important for developing programs to optimize the distribution of educational resources and build the distribution structure of training areas in accordance with the requirements of the labor market and the expectations of applicants.

Among scientists and researchers, the importance of the value formation of young people is constantly noted from the point of view of the need to build the potential of a society that is significant for all spheres of economic activity, including the labor.

As socialization takes place within the framework of a higher educational institution, the value orientations of students tend to change, although the importance of the institution of higher professional education as an agent of socialization in this process is extremely small.

In search, students are repelled from the value orientations imparted by the family - the basic agent of socialization, and as studies show that affect respondents in their very long life span.

The family remains for young people, in fact, a key value, and in their future life they strive to obtain their own safe family.
Sustainable value attitudes formed within a small social group largely determine the problem of professional choice and professional motivation of modern Russian youth at the stage of the formation of the workforce.

REFERENCES


