АРХИТЕКТОНИКА ЦЕННОСТНЫХ ОРИЕНТИРОВ СТУДЕНТОВ, ОБУЧАЮЩИХСЯ ПО НАПРАВЛЕНИЮ «РУССКИЙ ЯЗЫК И ЛИТЕРАТУРА»

THE ARCHITECTONICS OF VALUES OF THE STUDENTS LEARNING
RUSSIAN LANGUAGE AND LITERATURE

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Аннотация:

В статье представлена попытка определения архитектоники ценностных ориентиров студентов, обучающихся по направлению 44.03.05 «Педагогическое образование», профиль «Русский язык и литература» в Забайкальском государственном университете. Архитектоника включает в себя соразмерное расположение ценностей студентов-филологов, их гармоничное сочетание в единую систему ценностных ориентиров. Изучение архитектоники ценностных ориентиров оказывает значительное влияние на индивидуальную идентичность человека и ее формирование в молодости. На основе теоретико-эмпирического анализа были выделены терминальные и инструментальные ценности студентов. Диагностическим инструментарием послужил опросник Милтана Рокича. Исследование проводилось в ноябре 2019 г. Анализ анкетирования студентов показал: большинство из них ориентированы не на ценности достижения успеха, а на избегание неудачи. Этот факт объясняется их зависимостью от ценностей, проартикулированных русской литературой, и ставит проблему будущей эффективной профессиональной деятельности в современной реальности. Авторы высказывают сомнение о том, что будет более востребованным и действенным: образовательные стратегии, прививающие столь необходимые современным учителям ценности, и преподавателями, и самими студентами или консерватизм «матричного» интеллигентского сознания, сформированного в том числе и русской литературой. В

Abstract:

The article presents an attempt to determine the architectonics of values of students studying in the direction of 44.03.05 «Pedagogical education», profile «Russian language and literature» in the Transbaikal State University. Architectonics includes a proportional arrangement of students-philologists' values, their harmonious combination into a single system of values. The study of the value-based architectonics has a significant impact on individual identity and its formation in youth. Based on theoretical and empirical analysis, terminal and instrumental values of students were identified. Milton Rokich's Questionnaire has served as a diagnostic tool. The research was conducted in November 2019. The analysis of the students' questionnaire has shown that most of them are focused not on the values of success, but on avoiding failure. This fact is explained by their dependence on the values articulated in Russian literature and raises the problem of future effective professional activity in the modern reality. The authors express doubts about what will be more in demand and effective: educational strategies to inculcate much-needed values in modern teachers, both by teachers and students themselves, or the conservatism of the «matrix» intellectual consciousness formed, among other things, by Russian literature. In conclusion, the authors propose some ways to solve this problem.

заклучении предлагаются пути решения сложившейся проблемы.

Ключевые слова:

архитектоника, ценностные ориентиры, методика М. Рокича, терминальные и инструментальные ценности, мотивация достижения успеха и избегания неудачи, интеллигентское сознание, литературоцентричная модель.

Key words:

architectonics, values, M. Rokich's method, terminal and instrumental values, motivation to achieve success and avoid failure, intellectual consciousness, literary-centric model.

Relevance

Values are a vital element in all cultures. Value is the explicit or implicit understanding of what is desirable that influences the choice of options, types, means, and goals of action [1]. At the same time, values are linked to the meaning of human life. According to V. Frankle, there are «meanings that are shared by many people throughout history. These meanings are what is meant by values. Thus, values can be defined as universals of meaning. Possession of values makes it easier for a person to find a meaning» [2, p. 4-5].

Values are considered as psychological and spiritual principles of a person, which are formed as he or she acquires life experience, in the process of self-knowledge and self-realization [3]. Values complement and mutually enrich each other, forming a coherent system of spiritual and moral sphere of personality. The study of the architectonics of values has a significant impact on individual identity and its formation in youth.

Aim

The work was aimed at revealing and analysis of axiological aspect of self-reflection of students studying in the direction 44.03.05 «Pedagogical education», profile «Russian language and literature». In the light of the problems of modern philological education, discussed at the meeting of the Presidential Council on the Russian language on November 5, 2019, there is a question about who is a modern teacher of Russian language and literature, what is his face, what determines his activity and intellectual motivation? In this aspect, the system of values of the modern teacher of literature is of the greatest interest.

The matter is that the teacher-philologist not simply gives knowledge about the subject to students, but translates traditional values, developed by generations and embodied in works of the Russian classical literature. He, therefore, through the material of subjects «Russian language» and «Literature» carries that axiology, which largely determines the strategy not only of national culture further development, but also the moral priorities of young citizens of Russia. This means that his role in the formation of the near future of the country is not only high, but can be designated as the key one.

Unfortunately, the results of the study show that most modern students of philology are inclined to values associated not with motivation for success, but with the avoidance of failures, which calls into question the fact that they will have become successful, independent and critical, truly creative teachers

such ones as our modern school needs. This fact «sets important social tasks for the system of higher teacher education related to the development and correction of student personality» [5, p. 206].

Materials and Methods

The Milton Rokich's Questionnaire was used as a research base, which was adopted and proved its validity in the scientific community [6].

M. Rokich distinguishes between two value classes – terminal and instrumental:

- terminal values are defined by M. Rokich as fundamental, as beliefs that some ultimate goal of individual existence is worth pursuing.

- instrumental values are values that define a course of action, which is a priority in all situations. Essentially, the authors are talking about the differentiation of values-targets and values-medicals [7].

The 1st and 5th year students of the educational program «Pedagogical education», profile «Russian language and literature» took part in the research. The 1st year students were presented by 28 persons; the 5th year – 12 persons. They were asked to consider 18 terminal and 18 instrumental values and to rank them according to their personal priorities, i.e. from the 1st to the 18th place. Thus, the higher the score, the lower the value indicated.

The choice of the 1st and the 5th year students studying the same educational program is explained by the research logic. It is interesting to observe the values of students who have just started their studies and compare them with the values of those who have already completed their studies, who have completed active pedagogical practice, who are creating their final qualifying work and who are preparing to work at school. The observation of the values' dynamics in different positions allows to draw conclusions about the results of five years of study at the university, about the impact of the studied subjects material on the formation of students' personal characteristics.

The rankings were as follows:

- Significant, i.e. preferred values (1-6) – 1 rank;
- indifferent values (7-12) – rank 2;
- Insignificant, essentially rejected values (13-18) – rank 3.

The study results use dominant (non-medial) responses for each position and are ranked according to a certain methodology. In processing the received data, the number of dominant responses and the corresponding rank are indicated in brackets.

Results

The observation of the results of the 5th course survey gives the following conclusions:

1. The obvious priority for graduate students is terminal values related to a person's personal interests and private space with quite specific content: health (11 out of 12 responses), love (11 responses), happy family life (12 responses), and good and loyal friends (8 responses). The same can be observed when analyzing the data of surveys of students studying in other areas [5].

2. Life wisdom (6 answers), beauty of nature (8 answers), public recognition (9 answers), freedom (9 answers), happiness of others (7 answers) and pleasure (9 answers) are considered as insignificant values by the students. It seems that the substantial aspect of these values is rather abstract and is not connected with students' ideas about professional and personal characteristics

of the teacher-philologist. In addition, such indicators clearly show the prevalence of the so-called motivation to avoid failure over motivation to succeed [5].

3. Getting of pleasures into the rank of insignificant values (from 12 answers only in 1 questionnaire this value appeared among significant ones and in 2 among indifferent ones) can be explained by the effect of the Russian classical literature, which influenced and has been continuing to influence the intellectual consciousness to a great extent. It was characterized by a condemnation of hedonism, and getting pleasure from life was considered something shameful. In the same the rank of indifferent terminal values ignored in Russian literature can be explained, such as materially prosperous life and public recognition, and in the rank of insignificant instrumental value high demands (in all questionnaires takes the last place).

Literature scholar and cultural anthropologist Yu.M. Lotman, studying the specifics of the Russian intelligentsia, made interesting observations. For Russian intellectuals the work acts as a form of sacrificial behaviour implementation. Understanding work as a sacrifice means contempt for material reward, special «spirituality», and work «for an idea» [8, p. 16]. Yu. Lotman sees parallels with M. Weber's Protestant ethics in this sacrifice. But for the Protestant ethics, «what matters is the result, the effectiveness of the work that brings visible success. In intellectual selfless labour, the process itself is important, as well as its laboriousness and exhaustiveness without taking into account the final result and material reward» [8, p. 16]. The current survey of the students-philologists confirms the relevance of this paradigm in the present time.

Moreover Yu. Lotman connects the stages of the Russian intellectuals' formation with the phenomena of Russian literature and journalism – A. Kantemir, V. Belinsky are the authors of a philosophical collection of the early twentieth century «Milestones». It is the philologically oriented Russian intellectuals that created the so-called literary-centric model of culture in Russia, in which literature began to define the values and ideals of society for at least two and a half centuries until the end of the twentieth century [9].

4. Terminal values, connected with the future professional activity, paradoxically appeared in the rank of indifferent: interesting work (7 answers), cognition (9 answers), productive life, i.e. maximum use of one's abilities, forces and abilities (8 answers). And it cannot but be alarming. It is not by chance that instrumental values, characterizing the future teacher-philologist, turn out to be indifferent: diligence (8 answers), efficiency in business (5 answers), diligence (6 answers).

5. At the same time such personal general professional characteristics as politeness (12 answers), cheerfulness, optimism, sense of humour (9 answers), education (8 answers), responsibility (9 answers), self-control (8 answers), sensitivity (7 answers), broadmindedness (7 answers), honesty (9 answers) turn out to be mainly among the significant ones.

6. Terminal value of freedom falls into the third rank of insignificant values, essentially rejected (from 12 questionnaires only in 1 it is designated as significant and in 2 as indifferent). As a consequence, the instrumental values of independence correlating with it, i.e. the ability to act independently and decisively (8 answers) and courage to defend one's opinion (8 answers), appear in the same rank. This can

also be called a manifestation of motivation to avoid failure and can be explained by the ideological influence of the Russian literature, which has already been practically studied by students and which has unfolded the metaphor about unattainability of freedom and about its transformation in the Russian context into «willfulness» of rebellion (A. Pushkin, F. Dostoevsky, L. Tolstoy).

The fact is that for centuries of its existence, the Russian literature has developed a lot of behaviours, stories and images. The modern man, whether he wants it or not, whether he reads books or not, turns out to be in their power. And even more, if he is a philologist, the so-called a «professional reader». The idea of «literariness» of the Russian life is expressed by the writers of the last decades, who comprehend the experience of existence not in the classical nineteenth century, but in the closer and more understandable to the modern reader realities of the end of the twentieth and beginning of the twenty-first centuries. Among them are V. Makanin, Evgeny Popov, V. Petsukh, V. Sorokin, V. Pelevin and others. One way or another, a man finds himself in a strange cycle, where literature becomes life and life becomes literature [10]. It is no coincidence that this verb contains a serious reflection on the problem of freedom.

Thus, for the hero of the postmodern novel V. Makanin's «The Underground, or Hero of Our Time» (1997), freedom is precisely connected with the possibility to escape from the power of other people's literary subjects, i.e. literary-centric model. Hence, the words that sound like a spell: «I am not in your plot». Not to be in someone else's plot is to create your own, unique plot. And this is for the hero Makanin to defend his own personality. The students' non-recognition of the terminal value of freedom shows that they do not see the problem of freedom as such in the modern reality, being in the matrix of the Russian classics' truths written down many years ago. Consequently, they are unable to create their own plot, both in life and in their activities, which is confirmed by their assessment of the creativity value.

7. Terminal value of creativity is in the third rank of insignificant values (so it is marked in 9 questionnaires, another three as indifferent). It is also symptomatic: tomorrow's teachers of Russian language and literature do not perceive themselves as potential creators. So, the future professional activity is not thought of as a creative process, but as the implementation of the already invented methods and techniques by someone. The dependence of 5th year students-philologists on the literary-centric model is manifested here as following someone else's philological strategies, concepts, ideas and developments, under the influence of which they got during their studies.

When interpreting the results of the 1st year students' survey, the following aspects should be taken into account:

- by the time of the survey, students had only been studying the educational program for three months, so we can only talk about the values that have formed in their school years;
- unlike the five-year students, freshmen have not yet acquired systematic philological knowledge, and therefore, it is impossible to speak about a serious, comprehensive influence on their world view of classical literature;
- the value system of freshmen is not as homogeneous as that of the freshmen. Traditionally, in the groups of the first year study, the philologists are not an exception. There are both students who consciously chose an educational program, and those who entered «intuitively» or «accidentally», due to

the presence of the required combination of the Uniform State Exam. Therefore, the processing of survey results revealed paradoxical moments that were not observed in the fifth year students' surveys.

Discussion

Comparison and analysis of the first year students' survey results with the fifth year students' survey results leads us to the following conclusions.

1. The majority of the first-year students predictably consider health (20 answers out of 28), love (18 answers), good and faithful friends (14 answers), and happy family life (14 answers) to be significant terminal values. This coincides fully with the choice of the fifth year students. Universality of these values is explained by their specificity and focus on personal interests. The values of active life (16 answers), productive life (14 answers) and development (14 answers) connected with motivation to achieve success are also significant for freshmen. This fact can be explained by the fact that freshmen have youthful hopes for maximum personal realization in the modern world. It is indicative that these values for fifth-year students have become mostly indifferent: it is possible to assume that axiological vector and motivation change radically during the years of study.

2. The third rank of insignificant values includes such terminal values as life wisdom (14 answers), beauty of nature and art (22 answers), and happiness of others (23 answers). Their low rank can be explained by the abstractedness of these categories, which may not be quite clear for the freshmen. However, these values are mostly ignored by freshmen as well as the values of public recognition (18 answers) and pleasure (20 answers).

3. Among instrumental values the leaders are politeness (15 answers), cheerfulness (16 answers), education (14 answers), tolerance (14 answers), broadmindedness (14 answers), honesty (13 answers), which can be explained by their universal character. And here almost complete coincidence with the choice of the fifth course students' choice can be observed.

4. The values of self-control and responsibility in the first year fall into the second rank of indifferent values (16 and 14 answers respectively), while the majority of five-year students define them as significant ones (6 and 9 answers respectively). Obviously, these instrumental values become important in the process of study and personal growth, and the freshmen have not yet realized their importance for their future life and professional activities.

5. The terminal value of freedom is indifferent for the first year students (only 5 out of 28 questionnaires rank it as significant), whereas for the fifth year students it is insignificant at all. As a result, the instrumental values of independence (15 answers) and courage to stand up for your opinion (14 answers) are ranked as indifferent and insignificant ones, respectively. And here the coincidences of the first and fifth years students' opinion can be seen, which can be explained not only by the general philological orientation of those entering this profile, but also by their literary-centric psychological «matrix», characterized by reflexivity, the priority of «inner freedom» and social apathy. In other words, the introvert's qualities correspond in essence to their motivation to avoid failure.

6. Freshmen are indifferent to the value of creativity (14 answers), autonomy and independence in judgments and actions (14 answers), which again brings together the choice of the first and fifth courses

students, where creativity in general is among the insignificant, i.e. in rejected values by essence.

7. The heterogeneity of the freshmen philologists' group is manifested in the expression of diametrically opposed views on some values. In the results of the research the rankings reflecting numerically dominant answers, in addition to which there were others, are marked. For example, the third rank of insignificant values with 14 corresponding answers has turned out to be the value of life wisdom. At the same time, in 10 questionnaires it has got to the first rank of significant. 14 answers defined the value of happy family life as significant value, while in 14 more questionnaires it has been defined in the rank of indifferent and insignificant values. The instrumental value of honesty was ranked as significant in 12 questionnaires and insignificant in 10 other questionnaires. This is not typical for the fifth year students, the graduates have showed much more unanimity, which can be explained by the degree of personal maturity, achieved during the years of mastering the chosen educational program and the dropout of students who failed to master this program, and, therefore do not correspond to the value model of the graduate philologist.

Conclusions

The study of value orientations provides a basis for generalizations, which allow to indicate the dominant features of the architectonics' value orientations of the student-philologists, who are preparing to become a teacher of Russian language and literature.

Firstly, the most important for him/her are the values of personal well-being (health, love, happy family life).

Secondly, he/she recognizes the importance of such human and professional qualities as cheerfulness, honesty, politeness, education, sensitivity, broad-mindedness.

Thirdly, he/she is not ambitious, does not have high demands, and does not strive for public recognition and materially prosperous life, in fact, being in the paradigm of «sacrificial» service, traditional for the Russian intellectuals.

Fourthly, freedom, independence, self-independence and courage in defending one's own opinion are not important for him/her. The same goes for the value of creativity. The image of an honest intellectual, a competent «translator» of other people's ideas, hardly capable of improving the surrounding reality and his/her own life, of building «his own plot», a chronic paternalist, hoping for the state, unable and unwilling to monetize the acquired competences for his own well-being. Perhaps, this is the portrait of a teacher-philologist outside of a specific time. The values of the Russian culture and literature with which he deals are conservative, and therefore his portrait is quite static. The problem is to what extent will a teacher with such a value orientation correspond to the rapidly changing realities of our time? The answer seems to be obvious.

So, what can be offered to solve this problem? It seems that it is necessary to actively include in various disciplines just during the first year of study, and first of all, special attention should be paid to philological orientation, creative and problem tasks, cases, discussions and round tables, where the emphasis would be not on the reproduction of knowledge, but on the independence and non-triviality of judgments and conclusions, critical thinking, originality of the material, ability to convincingly defend

one's position. All this has been already included in FSES and FSES 3++. However, there is a question of how useful and effective will educational strategies be that impart to the needed values in modern teachers-philologists, teachers and students themselves, or the conservatism of the «matrix» intellectual consciousness, formed, among other things, by the Russian literature, will be stronger.

There is no conflict of interests.

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