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LIFE-SENSE ORIENTATIONS AND PROFESSIONAL DIRECTION IN ADOLESCENCE IN MODERN EDUCATION

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Maria Bataeva, Moscow Pedagogical State University (MPGU)

E-mail: md.bataeva@mpgu.edu

Tatiana Sakharova, Moscow Pedagogical State University (MPGU)

E-mail: sakharova@mail.ru

Inna Zhuravleva, Moscow Pedagogical State University (MPGU)

E-mail: ia.zhuravleva@mpgu.edu

Larisa Melekhina, Moscow Pedagogical State University (MPGU)

E-mail: larisa_m99@mail.ru

ABSTRACT

The article addresses the features of the life-sense area of teenagers learning the 8th and 11th grades of cadets and engineering corps in today's educational environment. The purpose of this article is to identify the specific features of life-sense orientation depending on the individual professional direction of teenagers using the example of the eighth and eleventh grades. We researched the system of their identity senses and values that are included in their professional development and the selection of further professional goals. Based on the empirical survey by using the Life-Sense Orientation Test (D.A. Leontiev), the Value Survey by Milton Rokeach, and professional direction (L.N. Kabardova), we conclude that there are statistically valid differences between adolescence and early adulthood in the area of values, life-sense, and professional development, which shows that professional involvement in adolescence reflects the process of the social and cultural adoption of values and senses and impacts the formation of life-sense orientations in adolescence. The article describes the findings of life-sense orientation and professional direction surveys of teenagers who are learning in engineering and cadet classes. The conclusions can be used to develop and improve cadet and engineering education in today's environment.

Keywords: *identity, life-sense orientation, professional direction, adolescence, modern, education, behavior, personal value*

INTRODUCTION

The formation of life-sense orientation and professional direction is an interdependent process focused on the arrangement of a personality structure with further development and change. The process is characterized, on the one hand, by changes in a complex system of sense structures based on personal values and motivations and, on the other hand, by the development of personal preparedness for professional identity, which includes looking for meanings, understanding commitment to a profession, and manifesting skills, knowledge, and understanding.

In adolescence, people start to form their own life-sense orientations and values that impact their further behaviour and development. The key urge of teenagers is to find a feeling of their own value as an adult and meaningful members of society. Teenagers experience internal conflicts, which change some of their personal values and references that contribute to life-sense orientation in adolescence. Teenagers value the opinion of their peers and important adults and the treatment of themselves as grown-up adults. Independence is one of the key objectives of a teenager. They form personal and professional direction and commitment, further impacting their personal and professional growth.

LITERATURE REVIEW

To understand and define the term "life-sense orientations", we reviewed the definitions in encyclopedic dictionaries as this term is rooted in such other terms as "meaning of life", "purpose", and "life".

The Explanatory Dictionary of the Living Great Russian Language by Vladimir Dahl Gives the following definition of "life": a condition of an individual, the existence of a personality (Pudovkina, 2016). The Explanatory Dictionary by Tatiana Yefremova defines "life" as follows: 1. a special form of the existence of matter that arises at a certain stage of its development, which main feature and difference from non-living things is metabolism. 2. An organism's condition at the growth, development, and decay stage. 3. The time from the birth to death of a human or animal. 4. The total of what a human has done or experienced. 5. The activity of society and humans in all its expressions (Ushakov, 2014). The Explanatory Dictionary by S.I. Ozhegov and N.Y. Shvedova defines the term "meaning" as a goal and reasonable basis for something (Gurkova, 2014). Thus, this article understands the meaning of life as a result of the relation between the mind as a specific form of matter existence and the activity of society that results in finding unique and unparalleled meanings inside an individual.

In adolescence, teenagers create an understanding of "life prospects" where the focus on a goal becomes a meaningful element of their life-sense orientation (Sakharova, 2012, p. 156-160). A characteristic feature of adolescence is a wish to achieve a result, and this wish must be satisfied quickly. Therefore, teenagers are focused on the result of any action. Teenagers begin to form the life-sense concept of their identity and understand values, which become the basis of personality.

The theory of personality developed by A.N. Leontiev refers to adolescence as the second birth of personality. Leontiev uses this metaphor to define adolescence because this is the period of the most important physical and psychological changes that birth a conscious personality (Leontiev, 1975, p. 211). According to Leontiev, personality becomes a subject of its own development in adolescence; personal life-sense orientations are focused on self-education, self-improvement, and self-development.

Let's review some works by L.S. Vygotsky. Lev Vygotsky emphasized the change of interests in adolescence. According to him, these changes in personal interests become a value-based dynamic system that defines responses to external influences. Notably, the key new formation in adolescence is the feeling of adulthood that acts as a new perception by an individual of themselves as an adult. The feeling that their interests are valuable, characteristic of an adult person, causes ups and downs in teenagers' performance in different spheres of their activity, which different vectors of their interests can explain. Thus, Vygotsky proposed to view adolescence in terms of an attraction phase (negative) and an interesting phase (positive) (Vygotsky, 1984, p. 374). While the variation and complexity of behaviour characterizes the attraction phase, the second adolescence phase is characterized by behaviour relevant to the established core interests.

According to Vygotsky, the mental development of a personality is based on the urge to know oneself and one's place in the world, the formation of self-awareness and one's belonging to a special "adolescent" community (Vygotsky, 1984, p. 374). These features are the main life-sense values of adolescence.

Works by D.B. Elkonin support Vygotsky's statement that the formation of interests is one of the life-sense values in adolescence. Elkonin studied the process of changing core activities in adolescence and divided adolescence into 11 to 15 years and 15 to 17 years.

Elkonin refers to the period of 11 to 15 as middle school age, with communication being the core activity and learning growing into a new level characterized by self-

awareness and self-improvement. It is worth mentioning that Elkonin believed that new formations in adolescence arise from core activities in the preceding period.

The senior school age of 15 to 17 is focused on learning and profession (Elkonin, 2014). Thus, we can observe the dynamics of changes in life-sense orientations and values in adolescence. The proactive stand in senior school age becomes important for the relevant areas in life to harmonize the relevant strengths and opportunities depending on the goals and objectives of future professional activities (Vartanova, 2014, p.358-363).

D.I. Feldshtein states that an adolescent enters a new stage in social development related to forming a new attitude to oneself as an adult person and a member of society. Teenagers pay greater attention to themselves and their social attitudes. They start learning the rules of person-to-person interaction and define their place in society and social orientation (Kramarenko, 2015). The development of self-awareness and understanding is a life-sense orientation at this age. Teenager seeks to enhance their identity to find their social usefulness. This urge is the basis for further personal growth (Rossova, 2014). Independence and self-affirmation are specific values for teenagers.

V.S. Mukhina, a Russian psychologist whose ideas are critical to our research, defines adolescence as a period between childhood and youth from 11-12 to 14-15 years. In this period, identity is born in the process of dealing with internal conflicts with oneself and other people (Mukhina, 2006, p. 608). An important personal focus in adolescence is gaining adult status, and the feeling of age-related inferiority arises when it is impossible to achieve this goal. According to Mukhina, the purpose of life in adolescence is the consumption of things and the world of things becomes valuable at this age. Teenagers emphasise their identity, which helps them attract their peers by winning the world of things. Mukhina emphasizes that teenagers seek mutual identification, which enhances their successful relations with peers; however, they are not always successful in their relations with adults. In terms of communication, it is worth noting that teenagers are focused on seeking new efficient forms of relations with their important peers. According to Mukhina, a teenager overcomes internal conflicts to reach an identification with themselves and others and then becomes able to assert their focused individualization (Mukhina, 2006, p. 608). The pursuit of developing an adequate adult identity acts as a life-sense orientation.

Based on the views of psychologists and scientists on adolescence, we can define the main features. In adolescence, such steps related to the actualization of abstract and logical thinking, the reflection of one's feelings and emotions, understanding one's path, and increased pursuit of self-fulfilment represent a new period in psychological and social

development. This period forms the most complex and highest mechanism of goal-setting, which is expressed in some "concept" or the "plan of life" related to the ability to "self-project on the future both in the form of setting specific goals and self-projection."

PROBLEM STATEMENT

Adolescence is the time for revisiting and separating former values and desires and "levelling the site" for future "building of meaning"; the time when "opposite meanings" co-exist; the time of "conglomeration" of meanings, which have not yet become a stable hierarchy but define the nature of the further "building of meaning".

RESEARCH QUESTIONS

1. What are the features of the individual life-sense area in adolescence?
2. What are the differences in the life-sense area of the students of cadet and engineering classes?

PURPOSE OF THE STUDY

The purpose of this research is to identify the specific features of life-sense orientation depending on the individual professional direction of teenagers using the example of the eighth and eleventh grades.

RESEARCH METHODS

The research used the methods at the theoretical level (review of relevant literature); methods at the empirical level (selecting diagnostic tools and psychological diagnostics). The research findings were processed statistically.

Diagnostic tools included the questionnaire with demographic questions, The Life-Meaning Orientations Test by D.A. Leontiev (Leontiev, p. 18); the Value Survey by Milton Rokeach (Istratova & Exacusto, 2016); the Professional Questionnaire by L.N. Kabardova (Zeer, 2015, p. 192), and the statistical processing of hypothesis - t-criterion of Student (Nasledov, 2008, p. 392). The selected respondents included schoolchildren of the cadet and engineering classes, School 1874, aged 11 to 16.

RESULTS

The research allowed us to define the features of life-sense orientations in adolescence depending on a professional focus. Below are the main trends that reflect the content and focus of life-sense orientations in the students of 8th and 11th grades in

cadet and engineering areas. The comparison of a test made under the Life-Meaning Orientations Test (by D.A. Leontiev), the Value Survey (by Milton Rokeach) and the professional questionnaire (L.N. Kabardova) allowed us to conclude that junior teenagers tend to have no specific life goal; however, we can hardly say that junior teenagers live for the day or have plans without relying on the present day, they are not willing to assess their life or rely on their experience and feeling dissatisfied with the experience they have. Most junior and senior teenagers view themselves as strong personalities with vast freedom of choice to build their lives according to their values and understanding of purpose. These subjects believe that humans can control their lives and are free to make and implement their decisions. The dominating value-based orientation of junior teenagers lies with such instrumental values as "honesty". Such value as "zero tolerance to drawbacks in oneself and others" is the least important one, both with junior and senior teenagers. There is a valid difference in the average index of instrumental value "honesty" in junior (5.7 ± 0.9) and senior (9.6 ± 1.1) teenagers, according to Student's t-test $t = -2.6$, $p < 0.05$. There is a valid difference in the average index of instrumental value "independence" in junior (10 ± 0.8) and senior (7.4 ± 0.8) teenagers, according to Student's t-test $t = 2.3$, $p < 0.05$. The most important terminal value for junior teenagers is a proactive life. The value "pleasure" has no less meaning for junior teenagers. There is a valid difference in the average index of terminal value "creativity" in junior (10.5 ± 0.1) and senior (13.4 ± 0.7) teenagers, according to Student's t-test $t = -2.4$, $p < 0.05$. There is a valid difference in the average index of terminal value "freedom" in junior (10.9 ± 0.8) and senior (6.7 ± 0.9) teenagers, according to Student's t-test $t = 3.4$, $p < 0.01$. The following special features were identified for senior teenagers: at this age, one of the most important values is "good manners", and such value as "zero tolerance to drawbacks in oneself and others" is the least important one both with junior and senior teenagers. There is a valid difference in the average index of instrumental value "honesty" in junior (5.7 ± 0.9) and senior (9.6 ± 1.1) teenagers, according to Student's t-test $t = -2.6$, $p < 0.05$.

There is a valid difference in the average index of instrumental value "independence" in junior (10 ± 0.8) and senior (7.4 ± 0.8) teenagers, according to Student's t-test $t = 2.3$, $p < 0.05$. The most important terminal value for senior teenagers is "freedom". The least important terminal value for senior teenagers is "creativity". There is a valid difference in the average index of terminal value "creativity" in junior (10.5 ± 0.1) and senior (13.4 ± 0.7) teenagers, according to Student's t-test $t = -2.4$, $p < 0.05$. There is a valid difference in the average index of terminal value "freedom" in junior (10.9 ± 0.8) and senior (6.7 ± 0.9) teenagers, according to Student's t-test $t = 3.4$, $p < 0.01$.

We made conclusions about features and differences characteristic of children learning in cadet and engineering grades based on the research.

CONCLUSION

Based on the research of the value-based system of the students of cadet and engineering classes, we identified statistically valid differences in the value and life-sense systems of the respondents.

The cadet students have a stronger focus on the purpose of life. We believe cadet students are focused on their future life purposes, which make their life meaningful, reasonable, and future-oriented, i.e. they are focused on the future. The least attention is given to life results. This group showed the highest indicator of the average understanding of life sense. The most important instrumental value for cadet students is "good manners", and the most important terminal value is "proactive life". The least important value depending on vocation was the instrumental value, "zero tolerance to drawbacks in oneself and others"; the least important value for the cadet class was the terminal value "pleasure". This group is characterized by vocation in the human-human and human image areas.

The perception of life characterizes the engineering class students as an interesting and emotional process full of meaning, i.e. they are more focused on the present time. This group showed the lowest indicator of the average understanding of life sense.

The most important value engineering class students was the instrumental value "good manners" and "health" terminal values; the terminal value "creativity" had the least importance for the engineering class students. This group is characterized by vocation in human-human and human mechanisms.

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