

EDUCATIONAL STRATEGIES OF THE RUSSIAN YOUTH

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Abstract: The paper presents the results of our study on the educational strategies of modern Russian youth. As a scientific output, the paper presents the main socialization results of educational attitudes of young people: orientation to education throughout life, the need for self-education, setting up toward obtaining a second higher degree. The main risks that accompany the identified results and the educational paths chosen by young people are identified: the risk of erroneous professional self-identification, the risk of acquiring shallow knowledge and orientation to superficial educational products. As a result of the study, the problematic field of managing the prospects of the educational choice of youth was identified, the perimeter of which comprises the problems related to meeting the needs for self-education of young people, reducing the level and depth of knowledge acquired and stored by youth, the problem of “external memory” associated with an abundance of gadgets

and devices that reproduce information, and more.

Keywords: youth, social strategies, life choices, education, educational strategies, self-education

1. INTRODUCTION

Youth is a special social group that has high present and future significance, hiding its unclear potential, but bearing a global mission of shaping a national future. Revealing the potential of Russian youth, which is subsequently realized as an integral part of human capital of the country, is a priority among Russia's strategic guidelines. The choice of life guidelines and social strategies by young people largely determines the future of Russia. A preliminary study of the social strategies of young people helps to increase the likelihood of achieving strategically important indicators and manageability of regional development.

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Youth culture immersed in general and specific risks forms a complex factorial channel, in which young people have to make vital decisions, developing their own way of socialization, which is emphasized in many studies by Russian authors [12; 3]. Changes in the structure of the main social processes and mechanisms of influence of the main socialization institutions on the youth lead to an unpredictable socialization result that can qualitatively change the future mentality of any Russian. Such changes can occur in all areas of socialization, but in this paper we will consider only one thing, that is, the educational strategies of Russian youth.

Education as a socialization mechanism for young people is becoming the subject of constant and active study. The choice of educational paths, the role of education in self-determination, and self-education as a factor in personal growth and a factor that determines personal potentialities and characteristics: these and other questions are under the constant attention of researchers. Among others, we can distinguish the works of Konstantinovsky D.L., on the subject of which we see the dynamics of interest of academic institutions in the problem of youth education [5; 6; 7; 8]. For example, back in 1997, the scientist's work posed the

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problem of inequality in the education of youth; it is a question that is very relevant in Western countries and is just beginning to cause interest today [15].

In addition to the specifics of subject domains in education, which are the subject of interdisciplinary research, including, as a rule, pedagogical research, the problem of youth education is studied from the different scientific perspectives: education is considered as a value in the general value system of young people [16]. But there is also a feedback that interests researchers: what value system does education form [11; 4]. Scientists pay special attention to the study of various stages of education, usually dwelling on higher and professional education [14], on self-education, as well as on additional education already during the period of work. Many works have been devoted to studying the connection between education and the future profession, allowing one to see this connection not only in relation to a common young cohort [7], but also to regional youth [9].

2. RESEARCH METHODS

Exploring the risks in the field of youth socialization strategies, in 2018, the International Center for Sociological Research under the Belgorod State National

Research University had been conducted for the first time a global study of youth social strategies. Measurements were taken in the field of 11 strategies: economic, educational, migration, labour, social, spiritual, moral, leisure, political, self-preserving, family, communicative. The object of the study was the youth in the Russian province (N = 2500) distributed by gender, age, and by three main quotas: school-aged, student and working youth.

The *global goal* of the scientific project was to study the socialization trajectories of youth and the possibility of influence on them by regional institutions in the conditions of risk-taking in the modern environment. One can learn more about various aspects of the study from the scientific publications by I.S. Shapovalova and A.V. Kisilenko [10; 13; 2:17]. The educational strategies of youth became one of the subjects of the study, which made it possible to single out one of the *important tasks of the study*: identifying the risks of existing dispositions in educational choice and preferences, and the socialization results for youth within the perimeter of educational life strategies.

3. RESULTS AND DISCUSSION

Increased attention on the part of the state and its institutions to the quality of

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educational products, work on standards and monitoring their implementation, as well as increasing competition among actors providing educational services leads us to the idea that it is necessary to dive deeper into predicting the future situation related to the educational choices and preferences of modern youth. The search for the most popular educational forms can lead to a redistribution of educational choice. But with such a task, of course, it is not enough to study the preferences and educational strategies of youth: it is necessary first of all to understand, what exactly do we expect from young generation on a national scale? The expectations of our state can be put into one capacious word of “development”. It involves the active perception and effective assimilation and use of new information, the presence of the ability and motivation for self-development, the possibility of obtaining additional competencies at any level of one's social formation, and long-life education.

From the perspective of development and increasing one's own capabilities, as well as using the capabilities of the strongest institution of socialization, we are interested in the educational trajectories of young people. Due to the fact that schoolchildren, trainees of secondary

schools and university students took part in the study, the result when 81.8% are at the educational stage, is natural. Currently, 13.7% of the entire mass of young people are getting second degree, 1.7% are studying according to the continuing education program, and about the same number are engaged in self-education (table 1). It is worth saying that getting a second degree becomes not just a trend due to a mistake of choice or life circumstances, but

also the original strategic orientation of our youth. It's hard to say whether there are more pros or cons. Of course, one can positively assess the desire and activity for its implementation. The negative point is a long self-knowledge, a shallow immersion in the industry of education in both the first and second cases, and equating education with "experience", the amount of which can increase the cost of a specialist.

Table 1. Answers to the question "Which group do you belong to?"

Answer options	%
I am in training at the moment (schoolchild, student - first higher degree)	81.8
I get a second higher degree or additional education	13.7
I study under the continuing education program	1.7
I am self-educated	1.5
I am not in the process of education	1.4

An assessment of the dispositions received by Russian youth as a result of their socialization showed that the majority of them (63.2%) believe that a person should study throughout his/her life (table 2). Periodic advanced training is suggested by 39.9%. At the moment, we can talk

about two socialization results: interest in education and the potential for self-education of young people, which is noted by 57.3% for themselves. Limited educational trajectories are shown by only 8.4% of respondents.

Table 2. Answers to the question "Which of the proposed positions do you agree with?"

Answer options	%
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A person can and should learn all his/her life thus constantly raising his/her level	63.2
A person must periodically undergo advanced training in his/her profession	39.9
A person must engage in self-education	57.3
A school level of knowledge is sufficient for life and work	2.1
Knowledge gained in school or university is enough for life and work	6.3

The importance of quality education in achieving life success is recognized by the vast majority of young people (83.12%). However, 31.73% of this number put quality education on a par with the activity of the person himself/herself. A rather alarming sign is that only half (50.75%) of young people consider it possible to receive quality education in their city (region), regardless of financial capabilities. Another 11.12% people think that there are such opportunities, but only for financially well-off families. A fifth of respondents (19.29%) deny the possibility of receiving a quality education in their place of residence. The availability of quality education is the most critically assessed by middle and high school students, as well as by working youth. Thus, we come close to the problem of territorial and economic inequality in the possibility of choosing educational paths; in the future, this situation is transformed into unequal professional opportunities, creating rigidity of social transformation,

limiting social mobility, and also marginalization in some cases.

Considering the dynamics of the life choices of Russian youth, we see that the majority of those who intend to receive a second higher degree (and 52.6% of them at the moment) are aged 20–25 years. Unfortunately, this fact of early retraining indicates that many made or suggest to make a possible erroneous educational and professional choice, which can be compensated by receiving additional education in a complementary, related, or completely different field. Only 13.3% plan to do this, having already worked in the professional field earlier (table 3).

54.0% suggest studying at additional education courses at different periods of life, and the majority fall on 20–25 years again. Perhaps, in this way, young people seek to fill up the shortcomings in their education in colleges and universities. But young people expect to improve their skills not only on time and immediately after training (54.6%), but in the

development of their working career (26-30 years, 22.8%).

Already, almost a third of respondents are actively engaged in self-education. In general, the beginning of this activity as to young people belongs just to the years of study, which inspires hope for the acquisition of a skill being unlost that will be used in the future. The teaching potential makes it possible to plan the opening of their own training courses for

more than a third of respondents (32.7%).

Based on the obtained dynamics, we can slightly correct the socialization result: young people plan to actively learn and be included in educational programs up to 30 years. At the same time, it is worth noting a rather high assessment of one's own competence, planning for the acquisition of unique competencies, in which future "students and followers" of young people will be interested.

Table 3. Answers to the question "At what age have you done, are you planning (or do not plan) to take the following steps?"

Options	18-20	20-25	26-30	31-35	36-40	41-45	45-60	After 60 years	I do not plan	Don't know/No answer
Get a second higher degree	5.6	30.1	13.3	2.5	0.6	-	-	0.5	6.3	13.1
Take courses in continuing education	9.1	29.8	11.8	2.2	0.6	-	-	0.5	3.8	13.0
Improve one's professional qualifications	3.7	21.4	22.8	5.5	0.9	-	-	0.3	2.8	13.3
Self-education	24.2	22.1	8.8	2.9	1.0	0.5	-	0.3	1.4	10.6
Open own training courses	2.7	7.7	10.0	6.5	3.5	1.0	0.5	0.8	17.0	20.1

4. CONCLUSION

Thus, speaking about the results of the study, we note, first of all, those

socialization results that were obtained for young people born in 1997-2003.

These are: a) *orientation toward two or*

more educational vectors, b) the desire for self-education; c) existence of setting up for prolonged education. Appropriate conclusions for each of the results obtained necessary to control the educational trajectories of young people can be made. Assessing the existing spectra of educational forms, and the inclusion of Russia in the race for online education, we can say that the existing aspirations of youth have a fertile ground. This also applies to attitudes toward continuing education. Of course, such an attitude, as a rule, is expressed by young people, but, as our polls have shown, with the operationalization of specific terms it gets a specific limitation, namely, 30 years. And here it is worth talking about the existing contradiction: on the contrary, modern universities in Russia implement projects of a “silver” university, educational support for professional profiles, and training in narrow competencies. Meanwhile, it is young people under 30 who remain in some educational deficit.

Realization by educational institutions of the existing interests and needs of youth leads not only to an increase in the quantity, but also to a decrease in the quality of educational

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products. Keeping in mind the third socialization result (the need for self-education), we understand that it will be implemented in parallel with the growth of online educational platforms and products; it is with their help that young people will satisfy their educational needs. The clip nature and superficial presentation of these formats will only aggravate the corresponding risks and specifics of the Z generation youth thinking (clip thinking, external memory, gadget addiction). In this regard, we can get some negative illusion: young people will believe that they are realizing their needs for self-education, focusing on shallow and superficial information. What to do in this situation? Standards and guidelines for educational products, the delimitation of the activities of sound platforms and resources from the “quick response” products are needed. Encouraging young people to education and self-education is mandatory, but the introduction of official assessment procedures will give young people the opportunity to get a real assessment of the result, and to determine for themselves the limiting characteristics of low-quality educational products.

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