

Qualitative Characteristics of Life Values of Student-age Youth (As Exemplified by the Republic of Sakha (Yakutia))

Nikolai Dmitrievich Neustroev, Alina Alekseevna Kozhurova, Ekaterina Pavlovna Pavlova, Ekaterina Nikolaevna Neustroeva, Sofia Nikolaevna Shadrina and Lena Pavlovna Borisova

North-Eastern Federal University in Yakutsk, Yakutsk, Russia; neustroevnd@rambler.ru, kozhurova_2013@mail.ru, eppavlo2010@mail.ru, nicol79@mail.ru, shadrinasn@mail.ru, lebor99@mail.ru

Abstract

Background/Objectives: The article provides the analysis of works of classics of sociological and philosophical thought, works of modern psychologists, teachers and sociologists devoted to the issues of students' vital values. The psycho physiological features and factors influencing formation and dynamics of vital values of student's youth of Higher education institutions of Yakutia in modern conditions are studied. **Methods/Statistical Analysis:** A sociological survey including 35 questions has been conducted to study qualitative characteristics of youth and to identify the reasons of difficulties of the adaptation period at the beginning of training in higher education institution. The students had to choose the ready answer for 31 questions of the questionnaire and give their independent answers for 4 questions. Questions were divided by the thematic and problem principle: need for the higher education, difficulty for study, questions concerning deviation, youth problems, a healthy lifestyle, vital values, reproductive plans, migration and plans after study. **Findings:** Within the conducted research, the considered preferences: "a good family", "friends" and "interesting work and vital success" and others are ranked the first in the system of vital values of the younger generation. At the same time, availability of both the highest and secondary professional education, irrespective of motives for receiving it, in general is perceived by students as one of the main components of future wellbeing and success. It is connected with the fact that the question of vital values, in essence, is a question of educational activity quality and success of students' social and psychological adaptation to training conditions in the higher education institution. Students estimate vital values from the point of view of the personal requirements, the purposes and attitudes for this concrete moment, without speaking about reproductive plans and desires to bring benefit to people. In this case, the motive of achievements is dominating (pragmatic) among the students; their activity is directed, first of all, on receiving the end result at a certain level and for them this result is shown as the vital strategic plan. **Applications/Improvements:** the conducted sociological research and the analysis of the received results allowed proving theoretically the need for purposeful systematic work with the youth to form and develop of their vital values.

Keywords: Adaptation Period, Student's Youth, Vital Plans, Vital Values, Qualitative Characteristic of Youth

1. Introduction

The research is devoted to the study of the qualitative characteristics of young people, necessary for the modern society for further development planning and the elaboration of the study basic provisions relating to the younger generation, the analysis of complex and contradictory

processes of modern society, social institutions, the family, children, adolescents and youth surroundings. Studying youth as an active subject of social reproduction, it is necessary to highlight its innovative role, the ability to not only quickly adapt to the social reality ("adaptive functional quality"), but also actively impact on its positive change ("would-be reproducing quality").

*Author for correspondence

Progressiveness and efficiency of transforming activities of the younger generation is determined by the properties, specifically forming by the society and the state in the process of its formation, growth and development.

Thus, the problem lies in resolving contradictions between the importance of “would-be reproducing qualities” of young people and the insufficient development of the necessary conditions for their organization in the system of higher education as a process of adaptation of rural youth in the urban environment, as well as the formation and development of their life values. This problem affected the choice of the subject of our study. Factors and processes taking place in the socio-demographic group influence the state of formation and development, the transition from social immaturity and childhood to the social, economic and civic maturity. The study and analysis of the adaptation of rural youth in the urban environment, their life values and reproductive plans as the qualitative characteristics of student-age youth is an important aspect of this research.

In the study, we assume that in solving the problem of the quality of student-age youth is the most effective in their life development if: the causes arising in the process of adaptation and socialization of rural youth to urban areas are identified; the awareness and understanding of the world and one's place in it are determined which gives meaning to one's personal position, guides the behavior and actions when reflecting values recognized by a person as strategic goals in life; the attitude of young people aged 18 to 29 to their own health, physical education and reproductive plans is revealed.

Qualitative changes in the values and needs of modern society require adjustment of education goals and objectives, new approaches of social readiness of young people to life plans, a professional self-determination, to successful adaptation in a rapidly changing socio-cultural environment. The modern reality is waiting for graduates' ability to adequately assess their real and potential capabilities, ready to professionalization, self-organization and self-realization as an adult who can make constructive use of their knowledge and skills to make their choice of values.

In pedagogy the concept of “value” is defined as an object, phenomena and their properties that are necessary for members of a particular community or individual as a means to satisfy their material and spiritual needs and interests, and to achieve social goals¹. However, in the writings of well-known teachers of values, value orientations

and ideas are treated differently. As the highest values different categories are put forward: it is the love of God, the 10 commandments of Christ, the inner moral law, human well-being according to J.A. Komenský; the category of “decent and accepted” from the point of view of A. Diesterweg; patriotism, love of parents, the mother, to “the holy and beautiful in human life” according to V.A. Sukhomlinsky; “the ability to see the beauty of today and tomorrow and to live this beauty”, as A.S. Makarenko puts it; liberty and property, freedom of moral choice and generating value power of private ownership: beauty, justice, love and others from the point of view²⁻⁴. N.A. Astashova represents a value as teacher education, in which there is a direct or indirect relationship of a person to the environment and himself/herself. O.A. Mitroshenkov notes that the value is the property of objects and phenomena of reality to be important for a person in personal, social and cultural relations⁵.

The largest contribution to the study of peculiarities of the Russian students was made by four domestic scientific schools: Novosibirsk (headed by V.N. Shubkin), Sverdlovsk (Yu.R. Vishnevskiy, G.E. Zborovskiy, M.N. Rutkovich, L.Ya. Rubina et al.), Leningrad (S.N. Ikonnikova, A.A. Kozlov, V.T. Lisovski, V.I. Chuprov, etc.) and Rostov (B. Rubin, Yu. Kolesnikov). The fifth group of works, the smallest one, is represented by modern studies of life values. They include the works^{6,7}.

Based on the analysis of these works, we believe that the study of students' life values should be focused and systematic in order to create and develop their life values in a system of universal moral values, to be aware of the importance of values as the next generation of the Sakha Republic (Yakutia), and humanity as a whole. Research priorities became the effective analysis of the characteristics of quality and social readiness of young people in the Republic with a view to maximize the youth development and preparation for the implementation of basic social functions.

2. Method

In order to study the quality characteristics of young people, identify the causes of the difficulties of the adaptation period at the beginning of training in high school a sociological survey including 34 questions was conducted. The students had to choose a ready answer for 31 questions of these, and answer 4 questions themselves. Survey items are divided according to the thematic and

problematic principle: the need for higher education, learning difficulties, questions relating to the deviation, youth problems, a healthy way of life, life values, reproductive plans, migration and plans after graduation.

3. Results

The survey involved students from various institutions of higher education of the Republic of Sakha (Yakutia). The poll covered 602 students, including 237 boys and 365 girls aged 17 to 26. For example, survey participants were students of the Pedagogical Institute – 8.1% (49 persons), the Institute of Languages and Culture of the Peoples of the North-East – 3.2% (19 persons), the Technical Institute – 10% (60 persons), Churapchinsky State Institute of Physical Culture and Sports – 12.3% (74 persons), Financial and Economic Institute – 8.8% (53 persons), the Institute of Foreign Philology and Regional Studies – 3.3% (20 persons), the Yakut State Agricultural Academy – 3.8% (23 persons), the Medical Institute – 30.1% (181 persons), the Faculty of Law – 14% (84) and the Physical-Technical Institute – 6.5% (39).

The sample was targeted at students of the first, second and third years of high schools of our Republic, coming from uluses (districts) (70%), going through a phase of adaptation to the urban environment. The total sample is dominated by young people, born in the Central (64.2%) and Western Yakutia (23.4%), urban areas (28%), regions of the CIS (0.6%) and other regions of Russia (1.4%). The distribution of respondents by nationality is as follows: Saha – 83.4%, the Russian – 9.3%, the North minorities (the Evens, Evenkis, Yukagirs, etc.) – 4.2%, other ethnic groups (the Tatars, Buryats, Armenians) – 1.7%. The majority of respondents (79.7%) were graduates of secondary schools of our Republic, of which the share of graduates of gymnasiums and lyceums is 16%. The number of students admitted to higher educational establishments after schools and colleges, altogether was – 3.7% and vocational schools – 0.7%.

Observations show that the entry of students, recent graduates of schools in the new system of norms and values is often spontaneous, when professional plans are not backed up by real possibilities and are not gradually worked out. The analysis of the obtained results of students' survey in relation to preferences and actually planned lifestyle found that most prefer an urban lifestyle regardless of their place of birth and residence, type of educational establishment, tuition and concrete living

conditions at the moment. Thus, 72.1% of respondents link their future life with the city, only 8.4% – with the village. Almost one in five respondents found it difficult to choose the preferred lifestyle. Students born in urban areas prefer an urban lifestyle 7 times more likely than those born in rural areas.

As for an urban lifestyle, 3/4 natives of other regions of the Russian Federation (75%), central areas (75.4%) and Western Yakutia (67.2%) are oriented at it. Residents of other regions of Yakutia are also more likely to choose the urban lifestyle. It is quite natural that students from rural areas of the South (33.3%), the North (21.2%) and Northeast Yakutia (20%) prefer the rural lifestyle. Total of all respondents is the maximum weight range of urban life (72.2%), which is typical of the strong influence of the process and the formation of young people urbanization. However, some students are not interested in their preferred lifestyle, so they have not yet decided on the choice (19.6%).

The revealed preference is saved, if we consider the views of respondents, depending on their living conditions. Among the natives of urban settlements (citizens) living with their parents, 97.9% of students prefer an urban lifestyle and rural – only 2.1%. A similar distribution is observed for natives of the village, living with parents: 92.9% vs. 7.1%. Some preference of a rural way of life characterizes only students – natives of the village, living in a hostel or renting housing. Absolutely all of the students born in urban areas only connect their future with the city.

The would-be economists, lawyers, physicians are oriented at the urban lifestyle; the rural lifestyle is preferred by the students of the Yakut State Agricultural Academy, Churapchinsky Institute of Physical Culture and Sports and the Institute of Language and Culture of the Peoples of the North-East. The desire of students to link their lives with urban areas in the future (97.9%) is by 95.8% higher than that of students who prefer a rural way of life (2.1%). The reasons for the attractiveness of the urban lifestyle for students were: the ability to find a good job, comfortable housing, educational opportunities, a larger number of entertainment places of recreation (theaters, museums, exhibitions, sports facilities and others.), a high probability of finding a life partner. Students preferring the rural way of life in the future, named such reasons as: clean air, tranquility, beautiful nature, the family and relatives, natural foods, farm.

Along with this, we have covered the problems of youth related to future plans after graduation. The analysis of

the survey concluded that many of the respondents plan to continue their education in the future relating to their second specialty. We have also identified the reasons for this choice of answers. Among the selected answers about the future plans of the respondents the following answers were chosen: I will stay in the city, I did not think of it, I will go to work in the district, I will come back home and others. Thus, the positive effects of migration of rural residents can be called the inflow into the city young, working-age population, who arrived for education and job search, which compensates for the migration loss on the labor market and increases the educational and socio-cultural level of the youth.

Results of the carried out study lead to the conclusion that the main conditions for successful adaptation of rural youth in urban areas are ensuring students with dormitories and home improvement; financial assistance of parents and relatives; social security by administration and trade union organizations of the university; individual independent income from part-time work; self-regulation of the time and everyday routine; robust motivation to realize the choice of future profession; the level of comprehensive educational readiness and perception of educational material that meets the requirements of university studies. In order to study the life values of young people, the questionnaire included a question about the attitude to them and the formedness of certain goals in life. Students were suggested 13 basic values in life, each of which should have been assessed.

We were interested in the attitude of young people to the main social values, for example, the assessment relating to a “good family” (91.8%), “good comrades and friends” (75.1%), “interesting work” (74.8%) and “personal safety” (72.8%). If an analysis concerns the place of birth, the “good family” is assessed by the youth from rural areas higher (4.9%) than by young people from urban environment – 4.8%. Success in life, confidence in the future, psychological health and well-being were evaluated approximately the same (4.6 and 4.5). As a result, the only value that prevails among the urban youth is the freedom and independence (4.5).

Values based on gender differ greatly. The importance of the family for girls had a higher score of 4.9. Also, the girls appreciated such high score values as: physical and mental health (4.6), confidence in the future (4.7) and an interesting work (4.7). The men assess a “good family” below the average score (4.8), which is 0.1 lower than that of women, as for such value as “children” – men had

4.2 points, 0.1 more than women. We assume that in evaluation by girls natural reproductive intentions could play a certain role, although it is the last in the hierarchy of values. At the same time, the values of “freedom and independence” (4.5) and “well-being” (4.5) are more important and urgent in demand for women than men.

If we consider the attitude toward life values according to age groups of respondents, regardless of the year of study, the main important priority is a “good family” (4.8, 4.8, 5). Such value as “children” (4.4, 4.5 and 4.4) takes the last position, except for the age group from 23 to 26. Existing young families are forced to constantly adapt to changing environmental conditions, at that the main priority is the study, as a basic component of the would-be reproducing quality of juvenile potential. In the age group from 17 to 19, the value of “good comrades friends” was given 4.7 points according to the importance, which is characterized by new friends, new relationships in a different, broader socio-cultural environment after school. Then they welcome an “interesting work and personal security” (by 4.6). For the respondents aged 20 to 22, “success in life” (4.7) is important in addition to the “interesting work” (4.7). By 26 years as a period of mature youth, the value of “confidence in the future” (4.8) prevails, as well as “interesting work” (4.7) and “well-being” (4.7). We can assume that at this age level further reproductive plans are observed among students, the value of “children” takes not the last place (4.4).

The results of the analysis of respondents’ assessments of values depending on the place of study have shown that dominate “interesting work”, “friends” and “personal security” in addition to the value of “good family”. It should be noted, at the same time, students assess life values in terms of their personal needs, goals and attitudes at this particular moment, not to mention the reproductive plans and desires to benefit people. Life values often differ from the main objective of training – training specialist in a certain profile. The students, in this case, have the dominant motif of achievements (pragmatic), i.e. their activities are aimed primarily at getting the final result of a certain level; and for them; this result appears as a value in itself, as a vital strategic plan.

Comparison of the two-year assessment study of life values showed changes in the hierarchy of life preferences of today’s youth in relation to the values of marriage and family. For the participants in the survey, conducted in 2013, the main values in life are “to be a success, to have education, promotion at work, career development”

(79.9%), “own comfortable housing” (74.2%) and “to deal with friends (good comrades and friends) a lot” (57.7%). We have determined that the youth’s main purpose of life is education. The legal marriage, own family are the preferences of young people only on the fourth rating position, behind such goals as the standard of success, well-being and good friends. In 2014, it was notably that the value of “family” takes the first position (91.8%), followed by “good friends, comrades” (75.1%) and “career, success in life” (74.8%). In the second year of the study a larger number of respondents were involved and the coverage of age contingent was also widened. They were students of 1-3 years of study. The aggregate value of the responses put forward a “good family” in the first place.

Thus, in this study, considered preferences are: career development, education, the achievement of well-being and friends take the first position in the life values of the younger generation in 2013. In 2014 a “good family”, “friends” and “interesting work and life success” dominate. Here, the characteristic feature of youth is the focus of every third person on the value of good comrades and friends. However, the presence of both higher and secondary vocational education, regardless of the motives of its obtaining, is generally perceived by students as one of the main components of the future well-being and success. This is due to the fact that the issue of life values, in essence, is the question about the quality of training activities and the success of social and psychological adaptation of students to training conditions in high school, effectiveness of training future specialists.

One of the most important qualitative characteristics of the students is a conscious attitude to their own reproductive plans. It is known that strengthening the family as the main social institution of the Russian society is a major priority area of regional youth policy. This policy covers the strengthening of reproductive health of young people and creating favorable conditions for a healthy life of a young family, as well as prevention of divorces. Based on this, we asked: “How many children would you like to have in your family?” Students were offered the following answers: 1) a child; 2) two children; 3) three or more; 4) none. The result of the analysis of the responses showed that men-respondents (by 4.6%) plan three children and more in their family than women. Thus, 46.6% of young people said about the desire to have a family of three or more children and 42.3% of girls chose a similar answer. 52.5% of the surveyed girls want to have two children in the future family and 47.9% of boys shared this opinion.

2.6% of boys and 19% of girls do not want to have children in the future.

Considering responses depending on the place of birth of the respondents, we see that the desire to have three children and more in the future family is prevalent among rural youth, as the answer was chosen by 48.5% of all surveyed students. Among the respondents, born and living in urban areas the response about the desire to have a family with two children was chosen by 55.3% students, that is more, than students who came from rural areas, the answer was chosen by 47.3% of students.

As the analysis of the students’ responses demonstrated, the desire to have three or more children in the future family increases with age. For example, the desired number of children in the youngest generation of young people was lower than in other youth groups. 42.6% of young people from the age group from 17 to 19 focused on the future birth of three or more children, as well as a similar answer chosen by 52.2% of students is in the age range of 23 to 26. The proportion of young people in the age from 20 to 22 (3.2%) not wanting to have children at all was higher than in older age groups, while the 26-year-old youths have no such desire at all. Obviously, the younger generation of youth is oriented at fewer births, with all the necessary conditions. This opinion of youth leads to the conclusion that over time smaller number of desired children will be born and the share of “abandoned” children might increase. Focusing on “one desired” child is the highest (3.8%) among the younger generation, whereas it does not exist at all among 23-26-year students. However, a stable orientation at the desired two-child family model is observed among the vast majority of youth of all age groups.

Socio-economic situation of young people and emerging young families is one of the most important factors affecting the reproductive plans of young people, irrespective of the same needs in children. It should be noted that the reproductive intentions of the youngest people is very low. This is confirmed by a significant part of the risk factors of the reproductive potential reduction: poor awareness, especially of rural youth about the consequences of risky behavior, immature reproductive attitudes, as well as the disadvantages of medical and social support in health care establishments. By 26 years reproductive expectations also tend to decrease, but under the influence of the restrictions imposed by the age and health. The actual number of children only shows the stages of the formation of young families in various

age groups of young people and much depends on the percentage of those who are married.

It became clear from interviews and surveys of young people that the very value of “children” takes one of the last positions among both men and women. Students are going to establish the reproductive relations, only reaching economic independence and self-reliance. The priority for them is education and an interesting high-paying job. In addition, almost every respondent said that the family is the main decent value throughout a person's life, so the students are aimed at creating a family, provided they obtain the specialty and independent income, thus, obtaining a degree, the profession and respect for their own reproductive health by adhering to a healthy lifestyle, i.e. avoiding harmful habits, following the daily schedule and healthy eating.

On this basis, the study also addressed health issues, as the basis of reproductive health in the future. Problems relating to a relatively healthy lifestyle and the assessment of one's own health are important to would-be reproducing quality of the youth. Health, as a value, is assessed as significant by students. In the general hierarchy of importance it is in the middle of the rankings, with an emphasis on physical health (69.1%) rather than the psychological health (67.6%). The share of preference of the physical health among rural students (4.6) exceeds than that of urban youth (4.5). As for men, the physical and psychological health is below (4.5, 4.5) than that for women (4.6, 4.6).

To the question “How can you imagine a healthy lifestyle?” 8 possible variants of answers were offered from which respondents indicated no more than three. Students are little worried about fitness classes (2.3%), going to the swimming pool (1.2%) and the Ice Palace (0.4%), because it requires the extra cost and effort. The most important answers out of 1707 responses were lack of bad habits (26.7%), a healthy diet (25%) and following the daily schedule (19.6%).

Medical students (29.2%) and students of the Pedagogical Institute (29.1%) imagine almost similarly the healthy way of life as having no harmful habits. An interesting fact is that the same answer was given by the students of Churapchinsky State Institute of Physical Culture and Sports, as future athletes and sportsmen; the percentage was the least (19.6%). However, following the daily schedule (22.9%) prevails and is meant as the “practicing a certain kind of sport” (19.2%) due to the specificity of the profession as compared to the students of the Yakut State

Agricultural Academy (19.7%). Leaders of a healthy diet as the main source of normal life and a healthy lifestyle are medical students (27.3%) and the students of the Institute of Languages and Culture of the Peoples of the North-East (27.3%). At the time of the research the students of the Institute of Foreign Philology and Regional Studies were engaged in fitness (8.8%), students of the Yakut State Agricultural Academy went to the swimming pool; students of the Yakut State Agricultural Academy (4.9%) and the Physical-Technical Institute (1.7%) visited the Ice Palace. Some students do not have any idea of a healthy lifestyle. The idea of “active recreation” is dominant among the respondents of Financial and Economic Institute (17.6%) and the Physical-Technical Institute (17.4%).

The survey materials also show the respondents' behavior with respect to a healthy lifestyle. For this a special question was asked with certain answers, “I have a healthy lifestyle”, “I would like to (a) maintain a healthy lifestyle, but something always interferes”, “I'm not interested to maintain a healthy lifestyle, there are much more important things in life” and the answer “It is difficult to answer”. As a result, the survey showed that students have healthy lifestyles in Churapchinsky State Institute of Physical Culture and Sports (64.8%), the Yakut State Agricultural Academy (52.2%) and the Medical Institute (46.4%). They answered that they would like to lead healthy lifestyles, but something prevents them from it – students of the Institute of Foreign Philology and Regional Studies (80%), the Institute of Languages and Culture of the Peoples of the North-East (57.9%) and the Financial and Economic Institute (55.7%). The students of the Faculty of Law and the Yakut State Agricultural Academy are not interested in a healthy lifestyle (by 13.1%), although there more students in the Yakut State Agricultural Academy who support healthy lifestyles. Particularly students of the Physical-Technical Institute (15.4%) and the Medical Institute (12.2%) had difficulty responding. Total of all respondents, nearly half lead a healthy lifestyle (44.3%), those, who have the desire to maintain healthy lifestyles, comprise 42.1%, those who are not interested in it – 5.5%, others had difficulty responding.

As for gender aspects the answers are almost similar, but healthy lifestyle is slightly higher among women (46.2%) than men (41.3%). However, the answer “the desire to lead healthy lifestyles, but something prevents” was chosen by almost the same number of men (41.7%) and women (42.3%), it is not interesting to lead healthy lifestyles for men (8.1%) and women (3.8%).

Those who consider themselves completely healthy are student-athletes due to the specifics of the profession (12.2%). More than half the students of the Yakut State Agricultural Academy (65.2%) and the Faculty of Law (57.1%) consider themselves to be healthy. There are health problems among students of the Medical Institute (51.9%).

So, the answer “absolutely healthy” (8.4%) and “healthy” (52.3%) in the evaluation of the state of one’s own health, is characteristic of half of men-respondents. Unfortunately, women, who are responsible for a healthy reproductive future planning, gave the answer “there is a problem with health” (45.5%), which is more than that of men (31.6%). This is due to the fact that almost half of the total number of women has a desire to maintain healthy lifestyles, but something prevents.

Among socially accepted indicators of social readiness for the establishment of the family are the following: the completion of education, the acquisition of the profession or the continuation of higher education, the beginning of self-employment. Socio-economic readiness for marriage is inextricably linked to that, the essence of which is the ability of young people to financially support themselves and their families on their own. However, some young people become economically independent from the parent family in 18-19, and the other part still use the parents’ material support from five to seven years. This contradiction is a major obstacle to strengthening marriages, and reproductive plans as well. Social readiness for marriage includes awareness of young people that they take responsibility for each other, for family, for children.

4. Discussion

For students, the research participants, the main conditions for successful adaptation of rural youth in urban areas are: adaptation of students to a constantly changing environment, ensuring students’ dormitories and home improvement, financial help from their parents and relatives, social security on behalf of administration and the trade union organizations of the university, an individual independent income from part-time work as a process of self-regulation of the time and daily schedule, sustained motivation to realize the choice of future profession.

We have highlighted a few possible reasons for the successful adaptation of rural youth to urban and students’ surroundings. Firstly, the students are known to be the intellectual and cultural vanguard of the young

generation by virtue of the fact that within a few years they are “professionally” engaged in increasing their education level. Secondly, the adaptation of the student-age youth takes place at a crucial for any person stage of life, when the worldview and leading direction of his/her life values are formed, a specialty is acquired, the foundations of social behavior are laid. Third is the social adaptation. For graduates of rural schools adaption to the periodic changes of society is “imposed” on adaption to the other, urban way of life, radically changing the way of life of the former villagers.

In the assessment of life values, depending on the place of birth of the respondents, the value of “good family” for young people, born in the village is more important than for the urban students; and success in life, confidence in the future, health and well-being are represented almost by everyone. As a result, the only value that exceeds by scores among urban youth is freedom and independence. However, if the villagers have a value of “a good family” prevailing in order of importance, then, consequently, according to the reproductive plans rural youth is oriented at having more children than urban youth. And all life values and plans are reflected in the background of preferences of urban life in the future, as the students see perspective in it in order to get education, to constantly improve professional skills, find good jobs and live in a city well-maintained infrastructure.

5. Conclusion

Thus, in this study, such preferences as “a good family, “friends and “interesting work and life success” took the first place in the life of the younger generation. However, the life values in students’ understanding are currently represented in their minds as the values associated with private life, love, friendship, friends, as can be seen from the analysis of the study problems. Youth is not only an important period of maturation and human development, a stage between the childhood and adulthood. This is the community which is most dynamic and receptive to changes. Youth in the community owned and owns the key role in the mechanism of evolutionary variability. This is the age community, which will eventually take a leading position in the economy and politics, social and spiritual spheres of society and in the 21st century will solve problems, the contours of which are now difficult to distinguish. In our opinion a thorough study of the problem of values in science today is still urgent, since

it is in constant dynamics r influenced by the society development as a whole.

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