International Review of Management and Marketing

ISSN: 2146-4405

available at http: www.econjournals.com

International Review of Management and Marketing, 2015, 5(4), 259-264.

The Structure of Future Teachers' World Outlook as the Reflection of the Transformation of Social Values

Tatyana N. Knyazeva[1]*, Faina V. Povshednaya[2], Marina B. Batuta[3], Oksana V. Lebedeva[4], Elena V. Sidorina[5]

[1]Nizhny Novgorod State Pedagogical University Named After K. Minin, Nizhny Novgorod, Russia, [2]Nizhny Novgorod State Pedagogical University Named After K. Minin, Nizhny Novgorod, Russia, [3]Nizhny Novgorod State Pedagogical University Named After K. Minin, Nizhny Novgorod, Russia, [4]Nizhny Novgorod State Pedagogical University Named After K. Minin, Nizhny Novgorod, Russia, [5]Nizhny Novgorod State Pedagogical University Named After K. Minin, Nizhny Novgorod, Russia.
*Email: tnknyazeva@mail.ru

ABSTRACT

The relevance of the subject under study is associated with the fact that social changes and economic transformations occurring in our country have caused the process of the revaluation, the reassessment of established values. In this respect, it is quite important to understand to what extent acute the contradictory tendencies of the Russian society development affect the state of the forming world outlook of the youth. The purpose of this paper is to analyze the structural-conceptual characteristics of the professional outlook of today's students, who will be future teachers, as the reflection of the social value transformation process. The following basic methods were applied in the presented study: The level of the ratio of value importance and its attainability parameters in various spheres of life, the life-meaningful orientations (LMO) test, the strong-willed self-control questionnaire, the methods for studying the ability of self-regulation, which have enabled to reveal the features of valuable and volitional components in the 1st-year students of the Kozma Minin Nizhny Novgorod State Pedagogical University. The presented study covers the analysis of the essential characteristics of the world outlook of today's students who will be teachers in the future. The research findings enable us to note the reduced levels of LMO and the general indicator of the life meaningfulness in freshmen as compared to the average-standard factors of other similar studies. In the structure of future teachers' value orientations the socially important values are currently expulsed by orientation targets of individualistic nature. The study of a conative component of the future teachers' world outlook, which determines the direction of the person's behavior, testifies the decreasing social activity of the youth, poorly expressed willed readiness to act in accordance with public values. The obtained results give a clear evidence of the available problem of the 1st-year students' professional identification, the non-formed value-meaningful attitude towards the profession of a teacher.

Keywords: World Outlook, Value Orientations, Life-Meaningful Orientations, A Conative Component of World Outlook, Students-Future Teachers
JEL Classifications: A20, 031, 035

1. INTRODUCTION

A world outlook as the most important structure of self-comprehension characterizes the system of human views to nature, society and to oneself and being a dynamic system it focuses social transformations at the level of the individual consciousness.

The system role of this mental formation is determined by its integrative character. Generally, the following three main constituents are distinguished in the world outlook structure: A cognitive component - The subject's knowledge required for the self-awareness and the perception of the relation to the world; a value component determining the subject's relation to various aspects of the objective reality and to oneself; an activity-(willed) component associated with the ability to act in accordance with one's knowledge and relations, with the readiness to defend them taking strong-willed efforts and overcoming obstacles along this way.

Acting as a phenomenon of the individual consciousness the personality's outlook is largely the product of the social influence, since all of its components are formed as the interiorization of

social norms, relations and actions. The socio-historical changes taking place in Russia over the recent 20 years cannot but reflect on the consciousness formation processes. Many scientists state first of all the facts of transformation of the value component in the outlook of the younger generation of modern Russia (Batyuta and Sorokina, 2015; Dobrynin, 1998; Ermolaeva and Dubrovskaya, 2002; Kazarina-Volshebnaya et al., 2012). In particular, it is emphasized that the change in social conditions and the shifting of social accents result in the fact that the mechanism for the reproduction of spiritual-value orientations in society ceases to be the leading one and gives way to adaptation mechanisms (Ermolaeva and Dubrovskaya, 2002).

The said tendency is first of all characteristic for the younger generation and the world outlook, which is formed at an adolescent age, is certainly influenced by social tendencies.

The purpose of this paper is to analyze the structural-conceptual characteristics of the professional outlook of today's students, who will be future teachers, as the reflection of the social value transformation process. It is quite important to understand to what extent acute the contradictory tendencies of the Russian society development affect the state of the forming world outlook of the youth.

2. MATERIALS AND METHODS

The current research has involved the 1st-year students of the Kozma Minin Nizhny Novgorod State Pedagogical University, namely 208 persons at the age of 18-21 years.

The studied characteristics of the fresh persons' outlook have been the peculiarities of valuable and will components; their ratio, in our opinion, enables us to see the nature of life-meaningful and value orientations of future teachers and their willingness to implement thereof.

As a diagnostic tooling the following techniques have been used: The level of the ratio of value importance and its attainability parameters in various spheres of life after Fantlova (1996), the life-meaningful orientations test (LMO) after Leontev (2000) aimed at the identification of the system of moral and professional values of the future teacher personality, the ability to choose any target and meaningful settings in their activity; The strong-willed self-control questionnaire (WSC) elaborated by Zverkov and Eydman (1990), the methods for studying the ability of self-regulation (self-regulatory awareness test) after Peysakhov and Shevtsov (1991) aimed at the generalized assessment of the level of the willed regulation development.

3. RESULTS

The studies of peculiarities in LMO of students - future teachers have showed that a half of the respondents possess the level of LMO within average statistical normal ranges with a tendency to its lower boundary, a high level of the life meaningfulness has only been revealed in 13% of the respondents and 28% of them have quite poorly-formed ideas of the meaning of life.

For a small part of the respondents (Figure 1) the main indicators of the life meaningfulness (subscale "Life Goals," "Life Process" and "Life Result or Satisfaction of Self-Realization") have high results. This state is characterized by the impression that the elapsed period of life has been productive and meaningful (18%), the current living process is perceived as interesting, emotionally intense and meaningful (14%) and the apprehension of future goals assigns a certain orientation and time perspective to the human life (22%).

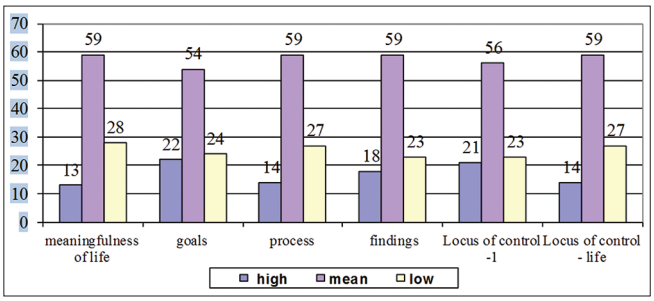
For a quarter of the respondents the actual conceptual field is represented by low indices of life meaning: There are typical here their dissatisfaction of a spent part of life (23%), the low apprehension of the current life (27%), the lack of clearly defined objectives in the future and, therefore, the discrete perception of life upon the whole (24%).

A high level of the self-imagination as a strong personality possessing the sufficient freedom of choice to build one's life in accordance with one's goals and perceptions of its meaning has been identified in 23% of the students. 21% of the participants are sure that human life is beyond the conscious control, that the freedom of choice is illusory and it is senseless to schedule anything for the future. Their position has some evident features of fatalism. These students feel a little control over what's happening and all their life-meaning orientations are mainly directed at the present time.

In the course of the analysis and processing of data obtained by the method of The level of the ratio of value importance and its attainability parameters in various spheres of life (Fantlova, 1996) we have ascertained that for students the priority values, which form the core value orientations in the personality structure, are as follows: A happy family life, love and close and true friendship as well as well-off life. In the hierarchy of values the lowest rank is occupied by such values as the beauty of nature and art, active and stirring life, values related to self-actualization, such as the creativity, the cognition as an opportunity to improve their education, to expand their outlook, general culture, intellectual development (Figure 2). These findings are consistent with other research (Bocharova, 2008; Knyazeva and Semenova, 2014; Kotikova, 2011).

The major characteristic of the methods used in the study is the value importance-attainability criteria, which reflect the degree of dissonance, disintegration in the motivational-personality

Figure 1: The percentage distribution of life-meaningful orientations level (%)



X axis: Subscales, Y axis: Percentage distribution

sphere. It proves some degree of dissatisfaction with the current life situation, inner conflicts and at the same time the level of self-actualization, internal integration and harmony. An integral methodology index acts here as an indicator of blocking for value-meaningful formations functioning in the personality-motivation sphere. The rate of the value importance-attainability index shows the degree of the future teachers' personal conditions: Internal conflict (valuable but unattainable), internal vacuum (attainable but not valuable) and a neutral zone (attainable and valuable). The higher this figure for the students, the greater the degree of their dissatisfaction with the current life situation and the deeper is inner discomfort.

The results of the analysis of the distribution of disintegration levels in the motivation - personality sphere (Table 1) have showed that the low disintegration level has only been revealed in 23% of the respondents, while the average one in 8%. The overwhelming majority of future teachers (69%) are distinguishable by the pronounced disintegration.

The satisfaction of needs, the lack of their blocking is observed only in three areas, which constitute as a whole a "conflict-free" neutral zone. These are "active stirring life," "health," "interesting job." The greatest number of internal conflicts has been revealed in the sphere of "the happy family life," - they are experienced by 53% of the respondents. In the sphere of "Well-off life" 37% of the students have their internal conflict indicating the high value of this life aspect and the inability to attain anything desired. Moreover, "money," "wealth" is herewith considered as a symbol of life success for the majority of young people. In this case, one may talk about money as on the formed (mature) value of the new market mentality. Is it good or bad?

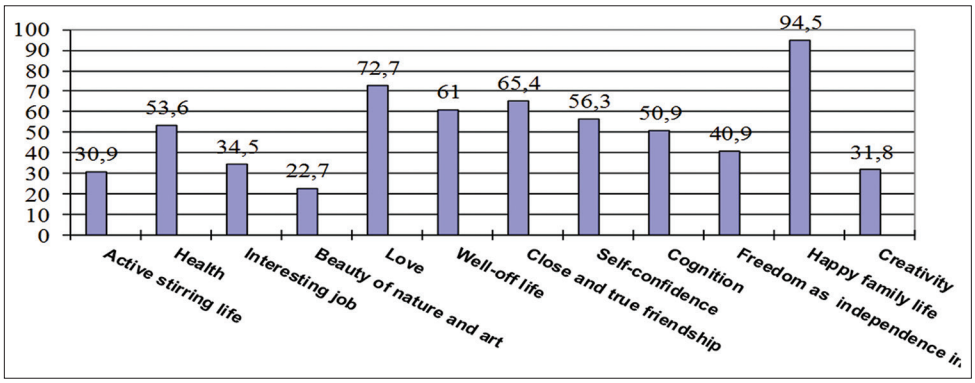
The desire to live well-off and comfortable implies nothing wrong. On the contrary, one may and should strive to implement it, but the question is: By what means? 56% of students are distinguished by the balance of value and opportunity for satisfying material needs.

An unfavorable tendency has been revealed to the lower significance of such professionally important values for a future teacher as the value of cognition (the possibility for improving one's education, for expanding one's outlook, general culture and intellectual development) and creativity. For 51% of the respondents the sphere of cognition is of little interest (Figure 2), 26% of students experience the internal conflict between the need for cognition and the possibility for its satisfaction and for only 36% of future teachers the desired coincides herein with the reality, that is, they are capable of satisfying their need for cognition (Figure 3). An unfavorable situation is also observed in the field of creativity. Although the creativity is one of the important professional characteristics for future teachers, 42% of the respondents find no sense therein and 18% of them experience the state of internal conflict (Figure 3) because of the inability to satisfy the need for creativity.

The value-meaningful formations of the personality while determining the goal-setting procedure have a significant effect on the self-regulation process, specifying thereby human actions and behavior. In this regard, the second block of our research has been aimed at the study of volition indicators of outlook, in particular, peculiarities in the development of personal self-regulation of future teachers; therefor the strong WSC questionnaire (Zverkov and Eydman, 1990) was used. The summary data on the distribution of the testees as per scales of the questionnaire are presented in Table 2.

The analysis of the total (cumulative) index of the degree of the strong-will self-control development enables us to characterize 22% of the testees as the emotionally mature and independent persons. They are distinguished by calmness, confidence,

Figure 2: Future teachers' value orientation indicators



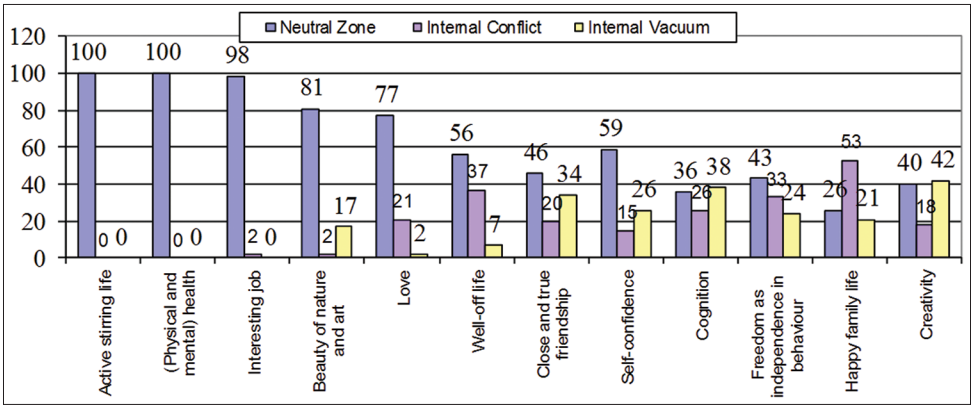
X axis: Value orientation indicators, Y axis: Quantity of selections (%)

Table 1: Average indices of V and A of future teachers

V and A scores	Values no.											
	1	2	3	4	5	6	7	8	9	10	11	12
V (1)	0	1.6	4.0	8.6	17.4	21.3	35.2	46.3	58.4	68.7	100.1	94.3
A (2)	0	0.9	3.67	8.78	16.07	17.4	38.8	47.6	60.63	68.18	89.56	100.75
(1)-(2)	0	0.7	0.33	−0.18	1.33	3.9	−3.6	−1.3	−2.23	0.52	10.54	−6.45

V: Value importance, A: Attainability

Figure 3: The quantitative analysis of psychological factors in the value structure of future teachers' personality



responsibility, sustainability of intentions, realistic outlook and the developed sense of internal duty. Generally, they reflex well their own motives, systematically implement their intentions, may distribute their own efforts, they are able to control their actions, have pronounced social and positive direction. 50% of the tested persons have the low level of the development of skills for the regulation of their actions, mental processes and states, the ability to overcome impediments encountered on the way to the desired goal. The said tested persons are characterized by the lack of ability to mobilize their physical and mental efforts, to concentrate the activity at a given direction.

Similar results have been obtained during the study of the self-regulation ability (Peysakhov's and Shevtsov's methods, 1991), where five levels of the self-regulation ability development have been singled out: (1) Low level - 13% of the testees; (2) the level below the average - 20%; (3) the average - 48%; (4) higher than the average level - 10%; (5) high level - 5% of the testees. As we see, the majority of the tested persons (48%) have a mean or low (33%) level of the self-regulation ability. This fact allows us to speak about the importance of the elaboration and implementation of a program aimed at developing the self-regulation ability.

The qualitative analysis of the data processing has enabled to establish that the first two stages (the analysis of contradictions, forecasting) are most developed, the subsequent stages (goal-setting, planning, evaluation criteria, decision-making) have average indicators and the last two stages - self-control and correction are least developed. Thus, indicators of the will readiness to real actions are most poorly fixed, i.e. at the level of behavior, communication and as a whole system of self-management, the self-regulation in the majority of the testees is not fixed (Table 3).

The comparative analysis of mean values for parameters studied in boys and girls under the method of studying the self-regulation ability (Peysakhov and Shevtsov, 1991) by using the Student's t-criterion has shown some significant differences by scales: "Correction" ($t_{emp} = 2.1$; $P \leq 0.05$), it is determined by the fact that for boys more changes occur in real actions, communication and behavior as well as in the self-regulation system as compared to girls. On the scales of "conflict analysis" ($t_{emp} = 0.3$); "Forecasting"

Table 2: Summary data on the distribution of the test persons as per strong-will self-control indicator (n=208 persons)

Order no.	Strong-will self-control level	Strong-will self-control indicator (%)		
		Insistence	Self-command	Total
1.	High	30	21	22
2.	Mean	24	31	28
3.	Low	46	48	50

Table 3: The comparative analysis of mean values of parameters studied in boys and girls under the method of studying the self-regulation ability (Peysakhov and Shevtsov, 1991)

Parameter	Girls		Boys		P
	Mean M	Deviation extent Σ	Mean M	Deviation extent Σ	
Conflict analysis	3.1	0.9	3.1	0.9	-
Forecasting	3.1	1.1	3.2	1.2	-
Goal-setting	3	1.1	3	0.9	-
Planning	2.7	0.9	2.7	1.1	-
Evaluation criteria	2.7	0.9	3	1	-
Decision making	2.7	0.9	2.9	1.3	-
Self-control	2.4	1	2.6	1	-
Correction	2.4	0.9	2.5	0.9	P≤0.05

At P≤0,05 t_{cr}=1.97; at P ≤ 0.01 t_{cr}=2.61. M: Mean

($t_{emp} = 0.3$); "Targeting" ($t_{emp} = 0.7$); "Planning" ($t_{emp} = 0$); "Evaluation criteria" ($t_{emp} = 1.5$); "Decision-making" ($t_{emp} = 1.7$); "Self-control" ($t_{emp} = 1.5$) no differences have been found (Table 3).

The above data prove that it is typical for the majority of the testees the lack of an integrated system of self-regulation, activity and initiative but the emotional instability is available. The said data show the low capability of realizing their actions and consequences thereof, the poorly developed ability to planning, making independent decisions and changing real actions.

4. DISCUSSIONS

The studies performed among today's students, in order to identify the structure of the youth's value orientations (Kazarina-

Volshebnaya et al., 2012; Novichenko, 2013; Petrov, 2008; Knyazeva and Semenova, 2014), state that the social environment of value orientations for the contemporary youth is contradictory and vague and the values of private life are more important than values of professional self-actualization and social values (Ermolaeva and Dubrovskaya, 2002; Knyazeva and Semenova, 2014). In the aspect of our study of particular interest is data about the attitude of the today's youth to labor as an important constituent of the professional outlook.

The value-important attitude to work is considered by a number of scientists in the analysis of terminal values having life-meaningful importance as an end in itself and instrumental values being the means for achieving other objectives (Ermolaeva and Dubrovskaya, 2002; Kazarina-Volshebnaya, 2012). The enquiry results show that as compared to data of the eighties of the 20th century the importance of labor is falling for today's young people, labor is converted from the terminal value into tools for earnings and career growth (Novichenko, 2013). It is emphasized that the reduction of the terminal value of labor is caused, in particular, by the abolishment of the ideology based on the social significance of labor activity, by the open division of occupations into "prestigious" and "inferior" ones, by replacing the "heroes of labor" by "idols of consumption" (Semenov, 2007).

The adoption of such promotional-social ideas by the subject, their assignment as ideological values results in the actualization of the active component of the forming world outlook: Our future is greatly dependent on the fact how we imagine thereof (Galyuk, 2002). In other words, the world outlook is an important motivator for an individual to success in life and the content of world outlook determines the meaning and direction of effective aspirations of an individual.

The social significance of the individual's outlook increases, if we take into account that it is a question of the outlook of future teachers who are now students of pedagogical universities called to have a professional influence on the development and education of future generations. Even right words spoken by a teacher may have the opposite effect, if his/her outlook and conduct discord in meaning with his/her statements.

5. CONCLUSION

The results of our study enable us to state the following:

1. The study has shown the reduced levels of LMO and the general indicator of the meaningfulness of life in the freshmen - future teachers as compared to the average standard indicators. Almost in one third of students the actual meaning field is represented by low levels of the life meaningfulness: There is fixed the low meaningfulness of the current stage of life, there is no clear idea of their goals in the future, that is, there is the discrete perception of their life as a whole.
2. The structure of future teachers' value orientations along with remaining basic values is distinguished by the expressed "grounding," the emphasis on individual values. There is herewith the low satisfaction with their current life and self-actualization, the lack of confidence in the ability to control events of one's own life, to make freely decisions and implement them.
3. In the hierarchy of future teachers' value orientations the leading ratings are held by values of the emotionally rich life, which are achieved by means of values of interpersonal communication. Values aiming at the self-development of the creative individuality enabling to implement the self-actualization are referred to values of the below the mean level and lower status. This fact is the most negative, because the availability of the very values shall be the prerequisite for the successful implementation of teaching activities.
4. The study of the conative component of the future teachers' world outlook shows the reduction in the social activity of the youth, the low-willed readiness to act in accordance with public values. Much of it is probably owed to the fact that 1st-year students imagine themselves still poorly inside the social system of values. Therefore, they are not ready for its implementation. The obtained results give a clear evidence of an available problem in the professional identification of the 1st-year students, the unformed value-sense attitudes towards the teaching profession.
5. The general indicators of the self-willed regulation cause also concern in terms of the formed activity mechanism of the future teachers' outlook: the availability of emotional instability indicators, middle-low levels of the generality and the ability to predict their actions, the situational manifestations of the activity and initiatives, the low expressed ability to making independent decisions.

The obtained results characterize the studied components of the 1st-year students' outlook development. We hope that the special system for the professional training of future teachers built with due regard to the necessary psycho-pedagogical and organizational measures, being the next stage of this research, will promote the development of the professional outlook of students at all stages of their studies at the university.

REFERENCES

Batyuta, M.B., Sorokina, T.M. (2015), The Contents and Psychological Structure of Professional-Pedagogical Outlook. Current Problems of Science and Education. Available from: http://www.science-education.ru/121-18185.

Bocharova, E.E. (2008), The correlation of emotional and cognitive components of the subjective welfare in different conditions of socialization. In: Shamionov, R.B., editor. Problems of Social Psychology of Personality. Saratov: N.G. Chernyshevsky SSU. p41-48.

Dobrynin, V.I. (1998), The Youth of Russia: Three Life Situation. Moscow: INIONRAN.

Ermolaeva, S.G., Dubrovskaya, E.A. (2002), World Outlook and Values of Today's Students. Collection of All-Russian Scientific Conference. World Outlook and Culture. Ekaterinburg: Publication Official of Culture Information Bank. p265-268.

Fantlova, E.B. (1996), Techniques "Level of correlation "values" and "accessibility" in various spheres of life". Journal of the Practical Psychologist, 2, 32-37.

Galyuk, A.D. (2002), World Outlook as a Factor of the Formation of Orientation at Life Success. Collection of All-Russian Scientific

Conference. World Outlook and Culture. Ekaterinburg: Publication Official Culture Information Bank. p255-258.

Kazarina-Volshebnaya, E.K., Komissarova, I.G., Turchenko, V.N. (2012), Paradoxes of transformation of value orientation of the Russian youth. Sociologic Research, 6, 121-126.

Knyazeva, T.N., Semenova, L.E. (2014), Professional training of practical psychologist: Problems and versions of solution. Science and World, 5(9), 92-95.

Kotikova, O.P. (2011), The formation of value orientations of future teachers. Innovation Educational Technologies, 2, 39-43.

Leontev, D.A. (2000), Test of Life-Meaningful Orientation (WCS). Moscow: Meaning.

Novichenko, O.V. (2013), Value Orientation of the Contemporary Russian Youth. Modern Science: Topical Problems of Theory and Practice. Available from: http://www.nauteh-journal.ru/index.php/--gn-13-03/794-a.

Petrov, A.V. (2008), The youth's value preferences: Diagnostics and tendencies of changes. Sociologic Research, 2, 83-90.

Peysakhov, N.M., Shevtsov, M.N. (1991), Practical Psychology. Manual. Kazan: Publications House of the Kazan University.

Semenov, V.E. (2007), Value orientations and problems of contemporary youth education. Sociologic Research, 4, 37-43.

Zverkov, A.G., Eydman, E.V. (1990), Diagnostics of Strong-Willed Self-Control (WSC Questionnaire). Practical Work in Psychodiagnostics. Psychodiagnostics of Motivation and Self-Regulation. Moscow: Publication House of the MSU.