

Regional Peculiarities in Modernization Processes within the Territories of Central Siberia

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Abstract

Market processes in post-socialist societies are directly connected to the values, which are specific for most of the social subjects. Dynamics of values enables insight on the probable speed of modernization in the territory where these subjects locate. It is evident that the sluggish process of modernization and the absence of required innovation activity are the key-factors of economic and socio-cultural development of the relevant territory. The paper displays research results on the meaning of the term "value" existing among such social groups as pupils and students. The true information on priority of social meaning of the term "value" in study groups were obtained, as well as the core values characteristic for these groups was revealed. The responses, expressing peripheral social meanings, were separated as a singular group.

Keywords: Association Experiment, Modernization Processes, Social Values, Central Siberia

Introduction

Modernization processes entailing self-renewal of various aspects of the life of society in accordance with the needs of our time have become one of the characteristic features of the modern stage of development of both Western and Russian society. The processes of modernization undoubtedly differ from one society to another. The territory of Central Siberia is no exception, being a multicultural region which, on the one part, is involved in the main stream of development of contemporary society and on the other part, possesses a unique regional strategy of moving forward towards the future. Economic and technological processes determining modern society are directly connected with the values characteristic of the majority of the social subjects. Studying regional peculiarities of value preferences and their influence on modernization processes within the territories of Central Siberia is therefore deemed to be the matter of topical interest.

Literature overview

Studying values is an important topic tackled by many researchers from different countries. If we are to be specific, the values of the Danes are studied by T. Lundhede, T. Bille, B. Hasler (2013), the values of the inhabitants of the Philippines are studied by R. Palanca-Tan (2013), of Ireland – by V. Upton, A.N. Dhuháin, C. Bullock (2012), of Canada – by G.B. Lewis, E.S. Ng (2013), of the USA – by Y. Vasquez-Salgado, P.M. Greenfield, R. Burgos-Cienfuegos (2015), of Germany – by C. Grebitus, B. Steiner, M. Veeman (2015), of Sweden – by P.J. Kajonius, A.M. Dåderman (2014), of Thailand – by S. Chantara, R. Koul, S. Kaewkuekool (2014), of the United Kingdom – by S. Bradley, E. Kirby, M. Madriaga (2015), of Russia – by R.R. Nasibullov, L.M. Kashapova, Z.S. Shavaliyeva (2015), V. G. Nemirovskiy (2011), N. Koptseva and A. Makhonina (2009), S. Azarenko (2013), S. Kostylev (2015), I. Kyshtymova (2014) et al. Cross-cultural research of value systems is pursued by W. Bilsky, A.K. Döring, F. van Beeck, I. Rose, J. Schmitz, K. Aryus, L. Drögekamp, J. Sindermann (2013), F.M. Sortheix and J.-E. Lönnqvist (2015), A. Maercker, X. Chi Zhang, Z. Gao, Y. Kochetkov, S. Lu, Z. Sang, S. Yang, S. Schneider, J. Margraf (2015), I. Calzada, C. Brooks (2013), N.R. Salikhova (2015), V.J. Skinner, A. Braunack-Mayer, T.A. Winning (2015).

The authors of the papers concerning values research employ various methods. For instance, a multidimensional scaling approach is employed by W. Bilsky, A.K. Döring, F. van Beeck, I. Rose, J. Schmitz, K. Aryus, L. Drögekamp, J. Sindermann (2013). The key research method of C. Hemingway, C. Adams, M. Stuhlsatz (2015) is lexical analysis of open-ended questions. Y. Vasquez-Salgado, P.M. Greenfield, R. Burgos-Cienfuegos (2015) employed the method of written interviewing (answers to open-ended questions) and the subsequent group interview. F.M. Sortheix and J.-E. Lönnqvist (2015) employ regression analysis. R.R. Nasibullov, L.M. Kashapova, Z.S. Shavaliyeva (2015) employ such methods as study of research and regulatory material, its analysis, synthesis and interpretation. V.J. Skinner, A. Braunack-Mayer, T.A. Winning (2015) employed interviewing as the key method. C. McEwen, F. Trede (2014) employed online questionnaires and interviewing as the key methods. S. Chantara, R. Koul, S. Kaewkuekool (2014) employed a multiple regression analysis.

Quite a lot of the research touching upon value preferences is marketing research. A. Lee, C.U. Lambert, R. Law (2012) conducted a research in the sphere of consumption – among restaurant guests;

and drew a conclusion that social values are more important there than economic values. M.-J. Agost, M. Vergara (2014) conducted a marketing research dedicated to the study of how people's emotions and values influence their choice of ceramic floor tile. E.S.T. Wang (2013) conducted a marketing research, which revolved around the study of interrelation between visual packaging of the goods, their quality, brand, value preferences and their influence on the choice of the customers. C. Fezzi, I.J. Bateman, S. Ferrini (2014) research the value of traveling time to the holiday destination. C. Grebitus, B. Steiner, M. Veeman (2015) research value preferences of the respondents of Germany with regard to choosing food, an example being choosing potatoes.

E.M. Witesman, L.C. Walters (2015) discuss the issue of impossibility of there being a universal value hierarchy and focus on contextually determined value hierarchies. Y. Vasquez-Salgado, P.M. Greenfield, R. Burgos-Cienfuegos (2015) research the conflict of home (family) and school (individual) values of the Latin Americans, namely the first generation of those who are receiving a US college education. In the course of work the researchers managed to single out a few opposing values and come to the conclusion that regardless of the final preferences, the presence of the conflict of values adversely affects academic performance and the sense of well-being. R.O. Murphy, K.A. Ackermann (2014) look into the theory of social value orientation, claiming that people act not with the purpose of getting the maximum benefit, but rather according to much subtler social preferences. I.H. Güngör, H. Ekşi, O.T. Arıcak (2012) research the way in which value preferences of young people can be indicative of their mental tendencies. In particular, the authors say that if the respondents value power, hedonism, success, self-control, it is indicative of the person's narcissistic tendencies.

There is quite a lot of research dedicated to the study of ecological values. For instance, biospheric values and environmental self-identity are the subject matter of the research pursued by VanDerWerff, L. Steg, K. Keizer (2013). V. Upton, A.N. Dhubbáin, C. Bullock (2012) research the value of forests to the population. M. Dallimer, D. Tinch, N. Hanley, K.N. Irvine, J.R. Rouquette, P.H. Warren, L. Maltby, K.J. Gaston, P.R. Armsworth (2014) research the value of biodiversity in money terms – how much people are ready to pay for it. The subject matter of the research pursued by G. Brown (2013) is the value of national forests in the USA. L. Steg, G. Perlaviciute, E. VanDerWerff, J. Lurvink (2014) proceeded from the hypothesis that several value types have an influence on decision making in the sphere of ecology; and the values, which are evidently connected with ecology, such as biospheric, egoistic and altruistic values, are not the only ones which should be taken into consideration, the importance of hedonistic values which could lead to actions unfavourable for ecology also cannot be underestimated. S.-J. Yin, P.-P. Xu, M. Chen, L.-H. Wu (2014) research the issue of the value of eco-friendly food. T. Lundhede, T. Bille, B. Hasler (2013) conducted a research on the issue of whether archeological artifacts which have not yet been recovered or recreational and farming lands constitute a greater value for the Danes. The research has found that people deem the loss of the cultural heritage to be more significant, and the authors call upon cultural economy and cultural policy to take this under consideration. Ecological values are also analyzed in native research. The values of the native peoples of the North and of Siberia are usually studied on the basis of field research conducted in the Siberian Arctic (Ilbeykina et al., 2015; Kistova et al., 2014; Koptseva and Kirko, 2014a, Koptseva and Kirko, 2014b, Koptseva, 2015; Libakova et al., 2014; Zamarayeva et al., 2015).

A considerable number of authors study such values as life, family, well-being, lifestyle, etc. R. Palanca-Tan (2013) on the basis of the study of the correlation between the person's age and the value of his or her life, conducted in the Philippines, discovers that rescuing one infant (aged 0 to 1) is equivalent to rescuing four people who reached retirement age, rescuing one person aged 1 to 19 – equivalent to rescuing five pensioners, etc. I. Calzada, C. Brooks (2013) pursue cross-cultural research of family values, a phenomena called familism. F.M. Sorthaix and J.-E. Lönnqvist (2015) research the congruence of individual/group values and the subjective sense of well-being. University students from Argentina, Bulgaria and Finland serve as respondents. The researches come to the conclusion that interpersonal relationships lead to the exchange of values between the university students, also, that there is no correlation between individual values and subjective well-being; how they fit the social context is more significant. P.J. Kajonius, A.M. Dåderman (2014) on the basis of the study of the views of Swedish university students researched how "Honesty-Humility" correlates with the previously researched factors (sincerity, fairness, greed-avoidance, modesty) and liberal values,

and established that there is a positive correlation between “Honesty-Humility” and liberal values. S. Chantara, R. Koul, S. Kaewkuekool (2014) researched the correlation between lifestyle values (materialism, physical well-being, religiousness, image) and goal orientation among Thai university students.

Many researchers pursue the study of value systems of school students and university students. W. Bilsky, A.K. Döring, F. van Beeck, I. Rose, J. Schmitz, K. Aryus, L. Drögekamp, J. Sindermann (2013) focus on the value structures and value preferences of children (age 7 to 12) that were not previously studied. C. Hemingway, C. Adams, M. Stuhlsatz (2015) research online cooperation of school students, teachers and researchers in the sphere of botany; they are particularly interested in studying what the value of such a cooperation is for school students. S. Kesici (2015) researches various configurations of psychological needs of high school and university students (sense of belonging, fun, freedom, physical strength) as precursors of the emerging values. The author drew a conclusion that the psychological need in physical strength and the need to belong is a marker of the emerging value of responsibility; the need to belong, as well as the need in fun and physical strength is a marker of respect; the need in physical strength and freedom is a marker of honesty, etc.

Value systems of university students of various countries are researched by G.B. Lewis, E.S. Ng (2013), F.M. Sortheix и J.-E. Lönnqvist (2015), S. Bradley, E. Kirby, M. Madriaga (2015), R.R. Nasibullov, L.M. Kashapova, Z.S. Shavaliyeva (2015), A. Maercker, X. Chi Zhang, Z. Gao, Y. Kochetkov, S. Lu, Z. Sang, S. Yang, S. Schneider, J. Margraf (2015), N.R. Salikhova (2015), V.J. Skinner, A. Braunack-Mayer, T.A. Winning (2015) and others. A. Maercker, X. Chi Zhang, Z. Gao, Y. Kochetkov, S. Lu, Z. Sang, S. Yang, S. Schneider, J. Margraf (2015) research individual value orientations of university students and come to the conclusion that value orientations in China are stronger than those in Germany and Russia, noting that value orientations is a sufficiently precise instrument for cross-cultural differences detection. The authors also point out that the importance of such a value as benevolence is indicative of the major role of social support in society; the importance of independence as a value is indicative of stability of society. N.R. Salikhova (2015) conducted a comparative study of substantial and dynamic parameters of personal values of American and Russian university students. In particular, she managed to differentiate perception of such values as “health”, “friendship”, “freedom”, etc. In terms of dynamic parameters, the author concluded that American and Russian university students exhibit a differing perception of attainability of values and that Russian university students are in the process of searching for the meaning of their activity, in the process of choosing the prospects of life.

V.J. Skinner, A. Braunack-Mayer, T.A. Winning (2015) researched the value and the goals of problem-based learning (PBL) in medical sphere among university students studying according to this principle in order to find out to what extent the goals and the values of the organizers of such a way of learning coincide with those of the university students themselves from Australia and Ireland. S. Bradley, E. Kirby, M. Madriaga (2015) focus in terms of their research on stimulation and reward system in the sphere of university education in the United Kingdom from the viewpoint of what value such a system possesses for the university students. I.M. Ametrano (2014) problematizes the ethical side of decision making by university students in those cases, when personal and professional values come into conflict with one another. The author describes how the university students are taught to make ethical decisions, relieve conflict and how the results of such learning influence overall academic progress. R.R. Nasibullov, L.M. Kashapova, Z.S. Shavaliyeva (2015) research formation of social successfulness of people with special needs in the process of undergoing continuous inclusive education in Bashkortostan. The researchers proceed from the value approach.

C. McEwen, F. Trede (2014) researched the value of workplace learning for Australian university students and arrived at the conclusion that despite the problems accompanying this learning, it is highly valued by the university students and contributes to securing their staying at universities. G.B. Lewis, E.S. Ng (2013) researched the connection between sexual orientation, professional values, remuneration of labour and the preferred occupational sphere among Canadian university students. O. Fatoki (2014), approaching the study of individual values of university students from Southern Africa, proceeds from the supposition that one of the reasons of corruption, scandals and other misfortunes in business is absence of ethical standards in the sphere of managers, their presence being determined by the value system of the university students who are to be future managers. By values O. Fatoki understands the basis of behavioural responses of a person. His research revealed that the most

important value within the student body is success. Then follow self-direction, benevolence, security, universalism, conformity. Such results allow O. Fatoki to predict that in the future the university students are going to strive to behave themselves in a proper way within professional sphere.

All in all, it can be said that studying values (whether they are specific values or value systems) is a very topical line of research in the humanities all across the globe. A lot of attention is dedicated to researching the values of future adults – of children and teenagers. It is therefore suggested to address the subject matter which is scarcely featured in research literature but undoubtedly presents an interest research-wise – the study of the values of Siberian school students and university students.

Research Methodology

Given that culture exists not only in the form of material artifacts, but also in the form of phenomena concealed in human mind, the method of psychocultural experiment is used so as to study the hidden meanings of experiencing cultural phenomena. Topicality of employment of psychological experiment is related to the fact that the human mind is directly interconnected with his or her cultural development. The key method for conducting the experiment is the method of “Serial theme-based associations” by A.I. Nazarov and R.V. Sokolov. Topicality of this method is determined not only by the possibility to obtain typical (stereotypical) perceptions popping up in a person’s mind right away (this method is traditionally employed in such experiments where the first word of the associations is taken into account), but also by the extension of understanding by way of revealing the spheres (areas) with which the mind of a recipient links his or her personal experience concerning value phenomena. Hereinafter we present an analysis and summarize the results of employment of psychocultural experiment, which reveals the peculiarities of perceptions with regard to value preferences in the minds of the younger generation of the XXI century.

The following objectives enabled to accomplish the research: 1) defining the basic notion of the research (stimulus word), 2) developing the means of grouping the obtained results, 3) selecting the experiment subjects and developing the instructions for the recipients, 4) processing statistical data according to the means of grouping, 5) interpreting the results. These objectives fully determine the stages of the experimental research. The method of psychological experiment is described in the book by R. Gottsdanker entitled “Fundamentals of Psychological Experiment” which defines the methods of conducting the experiment and proposes criteria of validity of the results of conducting the experiment (Gottsdanker, 2005).

Findings and Discussion

Two groups of respondents, 100 people in each – school students (aged 11 to 18) and university students (aged 18 to 22), took part in a written association experiment. The experiment was free in form in a sense that there were no instructions on the interviewers’ part guiding the mind of the respondents towards specific reactions or specific number of reactions to a stimulus word.

School students provided 432 associations in total (a little over four associations per one person) to the stimulus word “Value”; university students provided 1,113 associations (over 11 associations per one person). This is indicative of a more complexly organized value system within student body, of the fact that reflection upon the subject matter of the value system is characteristic of university students to a greater extent.

The most frequently mentioned associations (eight times and more) are featured in Table 1¹.

Table 1. Associations, the most often named by the respondents

Rating among the most	Associations named by pupils	Number of references	Associations named by students	Number of references
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¹ There are associations mentioned by university students less eight times: feeling (7), respect (7), parents (7), art (7), ideals (7), care (7), expensive (7), family (6), relics (6), religion (6), priorities (6), world (6), upbringing (6), things (6), fidelity (6), human (5), ornamentation (5), happiness (5), relatives (5), society (5), necessary (5), dream (5), children (5), time (5). A number in brackets corresponds with the number of replies given.

important associations of the pupils and students				
1–1	Family	50	Family	72
2–7	Friends	19	Love	39
3–5	Friendship	17	Life	24
4–4	Money	16	Morality	21
5–3	Life	10	Money	21
5–14	Parents	10	Friendship	20
6–2	Love	9	Health	19
7–10	Knowledge	8	Important	19
8–11	Gold	7	Friends	16
8–	Mother	7	Home	16
9–10	Jewelry	6	Material	14
9–6	Health	6	Culture	14
9–16	Ornamentation	6	Spiritual	12
10–7	Home	5	Traditions	11
10–14	Art	5	Relations	11
10–15	World	5	Knowledge	11
–10			Jewelry	11
–10			Wealth	11
–11			Gold	10
–11			Soul	10
–12			Job	9
–12			Kindness	9
–13			Freedom	8

A few conclusions can be drawn after studying the data presented in Table 1. Firstly, school students mentioned the frequently named associations almost three times as often as university students (16 associations among school students and 47 among university students), which can be indicative of a better established value system within student body and of lesser individualized values among university students. Secondly, a higher frequency of mentioning specific notions, especially the unit «family», which was mentioned by 72 of the respondents from the group of university students, also suggests that university students have a better established value system. Thirdly, changing age characteristics and educational status did not affect the primary value – that of family – its value only grew stronger within the young adults group as opposed to the group of teenagers. Fourthly, such values as friendship, friends and parents, although their frequency remained almost the same, lost the top rating among the major values amongst university students in comparison to school students. Fifthly, the importance of love grew dramatically among university students both in terms of frequency of references and rating position. Sixthly, the value “mum”, which occupied the 8th place within the group of school students (seven references), did not make it to the list of the most important values among university students, having been mentioned only three times.

Let us now arrange the provided associations into sense-groups and compare both quantitative data and the list of the notions included into separate groups. It is worth mentioning that, if necessary, the same associations can be included into several groups at once. The order of the groups is dictated by two factors: firstly, the initial block that is presented is the one that could be designated as «Types of values» (sense-groups 1-15); secondly, the groups are located according to the principle of decrease in the number of references of the associations included in the groups. The title of the groups of the associations is followed by two subsections – school students and university students; there are two numbers in brackets after each of those names, the first one denoting the number of notions included in the group, the second one – the number of references of all the aspects of the notions which made it into the group.

The first sense-group is designated as follow «*Person, community as a value*» (1)² (Pupils

² A number in brackets corresponds with the ordinal number of sense-group.

(16/131); Students (16/141)). Pupils noted family (60), friends (20), parents (10), people / person (10), mother (7), own (3), children (3), father (3), relatives (3), sisters (3), relatives (2), grandmother (2), brother (2), grandfather (1), classmates (1), friends (1). University students mentioned family (78), friends (18), person / people (14), parents (7), children (6), own (5), mother (3), relatives (2), marriage (1), Max Weber (1), husband (1), man (1), sisters (1), I (1), relations (1), father (1).

On the basis of the data it may be concluded that almost the same specific people and groups possess value for both school students and university students. Additionally, even the hierarchy of the people who are valued by the respondents alters only very slightly with age and change in educational status. So, for instance, the most frequently mentioned notions in both groups are «family», «friends», «parent», «people», «mother», «children» and «loved ones». Interestingly, this very group contains the value that is the ultimate leader with regard to the frequency of references in each group of the respondents – «family». Also, for school students this notion comprises far more aspects, whereas for university students it is characterized by a higher degree of unambiguousness. We can find the following aspects of the notion «family» noted by pupils: family (50), important for the family (1), self-confidence in the family (1), happiness in the family (1), warm family relationships (1), significant family photos (1), traditions (family, country) (1), family (4). The aspects of the same notion given by university students are «family» (adj) (5), «family» (noun) (72), «family bond» (1).

The second sense-group is designated as «*Valuable relationships*» (2) (Pupils (15/65); Students (22/137)). There are associations given by school students: friendship (38), love (10), relations (3), mutual understanding (2), confidence (2), gratitude (1), mutual relations (1), mutual support (1), mutual respect (1), communication (1), awareness (1), respect (1), understanding (1), self-confidence (1), sympathy (1). University students mentioned love (50), friendship (37), relations (14), respect (7), mutual understanding (3), understanding (3), support (3), communication (3), closeness (2), help (2), confidence (2), mutuality (1), mutual assistance (1), mutual aid (1), mutual respect (1), arguments (1), acquaintance (1), hierarchy (1), conflict (1), attachment (1), consent (1), connection (1).

The notions included in the group of «*Valuable relationships*» are indicative of the fact that, firstly, both groups of the respondents consider the same relationships important, namely friendship, love and relationships on the whole. Secondly, the value of friendship remains on the same level despite of the age of the respondents and their educational status (37-38). Thirdly, the value of love among university students increases dramatically in comparison with school students (by five times). Fourthly, in the perception of university students the range of valuable relationships is wider than in the perception of school students, but a considerable part of these relationships possesses individual value (1–2 references).

Distribution of representations with regard to *valuable of the space* (3) composes the third sense-group (Pupils (7/19); Students (6/45)). Pupils mentioned home (8), world (6), space (1), place (1), balcony (1), accommodation (1), room (1). University students wrote the following associations: world (22), home (18), place (2), where you grew up (1), western (1), space (1).

The ideas about the most valuable space among the respondents of the both groups are the same - it is the world (6/22) and the home (8/18). It is significant that «world» is associated by respondents not only with peace and harmony in the society in general, but also with inner life (4 mentions by students). The students, for example, noted such notions in this context as «world outlook» (3), «peaceableness (2), «specifics of the world-view» (1), «attitude to the world» (1), «family hearth» (1).

The next sense-group (4) includes accusations concerned to *health as a value* (Pupils (1/6); Students (8/27)). Pupils noted only notion «health» (6), while students mentioned health (19), hands (2), ear (1), sleep (1), heart (1), sight (1), legs (1), sense of smell (1).

Health becomes a more important value with advancement of educational status and maturation of the respondents. And it is not only that the frequency of references of the notion “health” increases dramatically (more than threefold), but the specter of the notions which can be referred to this group also grows more diverse.

The fifth group is «*Abstract values*» (5) (Pupils (19/51); Students (68/229)). Abstract notions play a greater role in the value system of university students than in that of school students. This is indicated by both a wider range of the notions included into this group (68 to 19) and the increased frequency of references of certain notions named by the respondents of both groups. For instance,

university students gave the following range of associations: life (29), morality (24), peace (22), spiritual (20), soul (11), freedom (9), ideals (7), beauty (5), dreams (5), happiness (5), good (4), well-being (4), morality (4), facility (4), choice (4), thoughts (3), wish (3), world view (3), immateriality (3), development (3), treasure (3), comfort (3), inspiration (2), debt (2), particular qualities (2), recognition (2), sense (2). In comparison with this range of notions, pupils noted only 19 concepts. There are life (13), peace (6), spiritual (6), happiness (4), beauty (3), well-being (2), good (2), soul (2), hope (2), warmly (2), reborn (1), harmonicity (1), debt (1), prosperity (1), dream (1), morality (1), morals (1), light (1), honour (1).

All in all, it can be concluded that despite the major categories in this group, namely life, world, spiritual, coincide among university students and school students, they are of greater importance for university students than they are for school students (by 3-4 times). It is interesting that the category «morality» is more valuable for students than for pupils (24 to 1), becoming even more popular than the category peace, but it is at the same time interpreted more definitely and unambiguously. The category «morality» comprises only two aspects among university students. These are «morality» (21) and «moral» (3). The category «peace» comprises the following eleven aspects: inner life (4), peace and harmony (1), peace (6), peaceful sky (1), world outlook (3), world (adj) (2), peaceableness (2), specifics of the world-view (1), attitude to the world (1), real world (1).

Material values represent the next sense-group (6) (Pupils (30/78); Students (32/105)). A few aspects within this group are worth paying attention to. Firstly, the number of the notions included in the group almost coincides among school students and university students. Therefore, with a slight change in the age and educational status the place of material values stays almost the same. The both groups of respondents mentioned the following notions: money (17/21), gold (9/11), jewelry (7/5), precious thing (7/11), things (6/6), material (4/16), property (2/2), silver (2/1), clothes (2/2), diamond (1/1), food (1/2), car (1/2), telephone (1/3), presents (1/2). Secondly, the basic material values (money, gold, jewelry, adornments) virtually did not change their rating position both in terms of their position the list of the major values and the number of references, which is also indicative of a fairly stable position of not only material aspect on the whole, but of its most important parts within the value system of teenagers and young adults.

The seventh sense-group includes the associations concerning *value of the time* (7) (Pupils (4/8); Students (12/39)). Pupils mentioned the following notions: memoirs (5), XIX century (1), olden times (1), traditions (1). Students noted more associations representing value of the time, among them: traditions (11), time (6), memory (6), history (4), heritage (3), the future (2), eternity (2), childhood (1), the present (1), fossil (1), archaeology (1), timepiece (1). In addition, there are some aspects of such notions as «memory» (monuments of art (1), recollection (2)) and «history» (museum of history (1)) given by students. The respondents start valuing time whilst becoming more mature and advanced in their educational status. Traditions also become of more value within such circumstances.

Sacral values (8) represented by the following associations: pupils noted only one notion - «faith» mentioned three times, whereas students gave nineteen associations, among them religion (6), relics (6), faith (3), church (1), sacred (1), sacral (1), God (1). With maturation and advancement of educational status sacral values become more important in the perception of the respondents. Moreover, it is not only their diversity that increases (7 to 1), but also the frequency of their references (19 to 3).

The ninth sense-group represents the notions with regard to *cultural values* (Pupils (14/20); Students (25/73)). There are the following associations noted by pupils: art (5), books (2), music (2), balls (1), pencil (1), pictures (1), collection of movies or magazines (1), culture (1), drawing (1), traditions (1), creation (1), anime (1), easel (1), colours (1). Students mentioned the next notions: culture (15), traditions (11), art (10), books (4), history (4), creation (4), heritage (3), museum (3), works (2), library (2), films (1), theatre (1), poem (1), monuments (1), literature (1), pictures (1), artifact (1), archaeology (1), architecture (1), music (1), exhibitions (1), painting (1), icon (1), fossil (1), UNESCO (1). What is more, students proposed the aspects of some notions. For example, art discovered by work of art (1), objects of art (1), monuments of art (1); history has such aspect as museum of history (1); creation has the aspects «creativity as clean air» (1). So, we can observe that cultural values become more important with maturation and advancement of educational status. Culture, art and traditions were mentioned by university students in total 36 times, whereas within the sphere of school students they were only mentioned seven times.

The values of education and knowledge (10) (Pupils (5/15); Students (11/28)) are hardly represented in the value systems of school students and university students, which is an interesting fact considering that the key activity of the respondents of both groups is acquisition of education. Pupils mentioned the following notions: knowledge (8), study (2), school (2), books (2), upbringing (1). Students noted knowledge (12), books (4), education (2), library (2), study (2), knowable (1), science (1), institute (1), intellect (1), mind (1), school (1). We can see that only the category “knowledge” appears to be important both for school students and university students, but only for the tenth of the respondents.

Valuable activities (11) (Pupils (10/13); Students (8/24)) presented as follows. Pupils' associations: work (2), self-development (2), sport (2), career (1), creation (1), hobby (1), holiday (1), balls (1), drawing (1), the end of idleness (1). University students mentioned such notions as job (9), occupation (4), career (2), to make oneself a career (1), self-consciousness (3), work (2), leisure (1), improvement (1), hobby (1). It is interesting that university students establish linkage between valuable activities and work, career. This linkage among them is stronger than among pupils. We can draw a conclusion that work becomes a more important value with maturation and advancement of educational status.

Distribution of representations with regard to *valuable qualities* (12) (Pupils (13/15); Students (36/83)) are as follows. A group of associations connected with valuable qualities is indicative of the fact that university students interpret qualities as values to a greater extent than school students. University students mentioned the next notions: kindness (9), upbringing (7), concern (7), faithfulness (6), thrift (5), conscience (4), calm (4), honesty (3), honour (3), merit (3), disinterestedness (2), responsibility (2), wisdom (2), devotion (2), openness (2), peaceableness (2), mind (1), ability to listen (1), confidence (1), tolerance (1), persistence (1), human qualities (1), humour (1), readiness to defend (1), buoyancy (1), personality qualities (1), personal qualities (1), responsiveness (1), self-sufficiency (1), self-knowledge (1), independence (1), obligation (1), infantilism (1), piety (1), charity (1), sincerity (1). A group of associations noted by pupils is smaller. There are kindness (3), buoyancy (2), courage (1), bravery (1), boldness (1), honesty (1), good nature (1), justice (1), cunning (1), wisdom (1), humanism (1), humaneness (1). We can observe that kindness is considered the most important quality within the value system of the respondents of both groups.

The next sense-group of associations (13) represents *valuable emotions* (Pupils (4/6); Students (7/16)). Pupils note such associations as joy (2), feeling (2), fun (1), calm (1). University students mentioned feeling (7), emotions (3), emotions and sense (1), joy (1), pacification (1), sense (1), mood (1), fun (1). Overall, emotions are not considered to be important enough value-wise for the respondents of both groups.

Actions do not comprise a separate group of values that would hold great importance for either university students or school students. Nevertheless, *valuable actions* (14) (Pupils (5/5); Students (17/28)) noted by pupils as follow: kiss (1), laugh (1), aspiration (1), smile (1), skill (1). University students wrote the next notions: laugh (4), embrace (3), aspiration (3), smile (2), actions (2), activity (2), way (2), kiss (1), achievement of the one's object (1), sacrifice for relatives (1), caress (1), to dart off (1), to give one's life for (1), rest (1), walk (1), think (1), to lead (1).

The next range of the notions discovers *nature as a value* (15) (Pupils (16/24); Students (20/30)). Pupils mentioned the following notions: animals (4), cats (3), nature (3), warm (2), Tom (1), water (1), tree (1), reserve and national parks (1), forest (1), mango (1), pets (1), plants (1), dog (1), flowers (1), sea (1), beach (1). Students noted air (5), nature (3), warm (3), water (2), stars (2), sky (2), dog (1), moon (1), space (1), forest (1), the Universe (1), mountains (1), trees (1), animal (1), planet (1), sea (1), fire (1), fossil (1), the sun (1). Despite a rather wide range of the notions which are included in the group of natural values, they are seldom mentioned by the respondents, which is indicative of the fact that nature is perceived as a value, but its importance for school students and university students is not very high.

We made a list of associations representing *relation to the values* (16) (Pupils (12/30); Students (55/139)). There are the following notions given by pupils: important (9), valuable (9), wealth (2), worth (2), value (1), above all (1), close to my heart (1), it is really necessary for you (1), invaluable (1), it is impossible to value (1), everything that you value (1), peculiar (1). University students mentioned importance (19), wealth (13), valuable (13), important (10), necessary (6), precondition (5), main (3), high (3), independence (2), irreplaceability (2), necessary (2), uniqueness (2), stability (2),

importance (2), something that you preserve (2), rightness (2), weighty (2), it is available (2), ideology (2), individuum (2), interests (2), quality (2), popularity (2), rules (2), right (2), different (2), success (2). There are also 29 words that were noted only one time. We think there is no sense to enumerate them all. We suppose that values are important and precious for school students and university students, and yet still the respondents of both groups pay considerably less attention to the importance of the values rather than to the types of the values.

The next range of associations is *functions of the values* (17) (Pupils (3/4); Students (12/31)). Reflecting on the functions of the values proves to be less important for school students and university students than the values themselves. Pupils mentioned the following associations: principles (2), basis (1), objectives (1). Students proposed such notions as priorities (7), principles (5), spiritual principles (1), vital principals (1), objectives (4), world outlook (4), basis (3), position (1), foundation of judgement (1), main idea (1), die for (1), aims (1), true trend (1).

There are some notions presenting *groups of people who own values* (18) (Pupils (4/5); Students (16/36)). Pupils wrote the next associations: homeland (2), GO (1), uniqueness (1), country (1). University students noted society (11), inner (5), individual (3), overall (2), ideology (2), individuum (2), my (2), state (1), nation (1), patriarchy (1), patriotism (1), homeland (1), personality (1), single (1), only (1), group (1). The respondents of both groups pay fairly little attention to the groups to which the values belong. "Society", mentioned 11 times by university students, can be viewed not only as a group which values are shared by the respondents, but also as a separate value in its own right.

The last sense-group (19) consists of the associations with regard to *the actions performed with the values* (Pupils (3/3); Students (8/8)). Pupils mentioned the following: it is impossible to lose (1), it is impossible to estimate (1), to hold (1). Students noted the next actions: it will be hard to lose (1), cost nothing (1), it is impossible to buy (1), to protect (1), transferability (1), to gain (1), preservation (1), to keep (1). We believe that the respondents of both groups reflect upon the actions performed with the values only occasionally.

Concluding Remarks

The results of association experiment carried out among school students and university students residing within the territory of Central Siberia (Krasnoyarsk Krai), allow to draw the following conclusions with regard to the regional peculiarities of value preferences.

1. Analysis of the most **frequent associations** suggested by the respondents is indicative of the following:

- the tendency of formation of a more stable value system among university students;
- a high-priority value for both groups is family (122 references of the notion "family");
- a division among the respondents of value preferences regarding personal and social reactions is observed. For instance, in the group of school students, the most important are reaction words which are for the most part social-oriented ("friends" (2nd place according to the rating), "friendship" (3rd place), "money" (4th place)). The most frequent reaction words to the stimulus word "value" among university students were associations more of a universal, general philosophical nature: "love" (2), "life" (3), "morality" (4). In this sense we may conclude that university students find the values of the personal, sensual, individualized nature more important than those of the social nature;
- there is a distinctive evolution of value preferences among the respondents with their maturation and advancement of their educational status. In particular, this applies to such values as love, health, life, morality, time, the sacral, culture.

2. Analysis of associations to the stimulus word "value" allowed to single out a number of sense-groups (20) which reflect the system of value preferences of the respondents. On the basis of this systematization the values possessing the core social sense and the peripheral sense for the respondents were accordingly singled out into separate blocks.

2.1. The following values were included in the block of the core social senses.

- *Value of a person, of a group.* The prevailing number of reaction words expressing these values are of a personal, individualized nature. Reaction words are primarily connected with the inner circle of the respondents ("friends", "boyfriend/girlfriend", "loved ones", "children", "mum", "dad", "relatives", "granny", "granddad", "close ones", "sister", "brother", "husband", "classmates",

“comrades”). A lesser number of associations occupying a neutral position realize the value of a person as the mankind on the whole (“people”, “man”, “human”). A group realizes itself as a value primarily through the notion of “family” (78 references within the group of university students as opposed to 11 references of the notion “society”).

- *Valuable relationships* (“friendship”, “love”). University students are more conscious of the value of love than school students.

- *Values of place* are the same within both groups. This is the value of the peace which is realized through the aspects of the notion of personal meaning (“place where you live”, “personal space”, “inner world”), as well as through the aspects of the social nature (“peace throughout the world”, “peaceful skies”, “real world”).

- *Health* as a value is more topical among university students (more than threefold).

- *Abstract values* (value of life, inner world).

- *Material values*.

- *Value of time* is realized mainly through the concept of the *past* (“memories”, “traditions”, “history”, “heritage”, “memory”, “old times”). This aspect is of the absolute importance among school students, whereas for university students not only what is connected to the past (although this does remain in the group of the majorly important value) is considered valuable, but also what is connected to the present (1), the future (2), the eternity (2).

- *Sacral values* gain great importance for a person with his or her maturation and advancement of educational status.

- *Culture* as a value is realized not only through a number of associations connected foremost to the specific cultural marks (“books”, “music”, “paintings”, “films”, “magazines” –common associations of school students), but also through the fact that it bears the value of the past (“history”, “heritage”, “traditions” – a tendency in the associations among university students).

2.2. The following values were included in the block of the **peripheral social senses**.

- *Education*. The category of “knowledge” is the most important for the respondents of both groups.

- *Valuable activity* for both groups of the respondents is connected to work with the only difference being that for student body such activity is also connected with self-development, self-improvement, career prospects, favourite occupation.

- *Valuable qualities*. The high-priority quality for both groups is kindness.

- *Valuable emotions*.

- *Valuable actions*.

- *Nature*.

- *Attitude towards values*.

- *Reflecting on the functions of the values* proves to be less important for school students and university students than the values themselves.

- *Groups of people to whom the values belong*. This block of associations has an explicit social orientation in a sense that the notions “society”, “homeland”, “country” are of high priority.

- *Actions performed with the values*.

3. On the basis of the conducted empirical research a number of processes of social identification can be modelled which are characteristic of the modern groups under study. Firstly, the system of value preferences, being one of the basic structural elements of social identity, is intrinsic to each social group in its uniqueness. Secondly, the crucial importance in the structure of social identity of the respondents is allocated to the age-related and educational aspects determining the dynamic character of the value system. Thirdly, flexibility of the value system manifests itself not only in the change of the value priorities among the respondent, but also in the tendency to formation of more of a personal rather than social identity with maturation and advancement of educational status. Fourthly, the key place in the structure of personal identity is taken by family identification as a rock-solid value characterizing the traditional vector of development of society and thus defining the peculiarities of the modernization processes of the regions of Central Siberia.

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