

# STUDENTS' VALUE ORIENTATIONS TO CREATIVITY IN STATE AND NON-STATE HIGHER INSTITUTIONS

Stepanov V.I.

*Altai Economics and Law Institute*

The problem of values and value orientations is one of the key theoretical and practical problems in forming personality of a specialist. The socio-economic reforms in Russia have created a fundamentally new situation in the sphere of higher education, the peculiarity of which consists in radical change of students' spiritual make-up.

On the whole, the topicality of studying students' value orientations especially to creativity is undoubted because graduates will have to work in non-standard conditions of transition period economy.

In scientific literature references to the results of research of students' value orientations are fragmentary and superficial. The researchers point out that in contemporary students' value orientations there exist myths and ideological substitutes borrowed from mass media. Liberal-market values usually coexist with cult of violence and nationalism in the students' mind<sup>1</sup>.

The unsettled state of the problem and the limited background and empirical base prevent from making a scientific breakthrough in its study. Nevertheless after the research we consider the conclusions about some tendencies of changing value orientations scientifically grounded. The opinion poll according to panel representative selection was held twice in Altai Economics and Law Institute (AELI) and Altai State Technical University (ASTU) in 2006 and 2007.

The students were asked to estimate in points 14 values part of which were indicators of creative potential of personality, another part indicated neutral values interpreted differently depending on other preferences and still one more part indicated the opposite of creativity. The importance of values was estimated by the respondents in points from 0 to 5.

The comparison of findings after two opinion polls shows that the dynamics in value orientations to creativity is not expressed considerably. What deserves attention is significance of "big money" which was far from being important in other investigations.

How does a wish to become rich correlate with the values of creativity? In our research the indicators of a person's creative orientation are such values as "Interesting and diverse job", "Life and work full of

risk and surprises", "To be the leader in everything", "Fame and reputation", "Freedom in taking decisions and activity", "Greatness of Russia".

On the whole, "Interesting and diverse job" evidently dominates. Its significance was especially high in all courses in the first opinion poll and remained prior in the structure of value orientations in the second stage. The high correlation coefficient between "big money" and "interesting and diverse job" fluctuates in Altai Economics and Law Institute in different courses from 0.6 to 0.79.

The rating of the value "Greatness of Russia" turned out to be rather important in our research. The first processing of questionnaires showed that the significance of this value for students of non-state higher institutions grows from junior courses to senior ones. The correlation analysis indicates a positive link among the values "Greatness of Russia", "Life and work full of risk and surprises" and "Fame and reputation".

Both stages of research indicate the fall of significance of the value "Greatness of Russia" for senior students of the state university.

The first analysis of the students' value orientations in a non-state higher institution cannot infer a definite conclusion about the development of creative potential of all the respondents. During the teaching-learning process a weak positive dynamics is characteristic of the value "Interesting and diverse job" which contradicts the requirements for stability, social harmony and security guarantees. One automatically makes a conclusion that there is no place for creativity in the present-day Russia; the question is how to survive. Such a conclusion is valid for students of both higher institutions. The only difference is in the fact that the students' interest in work in a non-state higher institution is determined by the aspiration for getting higher profits. And it is not surprising since they pay tuition fee.

For students of a non-state higher institution the significance of the value "Interesting and diverse job" almost does not change in junior and senior courses. Unlike the AELI students, the students of the state university demonstrate a drop in the significance of creative values by senior courses.

Summing up the study of students' value orientations in state and non-state institutions, we can make the following conclusions.

1. There are no essential distinctions in value orientations to creativity between students of state and non-state higher institutions.

2. The proportion of students who possess creative potential from the point of view of value orientation in all courses is relatively stable and does not exceed 30%. As for the rest of the students, their value orientations to creativity do not develop; there is a falling tendency by senior courses. It is especially noticeable after the analysis of the ASTU students' answers.

<sup>1</sup> Fisher M.I. Overcoming Uncertainty in Russian Education // Pedagogics. 1993. № 6. p.20; Lapin N.I. Values as Components of Sociocultural Evolution in Modern Russia // Sociological Research. 1994, № 5, pp 3-8; Gorshkov M.K. Russian Society in Transformation Conditions: Myths and Reality (Sociological Analysis) 1992-2000. M.: Rosspen, 2003. 246 p.

3. There exists a stable link between a complex of indicators of creative potential of a student's personality and value orientations to creativity.

4. The development of creative qualities and value orientations to creativity depends on the socio-

economic situation in Russia, social risks which inevitably raise the rank of such values as big money, private security and life without conflicts for all categories of students.