

ARTIGO <https://doi.org/10.22481/praxisedu.v16i37.6406>**SOCIO-PSYCHOLOGICAL ISSUES OF CHANGING VALUES IN ADOLESCENTS -
YOUTH IN EDUCATION**CUESTIONES SOCIOPSICOLÓGICAS DE VALORES CAMBIANTES EN
ADOLESCENTES - JÓVENES EN EDUCACIÓNQUESTÕES SÓCIO-PSICOLÓGICAS DA MUDANÇA DE VALORES EM
ADOLESCENTES - JUVENTUDE NA EDUCAÇÃO*Aliyeva Kamila Ramiz*

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Abstract: The article studies the socio-psychological issues of changing values in adolescents - youth in education. The research has been conducted with the adolescent- youth and their parents, the dynamics of changing values was followed. The research has shown that the important values during the comparison of compatibility of the values of parents with the values of adolescent-youth living in the city and region dominate directly on some values. But among these values they are especially conservatism, openness to innovations, self confirmation and self realization values. The factor of importance between these values is tendency characterized and fundamentally don't differ from each other. The factor of importance shows itself only in the direction of self-realization.(in the level of $p=0.046$, $r= 6.146^*$). That change shows that either the youth or adolescents prefer more self-confirmation values comparing the previous years in education. Considering it, it is recommended to create a condition for self-realization of its subjects in education.

Key words: Education; Adolescent-youth; Values system; Social-psychological issues.

Resumen: El artículo estudia los problemas sociopsicológicos de los valores cambiantes en adolescentes y jóvenes en educación. La investigación se realizó con adolescentes, jóvenes y sus padres, se siguió la dinámica de los valores cambiantes. La investigación ha demostrado que los valores importantes durante la comparación de la compatibilidad de los valores de los padres con los valores de los adolescentes y jóvenes que viven en la ciudad y la región dominan directamente algunos valores. Pero entre estos valores están especialmente el conservadurismo, la apertura a las innovaciones, la auto confirmación y los valores de auto realización. El factor

de importancia entre estos valores es la tendencia caracterizada y fundamentalmente no difieren entre sí. El factor de importancia se muestra solo en la dirección de la autorrealización (en el nivel de $p = 0.046$, $r = 6.146$ *). Ese cambio muestra que los jóvenes o los adolescentes prefieren más valores de auto-confirmación en comparación con los años anteriores en educación. Considerando esto, se recomienda crear una condición para la autorrealización de sus asignaturas en educación.

Palabras clave: Educación; Adolescencia-juventud; Sistema de valores; Problemas sociopsicológicos.

Resumo: O artigo estuda as questões sócio-psicológicas da mudança de valores em adolescentes - jovens em educação. A pesquisa foi realizada com o adolescente-jovem e seus pais; seguiu-se a dinâmica da mudança de valores. A pesquisa mostrou que os valores importantes durante a comparação da compatibilidade dos valores dos pais com os valores dos adolescentes-jovens que vivem na cidade e região dominam diretamente alguns valores. Mas, entre esses valores, destacam-se o conservadorismo, a abertura a inovações, a autoconfirmação e a auto-realização. O fator de importância entre esses valores é a tendência caracterizada e fundamentalmente não difere uma da outra. O fator de importância mostra-se apenas na direção da autorrealização (no nível de $p = 0,046$, $r = 6,146$ *). Essa mudança mostra que os jovens ou os adolescentes preferem mais valores de autoconfirmação comparando os anos anteriores na educação. Considerando isso, recomenda-se criar uma condição para a autorrealização de seus sujeitos na educação.

Palavras-chave: Educação; Adolescente-jovem; Sistema de valores; Questões sócio-psicológicas.

INTRODUCTION

The transmission of the values as well as transformation process in the background of strengthening the integration process to the world has been strengthening. The penetration of new values to all spheres of the society, especially dominating in education, the issues related to the values of adolescent and youth in education system dictates to look at the new context. The main reasons of this are openness to the new values of adolescent and youth, on the contrary the conservativeness of the educators. It is deniable in the condition of existence of some elements of traditional education system. Also, incomplete realization of humanization in education makes necessary to follow this process.

It must be taken into account that the concept of value has always been the focus of philosophers, psychologists, educators, and is widely reflected in modern educational theories. Multilateral research on the concept of values and wealth, as well as research on philosophy,

psychology and culturology, shows that there is no unified conceptual approach that allows for a simple understanding of this concept. However regardless of the context of the review to the problem in contemporary socio-historical context, values are studied as an essential component of development of the community, a necessary element of social and political consciousness, as well as the direction of adolescents and life strategies of youth, as the regulator of their social imperatives, as an indicator of social interaction, the motive for self-realization of an individual. [Kuczynski, L., & Navara, G. S. 2006].

The problem of values manifests itself as a very necessary problem in the system of sciences dealing by the study of social interactions in the human and society. The main reason for this is that values are an integrated base or base for personality, social groups, peoples and for the whole of humanity.

Human's way of life and his life strategy are guided by the values.

Values are the most common perceptions of the relatively important goals and behaviour forms of human. They prioritize the perception of reality, direct the actions and actions of people in all spheres of life, and essentially define the "lifestyle" of society. The system and a set of the dominant values reflect the historical and cultural features of society in a concentrated manner [Trommsdorff, G., 2009]. One point should be considered that not only values but also the concept of wealth are often used in psychological literatures.

Wealth values are the elements of the internal structure of the individual (disposition) and are conditioned by an individualized and reinforced life experience in the process of socialization and social adaptation [Roest, AMC, Dubas, JS, & Gerris. , JRM, 2009].

Wealth values can be characterized as principles that allow us to adopt individual and group perceptions, as well as attitudes, and behaviours in social situations. Wealth values also determine social behavioural models and their direction.

DEVELOPMENT.

Description of research.

The analysis of the studies conducted [Kuczynski, L., & Navara, G. S., 2006] shows that it is difficult to say that values are stable. Their durability is dynamic. Even at the stage of the formation of values, no matter how stable these values are, they are subjected to transformation or transmission. Therefore, determining the direction of values is also important in terms of maintaining political stability in society.

The society of total disintegration and transformation of values can lead to the modification of the entire civilization. It can also lead to the weakening of cultural and national values, as well as the degradation of moral values. Often civilization comes to an end with the weakening and collapsing of values. From this point of view, the preservation and development of the values and transmission to the next generations means the existence of a particular society and civilization.

Studies conducted [Boehnke, K., Hadjar, A., & Baier, D., 2007] show that values also drink water from cultural springs. The ethnicities, groups, cultural borders that combine the individuals not only meet the financial demands, but also provides private security, create new rules, form moral principles, create customs and traditions and determine behavioural forms.

The formation of different substructures, as well as the values of the personality consciousness, is largely determined by the social-economic condition in which a person realizes his life activity. Therefore, in the process of formation of the society, the system of personal values and different social groups is fully transformed or subjected to the transmission in accordance with the law.

Modern Azerbaijan society has been established on the political and socio-economic values derived from the national-cultural traditions, tolerance, multicultural values. The transmission and transformation of the new values creates controversial circumstances both quality changes in the society life, and in the transformation of the values. All of these create a basis for occurrence of new moments in personality attitudes, social imperatives and values.

It should be noted that adolescents and youth are important strategic recourses of any society. Today the functional role of the adolescent and youth has been directed to the continuous renewal, new value creativity, creating social stereotypes and directions.

They are also moving forces that stimulate the creation of new values. Society is renewed thanks to them, and a new system of relations is formed.

Modern life undoubtedly gives many requirements to the adolescents and youth. These requirements are quite strict, but they are real requirements for the youth and adolescents to realize their potential, as well as are the development tendencies of the society. Young people need sufficient stable life experience, knowledge, skills and habits to enter this system of relationships and realize their potential there in favour of the society. In this regard, the education system should implement necessary system of measures to enter and adapt to the system of new values of the youth.

In accordance with the law, social changes lead to create controversial circumstances and diversity in the system of values of the adolescents-youth and their parents. This is due to the fact that the leading values in the early period of understanding social experience in the adolescents and youth and have a sustainable nature for future social transformations. That's why the values system of different generations reveals itself as the reflection process between socialization of the carriers of the value with the social epochs.[Swader, C. S.,2013].The disharmony in the relationships between the adolescents and youth and their parents creates misbalance in the system of values. The creation of such balance is getting stronger against the background of weakening the union in society system, lack of tolerance, chaoticism, conflict between different socio-demographic groups. In this situation, the contradictions in relationships between the adolescents and young and their parents are strengthened, meaning lines are broken and conflicts arise. The result ends with a lack of experience of adopting the assimilation of values. The important values and their essence, their features and perception become difficult and those values are almost out of order.

The fact of transformation of the values is dictated by the dynamics of society development. In this regard, the main specific aspect of modern life is that the axiology confrontation between the adolescent-youth in this society. This is due to the lack of early experience in mastering these values. The factors that affect the creation of this situation are different. It includes economic, political, moral, psychological, and socio-cultural factors.

In wealth values the contradictions manifest themselves in direction of demand, fashion, sexual interests, behavioural norms, clothing, attitude towards health and etc. One of the main reasons of it is the transition intomarket economy.. In case of these attempts are not fundamental, The progressive nature of economic activity makes it necessary for adolescents and young people to become wealthy, power, pristine, social achievements, the attempts of being superior of them and to carry out the works what their fathers did not do and attempts to be superior to them.However, such attempts are not always positive when they are not well-grounded.

In recent years, the researches dedicated to the transformation of the values of adolescent-youth are expanding. The interest on the researches conducted in this field has been increased significantly related to the factors listed. [Barni, 2009].

In existing literatures we can frequently see a concept of cultural transmission that substitutes for the transformation of the values. If we consider that the conceptof value is directly related to the culture, then they can be used as synonym. [Schwartz, 2014].

According to the researches, cultural transmission is important for the inheritance of the values in society. Thus, this phenomenon provides protection, preservation and transmission of national traditions and cultural values in the intergenerational process. As it is mentioned, there are problems in transmission of the values in result of the globalization and integration in the modern era. Today, generally this condition is the problem of civilization. Considering these aspects we tried to measure the values to determine which of them dominate in the adolescents-youth and their parents.

The main purpose of the research is identifying the transformation of the values of adolescents-youth and parents in the city and regions.

Research hypothesis

Two main assumptions have been taken in the research:

- The values system of the adolescents-youth overlaps with the values of their peers but not the values of their parents.(H1)
- The inconsistency of the system of values in the adolescents-youth and their parents has been conditioned with the demographic factors. (H2)

Research Methods

The SAT methodology of S.Shostrom and the inquiry of individual values of S.H.Shwartz (PVQ-R) have been used to measure the values of the adolescents-youth and their parents. The quantity and quality analysis were used for assumption testing, and dispersion analysis and criteria of the student have been calculated. 60 teenagers, 60 young people and 95 parents have participated in the research.

The research has been conducted in the regions and Baku city. The demographic factor is based on rural and urban areas and the same number of participants was maintained for both parameters. The participants in the research were 52 % of women and 48% of men.

Table 1.(a)The demographic character of the Research.

	The Number of the participants in the research	Women with %	Men with %	M(SD) age
The families living in the region				
Adolescents	35	52.08	47.02	16.6

Students	40	56.05	43.05	20.5	
Parents	50	54.07	45.03	43.6	

Table 1.(b)The demographic character of the Research.

	The Number of the participants in the research	Women with %	Men with %	M(SD) age	
The families living in the rural areas					
Adolescents	25	51.02	48.08	15.6	
Students	20	53.04	47.06	20.5	
Parents	45	48.07	51.03	43.6	

As shown in Table 1 (a) and 1 (b), there are no significant differences in the number composition and percentage ratio` between male and female, rural and urban.

DISCUSSION

In order to test our first assumption as we put forward the dependence of internal classification of the differences between the adolescents-youth and their parents have been tested by calculating the profile of the values of the adolescents-youth living in rural and urban areas. Then the criterion of the Student was used for dispersion analysis and measurement of significance. The results were described in Table 2,3,4.

As it can be seen the profile of the values of the adolescents-youth living in the urban and rural areas are more compatible with the profile of the values of their peers than their parents. However, there were no significant differences between the profile of the values of the adolescents-youth and their parents' values, both in rural and urban areas as a whole.

Do you wonder if the choice of rural and urban differs by certain criteria? The dispersion analysis is used for it. Here are the following results: χ^2 Uliks =0,882; $F(2,142.000)=0.336$; $p=0.468$. According to these results, no significant difference in values between rural and urban choices was observed.

The study found that the values of adolescents and students were more consistent with the values of their peers than their parents in urban and rural parameters. So the initial H1 assumption was partially confirmed.

Calculation of the second assumption is performed by calculating the correlation ratio. In this case the value system of each teenager and student with the values system of the family were compared. The dispersion analysis was used for finding the relationship between these quantities.

The values underlying the study were based on the values of adolescents and young people, as well as the dependent values of demographic factors (urban-rural) in which they lived. During this time the following relationships emerged: $\chi^2 = 0.891$; $F(4,145,000) = 2.46$; $p = 0.036$.

The values of adolescents and young people, such as the quantity dependent on the study, and the geographical condition or demographic factors in which they live (urban-rural) as independent quantities were based.

Table 2. The comparison of the values block of the adolescents-youth living in the rural and urban areas and the values block of their parents

Profile of values	Urban(N=90)		Rural(N=120)		t	df	p
	M	SD	M	SD			
Adolescents-youth-their parents	0.285	0.33	0.240	0.37	0.42	112.08	0.64
Adolescents-youth – their peers	0.285	0.18	0.185	0.19	0.91	83.46	0.39

As it can be seen there is a significant relationship between the block of values and where the adolescents-youth live in. Research has shown that there are different indications in the block of values of the adolescents-youth living in the rural and urban areas and demographic factors shows itself as the main factor.

Table 3. The correlation between the values of the adolescents-youth living in the rural and urban areas and the values of their parents

Dependent variables	Urban M(r)		Rural M(r)		F	P
	M	SD	M	SD		

Adolescent-youth and their parents	0.384	0.33	0.310	0.37	0.230	0.002
Adolescents-youth and their peers	0.626	0.18	0.520	0.19	0.890	0.006

As can be seen in Table 2, 3, 4 the significant differences are directly predominant over several values during the comparison of the compatibility of the values of the adolescents-youth living in the rural and urban areas and the values of their parent. These values are especially the values of conservatism, openness to the innovation, self-confirmation and self-actualization. However the factor of importance between these values is tendency characteristic and doesn't differ from one another. The factor of importance shows itself only in the direction of self-actualization.(in the level of $p=0.046$, $r= 6.146^*$).

It means that the differences in the direction of only searching the meaning of the life and revealing the potential opportunities between the values of the adolescents-youth in rural and urban areas and the values of their parents.

Table 4. The comparison of compatibility between the values of the adolescents-youth living in the rural and urban areas and the values of their parents

The block of values	Urban M(r)	RuralM(r)	F	P
Conservatism	0.252	0.240	0.422	0.001
Openess to the innovation	0.126	0.112	0.391	0.015
Self-confirmation	0.428	0.415	0.102	0.001
Self-actualization	0.635	0.392	6.146*	0.046

It should take into account that correlation and dispersion analysis only introduces us the results, then it is difficult to determine the causal reasoning relationship of these cases. But the research has shown that unlike the compatibility between the values of the adolescents-youth living in urban areas and the values of their parents, the compatibility between the values of the adolescents-youth living in rural areas and the values of their parents is more compatible with each other. Consequently, the role of the demographic factor in the process of transformation of the values is high and in rural areas this process has a different dynamics. In

general the Research has shown that the significant differences in the transformation of the values are slight and these differences are tendency characteristic.

CONCLUSIONS

Our research has shown that the first assumption we've suggested is that there is incompatibility between the values of the adolescents-youth and the values of their parents- assumption is almost confirmed. But the second assumption is partly confirmed. The research has shown that the value of self-actualization has a leading position in other block of values and this factor is more prominent in the urban areas compared to the rural areas. It is necessary to consider one fact that hat in rural areas, social control is higher than in urban areas, and therefore deviations from any norm are not observed here. The importance level of comparing values in rural areas is lower than in urban areas. The results of our research coincide with the results of many studies, and some differ. As people living in the city face environmental problems, their nature and conservation values reaches their "foreign status". [Yadav, 1975]. However, the environmental problem is not so urgent for those living in the urban and rural areas. Because they do not immediately feel the changes in their environment. From this point of view, transfer of these values to their children is not very actual for parents living in rural areas. As it can be seen the transformation of these values is vertical in this case. Otherwise it is transmitted from parents to children.

In addition, the results of our research overlap with other studies, including those by D. Barney [Barni et al., 2011]. In Barney's studies, the values of adolescents and young adults and their parents differ more in blocks of "Openness to Innovation" and "Conservatism". Barney shows that, in the opinion of adolescents and young people, their parents are more likely to instigate them to preserve the old traditions of "Conservative" values. However, they themselves, or adolescents, are more likely prefer the "Openness to Innovation" value. In this regard, adolescents give up their parents' values and try to create new values. This can be characterized as a conflict of values. That is, adolescents have an independent identity. It is most common in adolescents living in the rural areas. [Fulgini, Zhang, 2004; Yarova, 2010; Jabbarov, 2017].

However, the impact of the social context or demographic factor on the current process is found not only in our research but also in other studies.

The lack of independence between the values of the adolescents-youth living in the rural and urban areas and their peers can be explained by the impact of the common existing mood in the society. . This fact is simply confirmed in the studies carried out [Boehnke, 2001; Boehnke et.al., 2007; Vedder et.al., 2009]

This effect was also observed in adolescents-youth living in the city. The results of these studies coincide with the results of many studies conducted [Barney, 2009; Steca et.al., 2012, Fulgini, Zhang, 2004; Jabbarov et al, 2018]. On the basis of all this, it can be confirmed that the socio-psychological context of living has a significant impact on the transformation of values.

We can come conclude that the compatibility of the values of the adolescents-youth in urban and rural areas and the values of their parents change in the result of the impact of the demographic factors (incompatibility) and the significant differences show itself between them. The socio-psychological context affects significantly to the transformation of the values.

The transformation of the values in urban life is more stable and it doesn't subject to the change in most cases. On the contrary, the dynamics is observed in transformation of the values.

The values of the adolescents-youth coincides with the values of their peers, rather than their parents, this demographic context is identical.

The transformation of the values manifests in two directions both in the urban and rural areas: "horizontal" and "vertical". The transformation of the values on both contexts is manifested irrespective of the socio-psychological context. However it was founded that the values were more vertical in rural areas and more horizontal in urban areas. Considering all of this, a favourable learning environment should be created to ensure that the value transformation is in positive direction and national-moral values are preserved.

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