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Teenagers' orientation of values as a basis for development of a civil society in Latvia

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Abstract

The main issue is teenagers' development of civil value orientations through their involvement in educational process to develop their personal attitudes and value orientation. The paper defines the notion of value orientation as one of civil education's structural elements, and defines a model of value orientations. We research teenagers' preferences for values that influence their civil position and their behaviour. Music is critical, characterised by maximal volume, aggressive singing, frequent repetition of rhythmic structures, and a sharp and heavy music accent. Music is one of the parts of society that develops civic values and gives citizens the intellectual potential of European civil society.

Introduction

One of the indicators of a developed civil society is the development of a personality who possesses both a definite scope of knowledge, abilities and skills and a definite system of value orientations, needs and world outlook.

Value orientations are examined as a complicated social-psychological, pedagogical phenomenon, which characterises the personality's activity orientation and content. This is a system of preferences in the world of values, the element of the value attitude to the world, assigning the sense and direction to personal positions, behaviour and actions. The basis of development of value orientations is culture, which integrates the teenager into the sociocultural system developing the specific needs and world outlook in them. Art, as an important element of culture, is a system, owing to cognition of which teenagers construct the image of the world and society. It causes need of formation of teenagers' value orientations in art as a whole system and in music particularly.

The aims of the paper are to define the notion 'value orientation' as one of civil education's structural elements; to work out the model of value orientations; to research teenagers' systems of preferences in the world of values that influences their civil position in the society and their behaviour.

The methodological research is based on the philosophical and theoretical conception of the role of art in the development of the person's value orientations, the research based on the analysis of the changes in the system of education from the aspect of pedagogical axiology, different ways on the issue of the person's value orientations' development, and psychological and pedagogical conceptions of the person's value orientations.

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Results: the theoretical analysis of the notion 'value orientation' has been given, the model of value orientations has been worked out, the system of Latvian teenagers' preferences in the sphere of different values that influences their civil position in society and their behaviour has been researched using empirical methods.

Review of values orientation and nature of teenager's civic consciousness development (education) in Latvian society

The time of independence of Latvia, the last decade of the 20th century and the beginning of the 21st century, is marked as a time of significant and rapid changes, characterised by the formation of a democratic society and accession to the European Union. This defines the necessity to help modern youngsters prepare themselves for a successful life in the changing world.

Along with changes in the state structure, the society is changing, and its opinions about values are acquiring a new form. The objectives of education are to implement value education. What does it mean?

Both Latvian pedagogues and philosophers, for instance, Students (1933), Dāle (1928), Beļickis (2000), Mauriņa (1973), Kūl., Kūlis (1996), Ērliha (2004, 2005), Valbis. (2004), etc. and other famous European philosophers, like Scheler (1921), Farrer (2000), Halstead (2000), as well as the philosopher Tugainovs (1960), etc. addressed the problems of values and value orientation in society.

The majority of these authors, for example, in Latvia, Dāle, Mauriņa, Beļickis, Ērliha, Vablis., admit that teenagers' value orientation and personality development are always interacting, that is why it is important to prevent features of disorientation or destructive orientation, since positively oriented people are in harmony with themselves and others, thus searching for better development of society in future.

In discussions about the explanation of the 'value orientation' definition in scientific literature resources various concepts are used. We accept the definition of the concept of 'value orientation' as it was developed by the Latvian scientists Beļickis and Zelmenis.

For example, Beļickis admits that value orientation is the system of one's opinions, viewpoints and priorities, and it is based on one's choice attitude to values, which influence one's position and behaviour (Beļickis, 2000).

Value orientation, says Zelmenis, is the determination of a prior sequence for material intellectual values according to one's subjective needs and interests, one's life objectives and motives. Some people prefer entertainment and pleasure, some people dedicate their forces and savings to other people's welfare, some people collect knowledge, but others collect art valuable objects, etc. (Zelmenis, 2000).

The author complements his idea saying that during his life every person's, including teenagers', value priorities are changing along with changes in needs and interests. It is rather difficult to regulate development of value orientation, as well as formation of needs and interests, acknowledges Zelmenis.

Of course, if we agree with Zelmanis', Beļickis' and other opinions mentioned above, we can see that the teenager's personality development and his readiness for life action are connected with comprehension of values and awareness of them a priori. In various publications it is extensively discussed about the nature of 'value' and regularities, interconnections and mechanisms, which are related to it. For example, author Ērliha suggests the model of the 'value' nature and related interconnections (Figure 1).

Here, the author relates the nature of value to the aggregate of a person's things, phenomena, action spheres, positive features and interrelation of intellectual values.

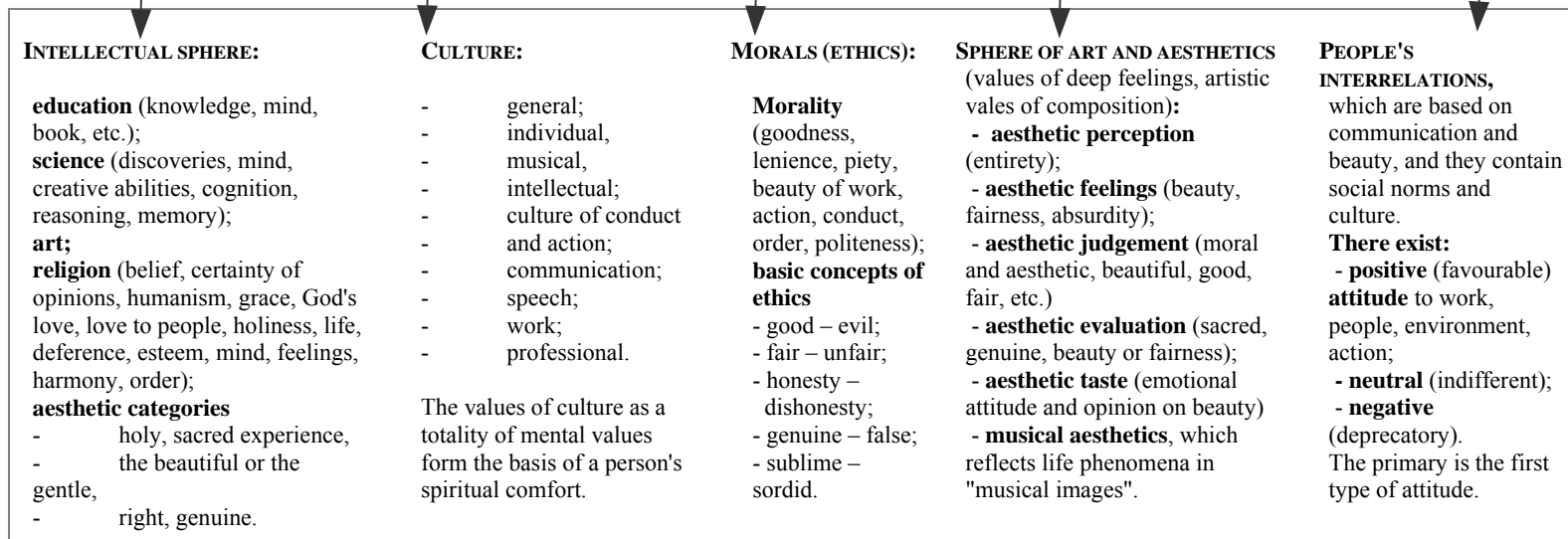
After evaluation of the model the author concludes that it is a systemic aggregate of value elements, on the top of which are the highest intellectual life values, like goodness, deference, love, harmony, artistic values in connection with the aesthetical sphere, (beautiful – ugly, useful – useless, noble – mean) aesthetical categories (good, true, etc.); the intellectual sphere: education, art, religion – for people's mutual attitude, the joint action of which is based on friendly, favourable communication (Ērliha, 2004, 2005).

It is self-evident that the teenager's intellectual, moral, social and cultural development is the basis of creation of his individuality.

Figure 1. Essence of value and interconnections of intellectual values (Erliha, 2003) VALUE is the significance of some idea, process, thing or another phenomenon for a definite person, part of society, nation, and humanity. It is a very complicated phenomenon that interweaves and **arranges our life, beginning with the biological one and ending with the highest levels of culture and intellect.**

ESSENCE OF VALUE is connected with the totality of things, phenomena, **spheres of human activity, positive features:**

- sense of humour,
- emotionality,
- **positive attitude,**
- motivation,
- empathy,
- goodness,
- delicacy, etc., which determine usefulness, significance, possibilities of usage, **efficiency** and is connected with:



Thereupon it is significant to have a look at De Korte's statement (De Corte, 1996, page 30) that a person's development is a complicated 'dynamic phenomenon, in which biological and intrapsychological factors, mechanisms and tendencies interact dialectically with social, cultural and educational events and experiences'.

Why is it so important? Because nowadays in the 21st century education obtained new objectives. And one of the most important objectives, writes Valbis J. (2004), is the person's personality development, since education is the essential precondition and driving force of the teenager's development as a citizen.

He also extensively analyses conclusions of authors made in 'Baltās grāmatas' ('White books', 1998). And one of them is as following:

The basic mission of education is to help everyone develop his/her own intellectual potential, become a wholesome person, not a work mechanism serving for economy; acquisition of knowledge and practical skills must take place simultaneously with formation of character, increase of mental outlook and awareness of obligations to the society (Vablis, 2004).

For example Anspaks derived significant motives and cognitions from foreign historical experience in art pedagogy for solving education and upbringing issues in Latvia with help of art means (including music as a type of art).

Analysing the quality of education in teenagers' development, and harmonisation more widely, Anspaks evaluated Zalvickis' opinions, who distinguishes also possibilities of artistic education and specifies its objectives, calling them 'Education through art' or 'Education with means of art' (Anspaks, 2004). In connection with art (also with music as a type of art) he sees possibilities for the teenager's moral education, cultivation of intellectual activity, physical skill, and development of acuity of thinking, which gets the appropriate beauty and attracts a person's attention to the highest intellectual interests. It creates nuanced feelings, develops skills for empathising, sensitivity and politeness, strengthens the teenager's personality and moral and intellectual forces and protects them from savagery. (Anspaks, 2004)

On a basis of the connections mentioned above we can say that the spheres of teenager's education and upbringing are multiform and systematic. As Zelmenis. emphasises, some of the most significant reference points in the teenager's civic education are value spotting, and selection in political, economical and cultural life of the state. Its main objectives, says Zelmenis, are to instil love to the motherland and people, its language and cultural heritage, family and a person's place in it, which are the main attitude objects for the teenager, as well as esteem to his/her and other citizens' rights and obligations in connection with their work and created values.

Unambiguously Zelmenis actualises the family's role (as role of value) in the teenager's civic education, which represents an example in care for the family's welfare and pedagogically favourable conditions.

He emphasises that the whole society and relevant state institutions, incl. schools, are responsible for it (Zelmenis, 2000).

In the aspect of civic education Zelmenis highlights that teenagers are to be prepared also for active participation in the state political life, since the country's population is homogenous or partly homogeneous. The state inhabitant is its citizen no matter what his nationality is. That is why in society it is significant to ensure also teenagers' accord, cooperation and mutual respect amongst inhabitants of various nationalities. In developing patriotic self-awareness it is necessary to also respect other nations' feelings and values.

It is necessary to note that characterising the teenager's civic education, Zelmenis mentions also such specific personality features as: needs and interests, knowledge and beliefs, will features, habits, attitude and position, value orientation aspects, self-regulation system, etc. These personality features are connected with objects of attitude, for example, welfare and cultural values, etc. and the values characterised above.

Empirical Research

The Teenage years are the most important period in a person's psychosocial development. It is the system of value orientations that defines the personality's substantial sides and makes a basis of his/her attitudes to the surrounding world, to other people, to him/herself, the basis of a world outlook and motivation for vital activity. The teenager is actively involved in adult life, develops his identity and masters various social roles.

Additionally to other psychological difficulties experienced by teenagers in the whole world, in our countries emerge difficulties which are caused by a complicated social situation of the society's development. A high level of life uncertainty, vagueness of society's social development perspectives, and financial difficulties result in the situation where many teenagers look at the coming day with fear and anxiety, they do not want and are not able to take decisions themselves, they do not know what they want to get of this life.

Analysing the literature about methodology of investigation and analysis of personality's value orientation (Leontyev, Morris, Spranger, Allport, Rokich, Inglehart, Schwarts, Bubnova, Gordon, Vardomacky), the author bases his research on Rokich's method, who divides values on the basis of traditional contraposition of values-aims and values-means. Accordingly, he defines two classes of values:

- Terminal (aims) values – these are persuasions that the final aim of the individual existence is worth striving for it;
- Instrumental values – these are persuasions that some ways of actions or personality's features are preferable in any situation.

The terminal values express the most important aims, ideals, and people's life meaning, such as human life, family, interpersonal attitudes, freedom, labour values and similar

ones. This classification includes such a value as the beauty of art (feeling the beautiful in art).

The instrumental values include means for aim achievement, which are approved in the given society or other community. On one hand, these are moral norms of behaviour, on the other – people's qualities, skills (such as independence, initiative, authority) (Rokich, 2002).

The aim of the research is to define the hierarchy of value orientation taking into account the terminal and instrumental values (values – aims and values – means).

The participants of the empirical research: pupils of the 7th-9th forms of various institutions of general education of Latvia (Marchenoka, 2002).

Respondents were offered two lists of values, which they were supposed to arrange in the order of significance, i.e. the first place is for the most important values, but the 18th place is for the least important.

The results of the research allow defining the degree of psychological mechanism formation of values orientation. The concrete values important for the personality, their interrelations and other values' significance discover the person's action direction and means, with help of which he/she achieves his/her aims.

Table 1. Teenagers' terminal values in Latvia

No.	Values	Place
1.	active, energetic life (life completeness and emotional richness)	11
2.	life wisdom (maturity of judgement and common sense, obtained with life experience)	16
3.	health (physical and mental)	10
4.	interesting work	8
5.	nature and art beauty (feeling the beautiful in nature and art)	18
6.	love (spiritual and physical intimacy with a beloved)	3
7.	stable financial welfare (absence of financial difficulties)	1
8.	good and trustful friends	6
9.	public recognition (respect from the surrounding people, colleagues)	7
10.	cognition (possibility to improve education level, to enlarge the mental outlook, general standards, intellectual development)	13
11.	productive life (maximal usage of one's possibilities, forces and skills)	12
12.	development (self-cultivation, permanent physical and mental perfection)	14
13.	entertainment (pleasant, easy time spending, absence of obligations)	2
14.	freedom (independence, self-dependence in judgements and actions)	4
15.	happy family life	5
16.	others' happiness (welfare, other people's, the whole nations', the humanity's development and perfection)	17
17.	creative work (possibility of creative work)	15
18.	self-confidence (internal harmony, freedom of internal doubts, contradictions)	9

The results of evaluation of the terminal values are rather interesting. Such values as stable financial life, entertainment, love, independence, freedom (independence) take the leading positions in the rating. It appears that these categories of values are the society's social priorities reflection by teenagers. It is worth paying attention to the value category, which is in the last five categories: mental outlook, development, creative work, life wisdom, other people's welfare (incl. the state), beauty of nature and art. The given category is very significant at the moment of choice of the personal life trajectory. One of the important discoveries in the given research: beauty of art (feeling the beautiful) is ranked the last place in rating.

Table 2. Teenagers' instrumental values in Latvia

No.	Values	Place
1	neatness (cleanliness), ability to keep things in order, order in actions	7
2	good manners	8
3	high demands (high requirements to life and high pretensions)	9
4	cheerfulness (sense of humour)	3
5	diligence	11
6	independence (ability to act independently, resolutely)	2
7	implacability to one's and other people's weaknesses	4
8	education (breadth of mind, high general culture)	10
9	responsibility (feeling of duty, ability to keep one's word)	16
10	rationalism (ability to think reasonably and logically, take well-considered and rational decisions)	5
11	self-control (reserve, self-discipline)	17
12	courage in defending one's opinion, views	1
13	strong will (ability to have one's way, not to recede when facing difficulties)	6
14	tolerance (to others' opinions and views, ability to forgive others' faults and mistakes)	18
15	breadth of opinions (ability to understand others' opinion, to respect others' tastes, customs and habits)	12
16	honesty (truth, sincerity)	15
17	efficiency in business (diligence, productivity in work)	13
18	sensitiveness (attention).	14

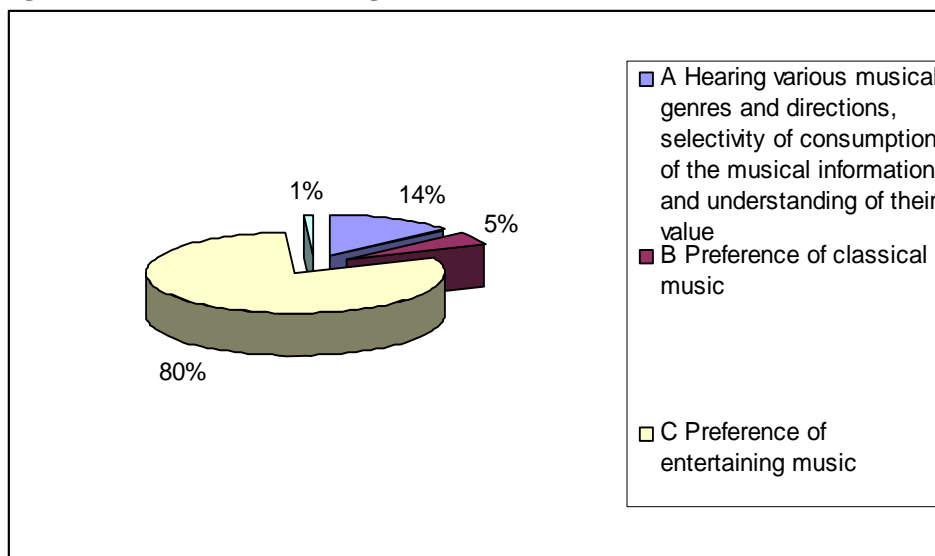
Analysing the results of the instrumental values list, it is possible to conclude that such values as courage in defending one's opinion, independence, and life cheerfulness take the first places in the list. A relevant and important value at the given period time is education, but it is placed at the tenth place. It appears that honesty and efficiency in business (diligence) are the result of influence of common human values. Special attention should be drawn to the fact that tolerance, self-control, responsibility, honesty, and diligence take some of the last positions in rating.

Drawing the conclusion, we can find the contradiction: the terminal value 'stable financial life' has rather a high rating, but the instrumental value 'diligence' is one of the last ones.

Results of research studies show that the music needs of teenagers for Latvia is as follows:

- Listening to various musical genres and directions, selectivity of consumption of the musical information and understanding of their value (A) – 14%
- Preference of classical music (B)-5 %
- Preference of entertaining music (C)-80%
- Absence of need to listen to music (D)-1% (Marchenoka, 2007)

Figure 1: Musical needs of teenagers in Latvia



The hierarchy of musical preferences looks as follows:

- Rap – 34%
- Rock –music - 23%
- Hip-hop – 19%
- Techno music – 8%
- Classical music – 4%

The first three places are occupied by the following musical styles: *rap, rock and hip-hop*.

These musical styles are characterized by a maximal sounding, an aggressive manner of singing, absence of a melody, repeated recurrence of rhythmic structure, and sharp and heavy accentuation. Teenagers practically ignore sacred music (98%), folk music (99%), and classical music (96%), and in fact these styles are a basis, the base of musical art, defining musical values of teenagers.

That is why the main objective of education is to develop pupils', especially teenagers', value orientations, directed to such qualities as duty, civic consciousness, spirituality, and education.

Conclusion

Value orientation in teenager's civic education and development is fundamental, and interweaves the sphere of all values system and their interaction. Of course, it needs a certain level of maturity, which relates both to one's physical and moral development as a whole, which includes cognitive, affective, intellectual and moral development, which ensures knowledge and skills, competence to develop such opinions, confidence, position, action and attitudes that are necessary in order to conceive phenomena and their changes happening in oneself, other people and in the world:

The development of the teenager's civil consciousness is influenced by:

- Heredity;
- Environment;
- Social environment;
- Purposeful upbringing and conscious self-education, directed to recognising values' significance in life.

In this process the interaction of regularities of nature, society and upbringing is expressed. That is why in the process of the teenager's civic education, adults in the society must also take into account systems, factors, and mechanisms of these interactions, which can positively or negatively influence the teenager's values orientation:

- The empirical research of the given problem allowed discovering the contradiction between the terminal values, where the value 'stable financial life' has rather a high rating, but the instrumental value 'diligence' is one of the last ones in the list;
- The last position in rating is taken by the value 'beauty of art' (feeling the beautiful);
- The first three places are occupied by the following musical styles: *rap, rock and hip-hop*. These musical styles are characterised by the maximal sounding, an aggressive manner of singing, absence of a melody, repeated recurrence of rhythmic structure, sharp and heavy accentuation. Teenagers practically ignore sacred music (98%), folk music (99%), and classical music (96%), and in fact these styles are a basis, the base of musical art, defining musical values of teenagers.

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