

Value-semantic orientations of a person in a cross-border area: the case of Baikal Asia

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Abstract. The article considers peculiarities in the value-semantic orientations of schoolchildren living on the territory under the conditions of a cross-border area. Significant differences in the value-sense sphere of modern schoolchildren are revealed, which can be explained by the geopolitical conditions of those living in a cross-border area.

Keywords: orientation, value-semantic orientations, cross-border conditions, interaction, schoolchildren

1. Introduction

The problem of this research is due to the need to study the value-sense orientation of students of secondary schools in the context of cross-border as a phenomenon caused by a common boundary of the national cultures of Russia and Mongolia. A cross-border region is a “laboratory” of cross-cultural interaction. The cross-border interaction of Baikal Asia with Mongolian covers all main spheres of its life activity. The cross-border region is the basis for a variety of development scenarios, due to its heterogeneity, strengthening of the processes leading to diversity and versatility.

In our study, the factor stands out as a cross-border. A cross-border area is a region uniting the border areas of two or more states in the context of close multilateral interaction [2]. V. Tsybursky and S. Khatuntsev, through the combination of the Latin concept of *limes* “frontier” and the Greek *trophos* “nourishing”, attempted to identify a kind of spatial locality, which is a powerful source of social activity [4]. Famous Buryat sociologist A. O. Boronoev tackles the frontier issue. He views the concept of borderland as a methodology for studying sociocultural processes, revealing the problem of borderland as a civilizational impact, clarifying its actors and the possibility of free choice and dialogue of civilizations [3].

Buryatia is one of the Russian regions with a cross-border status. International cooperation between Mongolia and Buryatia as a subject of Russia has the character of long-term and versatile relations. These areas have similar mentalities, i.e. consciously-unconscious ideas, value orientations, archetypes of behavior and perception, socio-historical, cultural memory, constituting a certain ideological structure [1].

It is in the border regions that a quick and effective interaction occurs in the most diverse spheres of society and culture, which then leads to the formation of a special territorial system, which is designated as a cross-border area. The purpose of the work is to study theoretically and experimentally the peculiarities of value-semantic orientations of schoolchildren living in a territory in a cross-border area.

Thus, the system of value orientations is the basis of relations to the world, to other people, the basis of developing a worldview and lifestyles of each social stratum. In turn, this affects the socialization of the youth.

2. Materials and Methods

To achieve this goal, we used the following methods: (a) the “Value questionnaire” by S. Schwartz, (b) the “Life-long orientation” test by D. A. Leontiev, (c) R. Inglehart’s technique for studying the value structure of consciousness (in a modified form by M. S. Yanitsky), (d) basic statistics (Student's t-test). Students of secondary educational institutions of the city of Kyakhta and the city of Gusinoozersk of the Republic of Buryatia participated in the study. 120 schoolchildren of the city of Ulan-Ude formed a control group.

3. Results

According to the “Life-long orientation” test by D. A. Leontiev, the following data were obtained (Table 1).

Table 1. Indicators for the “Life-long orientation” test by D. A. Leontiev.

Scales	Average values		Student’s t-test
	Experimental group	Control group	
General level	98.55	112.3	4.1894
Goals	29.7	35.7	5.07099
Process	29.32	34.45	4.56525
Locus - I	19.57	23.91	5.33067

From the data obtained, we can conclude that the results obtained correspond to the probability of a permissible error $p < 0.01$, i.e. not less than 1%. Consequently, the sample averages for the two groups of subjects are statistically significantly different with the probability of a permissible error.

Therefore, considering the results according to the “Life-long orientation” test by D. A. Leontiev, we can say that among schoolchildren in the experimental group, the overall meaningfulness indicator is lower, i.e. their goals are not directed towards the future, they live here and now. Also, they do not fully perceive the process of their life as interesting, emotionally rich and meaningful.

An analysis of the results of diagnostics of the value orientation of schoolchildren living under cross-border conditions showed that the differences in mean values according to the S. Schwartz questionnaire are most pronounced in four values: “sociality”, “maturity”, “support of traditions” and “security”. Pupils of the experimental group are characterized by dual interests, i.e. they value not only individual, personal values, but also collective (“maturity”, “sociality”, “support of traditions”). The value of “security” is peculiar to the control sample.

According to the study of the value structure according to R. Inglehart’s questionnaire in the modification of M. S. Yanitsky, we found that the students of the experimental group were assigned to one of three value types: “Adaptable” (orientation to order, health, material well-being) – 16.7%; “Socializing” (family, career, public recognition) – 71.7%; “Individualized” (self-realization, freedom, tolerance) – 10%. In the control group, schoolchildren are correlated according to value types as follows: “Adaptable” – 35%; “Socializing” – 51.7%; “Individualized” – 13.3%.

4. Discussion

The diagnostic results showed that the system of value orientations of the studied groups is distinguished by the specificity of the content of its structural components, including features that are manifested in belonging to the values of ethnic culture, lifestyle, compliance with the traditions of the ethnic group living in cross-border conditions.

5. Conclusion

Thus, the study of the value-sense sphere of the modern schoolchild makes it possible to conclude that, despite these specific differences, they are poorly differentiated and the value-orientational unity exists in this period of ontogenesis. This can be explained by the general geopolitical conditions of living in cross-border conditions.

References

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