

THE IMPACT OF PERSONAL VALUES ON THE LEARNING PROCESS AND STUDENT ACCOMPLISHMENTS

O IMPACTO DOS VALORES PESSOAIS NO PROCESSO DE APRENDIZAGEM E AS REALIZAÇÕES DOS ALUNOS

EL IMPACTO DE LOS VALORES PERSONALES EN EL PROCESO DE APRENDIZAJE Y LOS LOGROS DEL ESTUDIANTE

Elena V. BAKSHAEVA¹
Elena A. GANAIEVA²
Larisa I. TARARINA³
Maria M. SHARAFUTDINOVA⁴
Alla A. RYBOLOVLEVA⁵
Oleg A. SKUTELNIK⁶
Aleksandr A. NOVIKOV⁷
Elena V. NOVIKOVA⁸

ABSTRACT: Personal values play a vital role while utilizing learning approaches by individuals through their studies. Especially in higher education, those values substantially affect individuals' character in their learning community and eventually influence their academic accomplishments. Values manifest themselves in all elements of practical culture. In cognitive activity, they play the role of a reference point: it is more natural for a person to learn what is vitally important for him/her. The purpose of the research is to identify the life priorities and value orientations of modern students and its influence on learning process and student

¹ Chuvash State Pedagogical University named after I.Y. Yakovlev, Cheboksary – Russia. PhD in Education, Associate Professor of the Department of Theory, History, Methods of Music and Choral Conducting. ORCID: <https://orcid.org/0000-0002-4703-0640>. E-mail: lenabakshaeva14@gmail.com

² Orenburg State Pedagogical University, Orenburg – Russia. Doctor of Education, Professor, Head of the Department of Education Management. ORCID: <https://orcid.org/0000-0002-9744-6134>. E-mail: elganaeva@mail.ru

³ Russian State Social University, Moscow – Russia. PhD in Education, Associate Professor of the Department of Linguistics and Translation. ORCID: <https://orcid.org/0000-0002-0280-135X>. E-mail: lt31@mail.ru

⁴ Kazan National Research Technological University, Kazan, Russia. PhD in Economics, Associate Professor of the Department of Business Statistics and Economics. ORCID: <https://orcid.org/0000-0002-9732-4508>. E-mail: sharaf.maria@mail.ru

⁵ Kazan National Research Technological University, Kazan – Russia. PhD in Economics, Associate Professor of the Department of Business Statistics and Economics. ORCID: <https://orcid.org/0000-0003-1959-3232>. E-mail: rybolovleva40@mail.ru

⁶ Plekhanov Russian University of Economics, Moscow – Russia. Senior Lecturer of the Department of Criminal Law Disciplines. ORCID: <https://orcid.org/0000-0002-0452-152X>. E-mail: prav.zakon@mail.ru

⁷ Russian Presidential Academy of National Economy and Public Administration, Moscow – Russia. Doctor of Economics, Professor of the Department of National Economics. Moscow International University, Moscow – Russia. Doctor of Economics, Professor of the Department of Economics and Finance. ORCID: <https://orcid.org/0000-0003-0503-7980>. E-mail: 0284@rambler.ru

⁸ Russian Presidential Academy of National Economy and Public Administration, Moscow – Russia. PhD in Economics, Associate Professor of the Department of National Economics. Moscow International University, Moscow – Russia. PhD in Economics, Associate Professor of the Department of Economics and Finance. ORCID: <https://orcid.org/0000-0001-9994-6119>. E-mail: enovikova-ranepa@yandex.ru

accomplishments. As a research method, the method of unfinished sentences was used, as a method of collecting information that allows us to identify various aspects related to the life values of students. The article considers the specifics of life values' semantic content among young people, defines the terminal and instrumental values of students. The study novelty and originality lie in the fact that for the first time life values are considered in the representation of first-year students. It is proved that material security, as a value is practically not represented in students. For the first time, it was determined that the structure of young students' terminal values includes family, education, and later career. It is revealed that success, as a value, from the point of view of students, directly depends on responsibility, performance, self-control. It is considered that the best job for first-year students is the one that corresponds to their emotional mood, is highly paid, and is associated with helping other people.

KEYWORDS: Student youth. Life values. Life priorities. Learning process. Student accomplishments.

RESUMO: Os valores pessoais desempenham um papel vital ao utilizar abordagens de aprendizagem por indivíduos por meio de seus estudos. Especialmente no ensino superior, esses valores afetam substancialmente o caráter dos indivíduos em sua comunidade de aprendizagem e, por fim, influenciam suas realizações acadêmicas. Os valores se manifestam em todos os elementos da cultura prática. Na atividade cognitiva, eles desempenham o papel de referência: é mais natural para uma pessoa aprender o que é de vital importância para ela. O objetivo da pesquisa é identificar as prioridades de vida e orientações de valores dos alunos modernos e sua influência no processo de aprendizagem e nas realizações dos alunos. Como método de pesquisa, utilizou-se o método de frases inacabadas, como método de coleta de informações que permite identificar diversos aspectos relacionados aos valores de vida dos alunos. O artigo considera as especificidades do conteúdo semântico dos valores de vida entre os jovens, define os valores terminais e instrumentais dos alunos. A novidade e originalidade do estudo reside no fato de que pela primeira vez os valores da vida são considerados na representação dos alunos do primeiro ano. Comprovou-se que a segurança material, como valor, praticamente não está representada nos alunos. Pela primeira vez, foi determinado que a estrutura dos valores terminais dos jovens estudantes inclui família, educação e carreira posterior. Revela-se que o sucesso, como valor, do ponto de vista dos alunos, depende diretamente de responsabilidade, desempenho, autocontrole. Considera-se que o melhor trabalho para o aluno do primeiro ano é aquele que corresponde ao seu estado emocional, é bem remunerado e está associado a ajudar ao próximo.

PALAVRAS-CHAVE: Juventude estudantil. Valores de vida. Prioridades de vida. Processo de aprendizagem. Realizações dos alunos.

RESUMEN: Los valores personales juegan un papel vital al utilizar los enfoques de aprendizaje de las personas a través de sus estudios. Especialmente en la educación superior, esos valores afectan sustancialmente el carácter de las personas en su comunidad de aprendizaje y eventualmente influyen en sus logros académicos. Los valores se manifiestan en todos los elementos de la cultura práctica. En la actividad cognitiva, juegan el papel de un punto de referencia: es más natural que una persona aprenda lo que es de vital importancia para él / ella. El propósito de la investigación es identificar las prioridades de vida y las orientaciones de valores de los estudiantes modernos y su influencia en el proceso de aprendizaje y los logros de los estudiantes. Como método de investigación se utilizó el método

de oraciones inconclusas, como método de recolección de información que nos permite identificar diversos aspectos relacionados con los valores de vida de los estudiantes. El artículo considera los aspectos específicos del contenido semántico de los valores de la vida entre los jóvenes, define los valores terminales e instrumentales de los estudiantes. La novedad y originalidad del estudio radica en que por primera vez se consideran los valores de la vida en la representación de los alumnos de primer año. Está comprobado que la seguridad material, como valor, prácticamente no está representada en los estudiantes. Por primera vez, se determinó que la estructura de los valores terminales de los jóvenes estudiantes incluye la familia, la educación y la carrera posterior. Se revela que el éxito, como valor, desde el punto de vista de los estudiantes, depende directamente de la responsabilidad, el desempeño, el autocontrol. Se considera que el mejor trabajo para los estudiantes de primer año es el que corresponde a su estado de ánimo emocional, está bien remunerado y está asociado con ayudar a otras personas.

PALABRAS CLAVE: *Juventud estudiantil. Valores de vida. Prioridades de vida. Proceso de aprendizaje. Logros de los estudiantes.*

Introduction

The study of values in various sciences has a long tradition. Values are the subject of many sciences, such as philosophy, ethics, aesthetics, social psychology, and general psychology (ASMOLOV, 1996; ISTOSHIN, 1979; RASSADINA, 2006; POTTER, 2002). Nevertheless, each of these sciences has its own aspect in the study of the problem of values. The philosophical theory of values provides a general idea and definition of value and evaluation, clarifies the specifics of the value subject-object relationship, and classifies various types of values. Social psychology reveals the features of small groups' value orientations and the socio-typical phenomenon in an individual. General psychology uses special techniques to highlight the diversity of individual differences in value orientations, their dependence on intrapersonal, psychological structures. Ethics, moral values and aesthetics, and artistic values are concerned with separate classes of values and corresponding value orientations. We study the value orientations of quite large groups of people, the influence on the value orientations of a person of its gender, age, national-cultural, professional characteristics, salary level, qualifications, social status and other various factors that in one way or another affect the value orientations.

The relevance of the continuing interest in this problem is determined, first, by the importance of the role that values play in the system of human behavior (AVTONOMOVA, 1991; MATYASH, 2011; SHVYRKOV, 1993; KOVALZON, 1980). Values manifest themselves in all elements of practical culture. In cognitive activity, they play the role of a reference point: it is more natural for a person to learn what is vitally important for him/her. As

for the project activity, the ideal itself is a model of the necessary future in social, political, and environmental terms (LEONTIEV, 1992; MATYASH, 1988; CHERDYMOVA, 2011; STEPANOV, 2009). Finally, the choice of a communication partner is also governed by values.

The topic of value orientations is relevant for research in connection with their role in the life of an individual and the whole society. The scientific analysis of value orientations assumes the choice of large social groups as the object, and the subject is the influence of social characteristics on value orientations.

Literature Review

It is impossible to study the problems of value orientations without a direct connection with such a concept as values. The consideration of values as guidelines for the activity of the individual is characteristic of many modern scientists. Despite the differences in the understanding of values, it should be noted that for all authors, values are elements of public consciousness and culture and are internalized by the individual (ABBASOVA, 2012; SOBKIN; PISARSKY, 1994; NARUTTO *et al.*, 2019; BAYANOVA *et al.*, 2020; TOSHCHENKO, 2009).

Of particular importance is the connection of value orientations with the orientation of the individual. The system of value orientations determines the content side of the personality's orientation and forms the basis of its views on the world around it, to other people, to itself, to nature, ecology, the basis of the worldview, the core of motivation and the philosophy of life. Value orientations are a way of differentiating objects of reality by their significance: positive or negative (MAMEDOV, 2002; RYABOVA, 2012; STOLOVICH, 1983). One of the most significant areas of research, which is characteristic of various scientific fields, is the question of the relationship of values at the level of communities and individual values. Value orientations are the most important elements of the internal structure of the individual, fixed by the life experience of the individual, the totality of his/her experiences (MASLOW, 1999; NEMOV, 1994; FRANKL, 1990; FRANK, 1988).

It becomes interesting and significant to identify the life values of young people. Having studied the socio-psychological characteristics of youth, we can conclude that young people, as a social group, perform a certain function in the social development of their generation. Youth is a socio-demographic group that is distinguished based on a combination of age characteristics, features of social status and socio-psychological properties due to both. It is in the youth period that we can talk about an intensive formation of worldview positions and

views. It is during this period that experience and moral judgments are accumulated in various areas of life activity (society, politics, ecology, culture) (ATFIELD, 1990; BOREYKO, 2001; CHERDYMOVA; ROZANOVA, 2018; BAYANOVA *et al.*, 2019; ZELENOV, 1969; SIDORINA, 2001). In addition, of course, an important point will be the judgment on the issues of success and successful life activity.

Studies of the value orientations of the younger generation have always attracted the attention of scientists. However, in the modern world, the status of youth has changed dramatically. Now this is no longer considered the age of preparation for adulthood, now this age has less value than the life of an adult. These changes are associated with a longer duration of the socialization process. Because of the instability of our society, we quickly lose the social experience we have learned. These changes affect the preservation of the values accumulated over the years by our ancestors.

The consideration of values as guidelines for the activity of the individual is characteristic of many modern scientists. Defining several such guidelines of individual behavior, among which, along with the project, the idea of due, social and cultural norms, the goal and others, values are distinguished, which, being a guideline of human behavior, essentially act as value orientations of the individual. Despite the differences in the understanding of values, it should be noted that for all authors, values are elements of public consciousness and culture and are internalized by the individual.

Materials and Methods

The specific object of the study is the first-year students of various faculties, recent students of secondary schools. Youth is a socio-demographic group that is distinguished based on a combination of age characteristics, features of social status and socio-psychological properties due to both of them.

The objectives of this study were as follows:

- to study the semantic content of students' terminal and instrumental values;
- to analyze the structure and semantic content of value orientations for young people in the field of family and marriage;
- to describe the structure and semantic content of value orientations in the field of personal relations;
- to describe the structure and semantic content of success value for first year students;
- To describe several life priorities of students.

A more common technique, used especially often now, is to rank a relatively short list of values or suggestions that have a value connotation. Usually, the following set of values is offered: family well-being; material prosperity; good relations with people; interesting creative work; personal freedom, independence; the opportunity to develop abilities and talent; familiarization with the values of music, culture, literature; benefits brought to society; active participation in solving problems facing the country. Based on the above-mentioned, the method of unfinished sentences was used, which considered the specified set of values.

For the study of life values, the method of unfinished sentences was used.

The most important thing in life is...

In life, the one who deserves respect is the one who...

One of the values is success, which...

Success in life is ...

Success, in my opinion, depends on...

In my life, I would like most of all...

In relation to other people, it is most difficult for me...

To please another person it is necessary...

If an accident happens to me, I can count on...

To make the marriage happy, it is necessary...

The pilot study identified the leading factors that determine success, from the point of view of students, it was determined by answering an unfinished sentence: "Success, in my opinion, depends on...", in this case, the structure of instrumental values was investigated.

It was revealed that, according to most of the surveyed students, success, as a value, directly depends on responsibility, performance, self-control (the category "personal qualities of a person" - 63%). According to 21% of students, success depends on education. In the list of life priorities, such values as family (31%), health (31%), and love (23%) are in the first place. The importance of such instrumental value as education is also high (25%).

Next, it was necessary to identify the semantic content of value orientations.

Result and Discussion

Features of First-Year Student Life Values

One of the main objectives of the study was to study the semantic content and structure of the terminal values of first-year students. This problem was studied with the help of several unfinished sentences. The structure of terminal value orientations was studied using the

sentence “The most important thing in life is...”, in addition, to study the structure of terminal value orientations, the sentence "In my life, I would like most of all..." was used. In modern society, the presence of education has become a prerequisite for the formation. In addition, more and more young people are seeking higher education, pinning their hopes on a successful career that provides an optimal level of quality of life and social adaptation. In the conducted research, there is a confirmation of this: 37% of the surveyed students put getting an education as the nearest prospect for the future, 43% want to be happy in this life. As the analysis of the data showed, the most significant for first-year students are universal values - health, love, happiness. What is of interest is the absence of such a value as material security in the list. Perhaps the peculiarities of this age, associated with the lack of daily need to take care of providing for themselves, determine the inattention of students to the material side of life. At the same time, many researchers note the commercialization of young men consciousness, but these assumptions are not confirmed in the study.

According to the surveyed students, respect requires, first, the reciprocal respectful attitude of the interaction partner: the category "respects others" scored 41%. Slightly less significant are such criteria of respect as a person's purposefulness (the category - has a goal accumulated 31%) and longevity (the category - has lived a long life scored 23%)

Students believe that the value of respect is based, first, on the equality of relations in this aspect: only the interaction partner who shows his/her respect in relation to others is worthy of respect. The value of the integrity of the individual, its purposefulness is also high among students (43%). The inclusion of longevity among the qualities that deserve respect from the point of view of students is of great interest. Perhaps this reflects the generational aspect of this group, the recognition of the age of older generations as worthy of respect.

The value of success has passed to us from Western society and has long entered the consciousness of our citizens, and no one asks the question “What is success?”. The study reveals what is success for students, how it manifests itself in the minds of students. The results of the study appeared to be very interesting. For 41% of first-year students, success in life is a career. For 30% of them - achieving the goal. For 29% - a prestigious position in society.

The structure of value orientations in the field of work can be determined by analyzing the sentence “The best job is...”, studying this question, it is determined that for first-year students, the most attractive job is the one that corresponds to their emotional mood. 33% of students, answering this question, wrote "... the one that you like", "...the one that you choose". In second place is a high-paying job - 25% of the responses pointed it. Some students consider the best job, the one that involves helping other people (doctor, cook, firefighter, social worker)

such responses - 30%. According to students, in order to "get a good job, you need..." the category "get an education" took the first place - 42%. Thus, the leading instrumental value for the realization of the value of labor is education. However, not everyone shares the opinion that an educated person can get a good job freely. 31% of students believe that it is impossible to get a good job without friends, and 25% - believe that you need to have money for employment.

Studying the system of value orientations of first-year students, the problem of family values' formation was touched upon. Values in the sphere of family and marriage were studied with the help of the sentence "In order for a marriage to be happy, it is necessary...", what, in the opinion of students, is the basis of a happy family life? According to the results of the study, it can be noted that the category of love, spiritual and physical intimacy with a loved one, is in the first place (47%). Family happiness also, according to students, depends on material security, the absence of financial difficulties (31%). Happiness in the family is determined by an active family life, according to 31% of first-year students.

The setting of life priorities plays an important role in the life of first-year students. Their study was a particular task of our research. As it turned out, the main problems of students arise from the educational process (31%) "Because I do not understand the subject", "difficulties with preparing for exams" etc. Problems with peers arise and worry the younger generation. These are problems with friends, company, young people or girls (31%). Family problems are also present in the lives of students, but they pay less attention to them (25%). First-year students realize that they are not yet independent in this life. "If there is a problem", students will first turn to their family, relatives (42%). The study of the relations of communication of first-year students gave a very interesting result. It turned out that most modern students have no problems in communicating with other people. "Nothing is difficult", "it is easy to communicate", "I can find a common language with anyone" - these answers were mainly present in the responses of students (43%). 31% of first-year students in communicating with other people find it difficult to open up to their interlocutor "to reveal the truth", "to tell about problems". 25% are affected by the negative attitude "when he starts to be rude", "does not want to communicate". Being attentive to a person is no less important "to listen to his/her opinion", "to be interested in his/her hobbies", "to look into the eyes", "to give gifts" (27%). In addition, students do not forget that it is necessary to "look good", "be neat and tidy" (27%). The single answers include the values of secrecy "know the measure", "do not get into the soul" (13%), and so on. Responses triggered by the unfinished sentence "People in our city are divided into..." can be generalized into several main categories. The main percentage of students (47%) believe that the city is divided into "rich and poor". In addition, first-year

students divide people by their appearance: "men and women" (29%). 13% of students believe that people in the city are united and there are no divisions between them. After analyzing this category, we can conclude that the leading feature of students' understanding of the structure of society is material security, despite the fact that security is not a terminal value. The sentence "A good person never..." is also aimed at describing the structure of the values of communication and personal interaction of first-year students. In the opinion of most young people, a good person will never "do a mean thing", in response to this proposal, the students responded almost unanimously. This category scored a higher number - 57%. 41% of students are confident that a good person will never leave in a difficult moment. The opinion of students on this issue can be called uniform, as 61% of them answered that, a good person is someone who will not leave in trouble, will forgive, and will not pay attention to your mistakes. 23% of first-year students believe that only a person with a strong will can be good. 13% say that a good person is a sensitive and caring person. In this study, there were also those who said that there were no good people by definition - 11% of the number who participated in the survey.

Conclusions

One of the terminal values of first-year students is labor, work. Work sets a certain social background for people's lives. However, the reference group of young people remains friends. In addition, many first-year students in a difficult situation are ready to ask for help from friends: on my friends, on my girlfriend (boyfriend), on a loved one. Studying the moods of young people is an interesting and very exciting process. It turned out that the change in mood is mainly influenced by the internal state of the student: when I am sad, bored, ill, almost one-third of first-year students refer to the situation that led to a change in mood: when trouble happens, at home, with friends, a loved one. For some, the mood deteriorates when there is an influence of external, usually weather events: gloomy, overcast. However, there were also those whose mood never deteriorates.

As a result, we can conclude that today a special role in socialization is played by education and the acquisition of a profession. A modern person strives to realize him/herself in professional activities, developing his/her abilities and showing his/ her capabilities. Today's young people have an awareness that without education they will not get a good job and will not achieve anything in this life.

After conducting and analyzing the results, one can conclude that the structure of the terminal values of young students includes family, education, and later career. The orientation

of first-year students to receive education for further employment is very clearly traced. The main value orientation in the sphere of family and marriage is love for each other.

The semantic content of the value related to respect is, first, respect for others, a person's purposefulness and longevity. The structure of the values of communication and personal interaction of first-year students is as follows: most modern students have no problems in communicating with other people. First-year students have a very strong self-orientation: to be yourself, to behave as usual, to be what you are when you need to please another person.

Success, according to most students, directly depends on responsibility, diligence, self-control, education. Adolescence brings a number of certain problems into the life of a young person. The main life problems of this age are studies, friends and family.

The most significant for first-year students are universal values: health, love, happiness. Material security as a value is practically not represented among students. The structure of the terminal values of young students includes family, education, and later career.

The best job for first-year students is the one that corresponds to their emotional mood, is highly paid, and is associated with helping other people. The leading instrumental value for the realization of the value of labor is education. Family happiness also, according to students, depends on material security, the absence of financial difficulties and is determined by an active life together.

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