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LIFE STRATEGIES OF MODERN UKRAINIAN STUDENTS: METHODOLOGICAL APPROACHES AND CLASSIFICATION

Life strategy in personal dimension could be identified as a complex phenomenon, which includes main key dimensions and categories that characterize person's life and behavior. Life strategy is a way of life self-determining, self-establishing, self-expression and self-organizing as well as the ability to bring living conditions according with personality own values and individual uniqueness. The student life strategies directly connected with higher education. Author's sociological research (survey) examines the main features of life strategies of modern Ukrainian students. In the article, the author's typology of the main types of life strategies of students is proposed. The tipology reflects the crucial connection with the appropriate understanding of the place and role of higher education: career-pragmatic (focus on success, career achievement), universal education (set to general higher education and self-realization), and adaptive-conformist (orientation to receive formal education, on the circle of interesting dialogue, etc.).

Key words: higher education, life strategy, student, values, motivation.

Actuality of the research and scientific problem of the article. Students is the specific and unique social group. Its specificity is determined by the intermediate social status and functions. This group in the near future is the representatives of qualified knowledge, business, political, artistic and intellectual elite. Student years set the installation to a professional activity and social activity in many respects, form a circle of communication etc. A young man joins the knowledge, the principles of science, understanding the complexity and depth of scientific research, methods of science and its main problems. It is assumed that a student is formed and adults conscious of their personal responsibility for their profession, family, the situation in their own country.

At the same time, students are one of the most problematic social groups of society. A current political, economic, cultural, and social change in the country causes the transforming and changes in the institution of education and in special life strategies of youth. Life strategies of students reflect important trends in the set of social values and moods. Its form some of the important features of the future just today.

Relevance of the research. Many researchers studied philosophical problems of higher education. First, we note the work of scholars such as V. Andruschenko,

V. Bakirov, E. Gerasimova, S. Klepko, V. Kremen, S. Krymsky, M. Kul'taeva, V. Kusherets, S. Kutsepal, V. Lutay, I. Radionova, O. Skubashev'ska, V. Vashkevich, V. Voronkova, V. Yaroshovets and others. Various aspects of the value orientations of students, as well as the problems of life strategies were explored in the works of such authors as T. Andruschenko, V. Beh, E. Bystritsky, E. Golovaha, O. Gomilko, N. Hamitov, K. Milyutina, S. Oksamitna, V. Pazenok, O. Zlobina and others. The problem of the place and role of higher education has not been studied specifically in the life strategies of Ukrainian students. The object of study is the life strategies of Ukrainian students; the subject is influence and place of higher education in the Ukrainian students' life strategies of modernity.

The aim of this article is philosophical conceptualization of the role and place of higher education in the life strategies of modern Ukrainian students and rationale an appropriate typology.

Research methods. The article is applied principles of systematic scientific analysis, methods of logical analysis of conducted theoretical research, synthesis and analysis of secondary data, sociological methods. The survey was conducted in October 2015 – April 2016 among full-time students study the 1st and 4th year of 35 different faculties. The sample of students of legal, economic, humanitarian, social, pedagogical and technical specialties in 16 higher education institutions: 8 universities – Central, 4 – Southern, 3 – Western and 1 – Eastern macro-regions of Ukraine. The survey was conducted with a random sample. 2 212 respondents were interviewed with the questionnaire. The statistical error does not exceed 2,8%.

Research results.

Education is seen today as a process of external influence on the realization of the individual generalized objective, social experiences, norms, values, as well as a special sphere of social life, social and cultural phenomenon, the essential characteristics of the ethnic group, society, unity of teaching, education and personal development, the preservation of cultural norms with a focus on the future state of culture, socio-cultural institution, which promotes the economic, social, cultural functioning of society and improves it, that is the result, and the level of general culture and education of the people. Education is considered as the object of multidisciplinary research, also higher education and students are analyzed as a social group with the help of general scientific, philosophical and sociological methods of studies.

Education is an important component of *human capital*, that is of everything that comprises the potential of the individual, enhances his ability to cope with life and professional problems and to improve the competence of a person and citizen qualitatively which is the most important. In particular the abovementioned applies to the level of higher education, which is intended to promote the formation (restoration) of intellectual elite of the society, to ensure the existence of specialists in the society, who can at a decent level formulate and solve the problem of development, innovation and meet the challenges of the era adequately.

Life strategy as a research topic holds an important place in the modern social sciences. Various search and strategic approach (at the level of states, regions, companies and individuals) is a characteristic feature of the time. Strategic process

reflects the general trend of the search in an environment of stable bases – within conditions of risk, chaos and uncertainty. Some major trends in the development of humanity (and people) can still perceive and articulate. Nevertheless, many defining lines is too complex and multifactorial, their essence and influence can't be expressed in the usual categories of politics and economics, management and education, etc. One of the strategic process main goals and particular importance is formation of the future on the basis, taking into account the fundamental values, understanding and preservation of which serves of human existence and society.

Life strategy is a category that acts as the most common format for all other categories, with the help of which a person organizes and shapes your life (life scenario, life plan, self-affirmation, success in life, living arrangements, etc.). This category serves generalizing conceptual design of these elements, organizing them in the context of long-life perspective with considerable tinge of uncertainty [3, p.123–124]. The core of the strategy and its starting point, understanding of yourself, «Self-concept», its' deployment is the main content of the strategy.

Life strategy in personal dimension that could be identified as a complex phenomenon, which includes all key dimensions and categories that characterize person's life and behavior. Life strategy is a way of life self-determining, self-establishing, self-expression and self-organizing as well as the ability to bring living conditions according with personality own values and individual uniqueness.

At the same time life strategy is universal motivating system that encourages person's energy, activity, goals achieving, communication etc. Life strategy is seen as a way of rational attitude to person's own life. The purpose of the strategy is conscious management and design of the individual's own life by the gradual formation of the future, building a hierarchy of meanings and purposes on the basis of certain social values. Other forms of rationalization (life plans, intentions, scenarios, etc.) are included in the strategy as a resource and the forms of embodiment (articulation) strategy.

Therefore, the process of strategizing to overcome fragmentation and stimulate the «randomness» of the elements and circumstances of life, making them a subject of reflection, evaluation, criticism [4, 5]. Existing conditions of life and the current «Self» (in the present and in the past times) correspond properly with desired (dreamed) status, as well as the potential of the individual, which can be mobilized to achieve the proper (desired) state. The hierarchy of the key life goals generates the life (strategic) horizon, towards which the unfolding strategy and embodies it in life plans and scenarios that are more detailed and precise time specified. For the country as a completely strategic horizon – is a way of «national dream», desired and acceptable image of the future for the majority of citizens. Life horizon for the individuals is the realization of their abilities, to achieve prosperity and social recognition, creativity and business success, etc.

The gradual movement to life (strategic) horizon makes all goals more visible and defined, it makes it possible to more objectively and clearly outline how the goals themselves, and towards him. Achieving certain goals necessitates the formulation of new problems and orientations, new goals and ambitions – and begins to move to a new horizon. Adjustment purposes can cause a change of the motion vector, choosing

new targets, etc.

In this context, the student life strategies directly and intimately connected with education in general and higher education in particular [2, p.7–9]. Obviously, the choice of profession and the university, as well as the general motivation regarding school grounds have general attitudes of young people; they are due to their vital values and perceptions of (potential) self-affirmation and success in life. It is very important and is a way of higher education formed in the minds of students (and society in general), how adequately he understands the specifics of the higher school, its principles and mission, as is capable to realize the need for a serious and intense educational work in a higher educational institution walls.

The leading objective factors determining the place of higher education in the life strategy are the system of higher education in Ukraine, modern changes and transformations that affects all the social institutions and educational institute as well, students' value system and the subjective personal moral and psychological characteristics of student. There is a close relationship and interdependence of social and personal factors, which determine the role of higher education in the life strategies in general, and of modern Ukrainian students in particular [6, p.197–200].

The needs of modern manufacturing require the preparation of specialists with higher education, shifting the focus from training to multidimensional. Within our understanding, all basic competences must be established and educated on the roots of the relevant kind of intelligence (according to H. Gardner's concept) [1]. Exactly these prospective and fruitful qualities should be formed if you are graduate of the university. More and more often not a formal qualification, but the multi-functional (and «uncertain») competence is needed in various fields of activity. It can be regarded as a kind of complex of skills peculiar to the individual, and includes qualification, social behavioral characteristics and the ability to work in a team (with common ambition, common creativity and common intelligence), initiative and willingness to take risks, the ability to make decisions, to estimate their possible consequences and take responsibility for them.

The changes that are taking place in all spheres of Ukrainian society (political, economic, cultural, social, and communicative) have a significant influence on people's minds. Values, cultural norms, the motives that influence our behavior are transforming. Under the influence of these changes special life strategies of Ukrainian youth are forming. They embody the fundamental idea of the desired future and the form of its implementation.

The life strategy of the individual is stable phenomenon, which is based on the person's value orientations. Values are the controlling factor for the development of a strong society. Life strategy is seen as a deliberate way of person's own life, the ability to bring living conditions in line with own values and self-identity. Research and conclusions are based on the author's social studies (survey) conducted in 2015–2016 at 35 faculties of 16 Ukrainian universities (manly with the status of national university) in all macro-regions of Ukraine. The classification is based on the main features of life strategies of modern Ukrainian students: the leading students' motivation for higher education, the factors that led to the choice the university and the faculty (and specialty), awareness of the specialty in the labor market now and in

the future, value system, independence (autonomy / dependence) in the self-determination and life choices. Attention is also paid to the views of students on study and employment prospects abroad, to independent work of students to improve their skills and competencies, in particular language training etc.

The survey of the reasons for higher education showed that highly skilled in their chosen field is the main motive for higher education for students (45.2%). The second is the frequency response of the desire to ensure a stable financial situation in the future (35.4%). A significant number of respondents believes that a university degree in any case needs in life (29.7%).

Notable number of respondents (16.9%) recognizes the importance of social status, opportunities to occupy a privileged place in society through higher education. 12.7% of them believe that higher education will provide an opportunity to become a cultural, highly educated man. 7.5% of respondents consider that higher education will provide them with interesting communication, now and in the future. Least of students guided by the desire to inherit parents' profession (1.9%) and hopes to meet future life partner (1.3%). Although 5% of respondents decided to enter the university because of the insistence of parents. 4.3% wanted to extend the years of apprenticeship (do not look for work, to delay the military service, etc.).

Survey results show that the most significant number of respondents felt that their profession in demand, now and in the future – 58.5%, now – 16,5%. Students from marketing faculties hold such an opinion in the first place (81%), engineering graduates (70%) and mathematics (59%). 10.6% of respondents don't know how their profession is in demand, 8.6% – know that the profession is not in demand now, but expect that it will use in the future. Another 5.7% said that they know that the profession is not in demand, but they do not care. Most respondents believe that will find a job that will satisfy them with some difficulties (60.6%). 16.7% of respondents believe that will find a satisfactory job easy. Thus, the majority of future graduates in solving the employment problem in the first place relies only on themselves – 59.2%. More than the third of respondents (42.5%) expects to help parents and other relatives in search of work. 28.8% of respondents hoped for the support of friends and acquaintances in resolving the issue of employment after graduation.

As for the plans survey revealed that students mostly tend to plan their lives. 32% of those surveyed plan to life for the next few years. 32.5% of respondents have plans for the months ahead, 19.3% do not plan own way of life. Another 16.2% could not answer this question. Scientists have developed a number of classifications of life of youth strategies: depending on social status, values, and ideological priorities [7]. The empirical material obtained during the authors' investigation allows offer the life strategies classification of students depending on the place, which it occupies in higher education: career-pragmatic (focus on success, career achievement), universal educational (set to general higher education, erudition and self-realization), and adaptive-conformist (orientation to receive formal education, on the circle of interesting communication, etc.).

The priority model is professionally oriented associated with achieving success in life, focus on the pragmatic use of the higher education. For the students with career-pragmatic strategies the higher education has been mainly a means of

obtaining a prestigious status in the future and the professional and material wellbeing. Representatives of the universal educational type see in higher education as a component of improving their own cultural level and erudition. Students of adaptive-conformist strategies, value in higher education more primarily interpersonal and intergroup interaction and everything that is a part of the socialization process.

The analysis of the students' answers revealed that the issue of determining the place of higher education in their life strategies has a number of positive trends as well as serious internal contradictions and problems. On the other hand, educational activity based not on the personal aspirations and real abilities, but on the guarantee of the would-be future employment is not such a promising perspective. However, the survey revealed a rather serious gap between the contemplative general ideas and specific actions and calculations. These contradictions are the discrepancy between the motives of the professional choice and lower level of academic performance in higher education, compared with the school, the idea of the necessary business skills today, a personal guarantee business success, etc. and reliance on external assistance in start of professional life.

In general, it's possible to say that the students are quite realistically assess the place and role of higher education in their own destiny and in the current context of modern conditions and events. This place is not remeasured, students generally give aware of the fact that knowledge and diplomas in a crisis of uncertainty depreciate. High academic achievements of students is represented in the minority. Most people do not attach much importance to learning process for the future careers. The common can be considered instrumentalism in achieving their goals, the relative devaluation of professionalism values up to exclusion from the labor conformism, lack of development of creative abilities, etc. It is obvious that the crisis activate and nourish in young minds the value of self-preservation and basic survival, making the «background» spiritual values and making young people hostages to material aspects of life.

Humanistic education function realizes itself in the formation of creative identity, the development of special skills. However, in terms of new market relations and the transformation of public education system, its service function is increasing dramatically, contributing to the development of utilitarian, pragmatic knowledge.

Conclusions

As a result of the study, we suggest the following practical recommendations:

- to improve Career Guidance (a more detailed and adequate information to students about the trends in the labor market in the world, new jobs, etc.).
- to develop a powerful psychological subject unit that would fully disclose personal potential of learners (students), their ability for persistence, provide opportunities consciously and with knowledge to build their own life strategies..
- to promote creative youth, in particular providing the opportunity for the formation of flexible individual learning schedule.
- to develop social technologies aimed at enhancing students' awareness about their professional future and the situation on the labor market.

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**ЖИЗНЕННЫЕ СТРАТЕГИИ СОВРЕМЕННОГО УКРАИНСКОГО СТУДЕНЧЕСТВА:
МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ И ТИПОЛОГИЯ**

Жизненная стратегия в личностном измерении может быть определена как сложное явление, которое включает основные аспекты и категории, которые характеризуют жизнь и поведение человека. Жизненная стратегия определяет образ жизни, самоопределения,

самовираження і самоорганізації, вона состоит в стремлении привести условия жизни в соответствие с ценностями личности и индивидуальной уникальности. Жизненные стратегии студенчества непосредственно связаны с высшим образованием. На материале социологического исследования рассматриваются основные черты жизненных стратегий современного украинского студенчества. В статье предлагается определение жизненных стратегий и авторская типология основных типов жизненных стратегий студенчества в связи с соответствующим пониманием места и роли высшего образования: карьерно-прагматическая (фокус на успехе, карьерных достижениях), универсально-образовательная (ориентация на общее высшее образование и самореализацию) и адаптивно-конформистская (ориентация на получение формального образования, круга интересного общения и т.п.).

Ключевые слова: высшее образование, студенчество, жизненная стратегия, мотивация.

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