

Research of the System of Student-Age Population Attitudes to Online Occupational Interactions under Pandemic Conditions

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Abstract: The research problem involves the identification of the system of students' attitudes to various aspects of professionally-oriented interaction via the Internet. The solution to this problem could be of interest to all types of educational advisors as it promotes the harmonization of youth attitudes towards socialization in the professional online communities. The article presents the results of a survey of modern youth, as well as residents of cities and towns of various occupancies; the survey was aimed to reveal the attitude of young people to professional-oriented interaction in online communities. The relevance of this research is due to the need to study issues related to identifying the level of students' interest in occupational-related Internet communication, obtaining professional expertise in online communities, and attitudes towards various aspects of occupational online interaction. Also, the problem gains momentum during the pandemic, when the actual practice is often limited. The results of the survey can be used to build methods of educational and occupational-related interaction while training university students under pandemic conditions.

Keywords: internet socialization, professional online community, a system of youth attitudes towards professional interactions.

Introduction

Researchers in the field of digitalization of education, the sociology of the Internet and the digital economy are increasingly focusing on the destruction of traditional forms of socialization of youth. Online communication noticeably prevails over the agents of traditional socialization and leads to the transformation of the system of traditional values.

One of the important values for the higher education system at present is the formation of students' professional-value orientations. In the context of their transformation, it is important to comprehend the trends in the course of their changes in the conditions of Internet socialization and against the background of students' self-esteem. As the pandemic aggravates, the call becomes more and more apparent to understand how the Internet is

changing professional values and how these changes can be used in practice to improve the training of future professionals. The latter is especially important for the development of university-level training aids since the higher educational institutions are forced to solve the problems of limited real-life occupational and educational communication under pandemic conditions.

The purpose of the presented study is to determine the level of interest of young people in a professional-related online community based on self-esteem. The main task of the study involved analyzing the system of youth attitudes towards various types of activity, relations with other people and groups, associations, and communities, attitudes towards oneself, attitudes towards substantive activities, and also attitudes towards the mass media in the profession-oriented segment of the Internet environment.

Also, there is a great current interest caused by the desire to reveal the trends in changes in the professional values and how these changes can be used to organize profession-oriented interaction in pandemic conditions. This could be quite essential for the development of relevant training aids at the level of higher educational institutions. According to scientists, the world is experiencing some global changes due to pandemic events, so it is necessary to understand the development and dynamics of the vector of changes. It is also important to systematically

investigate the issue of changing profession-oriented relationships and interactions in the Internet environment. For this purpose, general scientific research methods are required; one of these methods is a systematic approach.

For the first time, a systemic view of the problem of professional value orientations was implemented by V.A. Slastenin (from the standpoint of axiology) [1]. Slastenin identified two groups of values: the first was the values associated with the personal validation in society and the immediate social environment; the second was represented by the values aimed at meeting the need for communication. This prospect was later developed by E.L. Rudneva, E.G. Slobodnyuk, A.A. Pecherskaya, A.N. Mushkrova, A.S. Andryunina, T.M. Matyushkova, I.A. Gecht, and others. Also, modern research is largely associated with a particular professional or economic sector - they are considered quite promising and might be focused on solving issues related to the analysis of patterns and conditions for the formation of professional value orientations at different stages of personal professional development.

Sociologists also considered professional value orientations in their works. For example, I.A. Kokh described them as an integrative personality structure that determines professional consciousness and characterizes the attitude to the occupation 'reflecting the content side of the orientation of the individual to the values of professional activity',

contributing to professional self-realization in general [2].

Recently, scientists have begun to pay partial attention to the change in the value orientations of young people in the Internet era [3, 4]. Researchers conduct surveys, identifying certain aspects of the problem, as well as changes in values in an intercultural context [5]. Researchers-economists also pay attention to the system of value orientations, stating, for example, that professional services are insufficiently studied in the field of value, satisfaction, and customer retention [6]. At the junction of different prospects, attempts are made to assess the risks and the potential of Internet socialization, including for the goals and objectives of education [7], investigating the specifics of the youngsters' online behavior [8], and making an effort to reveal the relationship between Internet socialization and Internet addiction [9]. This also includes the investigation of the influence of the Internet on the social needs of users [10] and studying the most significant and sensitive to transformation (in the course of Internet socialization) elements of professional value orientations of young people [11]. Of particular attention are the social networks communications [12], the influence of social networks on the educational process [13], and the consideration of the new forms of socialization of student youth in the Internet environment [14].

At the same time, the issue has not yet been considered systematically and from the point of view of

studying issues related to identifying the attitude of young people to professional-oriented interaction in the Internet environment.

Materials and Methods

To solve the set tasks, the methods of comparing and grouping the results of an online survey of 817 students aged 17-20 were used. The questionnaire was designed to identify the interest of student youth in professional-oriented online communication based on self-assessment. The respondents have surveyed anonymously through social networks such as VK (Vkontakte - biggest Russian online social media and social networking service), Facebook, and others.

The study used a targeted probability sample. From the general population, the authors randomly assumed the selection of respondents from various social groups and communities by sending an invitation to participate in an online survey and posting a link to the survey on social networks. Thus, the so-called 'self-selected sampling' method was employed. The survey was conducted in September and October of 2020.

The questionnaire was designed to describe the attitude towards various types of professional-oriented interaction and activities in the Internet environment, relations with other people in a professional-oriented community, relations with pro teams and communities, attitude towards the very respondent in the specified context, attitude towards the subject- and professional-oriented activities, as

well as attitude towards the media in the professional-oriented online community [15], [16].

The provided questionnaire was based on cloud technologies (Google Forms) [17]. In the presented case, the object/subject field defines the general population of Internet users and the sample population was made up of this particular group, which makes it possible to state the sufficient objectivity of the collected data [18].

An analysis of the obtained data employed both the automatic output of the results (frequency analysis), represented by the capabilities of Google Forms and the capabilities of the IBM SPSS Statistics package (including elements of descriptive statistics, correlation analysis, analysis of pair relationships, etc.). The opportunity of using SPSS is represented by the potential of Google Forms, which made it possible to import a data matrix table into a program for statistical processing [19].

Results

It should be noted first that the survey involved both metropolitan residents along with inhabitants of large and mid-sized cities and small towns, along with residents of villages and settlements, which indicates a fairly decent coverage of different population groups. The metropolitan, mid-sized cities and rural residents were fairly evenly represented; it is quite obvious in this sense that the Internet removes the boundaries of interaction when communicating among young people. Also

noteworthy that these are the most pronounced categories in contemporary Russia. It was established based on the processed data of answers to the question about the place of residence that 25.9% of respondents lived in a metropolitan area (with a population over 2 million), 24.7% - in rural areas, 23% appeared to be mid-sized city residents (100-500 thousand), 8 % resided in urban-type settlements or small towns (less than 100 thousand), 7% were represented by the residents of large cities (from 500 thousand to 1 million), and 3.4% lived in a fairly large city (population from 1 to 2 million).

Of particular significance is the fact that the survey was open to any age group; however, a significant part of the respondents turned out to be of student-age. Thus, the survey involved 58.3% of bachelor students, 10.3% of undergraduate students; also, among the students of technical universities, 33.1% were tech trainees and 32% were students with a major in the economy.

The proposed questions were laid in such a way to allow for systematic consideration of the specified problem from different points of view. Further review of the students' responses is reflected in the figures below.

The attitude of young people to various types of activities: educational, labor, social, pedagogical, competitive, and sports-related in a professional-oriented Internet environment

When asked about their attitude to professional-oriented educational activity in the Internet environment, 22.2% of the respondents chose: 'interested, enthusiastic, and creatively-researching'; 35.2% - 'responsible, with a stable interest in a subject'; 34.7% were 'just conscientious or situational'. This indicates a largely positive attitude of young people towards professional-oriented educational activities in the Internet environment (Fig. 1).

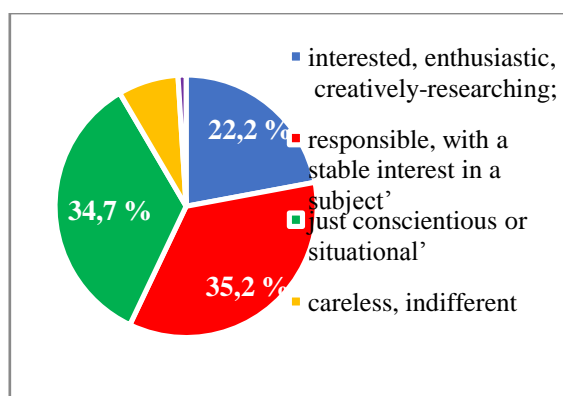


Fig.1. The answers to the question about the attitude to professional-oriented educational activity in the Internet environment

The answers to the question 'your attitude to professional-oriented working practices in the Internet environment' were distributed as follows: 7.4% chose 'bold, with increased enthusiasm'; 30.9% were: 'initiative, creative and inventive', 54.3% - 'conscientious, diligent and hardworking' (Fig. 2). Thus, a significant part of the respondents supports a professional-oriented work activity in the Internet environment.

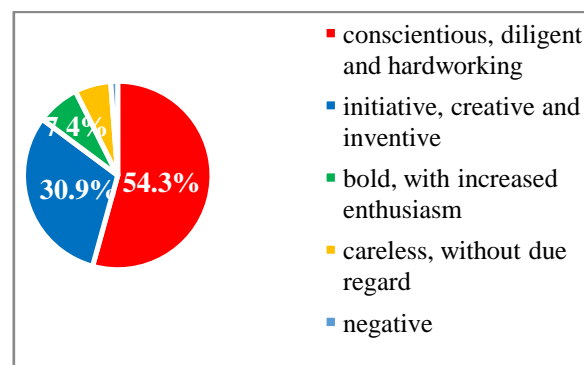


Fig.2. The answers to the question about the attitude towards professional-oriented working practices in the Internet environment

When asked about the attitude to professional-oriented social activities in the Internet environment, 10.9% of respondents chose the answer: 'proactive in all public affairs', 49.7% chose 'conscientious and diligent participation', 15.4% - 'regular participation, but quite passive and under supervision', and 18.3% opted for 'occasional fulfillment of public assignments'. Even though a significant majority of young people consider performing participation in social and professional activities important, there are also opposite points of view, up to a negative attitude towards this type of activity.

Out of the answers to the question about students' attitude to pedagogical (consulting, educational, teaching, upbringing) professional-oriented activities in the Internet environment, 28.7% chose 'conscious, with a pronounced interest', 50% - 'with an average involvement', and 13.2% were 'poorly involved'. Thus, it can be concluded that the pedagogical activities among young people are rather weakly motivated since only about a third of

students are consciously interested in such action (Fig. 3). At the same time, this type of activity is indicated in one form or another in various educational standards. Certainly, this area manifests a problem of motivation on the part of educational institutions in the training of future specialists.

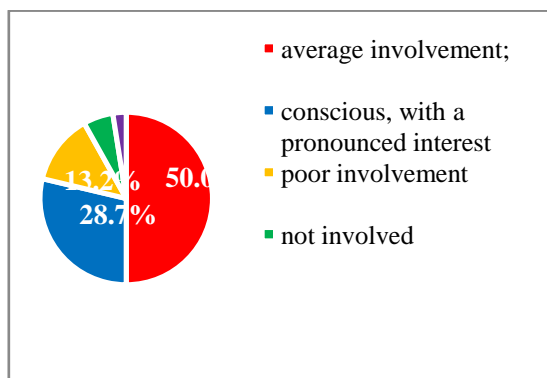


Fig.3. The answers to the question about the attitude to pedagogical (consulting, educational, teaching, upbringing) professional-oriented activities in the Internet environment

When asked about their attitude to professional-oriented competitive and sports activities in the Internet environment, 9.1% of students chose the answer 'fanatical, obsessive, conscious', 38.2% - 'positive, active and enthusiastic', 27.8% noted 'the need for action', and 19.9% were 'passive and careless'. The vast majority of young people were positively motivated to competitive types of professional-oriented online

activities, perhaps due to their predisposition to online gaming (Fig. 4).

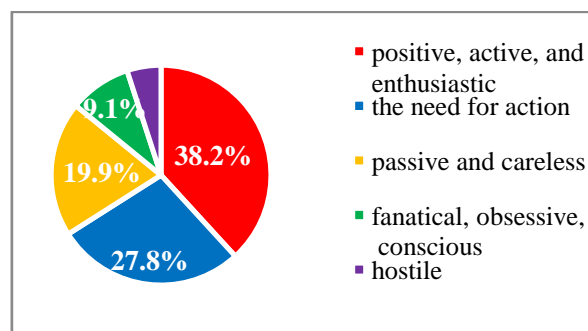


Fig. 4. The answers to the question about the attitude to professional-oriented competitive and sports activities in the Internet environment

Thus, having analyzed the attitude of young people to various types of activity in the professional-oriented Internet environment, it should be noted that, to a greater extent, youngsters are predisposed to professional-oriented labor and competitive activities; the indicators of educational activity are somewhat lower and so is the attitude to social and educational activities, which is often noticeably distant and even indifferent.

Relationships of the youth with others (children, friends, teachers, mentors, parents) by professional-oriented interests in the Internet environment

When asked about the attitude towards children who begin the process of cognition in some professional activity in the Internet environment, 8.1% of the respondents answered 'with a feeling of love and compassion', 41.9% described their attitude as 'kind and trusting', 33.7% - 'compassionate and altruistic', but 11.65% - as 'constrained and tense'. Thus, the vast majority of respondents assess their attitude towards children seeking professional

knowledge online as humane and amicable.

Also, when asked about the attitude towards companions in the joint development of professional-oriented activities in the Internet environment, 20.6% of the respondents described their attitude as 'friendly and sympathetic', 42.3% - as 'trusting, comradely, and honest', and 30.9% - as 'tolerant, compliant, and mostly positive'. Thus, the overwhelming majority of respondents have trusting, comradely, and friendly relations with their companions in the joint development of professional-oriented activities (Fig. 5). It could be the result of the active work of universities in the field of students' project initiative activities students in recent years.

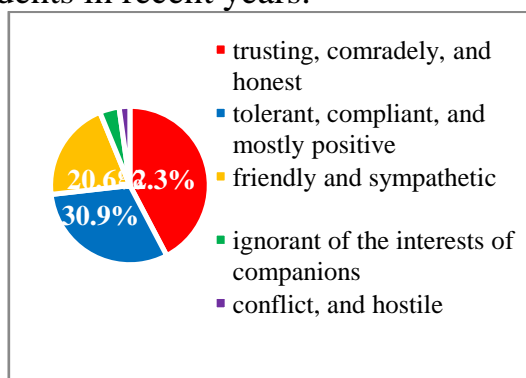


Fig. 5. The answers to the question about the attitude towards companions in the joint development of professional-oriented activities in the Internet environment

Responding to the question about the attitude towards teachers of professional-oriented disciplines in the Internet environment, 13.3% of the respondents described it as 'friendly and empathetic, highly respected', 37.6% - as 'businesslike, positively active, and trusting', 35.8% - as 'respectful', and 9.8% - as 'formally positive'. Thus, the vast

majority of respondents have a trusting, businesslike, respectful, and often friendly relationship with teachers of professional-oriented disciplines in the Internet environment (Fig. 6). Clearly, the need for such communication during the pandemic has become actual and even aggravated.

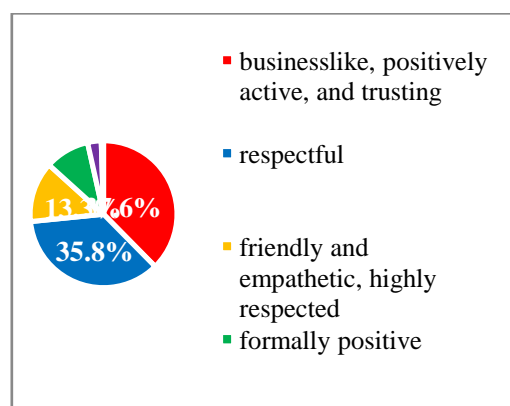


Fig. 6. The answers to the question about the attitude towards teachers of professional-oriented disciplines in the Internet environment

Answering the question about the attitude towards school teachers of professional-oriented disciplines in the Internet environment, 19.5% of the respondents described it as 'deeply respectful', 58.6% - as just 'respectful', and 16.7% - as 'skeptical'. More than two-thirds of the respondents manifested quite some respect towards their school teachers; however, about a third of the respondents were feeling skeptical and negative about teachers of professional-oriented disciplines. The obtained results stress out the possibility of involving specialists in these types of activities, if necessary.

Furthermore, describing their relationships with friends by

professional interests in the Internet, 23.7% of the respondents see them as 'kind, humane, open, frank', 41.6% note their 'friendly nature, empathy and mutual assistance', 18.5% perceive their relationships as 'sincere and trusting', and 11.6% - as 'altruistic, loyal, friendly, and comradely'. Also, a significant part of the respondents manifested friendly and trusting relations with friends by professional-oriented interests (Fig. 7).

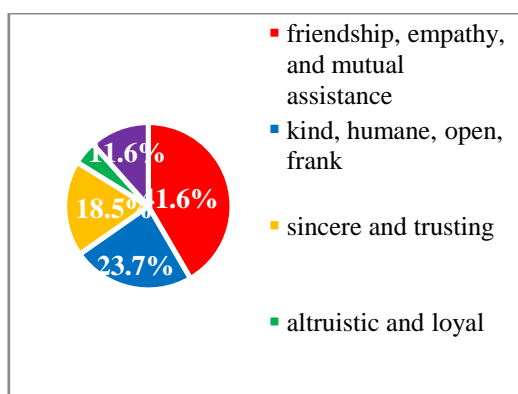


Fig. 7. The answers to the question about relationships with friends by professional-oriented interests in the Internet environment

Delineating thereciprocal understanding with parents on professional-oriented issues, 38.7% of the young respondents described it as 'trust, great respect and understanding', 32.4%- as 'generally positive, good, friendly', 20, 8% denoted 'love and mutual help', and 7.5% were 'skeptical, unfriendly, patient'. Thus, two-thirds of the respondents have respectful, friendly, and trusting relationships with parents on professional-oriented issues; nevertheless, a third of the respondents noted skepticism and even the malevolence of the parents regarding the vocational guidance of their children (Fig. 8).

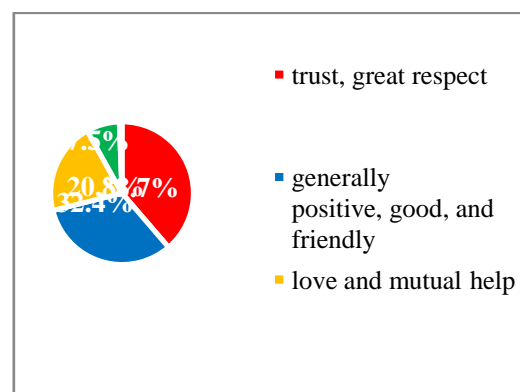


Fig. 8. Self-description of thereciprocal understanding with parents on professional-oriented issues

Therefore, it should be noted that the youth attitude towards others in terms of professional-oriented interests in the Internet environment is generally expressed as benevolent and positive. At the same time, about a third of the respondents noted negative aspects concerning professional-oriented interaction with parents and school teachers.

Youth relations with groups, teams, and communities in a professional-oriented Internet environment

When asked about the attitude towards the team or collaboration group in professional-oriented online communication, 42% of the surveyed

students responded with 'I strive for joint activities, I worry about it', 33.9% recognized the interests of the team on an equal basis with their own, 13.8 % got actively involved with the affairs and interests of the team, and 9.8% described their attitude as 'indifferent and lacking initiative'. A significant majority of respondents

were striving for joint activities and recognized the interests of the team; nevertheless, a tenth of the respondents reported an indifferent attitude to the issue of communicating with their group on professional topics.

Describing their attitude to the faculty staff, organizing career guidance in the Internet environment, 35.1% of the respondents answered 'I strive for joint activities, I worry about it', 35.6% recognized the interests of the team on an equal basis with their own, 14.9% got actively involved with the affairs and interests of the team, and 13.2% reported their attitude as 'indifferent and lacking initiative'. Most of the respondents were striving for joint activities in career guidance and recognized the interests of the faculty staff; nevertheless, the significant minority of the respondents reported a lack of initiative concerning the issue of organizing career guidance in the Internet environment.

Also, responding to the question about their attitude to the faculty staff responsible for online career guidance, 33.9% of the students have chosen the 'I strive for joint activities, I am worried about it' option, 34.5% recognized the interests of the team on an equal basis with their own, 11.5% manifested active involvement with the affairs and interests of the team, and 19.5% were still 'indifferent and lacking initiative'. Yet again, most of the respondents were striving for joint activities in career guidance and recognized the interests of the faculty staff; nevertheless, about a fifth of

them did not take initiative in organizing their online career guidance (Fig. 9).

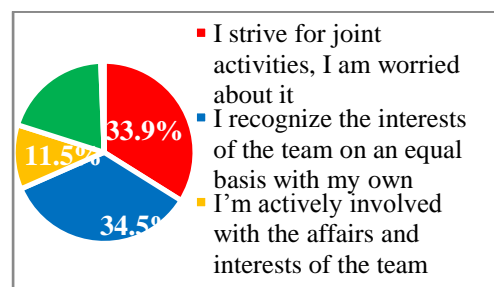


Fig. 9. The answers to the question about the attitude towards the faculty staff responsible for online career guidance

When asked about the attitude to online professional-oriented associations of interests, 35.6% of the respondents were concerned about the current activities of the association, 31% - already actively involved in its business and were quite receptive to the interests of the association, 14.4% valued its honor and appeared to be the company's 'driving force'; still, 18.4% were 'indifferent and lacking initiative' concerning the online associations for professional-oriented interests. Thus, the majority of student youth value, support, or even actively involved in professional-oriented associations of interests in the Internet environment.

At the same time, one-fifth of the respondents are unconcerned with such associations.

Describing their attitude to professional-oriented home/family activities with the use of the Internet environment, 43.1% of the respondents emphasized 'respect and assist', 35.1% were 'generally positive', and 10.9% - 'indifferent'. It

should be noted that in the opinion of the majority of respondents, the family has a positive attitude to the professional online job, treating it with respect and understanding. At the same time, about 10 % of the respondents noted the indifferent or negative attitude of their families towards the opportunity of working online in the specialty one has trained in.

Answering the question about the attitude towards the professional community in the Internet environment, 41.6% of the respondents laid emphasis on 'solidarity and internationalism', 23.1% described their attitude as 'fundamentally optimistic', 20.2% - as a 'sense of personal duty to the community'. Noteworthy that the overwhelming majority of respondents expressed a sense of solidarity, duty, and loyalty to the online professional community they belong (Fig. 10).

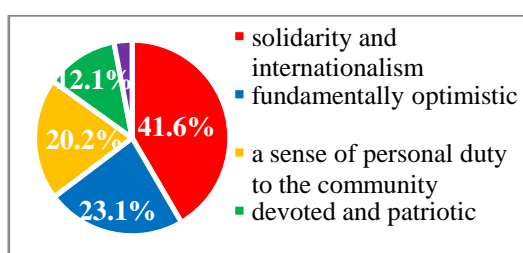


Fig. 10. The answers to the question about the attitude to the professional community in the Internet environment

Therefore, the analysis of the relations of young people with groups, teams, and communities in the professional-oriented Internet environment demonstrated that most of the answers indicate a positive

attitude towards professional-oriented communities; the respondents' family ambiance is also backing up the professional communities in striving for joint professional activities. To a lesser extent, it is also peculiar to the faculty staff, where one-fifth of respondents indicated 'indifference' while describing their attitude.

Young people's attitude to themselves: self-esteem, self-affirmation, physical and mental self-improvement, self-education, and self-actualization in the professional Internet environment

When asked about self-esteem in the professional online community, the majority of respondents indicated the experience of a sense of self-esteem (43.9%), pride (20.2%), and powerful feelings of self-worth and honor (17.3%). Also, some small subset of respondents was indifferent and careless to their self-esteem (13.9%) (Fig. 11).

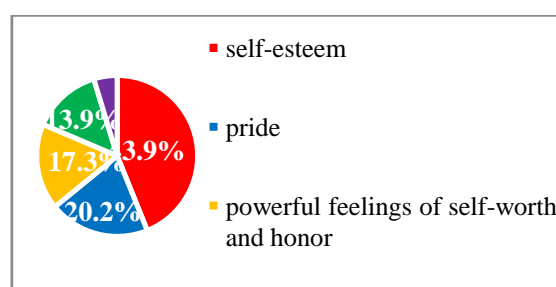


Fig. 11. Self-assessment in the professional online community

Concerning self-affirmation in the professional Internet community, the respondents answered ambiguously: some were not very popular on the net (42%), others, on the contrary, considered themselves favored (31.6%). Some of the respondents

considered themselves leaders, 'stars' (12.1%), and approximately the same number believed that they cannot assert themselves in their occupation among the online community (12.6%) (Fig. 12).

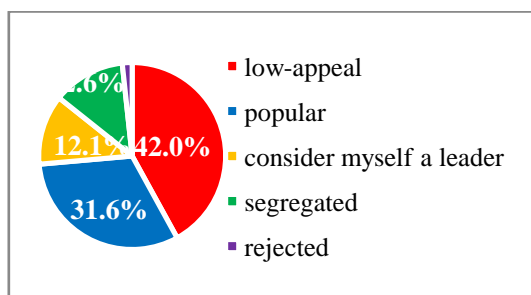


Fig. 12. The answers to the question about the attitude towards self-affirmation in the professional-oriented online community

Concerning self-improvement in the professional online community, 36.2% of the respondents claimed an 'average, constant, but situational level'; 32.8% - 'constant, above-average'; 21.8% were positive that they had a 'high, stable level of self-improvement'. Thus, it can be noted that more than half of the respondents believe that they have a fairly high level of self-improvement in the professional Internet environment. Also, a third of the respondents think of themselves as average and less than a tenth recognize their level of self-improvement as weak.

Concerning self-education in the professional online community, 44.3% of the respondents were committed to regularly raise their level of education, and 21.8% were steadily reaching their educational goals. It should be noted that 26.4% of the respondents improved their

level of education in the professional online community 'without particular interest, just out of necessity' (Fig. 13). That is, more than half of the respondents assessed their self-education in the professional community as sustainable and motivated. At the same time, a third of them described their process of self-education as 'irregular and halfhearted'.

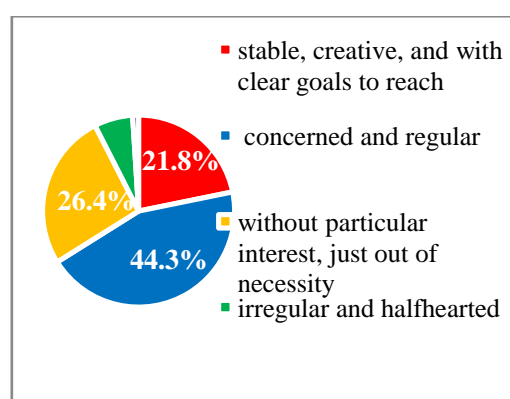


Fig. 13. The answers to the question about the attitude towards self-education in a professional-oriented online community

Legend (top to bottom): stable, creative, and with clear goals to reach; concerned and regular; without particular interest, just out of necessity; irregular and halfhearted; neglectful, negative

It should be noted with regard to physical self-improvement that the majority of respondents are constantly engaged in sports activities and have a positive attitude towards physical self-improvement (39.4%). About a fifth of the respondents (21.1%) 'Just go in for sports without particular thinking about their health' and 21.7% are engaged in sports to follow 'conscious, active and constantly healthy life-style'. Nevertheless, 15%

of the respondents were indifferent to physical self-improvement and were engaged in sports activities only sporadically.

Also, when answering the question about self-actualization in the professional online community, 51.7% of the respondents described their level as average, 22.7% - as high, and 12.8% claimed to have a very high level of self-actualization. Noteworthy that only 9.5% of respondents have this level below the average (Fig. 14). Thus, more than half of the respondents believe that their level of self-actualization can be considered average and above.

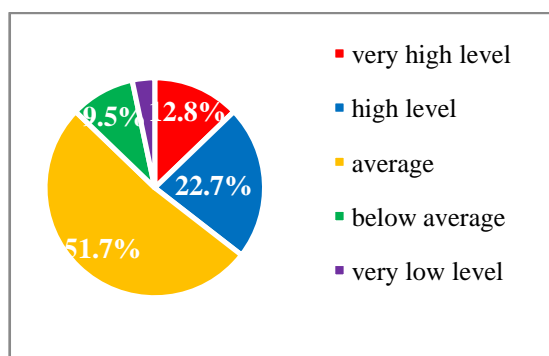


Fig. 14. The answers to the question about the attitude towards self-actualization in a professional-oriented online community

Thus, the younger generation in the professional-oriented Internet environment, to a greater extent, is striving for a high level of self-expression, education, self-actualization, and to a much lesser extent - for self-improvement. More than half of the respondents believe that they have a fairly high level of self-education in the professional online community. Concerning self-

affirmation in the same field, some considered themselves unpopular on the net and a slightly smaller number - on the contrary - favored and popular. Also, some of the respondents consider themselves to be leaders, and about the same number believe that they cannot assert themselves in their profession in the Internet environment.

Even though more than half of the respondents assess their self-education in the professional community as stable and motivated, a third of the respondents did not manifest regular interest in the process of self-education.

The attitude of young people to the subject area: memorable places, nature, works of art, and also state, public, and private property in a professional-oriented Internet environment

When asked about their attitude to occupational-related memorable places, 10.5% of the respondents answered 'with love and a sense of patriotism', 45.6% of respondents chose 'respectful' attitude, 31% - 'careful, relevant', and 11.7% were 'indifferent'. This testifies to a large extent to the positive attitude of young people towards professional-oriented memorable places in the Internet environment (with the exception of about ten percent).

Concerning the attitude to nature in the context of the professional online community, 51.4% of the respondents described it as 'careful', the same number of respondents chose the options 'exploratory

andprospecting’ and ‘compassion, augmentation of natural resources’ (21.1%). Unfortunately, 5.4% of the respondentshad a careless and indifferent attitude towards nature (Fig. 15).

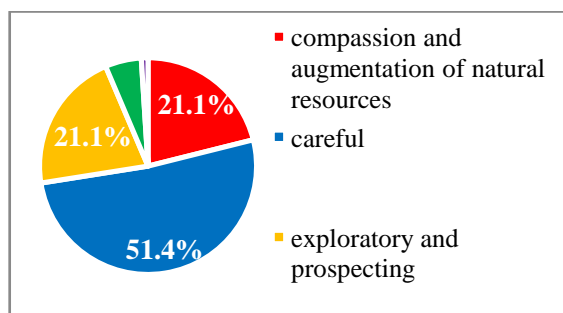


Fig. 15. The answers to the question about the attitude to nature in the context of the professional online community

When asked about their attitude to works of art in the context of the professional online community, 22.9% expressed a ‘sublime, positive, admirable’ attitude, 49.7% of respondents have chosen the ‘positive, trusting, and selective’ option, 19.4% - ‘non-selective, mostly positive’; and 7.4% - ‘distrustful and indifferent’. This testifies to a large extent to the positive attitude of young people towards works of art.

Concerning governmental property, the majority of respondents were supportingthe thrifty attitude (45.7%); 10.4% of respondents considered themselves to be ardent advocates for increasingthe state-owned assets. About a fifth of the respondents described their attitude as ‘generally positive, but sloppy’. It should be also noted that 19.1%, unfortunately, treatedthe

governmental property with quite some indifference.

Furthermore, concerning public (collective) property the majority of respondents in the professional Internet community turned out to be supporters of a thrifty attitude (56.2%); 8.9% considered themselves to be ardent supporters seeking to increase collective property; 18.3% of respondents described their attitude as ‘generally positive, but sloppy’. It should be noted that 13.6% treatedthe public property with indifference and carelessness.

Concerning private property, the majority of respondents in the professional Internet community were also supporting thrifty attitude (50.3%);13.5% considered themselves to be ardent supporters seeking to increase collective property; 22.8% preferred the ‘generally positive, but sloppy’ option. Also, 12.9% of respondents referred to public property with indifference and carelessness (Fig. 16).

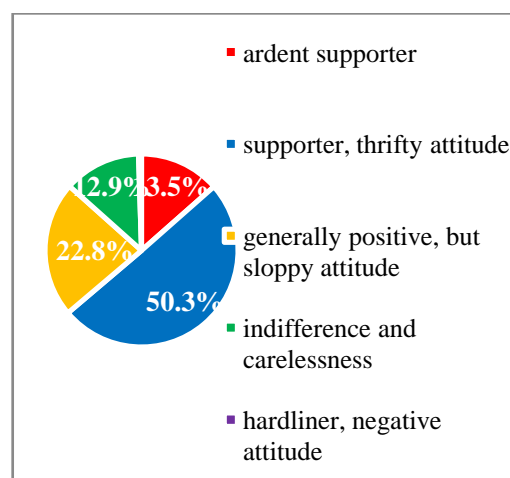


Fig. 16. The answers to the question about the attitude towards private property in the professional online community

Thus, having analyzed the attitude of young people to the subject area, it should be noted that to a greater extent, young people value public (collective) property and, to a lesser extent, memorable places. At the same time, a tenth of the respondents manifested indifference and carelessness towards the depicted subject area.

The attitude of young people to mass professional-oriented information in the Internet environment: educational literature, books, periodicals, broadcast media, online entertainment programs

When asked about their attitude to professional-oriented educational information in the Internet environment, 13.8% of respondents described it as 'very positive' and 55.7% - as 'mostly positive'. 24.1% were 'selective' about information available online, and 5.4% manifested an 'indifferent' attitude. This, to a larger extent, testifies to the positive attitude of young people towards educational information posted on the network and related to professional interests (Fig. 17).

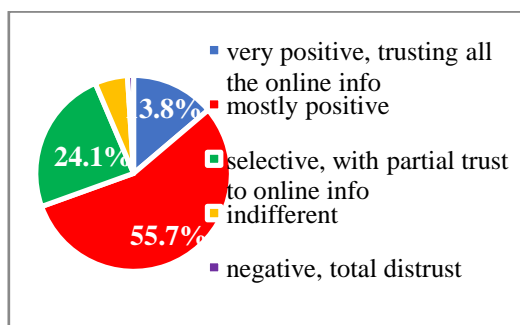


Fig. 17. The answers to the question about attitude to professional-oriented educational information in the Internet environment

When asked about their attitude to professional-oriented information gained from books, 12% of online respondents responded 'very positive, I trust all info obtained'; 51.4% were 'generally positive'. 23.4% of respondents treated the information from books 'positively or partially selective', 9.2% manifested an 'indifferent' attitude. Noteworthy is the positive attitude of young people to the online information related to professional interests and originated from books.

Responding to the question about their attitude to information gained from professional periodicals in the Internet environment, 10% described it as 'very trusting', and 50% - 'just trusting'. 24.7% of the respondents refer to information from professional periodicals on the Internet partially selectively (often calling it 'sketchy evidence'), 9% expressed a 'distrustful, but patient' attitude. A small minority (4%) expressed a counteracting, negative attitude towards the relevant information posted online. Nevertheless, the attitude of young people to the information from professional periodicals posted on the network was largely positive (Fig. 18).

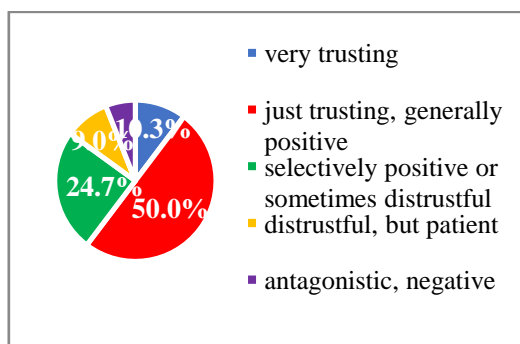


Fig. 18. The answers to the question about the attitude to information gained from professional periodicals in the Internet environment

When answering the question about the attitude to professional information from the online broadcasting media, 10.9% of respondents described it as 'very trusting' and 46.6% - 'just trusting and generally positive'. 31% had little confidence in that and referred to the information from the broadcast media 'partially selectively', 11.5% expressed a 'distrustful, but patient' attitude. Thus, the attitude of young people to the broadcast media was generally positive; however, about a third of the respondents were not ready to trust the information gained from this source.

Responding to the question about the attitude to professional-oriented information gained from online entertainment programs, 12.6% also described it as 'very trusting' and 42% - as 'just trusting and generally positive'. 35.6% of respondents have little trust in information on the web, treating the online entertainment programs 'partially selectively', 7% expressed a 'distrustful, but patient' attitude. Thus, the attitude of young people to the information from online

entertainment programs was generally trusting, with the exception of about a third of the respondents (Fig. 19).

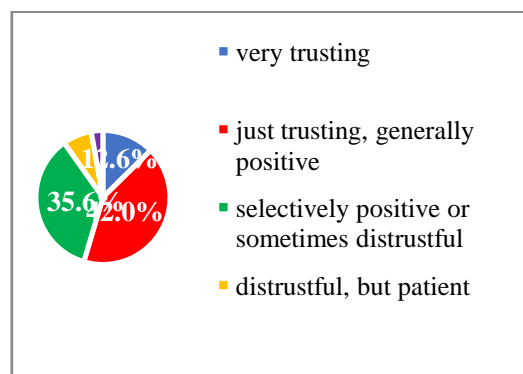


Fig. 19. The answers to the question about the attitude towards professional-oriented information gained from online entertainment programs

When answering the question about the attitude to professional information gained from other people of the Internet community, 8.6% of respondents described it as 'very trusting' and 44% - as 'just trusting and generally positive'. 40.6% of respondents had little trust in such information, treating it 'partially selectively', 5.2% expressed a 'distrustful, but patient' attitude. Overall, the attitude of young people to the information obtained from other representatives of the Internet community was generally trusting, also with the exception of more than a third of the respondents.

Thus, having analyzed the attitude of young people to the mass media covering the professional-oriented information in the Internet environment, it should be noted that, in the opinion of the respondents, the most reliable sources of information are educational

literature, books, and, to a lesser extent, the online entertainment programs.

Discussion

The analysis of the responses of the youth participants - *attitudes to the various kinds of activities in a professional-oriented Internet environment* - showed that, to a greater extent, young people are predisposed to professional-oriented labor and other competitive activities. The same analysis also demonstrated slightly lower indicators of educational activity and a noticeably restrained and even indifferent attitude to social and pedagogical activities. The vast majority of young people were positively motivated to competitive types of professional-oriented activities, perhaps due to their predisposition to online gaming.

Although that according to the results of the survey, a significant majority of young people consider participation in social and professional activities important, there are also opposite points of view, up to a negative attitude towards this type of activity. It can also be concluded that the pedagogical type of activity among young people is rather weakly motivated; only about a third of students manifested conscious interest in this type of activity even though it is specified in most educational standards. It seems that this prospect is experiencing a problem of motivation on the part of educational institutions in the training of future specialists.

The survey of *young people's self-esteem in relation to other people by professional-oriented interests in the Internet environment* showed the following results. A significant majority of the respondents have trusting, businesslike, respectful, and friendly relationships with faculty teachers of professional-oriented disciplines in the Internet environment. Certainly, the need for such communication has become actual and even aggravated under pandemic conditions. Although more than two-thirds of the respondents feel the deepest respect for their educators, still, about a third of them are skeptical and even negative about teachers of professional-oriented disciplines. The obtained results emphasize the need to consider the possibility of involving specialists in these types of school activities, if necessary.

The survey also demonstrated that a significant majority of respondents humanely and amicably assess their attitude towards children seeking professional knowledge on the web. The overwhelming majority of respondents also have trusting, comradely, and friendly relations with their companions in the joint development of professional-oriented activities. The latter could be the result of the active work of universities in the field of students' project initiative activities in recent years.

A significant part of the respondents indicated friendly and trusting relations with friends by professional-oriented interests. Two-

thirds of the respondents have respectful, friendly, and trusting relationships and mutual understanding with parents on professional-oriented issues; nevertheless, a third of the respondents noted the skeptical and somewhat unfriendly parents' attitude towards the career guidance of their children.

The analysis of *young people's relationship with teams and communities in a professional-oriented Internet environment* has shown that, to a greater extent, student youth strive for joint activities and recognize the interests of the team; nevertheless, a tenth of the respondents described their attitude to the issue of communicating with their group on particular professional topics as an indifferent.

Also, most of the respondents are striving for joint activities in the issue of career guidance and recognize the interests of the faculty staff; nevertheless, about a fifth of them are still lacking initiative in organizing career guidance in the Internet environment.

It should be noted that in the opinion of the majority of respondents, their families have a positive attitude to the professional online job, treating it with respect and understanding. At the same time, about ten percent of the respondents noted that their families are indifferent or negative about the possibility of professionally working online.

The vast majority of college students support, value, or somewhat

participate in professional-oriented organized interest groups in the Internet environment. Also, the majority of respondents expressed a sense of solidarity, duty, and loyalty to the professional communities in the Internet environment.

The results of a survey on young people's *self-assessment of attitudes towards themselves* are quite diverse. Some considered themselves unpopular on the net, a slightly smaller number - on the contrary - favored and popular. Some of the respondents consider themselves leaders and approximately the same number believe that they cannot assert themselves in their profession in the Internet community. More than half rate their self-education in the professional community as sustainable and motivated. At the same time, a third of the respondents noted that they perform the process of self-education irregularly and without a particular interest in the subject.

Further review of the data on the *attitude of young people to the subject area* demonstrates that young people, to a greater extent, value public (collective) property and, to a lesser degree, experience similar feelings towards the memorable places. At the same time, one-tenth of the respondents exhibited indifference and carelessness in these aspects.

The attitude of young people to the mass media covering the professional-oriented information in the Internet environment is explained by the fact that, according to respondents, the most reliable information can be obtained from

educational literature and books. To a lesser extent, this also applies to online entertainment programs.

Conclusion

The conducted survey revealed the following pattern of students' self-esteem against professional-oriented interactions in the Internet environment. To a greater extent, young people are professionally oriented towards employment in the Internet environment, and also towards interaction with mentors, teachers, and friends, and joint professional activities, involving family and professional community. The younger generation strives for a high level of self-expression, education, and self-actualization. Young people value public (collective) property in the Internet environment and trust professional-oriented information from educational literature and books.

According to students, the virtual environment is becoming a real sphere of activity, an important part of life, causing quite some changes at a very personal level: style, way of living, habits, a circle of interests, and communication. The competent use of Internet resources gives a person an advantage over those who do not use or poorly employ online resources. Therefore, the Internet environment allows for satisfying many professional-oriented needs of a modern person.

At the same time, the analysis of the answers showed that a fifth of the students are indifferent and careless regarding the activities of their faculty

in this sphere of action, and the other part lacks initiative in organizing career guidance on the Internet. A third of the respondents noted the skeptical and somewhat unfriendly parents' attitude towards the career guidance of their children. About ten percent of the respondents noted their family's indifference or even negative connotations concerning the possibility of work within one's specialty online. Approximately one-third of the respondents are skeptical about their teachers in professional-oriented disciplines, being in the opinion that the most reliable information might be obtained from educational literature and books. To a lesser extent, this also applies to the information from online entertainment programs.

With regard to self-affirmation in the professional Internet community, some considered themselves unpopular on the net and a slightly smaller number - on the contrary - favored and popular. Some of the respondents consider themselves leaders and approximately the same number believe that they cannot assert themselves in their profession in the Internet community.

The obtained results can be used in building a methodology for vocationally oriented training of university students, which is especially important under pandemic conditions, when the actual professional interaction is often limited.

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