

UDC 378

## Everyday Culture of the Students: Peculiarities of Motivation

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### **Abstract:**

*the authors turn to the phenomenon of the everyday culture of the University students and indicates the features of motivation formation, that helps to follow rules and to develop motivation.*

**Keywords:** everyday culture, everyday culture of the students, motivation, students.

### **Introduction**

Everyday culture became the subject of scientific study in the middle of the XIX century. The German philosopher Husserl was one of the first who entered the concept of "lifeworld" (Lebenswelt) into the philosophical lexicon and turned to daily life within phenomenology. The study of daily life was continued not only by philosophers (Ju. V. Carlson, G. Yu. Myagchenko, N. V. Rosenberg, etc.), but also by historians (M. Bloch, F. Braudel, L. Febvre, etc.), by sociologists (P. Berger, A. Schutz, L. R. Erzanukaeva, etc.) and by culture experts (V. D. Leleko, Yu. M. Lotman, B. V. Markov, etc.)

Despite the wide interest of members of the social and liberal sciences to everyday culture, this phenomenon has not been studied widely in pedagogical content. It is important to note that the few studies daily life is considered in three categories:

- 1) from the position of historical approach the features of the everyday culture of youth in a particular period (pre-revolutionary students, the Soviet school, the 90-ies of XX century, etc.) are examined;
- 2) as a personal quality, one of the demonstrations of the common cultural competences;
- 3) approach in social pedagogy, which is called "pedagogy of everyday life" (T. A. Romm, O. E. Cherstvaya, H. Thiersch, and others) [4-6].

Under the everyday culture of student's youth, we understand the personality quality that is aimed at establishing a harmonious relationship with society, revealed in a set of etiquette standards, recreation and body culture. Moreover, there are several components: cognitive, axiological, motivational and reflexive in the structure of everyday culture that are considered as the qualities of the personality. The object of this research is the motivational component of the students' everyday culture.

### **The main part**

The motivation of the students both to follow the rules of the everyday culture and to create daily image has been studied insufficiently for the following reasons:

- first of all, not all students realize the importance of the everyday culture, and don't consider it to be the personal or cultural value;
- secondly, universities do not pay enough attention to the development of models for the formation of the everyday culture of students. Members of the University are also not focused on development of the everyday culture of the students.

In the structure of students' motivation to the development of the everyday culture, external and internal factors can be marked out.

The external factors include first, the requirements of employers to young specialists. The requirements structure contains not only professional knowledge and skills, experience and cultural requirements, but also pleasant appearance, well-bred speech, ability to work with the team;

secondly, the external factors include the existence of institutions, models and programmes for the development of the everyday culture of the students and of its standards.

Among the internal factors the commitment to successful employment and dissatisfaction with the education content, obtained in high school should be highlighted.

### **Experimental work**

Speaking about students' dissatisfaction with the content of higher education and its humanitarian component, partly focused on the development of everyday culture, it is necessary to say about the absence of research experience on the formation of the everyday culture of the students. The result is the lack of organizational and pedagogical decisions on development of this approach.

Pedagogical study (2012-2016) conducted in the Russian universities – Vyatka Social-Economic Institute (Kirov) and Vyatka State Humanities University (Kirov) was devoted to features of motivation of students in the field of everyday culture. The sample consists of 520 students of intramural and extramural education of 1-4 undergraduate courses, and 1-2 master courses (field of study: computer science, psychology, Economics, management, law, special (defectological) education). On the basis of the survey the analysis of students' motivation to follow the rules of the everyday culture was conducted, and the experience of personal development of everyday culture appreciated.

The specificity of students' motivation to follow the rules of the everyday culture and its development was estimated using analysis of respondents' answers to the questionnaire: 1) do you have a need to create everyday culture (participation in trainings on the development of etiquette, taking part in extracurricular activities organized by the Institute, etc.)? 2) what is your motivation to increase the level of everyday culture caused by? 3) what activities devoted to everyday culture development would you like to visit? 4) what information do you need for the development of your personal everyday culture?

We judged about the experience of creating an everyday culture basing on respondents' answers to the following questions: 1) do you participate in any arrangements for the formation of everyday culture in the University or outside it? 2) list all the events that you attend in high school; 3) In what way do you think should the process of formation of the everyday culture of students in the University be organized?

### **The basis and specifics of students' motivation to the formation of everyday culture**

Analysis of the open jobs (hh.ru, superjob.ru, job.ru) indicates the requests of not only the professional requirements, but also cultural ones, many of which are included in the sphere of everyday culture. At the same time students don't have enough understanding about the requirements, satisfying to which can help them in the competitive selection for a particular position.

The results of the survey showed that motivation for the formation of everyday culture is mainly formed among the students of 3-4 years, aimed at searching and getting a job; it is about 42%. Only 17% of students of 1-2 years of a Bachelor's programme are characterized by a stable motivation for the development of the everyday culture. 52% of students would like to increase the level of personal everyday culture in the nearest future. 27% said that they were not interested in the developing of the everyday culture at the University. The basis of motivation to follow the rules of the everyday culture and its improvement for 49% of the students is the desire to improve their competitiveness in the labour market and the desire to be attractive in the eyes of others – 34%.

36% of students participate in the events that help to form everyday culture while training at the undergraduate, 3% of graduate students said that they developed everyday culture in the College circumstances.

Most students are dissatisfied with the quality of liberal education in high school – this factor makes students refer to the development of the level of personal everyday culture through additional

education, taking part in social and cultural projects (courses on rhetoric, ethics and etiquette; beauty contests, etc.). The need to develop common cultural competencies (26%) and the desire for self-realization (19%) are of great importance in the structure of motivation to improve everyday culture.

The diagnostic results show both the unstable motivation of the students to follow the rules of the everyday culture and its development, and lack of purposeful activities of higher education institutions for its formation.

The University has great potential for the development of the everyday culture of the students. Here first the principles of the organization of educational environment (openness, conceptual importance, cultural conformity, and subject focusing) should be noted. These principles are usual for modern universities. Also pedagogical conditions (organizational, methodological, motivational and personal) that are relevant to the formation of every day culture of the students should be taken into consideration.

### **The formation of the everyday culture of students in the University**

In the result of pedagogical research, conditions that may contribute to the development of the everyday culture of students in terms of cultural and educational environment of the University were identified:

– first, students point out the necessity of more dynamic renewal of educational and cultural programs of the University. High school must learn to respond to changes in socio-cultural environment (which in the XXI century increased greatly) that affect everyday culture;

– secondly, the University should have a model of forming the daily culture of the students, that will reveal the purpose, principles, approaches, conditions and criteria of its development.

Implementation of the model of the everyday culture formation can be carried out basing on the use of funds with significant pedagogical potential: trainings, role games, interactive lectures, problem seminars, meetings with experts, etc., lectures with experts enables immediate interaction, the possibility of cooperation for the implementation of real projects, facilitates the transfer of experience.

### **Conclusion**

The motivation of the students to respect and to develop everyday culture is based on the external and internal factors - students wish to be competitive in the job market and they want to have the necessary set of qualities for ability to build a dialogue with society in a harmonious way.

The necessity of formation of the everyday culture of student youth, the motivation for its development for the part of students, and vice versa – unstable motivation for the development of the everyday culture for most students points out the necessity to explore more deeply the raised issues and the aspects of the formation of everyday cultural environment in University circumstances.

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