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**Inna Aleksandrovna Gazieva**

**FORMING THE PROFESSIONAL CAPACITY OF YOUNG PEOPLE IN  
THE SYSTEM OF HIGH EDUCATION: VALUATION APPROACH**

Specialty: 5.4.4. Social Structure, Social Institutions and Processes

**ANNOTATION**  
of the dissertation for the degree of Doctor of Sociological Sciences

Scientific supervisor:  
Doctor of Social Sciences,  
Professor  
T.G. Kalacheva

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**The relevance of the research topic** is determined, on the one hand, by the need for scientific understanding of the processes of professional socialization and formation of professional potential of student youth, the development of methodological approaches to the study of their essence and measurement techniques, and, on the other hand, by the real demand of society, associated with the situation on the labor market, the quality and quantity of labor force, the growing number of university graduates working not on the received specialty.

This problematic situation is seen as a consequence of overestimation of the role of the competence approach to the formation of a professional, because the system of higher education does not have time to effectively respond to the challenges of the labor market, arising in connection with the transformation of professional and professional skills. As a result, it is possible to quickly "adjust" a specialist to the changing requirements of the profession only through additional education after graduation (advanced training or professional retraining program).

At the same time, in the course of training, the role of the value approach to the formation of a professional is often given very little attention, which seems to us somewhat unfair. The fact is that values, representing some «social patterns» surrounding a person from the first to his last days, as well as «some "social field" that determines his actions, activities, attitude to the world»<sup>1</sup>, are not only the foundation of a professional's education, but also the basis for the formation of a professional. These social patterns are not only the foundation of personality, but also underlie the corporate culture of many organizations, as they act as hidden but reliable regulators of professional activity of employees of the organization, ensuring its effectiveness and guiding employees to professional self-improvement.

This premise actualizes the need to develop and apply a value-based approach to the formation of professional potential of student youth. The relevance is also determined by the change in the broad social context: the modern world is characterized by high dynamics, complex global problems and the growing need for

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<sup>1</sup> Rozov M.A. The problem of values and the development of science // Science and values. - Novosibirsk: Nauka, 1987. - p.7



specialists who are able not only to solve technical problems, but also to take into account ethical and social aspects of their activities. In this context, the value approach in the formation of professional potential is focused on helping students to adapt to these changes through the formation of stable moral guidelines and the development of critical thinking.

**Object of the study:** the formation of professional potential of young people in the system of higher education. **Subject of the study:** professional and meaning-life values of student youth as a basis for the formation of their professional potential.

**The aim:** to develop the basis of value approach to sociological diagnostics and formation of professional potential of youth in the system of higher education.

**Tasks:**

1. To develop the author's approach to the study of professional potential of youth in the system of higher education as a sociological category.
2. To develop the author's methodology of value approach to the study of professional potential of youth in the system of higher education as a social phenomenon.
3. On the basis of the results of approbation of the empirical model of analyzing the professional potential of youth in the system of higher education to develop an integral indicator of its formation.
4. To develop the author's approach to the value diagnostics of the professional potential of youth in the system of higher education.
5. To develop and test the author's approach to analyze the implementation of the process of formation of professional potential of youth in the system of higher education.

**Research hypotheses:**

**Main hypothesis:** the effectiveness of formation and realization of professional potential of youth in the system of higher education is ensured not only by the conditions created for this purpose in higher education institution, but also by their correspondence to the values shared by students.



**Additional hypothesis 1:** the inclusion in the activities of the key directions of realization of extracurricular activities is determined by the values shared by students: each direction of activity corresponds to specific values.

**Additional hypothesis 2:** values followed by student youth can be grouped according to the principle of semantic social unity and, being the basis for defining typological groups - according to the principle of following or not following the values of each of the formed groups of values, influence with different strength on the formation of professional potential of student youth.

**The theoretical and methodological basis** of the thesis research is formed by three methodological groups of scientific theories, concepts and methods.

**The first methodological group** includes concepts describing various approaches to the disclosure of the concept of "professional potential": "opportunity" and 'potential' (M. Weber, T. Parsons, N. Luman, Z. Bauman, P. Sztompka, G. Rickert, etc.); "social capital" (Coleman J.); "cultural capital" (Bourdieu P.); "human potential" (Tikhonova N.E., Latov Y.V., etc.); "labor potential" and "labor resources" (Zushchina G.M.); "personal potential (See, for example: Chuai, X., Preece, D., & Iles, P.; Collings, D.G., & Mellahi, K.; Tansley, C.; Thiago Sagawe et al.; De La Calle-Duran, M.C., Fernandez-Alles, M.L., & Valle-Cabrera, R); "professional" (Russian sociologists: V.A. Yadov, M.K. Gorshkov, F.E. Sheregi, I.O. Tyurina, T.G. Kalacheva, V.A. Tsvyk, V.R. Phillipov, E.F. Zeer, E.E. Symanyuk, V.K. Potemkin; foreign sociologists: F. Parsons, M.S. De la Call-Duran and M.L. Fernandez-Alles, R. Silzer and A.H. Church).

**The second methodological group** includes concepts demonstrating different approaches to the description and assessment of values underlying the formation of professional potential of student youth: the concepts of empirical study of values by M. Rokich, R. Inglehart and K. Welzel, Sh. Schwartz and W. Bilsky, N.I. Lapin, Yu. Weber, E. Durkheim, F. Kluckhohn and F. Strotbeck, T. Parsons, P.A. Sorokin, W. Thomas and F. Znaniecki, etc.).

**The third methodological group** includes concepts and scientific studies that are the basis for the development of a scientific approach to the study of the



formation of professional potential of student youth as a social process. First of all, we are talking about the studies that form the basis for the interpretation and operationalization of this concept: the results of modern dissertation and other studies that help to distinguish the concepts of "formation" and "development" (F. A. Ildarkhanova, N.R. Hadasevich, S.N. Flugov, M.S. Korniyuchuk, S.I. Dyakova, S.Y. Dobryaka, K.A. Kisina, S.A. Shimshilova, etc.); analyze the concept of "formation" as a social process (G.P. Zinchenko, N.I. Lapin, E.M. Korzhev, N.F. Naumov, T.I. Zaslavskaya, Z.T. Golenkova, M.M. Akulich, V.N. Kuznetsova, Y.M. Reznik, S.I. Petrova) and describe its stages (the works of sociology classics: G. Rickert, G. Spencer, P.A. Sorokin, E. Durkheim, etc.), as well as modern scientists: B.A. Grushin, P. Sztompka, Y.M. Reznik, O.I. Ivanov, etc.). In addition, this methodological group includes the results of studies reflecting the experience of professional potential formation at the university level, as well as studies devoted to the study of its results, conducted both by domestic scientists (Nikolsky V. S. Emelina N. K., Rozhkova K. V., Roshchin S. Y., Solntsev S. A., Travkin P. V. Druzhinina E. S., Bulatova E. A. Sysoeva E. A., Zhukova V. S., Shirokova L. V., Smirnov V. A., Pevnaya M. V., Boronina L. N., Pochatkova E. I.; Prokhorova M. V., Chepyuk O. R., Mazanova A. E., Bryandinskaya N. G., Nemirova S. V.; Aslanov Ya. A., Detochenko L. S., Lepin A. P., Martynova E. V.), and foreign (S. R. Pulido, N. Hernandez-Gress Torres; A. L. Kadiyano, N. B. Putri; M. R. Manlagaya, L. Anar; Yang Han, etc.).

**The empirical research base** is represented by the materials of seven applied sociological studies conducted under the author's supervision, as well as the results of secondary analysis of the VCIOM, Public Opinion Foundation and Sociological Data Array databases based on the results of the ninth wave of the ESS (European Social Survey) conducted in Russia in 2020.

**The scientific propositions and results with novelty**, correspond to the passport of specialty of researchers of the Higher Attestation Commission (VAK) of the Ministry of Education and Science 5.4.4 «Social structure, social institutions and processes»:



1. The author's approach to the study of the professional potential of youth in the system of higher education as a sociological category is developed, which consists in understanding it as an integral characteristic of the formation of two groups of values: those giving meaning and direction to life and professional (determining the guidelines in the field of work and career). In this context, the professional potential of young people in the system of higher education is defined as the readiness of young people, determined by social values, to use their psychological personal properties and professional competencies formed in higher education to carry out purposeful productive labor activity.

Based on this definition, the formation of professional potential of student youth as a social process is a set of social actions aimed at creating conditions for the internalization of values and education of student youth readiness to develop and use professional competencies, as well as their personal properties and qualities.

2. The author's methodology of value-based approach to the study of young people's professional potential in the system of higher education as a social phenomenon, which involves preliminary study of the state of the object under study, its value structure at the initial stage of the process, which forms the basis for determining the ways and tools for further formation of professional potential through the prism of the system of values, assimilated by the individual under the influence of external and internal conditions and factors. In this regard, in this paper we are talking not about a set of knowledge and skills acquired in higher education, but about values that determine young people's readiness for professional activity, affecting their motivation, choice of profession and career aspirations, as well as social attitudes in general, forming the basis of the author's empirical model of value-based diagnostics of professional potential of student youth. This model is based on the understanding of values as socially significant universals, which perform the following functions: determine the attitude of a person to social reality; characterize the potential readiness to follow them; include a set of actions reflecting the actual adherence to them; act as individual or group guidelines of social activity,



simultaneously motivating to it and being its social regulators. This understanding of values determines the stage of their assessment and subsequent analysis.

3. The integral indicator of the formation of professional potential of young people in the system of higher education is developed based on the results of testing the empirical model of its sociological diagnostics. The calculation of the indicator is based on the summation of integral indicators of the formation of social values studied in the thesis, divided by the author into two groups: terminal and instrumental. This approach makes it possible to further analyze the dynamics of aggregate changes in the formation of each group of values. The general scheme of professional potential assessment as an integral indicator of the formation of two groups of values (terminal and instrumental) is calculated as a half-sum of arithmetic mean values of the sums of maximum rank values of both groups of values.

The scale of evaluation of the integral indicator: 1 (the highest level of potential formation) - 5 (the lowest level of potential formation). According to the results of the author's applied sociological research, the integral indicator of the formation of professional potential of student youth is equal to 2.2, which indicates a sufficiently high level of formation of the aggregate of terminal and instrumental values that form the basis of professional potential of student youth. At the same time, terminal values are formed somewhat better than instrumental values: their integral indicators are 2.1 and 2.3, respectively.

4. The author's approach to value-based diagnostics of professional potential of youth in the system of higher education is developed, which consists in identifying and describing on the basis of sociological characteristics of typological groups, identified by the results of multidimensional analysis of the array of sociological research data: factor and cluster analysis. According to the results of the factor analysis of sociological data of the study, the three-factor space of professional potential of student youth is formed and described: the factor of values of professional self-determination, the factor of everyday life values, the factor of values of civil society. These factors are formed on the basis of the author's empirical model of value analysis of professional potential of student youth.



The typological structure of professional potential of student youth in the three-factor space of professional potential includes eight typological groups that differ in their coordinates for each factor. For each typological group there are “controlling” values, which can become peculiar motivators in the course of formation of professional potential of student youth. Identification of typological groups makes it possible to develop conditions for the formation of professional potential of student youth, based on their specific characteristics, including through the adjustment of the existing social environment: to move student youth from the typological groups to the “control” values, which can become a kind of motivators in the course of formation of professional potential of student youth. Identification of typological groups makes it possible to develop conditions for the formation of professional potential of student youth, based on their specific characteristics, including through the adjustment of the existing social environment: to move student youth from typological groups with one or more negative coordinates to the zone of positive values of factors.

5. The author's approach to analyzing the implementation of the process of formation of professional potential of youth in the system of higher education, which has in its basis the results of the study of the best domestic experience in the implementation of the State Youth Policy, domestic and foreign experience in the formation of professional potential in higher education, as well as the results of the author's applied sociological research, has been developed and tested. This point of novelty is reflected in two provisions put forward for defense.

*Position 1* consists in the approach to the study of the process of formation of professional potential of student youth on the basis of analyzing the assessments of the conditions created in universities for the formation of professional potential of student youth, exhibited by representatives of different typological groups of respondents depending on the groups of values (factors) shared by them. In the course of approbation of this approach the following dependence was revealed: the more the respondents follow the values of one of the factor groups, the greater the strength of influence of the values of this group on the social behavior of the



respondent and, as a consequence, on the formation of professional potential. This dependence is also reflected in the conditions of formation of professional potential of student youth. Respondents' adherence to the values included in different value factor spaces of students' professional potential determines the role activity of participation of representatives of different typological groups in the events, realized by the students' professional potential. Respondents' adherence to the values included in different value factor spaces of students' professional potential determines the role activity of participation of representatives of different typological groups in the activities implemented by universities within the framework of their youth policy.

*Position 2* consists in the description of the sequence of application of methods for analyzing the results of the author's applied sociological research aimed at studying the conditions, ways and factors determining the success of the implementation of this process.

Social values, laid in the basis of the learning process, also become the basis for the formation of motivation, as well as the internal readiness of young specialists to be active in the labor market. Educational institutions, working in accordance with the actual requirements of modernity, play a key role in this process, providing students with the opportunity for mutual integration of theoretical knowledge and practical skills. Based on the conducted research, the most effective ways to implement the youth personnel policy on the formation and realization of professional potential of student youth is their inclusion in practical activities at the stage of study in higher education institution in the course of students' participation in research and project activities, as well as during employment in this institution.

The formation of professional potential of student youth is a process determined by social values, so the above dependencies, described on the basis of significant value parameters determining them, are in fact the basis for the construction of action strategies of respondents' participation in extracurricular activities.



**The theoretical significance of the dissertation research** lies, first of all, in the developed value approach to the study of the concept of “professional potential” as an integral characteristic of the formation of two groups of values: meaning-life and professional.

In addition, an important theoretical result is the developed empirical model of social values analysis, which is a methodological basis for sociological diagnostics of professional potential of student youth. It includes not only the scheme of assessment of each value through the aggregate analysis of the elements of value assessment, including value attitudes, value preferences, value attitudes, value actions, but also the scheme of interpretation of the assessment results, including the distribution of terminal and instrumental social values by structural levels of professional potential of student youth.

The constructed three-factor model of the value space of professional potential of student youth, including factor groups of values of professional self-determination, values of civil society and everyday meaning-life values, which in turn became the basis for identifying typological groups, is a theoretical basis for sociological diagnostics of student youth values.

**Practical significance of the dissertation research** is contained in the possibility of introducing the developed approaches to the assessment, formation and realization of professional potential of student youth in the management activity of universities within the framework of youth policy implementation, including the developed sociological tools that can be used for sociological diagnostics of students in order to determine a single value portrait of youth of the university, as well as the adjustment of measures during the implementation of youth policy.

The results of the study can be used in the development of the program of priority directions of implementation of the State youth (personnel) policy at all its levels, as well as in the system of advanced training of university staff included in the organization of extracurricular activities of students and the implementation of youth policy both in the university, and at the regional and federal levels.



Besides, there is a possibility to use the provisions of the thesis and the conclusions contained in the thesis in the course of teaching various academic disciplines lying in the plane of empirical sociology and related to the improvement and increase of efficiency of youth policy, personnel policy, value regulation of managerial processes.

The results of the conducted research are the scientific basis for the practical activities of the organization of work with young people in RANEPA in scientific and project areas: the program for young researchers «Scientific Code» implemented by the author of the dissertation research, the All-Russian gas pedal of social initiatives RAISE.

The computer program «HR-platform»<sup>2</sup> created under the guidance of the author of this dissertation, registered as a result of intellectual activity, is used in the Presidential Academy and can be used in other universities as an example of a corporate resource for the formation and realization of students' professional potential through their employment in the university.

Recommendations on the use of the research results. Prospective directions of development and use of the value-based approach to the assessment and formation of professional potential of student youth, developed by the author, are seen in supplementing the diagnostic toolkit with a block for assessing the ability to form key professional competencies, developed and tested first for one specific profession with the support of its professional competence profile. The approach to the development of a professional competence profile can also be borrowed from the author's earlier developments, devoted, for example, to the creation of a competence profile of a higher school teacher<sup>3</sup>.

Also important promising direction of using the value approach with further application of its results in practical activity (during the implementation of youth

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<sup>2</sup> Gazieva I.A., Burashnikova A.A., Yuyukina Y.V., Novikov A.V., Burdenko A.A., Osokina E.S., Gusev N.A., Kuleshov A.D., Puchkov V.I. "HR-platform". Certificate of registration of computer program 2023618049, 18.04.2023. Application No. 2023616409 from 05.04.2023

<sup>3</sup> Gazieva I.A., Burashnikova A.A. Competence functional profile of a university teacher: a value-based approach // Higher Education in Russia. 2023. T. 32. No 3. C. 26-47. DOI: 10.31992/0869-3617-2023-32-3-26-47



policy of the university) is the development of specific measures for the formation of professional potential of student youth, taking into account the strength of influence of different groups of values on extracurricular activity, as well as on the potential involvement in extracurricular activities of representatives of different typological groups of youth. The development of tools for assessing the effectiveness of the implementation of youth policy for all student youth of a particular university in general and for each typological group in particular seems promising and important.

**Approbation of the results of the dissertation.** The main provisions of the dissertation work: elements of methodology, theoretical conclusions, empirical results - were discussed at 26 conferences (for the last 6 years).

On the subject of the dissertation 75 works with a total volume of 80 p.l. have been published, including: 26 articles - in editions from the list of VAK, of which 6 - in editions peer-reviewed in SCOPUS and Web of Science; 5 monographs, of which - 3 individual.

Registered results of intellectual activity (RIA): 6 databases; 2 computer programs.

The dissertation «Formation of professional potential of youth in the system of higher education: a value approach» of the I. A. Gazieva corresponds to the passport of scientific specialty 5.4.4. «Social structure, social institutions and processes»:

- p.18 – «Youth as a social group. Features of social status, consciousness and behavior of different groups of youth. Problems of social development of youth»;
- p.24 – «Social processes in changing social reality»;
- p.28 – «Processes and institutions of socialization»;
- p.30 – «Basic procedures and methods of research of socio-stratification structure, social institutions and processes».



The scope and structure of the dissertation. The dissertation consists of an introduction, 5 chapters, 16 paragraphs, conclusion, list of information sources, 7 appendices.



**I.A. Gazieva**