

EDUCATIONAL DIAGNOSIS OF THE RUSSIAN STUDENT WORLDVIEW

DIAGNÓSTICO EDUCATIVO DE LA COSMOVISIÓN ESTUDIANTIL RUSA



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ABSTRACT

This article examines the value orientations and worldview of contemporary Russian university students through the prism of media images of heroes, with a particular focus on their significance for higher education and educational practice. The study aims to identify how media-constructed heroic models influence students' value systems and to assess the potential of educational diagnostics in organizing effective educational and upbringing work at universities. The research is based on the original "Hero of Time" methodology, which combines reflexive content analysis of mass culture artifacts with an anonymous survey. The empirical study was conducted in 2025 at a pedagogical university and involved 250 undergraduate and graduate students aged 18–26 enrolled in humanities programs. The methodology allows for the diagnosis of both individual and group value structures, including those formed in informal and digital educational environments. The findings demonstrate that despite deep immersion in digital media, students retain a stable core of traditional educational values, such as professionalism, social responsibility, sincerity, and self-development. The contemporary hero is perceived as an ordinary individual capable of ethical choice, balance, and self-realization rather than as a media idol. The results highlight the importance of integrating value-based diagnostics into higher education to improve educational work, career guidance, and the formation of a holistic student worldview in a rapidly changing media environment.

Keywords:

Student's Worldview, Traditional Values, Media Images, Archetypes, Entrance Diagnostics, Educational Work.

RESUMEN

Este artículo examina las orientaciones valóricas y la cosmovisión de los estudiantes universitarios rusos contemporáneos a través de la imagen mediática de héroes, con especial atención a su importancia para la educación superior y la práctica educativa. El estudio busca identificar cómo los modelos heroicos construidos por los medios influyen en los sistemas de valores de los estudiantes y evaluar el potencial del diagnóstico educativo para organizar una labor educativa y formativa eficaz en las universidades. La investigación se basa en la metodología original «Héroe del Tiempo», que combina el análisis reflexivo de contenido de artefactos de la cultura de masas con una encuesta anónima. El estudio empírico se llevó a cabo en 2025 en una universidad pedagógica e involucró a 250 estudiantes de grado y posgrado de entre 18 y 26 años matriculados en programas de humanidades. La metodología permite diagnosticar las estructuras de valores individuales y grupales, incluyendo las formadas en entornos educativos informales y digitales. Los hallazgos demuestran que, a pesar de la profunda inmersión en los medios digitales, los estudiantes conservan un núcleo estable de valores educativos tradicionales, como el profesionalismo, la responsabilidad social, la sinceridad y el desarrollo personal. El héroe contemporáneo se percibe como un individuo común, capaz de tomar decisiones



éticas, ser equilibrado y alcanzar la autorrealización, más que como un ídolo mediático. Los resultados resaltan la importancia de integrar el diagnóstico basado en valores en la educación superior para mejorar la labor educativa, la orientación profesional y la formación de una visión holística del mundo estudiantil en un entorno mediático en constante cambio.

Palabras clave:

Cosmovisión del Estudiante, Valores Tradicionales, Imágenes Mediáticas, Arquetipos, Diagnóstico de Ingreso, Trabajo Educativo.

INTRODUCTION

The contemporary image of the hero is undergoing active transformation, yet it continues to exert a significant influence on the construction of an individual's subjective picture of the world and on the appropriation of constructive values. An important aspect of this process is the immersion of the hero in a digital environment saturated with diverse manipulative media technologies. In this context, the hero becomes a means of shaping consciousness, contributing not only to the construction of boundaries between the Self and the Other, but also to the replication of vivid and socially legitimized behavioral models embodied in cultural images.

These processes are particularly relevant for young people, who are traditionally exposed to a wide range of natural and artificial, constructive and destructive influences. This is especially true during the period of professional formation, which unfolds within the educational and upbringing environment of higher education institutions. In this regard, higher education functions as a flagship of educational transformations that are subsequently reflected in broader public life (O'Malley et al., 2025).

The problem of analyzing both the subjective and group worldview of contemporary student youth remains highly acute. The reality of educational life acquires a dual character associated with the division between formal and informal spaces. Managing informal reality becomes a central challenge in organizing educational work at universities and in their innovative activities more broadly. Addressing this challenge requires concrete solutions, particularly the development of diagnostic tools capable of assessing the values present in both dimensions of educational reality.

In addition, it should be noted that the media space in which personality development now occurs is actively constructed with aims that are not always positive. This space—unstable, multidirectional, contradictory, and conflict-ridden—often impedes the formation of a coherent and unified worldview.

The aim of this article is to analyze the worldview of student youth in general, and images of heroes in particular, through the presentation of the results obtained from testing the new methodology *Hero of Time*. The objectives of the study include examining reflective data on the perception and appropriation of values, analyzing the formed value framework, and identifying general trends in the thinking of young people. The object of the research is the worldview of student youth, while the subject concerns the media images of heroes relevant to students' worldview.

The scientific novelty of the study lies in the application of a new methodology that combines reflective content analysis of mass culture artifacts conducted by students themselves with survey methods and comparative analysis of the data obtained. The empirical research was carried out in 2025 at the Institute of Human Philosophy of the Herzen State Pedagogical University of Russia.

The relationship between reality and archetypes has long been the subject of fundamental research. Propp (2024) analyzes the hero and the movement of the plot using material from Russian fairy tales and anthropological data, linking specific character manifestations to key events in the life of ancient societies.

This line of inquiry has been continued by contemporary researchers. The work of Kinsell et al. (2020) provides an empirical and qualitative approach to understanding how adolescents conceptualize heroes and the psychological and social functions these figures serve in their development. Unlike previous studies focused on adults, this research is based on focus groups with adolescents aged 15 to 17, allowing for a direct exploration of hero perceptions from a youth perspective.

One of the main contributions of the study lies in the identification of four thematic functions that heroes fulfill in adolescents' lives: (1) heroes elevate and inspire, providing hope and exemplifying "the good in the world"; (2) heroes model behavior, encompassing both positive and potentially negative conduct; (3) heroes protect and assist, offering emotional and social support as well as a sense of self-efficacy; and (4) heroes facilitate identity exploration and formation, serving as representations of the "ideal self" and guiding personal goals (Kinsella et al., 2020).

This framework extends previous literature by showing that, for adolescents, heroes not only fulfill traditional roles such as behavior modeling and sources of inspiration, but also play an active role in identity formation during a critical developmental stage. The identification of this function is particularly significant, as it has not been consistently observed in adult studies, highlighting ontogenetic differences in hero perception across age groups (Kinsella et al., 2020).

Another important contribution of the study is the acknowledgment that hero functions can have both positive and negative effects. On the one hand, heroes motivate and provide hope, which can serve as a valuable psychological resource in challenging contexts. On the other hand, adolescents themselves noted that the idealization of heroes may lead to excessive dependency, limiting autonomous coping abilities when too much reliance is placed on external heroic figures (Kinsella et al., 2020).

Furthermore, the study demonstrates that adolescents cited 25 of the 26 prototypical hero characteristics identified in adult research, suggesting conceptual continuity in the perception of heroic attributes between youth and adults. However, adolescents tend to focus more on media figures and celebrities, indicating the growing influence of media and popular culture on the construction of heroic models during adolescence (Kinsella et al., 2020).

Overall, the findings of Kinsella et al. (2020), contribute to the field by providing a nuanced understanding of the psychological and social functions of heroes specifically during adolescence, enhancing the comprehension of the role these figures play in value formation, identity development, and coping mechanisms in youth contexts. While Shkuratov (2015) advances a historical and psychological approach to the study of heroism.

Within the Western scholarly tradition, one of the most influential works devoted to the study of the hero is Campbell's *The Hero with a Thousand Faces*, in which the author develops the concept of the "monomyth" based on psychoanalytic theory (Campbell, 2025). Early attempts at hero typology can be found in Carlyle (2001), who suggested that heroic images may be divided into deities, prophets, poets, pastors, and leaders. Later, Mark & Pearson (2005) proposed a more detailed structure of the media image of the hero.

In contemporary media culture, images of heroes are not formed chaotically but are deliberately designed (Zelenina, 2014). Manipulative technologies used in this process include framing, idealization, artificial conflict creation, demonstrative representation, and multiformat presentation. The impact of contradictory heroic images is especially pronounced among young people, particularly students, who constitute the most active and influence-susceptible social group. Young people tend to identify themselves with the figure of the hero-leader (Trotsuk & Subbotina, 2021). This raises the question of the integrity and constructive potential of such heroes. Educational work in higher education institutions should therefore focus on forming not only a holistic and stable worldview, but also one that is socially productive and creative.

Such work is inconceivable without two fundamental components. First, it requires a clear value-based diagnosis of both individual and group manifestations. Second, it necessitates efforts aimed at filtering out destructive images and values. These challenges are actively addressed by contemporary Russian researchers. Kadralieva & Kaigorodov (2025) examine the specific features of heroic images among modern adolescents, identifying family, school, literature, mass media, and the broader media environment as key formative sources.

Other tendencies are identified in the work of Chernobrovkina (2013), who notes the predominance of consumer behavior and the prevalence of fictional heroic images associated with struggle and domination. Sharapov & Sokolova (2021) analyze essays written by high school students, identifying models of image appropriation, while Kalinin (2025) employs questionnaires and a verbal associative experiment.

Abramova (2017) examines the trend toward self-realization and stereotypical representations of a favorable future. Student youth continues to associate heroism with self-sacrifice, socially oriented behavior, the desire for change, and inspirational leadership (Mironets & Yakovleva, 2016). As noted by researchers, effective educational work and the formation of a holistic student worldview require systematic study of learners' ideals, values, and relevant personified images (Gash et al., 1997). At the same time, appropriate methodologies must be developed to capture not only individual and group manifestations but also the informal sphere of student life, allowing for a deeper understanding of students' systems of thinking in all their stability and contradictions. An attempt to address this challenge is made through testing the *Hero of Time* methodology, the essence of which is described below.

MATERIALS AND METHODS

The study involved 10 academic groups in the humanities. Two from each year of the bachelor's program and one from each year of the master's program. The number of students in a group ranged from 20 to 35 in the bachelor's program and from 5 to 15 in the master's program. The age of the respondents was from 18 to 26 years. In total, 250 students took part in the study, of whom 65% were female and 35% were male. All respondents completed the full set of tasks assigned by the moderators. The groups were selected at random. The respondents study in the fields of Teacher Education, Philosophy, Advertising and Public Relations, and Cultural Studies. The Hero of Time methodology has an experimental character. The main methods were content analysis and a survey. Both

methods were implemented in each student group. The research hypothesis is that media images of heroes influence the worldview of student youth.

First, organizational meetings were held at which the moderators outlined the main tasks and rules. The students had to carry out content analysis of various cultural objects that had been actively represented in the media space in recent years and contained a number of images of heroes. For the content analysis, the period from 2010 to 2025 was selected. For the respondents, this period is a time of active media consumption and appropriation of images and values, of socialization and enculturation. The starting point of 2010 was chosen in the context of fundamental changes in the structure of the media space that occurred with the emergence of social networks, for example the appearance on the market of the social network Instagram (owned by Meta, which is recognized as an extremist organization and banned in the Russian Federation). The source that the students took for evaluation had to be popular and well known within the national media system. Analysis of a cultural object in a foreign language was allowed on the condition that the source was popular in Russia and understandable to a Russian audience. Each source had to contain a description of a main hero or character who appears at least three times and is important for the plot. These heroes had to be relevant and interesting for the students themselves. Each group was evenly divided into teams that evaluated sources in different cultural domains. All teams were provided with a matrix for content analysis (Table 1).

Table 1. Content analysis matrix.

Direction	Social networks, video services, television, film and TV series, literature, advertising, journalism (press), visual arts, music, performing arts.
Years	2010-2025.
General characteristics of the direction	Main directions of development and trends
List of sources	A numbered list of the materials used, their publication details, statistics.
Analysis by main topics	External portrait of the hero of the time. Ideas and values of the hero. Lifestyle. Role of the profession in the hero's life. Romance and love. Attitude toward marriage. The "fathers and children" conflict. Significance of success and its understanding. Main fears. Boundaries of what is permissible, good and bad deeds.
Conclusion	Construction of the hero's avatar for the direction.

The result of the teams' work is a final image for each domain, formed by means of the client avatar method, that is, a description of the "general" hero of the time. At the end of the work on constructing the hero's avatar, a discussion was held in each group, at which the teams presented their results and a common hero avatar for all domains was formed. Thus, the ultimate goal of the content analysis is to develop a hero avatar that takes into account all the identified domains and trends, as well as the main elements of the images and their morphology.

For a more detailed analysis of the characteristics of the students, an anonymous survey was conducted. Its structure was linked to the main areas of analysis in the content analysis. The survey was created and posted on the Yandex Forms information service. Then, as part of the analysis of the collected data, a comparative analysis was carried out, which made it possible to identify connections between the group description of the hero and the individual preferences of the students. Frequency analysis was conducted using Microsoft Excel tools, and comparative analysis of the heroes' avatars was carried out using generative artificial intelligence models, primarily YandexGPT by Yandex.

Thus, the Hero of Time research methodology included the stages of preparation, experiment and final analysis, which make it possible to: 1) identify sources of spiritual culture that are important for the student group and images of heroes of the time, 2) create a general group portrait of the hero with a description of his or her values, worldview and aspirations, 3) determine on this basis the range of value related problems, 4) study the individual picture of the world and find in it similarities with the general worldview of the group, 5) assess the main risks of educational work.

RESULTS AND DISCUSSION

As a result of the research work, at the first stage the hero avatars created by the students, by domains and in general, were analyzed. Frequency analysis of the key words mentioned in the student's answers made it possible to compile a list of basic values. The results of the analysis are given in Table 2.

Table 2. Values of heroes by content analysis domains.

Domains	Values
Social networks	Style, digital environment, pragmatism, conciseness, work life balance, authenticity, content monetization.
Video services	Digital culture, active content analysis, inner freedom, individuality, authenticity, self expression, sincerity, self irony, semantic richness, diversity of interests, fear of being forgotten, desire to be heard, self presentation in digital space, formation of identity through video content.
Television	Work-life balance, self-realization through one's profession, social significance of one's work, empathy and knowledge transfer, fear of burnout, harmonious relationships based on mutual understanding, combating loneliness, conflict between tradition and modernity, deep self-fulfillment, selflessness and kindness, community support, rejection of manipulation and deception.
Film and TV series	High quality content, digital engagement, hybrid format of consumption (offline and online), minimalist style, social responsibility, environmental friendliness, mutual respect in relationships, cultural influence, critical recognition, support for authors, original content, balance of traditions and innovation in cinema.
Literature	Search for identity, search for meaning in a changing world, authenticity in relationships, critical thinking, social transformation, opposition to norms, technological adaptation, social adaptation, authenticity of actions, multifaceted personality, reflection of reality, social experience, personal evolution.
Advertising	Masculinity and decisiveness, aspiration to status, control over the situation, traditional values, flexibility and irony, emotional balance, digital engagement, hybrid lifestyle, self realization through the profession, personal freedom, authenticity, inner freedom, minimalism, mutual understanding in relationships, confidence, adaptability, balance between personal life and the digital world.
Journalism (press)	Progressive views, sharp mind, professional ambition, creative potential, balance of career and personal life, technological literacy, self development, individuality in style, social activity, multitasking, sincerity in relationships, constant growth, loyalty to principles, a wide range of interests (from yoga to extreme sports).
Visual arts	Self expression, personal freedom, simplicity in life, sincerity, digital engagement, flexible work schedule, balance between career and personal life, creative fulfillment, project based employment, partner relationships, social adaptation, inner harmony, professional growth, kindness and helping others, rejection of manipulation, ability to adapt, conscious life, fear of routine, realization of potential.
Music	Freedom of self expression, gender equality, mental health, diversity, sincerity, struggle against hypocrisy, social justice, personal boundaries, digital engagement, social influence, professional fulfillment, environmentally friendly lifestyle, balance of work and life, inner growth, partner relationships, mindfulness in relationships, struggle against burnout, protection of the vulnerable, responsibility, personal freedom.
Performing arts	Education, creativity, self reflection, adaptability, authenticity, mindfulness, environmental awareness, mental health, family values, conscious creativity, freedom of choice, rejection of stereotypes, search for answers to the challenges of the time, cultural identity, traditional attitudes, progressive ideas.

The analysis of the general hero avatars formed during the final discussions with the students also made it possible to identify common features and key values that the learners included in the description of the heroes. It is worth noting that depending on the year of study a certain transformation of the value framework was noticeable, from a more scattered set of universal human values in the junior years to a more holistic worldview with a dominance of professional categories among master's students. Nevertheless, in the course of the study a list was compiled of ten values most frequently mentioned in the answers and their specifications.

These include freedom, balance, mindfulness, adaptability, self realization, digital engagement, social responsibility, sincerity, professional growth, individuality. In addition, themes that are trending in the students' answers were identified. These are flexible schedule, partner relationships, mental health, environmental friendliness and progressive views. The latter, incidentally, are most often understood in the answers as Western values or the values of the global world.

The outcome of the first stage of the analysis showed that student youth shares certain common values that have been appropriated through contact with various cultural objects embedded in a designed media environment.

At the second stage the results of the survey conducted in the groups were analyzed. This study presents the general results of the survey. A total of 250 students took part in it, as in the content analysis. As the introductory questions showed, most of the students combine work and study, and this trend is characteristic even of the junior years. The most popular places of work are food service organizations, retail, tutoring, SMM and PR, beauty salons.

External portrait. The popular clothing styles are business, casual, oversize, old money and sportswear. For 45 percent of the respondent's beauty is unconditionally important. Ninety percent choose naturalness rather than following trends.

Ideas and values. The most frequently mentioned values are honesty and sincerity, kindness and mercy, family. Quite often students wrote that love, respect and self development are important for them. Between justice and mercy, the majority of respondents, 65 percent, choose justice. In the pair "money or feelings" 60 percent of students choose following feelings. Between professionalism and popularity the absolute majority, 85 percent, chose professionalism. At the same time popularity also loses in the pair with money. Eighty-seven percent of participants chose to be rich but unknown rather than popular and insufficiently well provided for, which may indicate that popularity is perceived by students only as a tool for improving their own financial situation. In studying data on students' tolerance of manifestations of otherness, 40 percent of learners admitted that they cannot always treat another person's opinion and way of life with respect.

Lifestyle. In planning their everyday life students display abilities for multitasking, they try to maintain a balance between work, study and rest, although for many life is organized around the class schedule. Forty four percent of respondents also admit that they are dependent on digital technologies. The majority use social networks for rest, which they perceive as an opportunity for recovery.

Education and profession. For 43 percent education is an important part of life, for 31 percent it is very important. The most frequent motivation for studying is obtaining a diploma. There is an interest in self development and in building a career based on education. However, the answers also include the following formulations: "for deferment", "for my parents", "because it is necessary". The main professional qualities for students are responsibility, sociability, resistance to stress. The motivation to work for 43 percent is money, for 40 percent self realization. Ninety-five percent consider constant development of their own skills important.

Romance and marriage. Eighty-five percent admit that they are romantic people. For student's love is an emotional bond built on acceptance, trust, mutual understanding and support. At the same time, it also includes practicality, the possibility of care for oneself and respect. Many perceive love as another person's responsibility for them. Between romance and success 57 percent choose success. Entering into marriage is an expression of love for 35 percent, confirmation of the seriousness of intentions for 20 percent, following traditions for 15 percent.

The respondents note the devaluation of the institution of marriage and point to a decrease in its importance in a "free society". At the same time, they also speak of a more mindful approach to marriage. Often in the question of marriage the material motive is especially important. The important components of marriage remain love, friendship and mutual understanding.

Fathers and children. Most students note that they are constantly learning something from their parents, most of all diligence, respect, wisdom. In the opinion of the respondents the generation gap is now most acute in the areas of family relationships, building a career and obtaining a profession, and life in a digital environment.

Success. For students the basis of success consists of material values, social recognition and self realization. Such success is important for 97 percent of respondents. More than 50 percent tend to share their success with others. The majority moderately strives for recognition and fame. However, 21 percent strive for them strongly.

Fears. The most widespread fear is the fear of lack of self realization and of being in low demand. Other fears include social and romantic loneliness, loss of loved ones, loss of health, loss of meaning in life. The fear of loss in general is dominant. Active actions help to overcome it, such as self development and work on oneself, social support such as communication with loved ones, with a psychologist or another specialist, distraction and switching to other activities such as sports, hobbies, work. For many an avoidant strategy becomes predominant. For example, students often have bad habits but do not fight them in any way and instead compensate with other social actions.

Bad or good. Absolutely good actions for students include helping those in need, life preserving actions and social support. Among absolutely bad actions students name physical and psychological violence, cruelty to animals, murder and terrorism, betrayal and malicious lying. In the question of "ends and means" students experienced difficulty, yet 35 percent nevertheless answered that they would not be able to cause harm for the sake of high goals.

Desires. Among desires health, happiness and calm predominate. Material well being is no less important, especially having their own housing, as well as the development of social ties and building a family. Most respondents associate happiness with family and love. Students strive for self realization and self knowledge, financial independence, harmony and calm. Calm here, along with love and family, becomes a measure of happiness.

Hero. For students the hero is a positive generalized image. In everyday life most consider as heroes representatives

of certain professions, for example medical workers, rescuers, military personnel, and also their parents, whose connection with the learners is extremely important.

Description of the hero. In the last question students had to try to describe the hero themselves. General analysis showed that the hero of our time is an ordinary city dweller whose superpower lies in humanity and in the ability to remain oneself. He tries to understand how to realize himself and help others, works at an ordinary job. His character is a combination of firmness and softness. He knows how to stand up for his opinion. Although the hero is an active user of social networks he no longer expects sudden fame. The hero tries to find a balance between the virtual and real worlds. At the same time, he can inspire others by his actions. He is not perfect, he makes mistakes, feels sad, gets angry.

Thus, for students the contemporary hero is an “ordinary person” who “does not pass by another’s trouble”, “remains a human being” in different conditions, “makes the world better”, does not wait for a call but is himself “ready to shape his own reality”. Most of the students’ answers have a positive focus and idealistic attitudes. It can be said that the contemporary student is trying to find his or her identity in a complex world. Its foundation, in one way or another, in most cases consists of constructive values.

When discussing the results obtained, it is necessary to take into account the generational characteristics of contemporary students. Here one can turn to the theory of generations by V. Strauss & Howe (1991), which is now widely used. The authors identified cycles, their periods and archetypes. In their work *The Fourth Turning* (Strauss & Howe, 1997) they presented the current names of the archetypes: prophet, nomad, hero, artist. Archetypes and trends can repeat cyclically.

Contemporary students belong to the Millennium cycle, Generation Z (zoomers). These are people born from 2001 to 2021, according to other views from 1995 to 2010. Their archetype is the artist. They are born during a crisis period when a common threat erases some social and political contradictions but creates a high degree of social cohesion, active state institutions and an ethic of self sacrifice. Their parents excessively shield them from the effects of the crisis. They enter adult life at the moment of transition from a crisis world to a period of upturn and tend toward conformism.

Contemporary global sociological studies also actively use this theory of generations. Thus, in September 2025 the international marketing research company IPSOS together with the advertising agency IAB Australia published a sociological report analyzing behavioral trends of the maturing Generation Z (IPSOS iris, 2025). According to the report, 98 percent of representatives of the generation

are active internet users and on average spend more than two and a half hours a day on social media. Young people under 24 spend more than 70 percent of their personal time on social networks, that is more than three and a half hours. Services for streaming and viewing short videos have become particularly popular. The generation shows specific behavior in material aspects. They experience financial stress, seek financial help on social networks, and 46 percent have used short term loans. The main channel for receiving news information for decision making is also social media. These data must be taken into account when assessing the results of this study.

The results of the study of student youth Hero of Time in many respects coincide with the theory of generations and the main global social trends. Young people are extremely involved in digital reality and acknowledge their own dependence on social media. At the same time one can see a critical attitude toward trends, which indicates the maturation of a generation born and formed in a period of crises and striving to identify its own identity.

A special role is played by material priorities based on fears. Thus, the choice in favor of wealth in the Hero of Time survey and the data on financial stress point to a strong fixation of the generation on the material. Motivation to work is also largely connected with money, although it largely intersects with the theme of self development and self realization. The students in the Hero of Time study demonstrate traits characteristic of the generational archetype artist. The tendency toward conformism is manifested in the choice of professionalism over popularity and also in the focus on justice.

The image of the hero described by the respondents also coincides with the characteristics of Generation Z. This is an ordinary person who looks for balance and his or her own identity and tries to remain oneself. It is noteworthy that students consider constant improvement of skills important, which is characteristic of the stage of maturation of zoomers in a post crisis society.

CONCLUSIONS

Thus, the study conducted also demonstrates an important trend in the formation of a new type of social identity among contemporary youth. Digital socialization and constant presence in the information flow shape in students a special perception of reality in which the virtual and the real are closely intertwined. At the same time young people retain critical thinking and the ability to reflect, which is manifested in their mindful attitude toward social trends and media content.

Particular attention should be paid to the system of life priorities of students revealed in the course of the study. Despite a high degree of involvement in the digital

environment and material aspirations, young people retain traditional values. Family, sincerity in relationships, professional growth and social responsibility remain among the most important reference points. This indicates the possibility of forming a balanced worldview that combines contemporary trends with fundamental life attitudes. However, the worldview of student youth continues to be subjected to negative media influence.

The prospects for further research in this area may be related to a deeper study of the mechanisms of identity formation in the digital environment and to an analysis of the dynamics of the value orientations of young people in a rapidly changing world. The results obtained can be used to improve educational programs, to adapt the system of career guidance and to develop youth and educational policy that takes into account the current needs and value attitudes of the contemporary generation.

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The authors declare no conflicts of interest.

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