

Economic Behavior of the Ural Students in the Context of Growing Consumer Claims

Lyubov N. Bondareva ^{1*}, Ulyana V. Permyakova ¹, Boris S. Pavlov ², Marina M. Mikushina ¹,
Tatyana S. Shaikhulina ¹

¹ Russian State Vocational Pedagogical University, Ekaterinburg, RUSSIA

² Institute of economics, the Ural branch of Russian Academy of Sciences, Ekaterinburg, RUSSIA

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ABSTRACT

The thematic justification is provided by the fact, that together with transition toward market economy in Russia there appeared a definite rupture between theoretical developments of a phenomenon "economic behavior" by the economists and applied, empiric knowledge achieved as a result of numerous social surveys, that leads to a diffusion of social knowledge and the criteria of social analysis of economic life of the society. The objective of the article is an analysis of social economic factors, value orientations, motives and purposes of economic behavior of modern Russian young people in the main spheres of their vital activity, i.e. production, family and domestic, social, cultural and political spheres. The defining methods of investigation are social surveys and formalized interviews, that allow to find out predominant life purposes, value orientations, motives of behavior and actions of young people in the process of their everyday activity within the boundaries of four social institutions of the society: a parents' family, a school, an institution of higher education, a plant. In the article we analyze the main social economic contradictions following ontogenetic growing-up and social and vocational socialization of young people (pupils, students, young specialists) in the conditions of the Ural cities, towns and villages. We show a discord between value orientations to the production labor and too high customer claims of students. The achieved substantiations of the principles of project realization concerning creation and transforming of regional youth politics in a whole, and educational politics, in particular, can provide increasing of effectiveness of a real investment of the youth into forward development of Russian social medium.

Keywords: economic behavior of students, consumer claims, vocational socialization, vital perspective

INTRODUCTION

The founder of a behavior approach in the sphere of economic sociology is rightfully considered to be M. Weber, whose theory of social action is a fundamental basis of sociologic analysis of economic processes of the society [1]. The investigations made by M. Weber, who discovered a structure of economic action, are characterized by a rational approach giving a possibility to build an ideal (clear) sample of economic action, typical for a definite economic culture ("capitalism spirit") [2].

The main contribution into explaining social essence and nature of economic behavior, representative for a period of developing industrial capitalism, was made by G. Simmel. He pointed out a monetary type of rationalization of social life, which allowed to discover a nature of universal criteria and forms of social economic exchange, that regulate and coordinate behavior of a great number of people [3]. A Russian scientist N.D.

Kondratiev extrapolated the behavior approach into a wide area of economic phenomena within the limits of a probabilistic statistical conception of social sciences [4].

In Europe, especially in France, there appeared a specific interest to the so-called “axiomatics of interest”, i.e. to a maximized principle, that is laid in the ground of explanation of different models of social behavior. It is, according to A. Kaije, is discernible in works by R. Boudon, M. Crozier, P. Bourdieu [5-8].

The behavior analysis of production labor processes was actively applied in the native soviet sociology. We should point out the works by B.J. Jadov, A.G. Zdravomyslov, V.G. Podmarkov and others [9-11]. In the transition (post-soviet) period the “focus” of the behavior analysis was gradually transferred to the sphere of economic processes, a definite interest to study of different models of maximizing (*economic*) behavior appeared, that was connected with a stage of formation of market relations in our country. In particular, different conceptual approaches were developed, that were connected with justification of a subject of economic sociology, analysis of models of “*homo economicus*”, economic culture and risks, enterprising, ownership, rational economic choice, labor, organizational, economic behavior and consciousness.

An important place in the structure of a social analysis is taken by “study of institutional “frameworks” of economic behavior, which fasten the discrete stochastic “behavior sets” organizing and integrating a definite social order in them both in time and space. It is obvious, that a special place in the system of these social regulations is taken by an ownership institution [12].

The study of economic behavior is one of the central problems of *economic sociology*, i.e. a comparatively new scientific discipline formed at the junction of economic and sociological knowledge and having gained a relatively independent status only at the cusp between fifty and sixty years of the last century (in the home social science it happened even later, actually, only at the beginning of the ninety years).

This discipline is namely appointed to integrate the approaches to the understanding and description of economic behavior, developed within the boundaries of both economic and social science. And because of its interdisciplinary status it cannot be limited by a simple (and seemingly self-obvious) ascertaining of a fact, that each of these sciences, according to the specific peculiarities of its subject, has its own special approach to the analysis of the economic behavior. And it happens, because one of the main functions of interdisciplinary “junction” formations in the system of modern, deeply differentiated scientific knowledge is an integration (combining into a whole non-contradictory system) of investigating orientations and theoretical principles of sciences, having common cognitive interests, and a transferring, on this ground, from a subject oriented to a problem oriented knowledge. The integrative processes are crystallized in the modern science around questions, presenting the common interest.

As T.L. Aleksandrova notes, from this point of view, the economic social science can be examined not only “as a result but also as a *prerequisite* of interaction of two directions in the development of social economic cognition, i.e. socialization of an economic theory and economization of a sociologic knowledge. For the last two centuries these directions are, in their turn, only a way of theoretical reflection of a really existing double process, i.e. a growing *economization of all social life*, on the one hand, and an increasing, as a boomerang effect, *socialization of economic life*, of the whole sphere of economics as a relatively autonomous sector of the social system, on the other hand” [13].

It is known, that the specific social interests of young people are life self-determination, searching an acceptable for them social and economic status, achieving a relative separateness and independence, ability of self-sufficiency [14-16]. According to P.A. Sorokin, the distribution of people into the social positions and transportation inside the social structure are not made spontaneously, but occur in the sphere of influence of social institutions providing testing and selection” of individuals. The main objective of this control is to distribute the individuals according to their talents and capabilities of effective execution of their functions. If they are distributed incorrectly, they fulfill their social roles badly, as a result, the whole society suffers [17].

Altogether, at the end of the 20th and the beginning of 21st century, sociologists defined a high level of spontaneity, a small role of legal regulators of behavior, radicalism and difficulties in finding a “happy medium”, a low level of organization and self-organization of a social action etc. as a special peculiarities of mass social behavior of Russians affixing a significant stamp on their vocational economic behavior.

Economic relationships and the corresponding to them economic behavior go through *all* and *everything* of the process of vital activity of people, it concerns either separate individuals or different social groups. In our case it is said about the young part of the society, its part, that in the process of reproduction replaces permanently the following age strata of society, and thanks to that fact “a connection is created in the human history, a history of a humanity is created” [18].

And we should make one more precise definition concerning taking into account a dialectic interaction of phenomena “the general – the special – the particular – the single”. The subject of our investigation is not “young people” in common (*the general*), and not Russian young people (*the special*), but only a part of this concept, i.e. the

youth of the Ural (*the particular*). In other words, we will analyze economic behavior (*its manifestations*) of young people in the conditions of cities, towns and villages of the Ural differing, for example, from central parts of Russia (*let's note Moscow and the region Moscovskaia oblast*) by natural, climatic, ecological, production and economic everyday living conditions of the inhabitants, who call themselves (*and, as a rule, proudly*) the Uralians.

Anticipating the further analysis, we should point out the fact, that we will analyze not all aspects of economic behavior of young people, but predominantly those aspects of economic behavior, which, in our opinion, have primary significance for not only a process of socialization of a young generation, but also a progressive development of the social medium in a whole. This behavior is connected, first of all, with training and production labor, consumer activity, self-preserving and deviant behavior, matrimonial relationship and some others [19].

MATERIALS AND METHODS

For empiric confirmation of the arguments, conclusions and offers in 2009-2017 years a range of complex regional projects concerning problems of vocational socialization, matrimonial relations and deviant behavior of different categories of studying and working young people (pupils, students, young engineers and teachers) was fulfilled:

"The Ural-Family-2009" took place in 7 cities and towns and 14 villages of the following regions: Permskaia oblast, Sverdlovskaia oblast, Cheliabinskaia oblast. According to authors' questionnaires the following categories of respondents were interrogated: a) pupils of medium and upper secondary school in cities and towns, 900 people; b) pupils of medium and upper secondary school in villages, 540 people; c) parents of pupils of town schools, 770 people; d) young workers (at the age of under 25 years old) from 32 city and town enterprises of Sverdlovskaia oblast and Chelabinskaia one., 570 people.

"The Ural - 2012": in the process of analyzing the resources of innovational development of higher vocational education of the territory a complex sociologic investigation was fulfilled. It included survey questions according to quote representing selection of the representatives of four groups of respondents, i.e. the subjects of the process of staff reproduction, specialists with a higher education. The first group consisted of 1000 students of the 4th or the 5th course of the Ural higher schools. The following higher schools were taken into the selection: The Ural federal University (UrFU, Ekaterinburg), The Ural State Railway Engineering University of (UrSREU, Ekaterinburg); Nizhnevartovsk State Humanitarian University (NSHU, Nizhnevartovsk), Cheliabinsk State University (ChSU, Cheliabinsk), Juzhno-Uralsk State University (JUrSU, Cheliabinsk) and others. The second group of respondents contained 250 tutors of the Ural institutions of higher education. The third group of respondents consisted of 600 young specialists (graduates of universities) from enterprises of the Ural real economics. The age of surveyed young specialists was under 30, their work experience at the given enterprise was no less than 3 years. The fourth group of respondents included 150 chiefs of enterprises (departments), under whose guidance the surveyed graduates of the Ural universities worked.

"The Ural-Higher Education-2015": according to a quote selection, in eight institutions of higher education, the surveys of 450 girl-students of senior courses, who were preparing to become young specialists at enterprises or organizations, were made. The aim was to find out their main value orientations, vocational and social demographic life plans.

"The Ural-Higher Education-2016": 1500 students were questioned in the Ural six institutions of higher education (Ekaterinburg, Tobolsk, Cheliabinsk). The main purpose of the project was: a) definition of life plans of the graduates of the Ural universities with technical or humanitarian training direction; b) definition of the role of parents' families in vocational socialization of their children.

"The Ural-Higher Education-2017" was an interregional investigation concerning the problems of vocational socialization of engineering staff in the Ural region including the survey of 500 students of the first and the fourth courses of engineering technical departments of the four Ural institutions of higher education: 1) 100 people - in Juzhno-Uralsk State University (JUrSU, Cheliabinsk); 2) 100 people - in The Ural State Agrarian University (UrSAU, Ekaterinburg); 3) 100 people - in The Ural State Railway Engineering University (UrSREU, Ekaterinburg); 4) 200 people - in two institutes of The Ural Federal University (UrFU, Ekaterinburg).

RESULTS

One of the most important questions for analysis of the process of including young people into the sphere of "adult" social production activity of the society is a vocational section, because profession and a more particular specialization introduce themselves as, first of all, objects of vital self-definition and self-realization of the youth. Another fact is also important: a vocational structure can be most of all subject to changes, not only in relation to a content of exact specialties, but also in relation to their social "sound". The pointed sections of the social structure are superimposed on the social territorial and social demographic structures. Though the other interweaving of the

Table 1. Reasons and motives of choice an exact institution of higher education by school-graduates for continuing their education (% of the whole number of the surveyed in every university)

Variants of answers to the question	Juzhno-Ural'sk State University, %	The Ural State Railway Engineering University, %	The Ural State Agrarian University, %	The Ural Federal University, %
I like the specialty I study	62	48	51	28
It is possible in this institution of higher education to obtain profession necessary in the new "market" conditions	39	54	35	50
Nearness of the educational institution to my house, to my parents' family	23	11	5	15
It simply happened so	22	25	22	15
Possibility of studying together with my friends	13	21	9	22
It is easier to obtain a diploma here	8	8	57	14
High grant, free nutrition etc.	6	2	0	4
Possibility to "look around" while my real vocation is unclear for me	5	17	6	17
It is easier to study here, the program is simpler	3	10	29	15

components of social sections is not so visual, its dependency is absolute, so, a choice of a social status, profession presupposes also a choice of a place of residence [20, 21].

Within the number of expressed peculiarities of mass social behavior of Russians, which affixes a significant stamp on their social behavior in the sphere of vocational education the sociologists there are also to a high level of spontaneity, a small role of legal regulators of behavior, radicalism and the difficulties in finding "a gold middle", a low level of organization and self-organization of a social action. The strategies of social behavior can be either predominantly receptive, achievable, or creative (*aimed to self-realization*), which is connected with different types and models of social economic behavior. In its turn, the problem of institutional uncertainty in the main sphere of vital activity, i.e. a labor one, leads in many aspects to social disorganization, searching for alternative forms of employment and life support. Let's turn to exact data.

The value, and, in a whole, vital orientation of young people are reflected in motives of choice an institution of a higher education by them for their further vocational study. In investigation "*The Ural - Higher Education - 2017*" the following answers were obtained to the question "*What attracts you in the institution of higher education you study in?*" (see [Table 1](#)).

The survey showed, that the most part of school-graduates in the Ural seek to enter an institution of higher education because of its vocational attractiveness. But together with it, 30-40 % of university entrants apply for the Ural (*most likely, not only the Ural ones*) institutions of higher education because of different conditions and circumstances, very indirectly connected with vocational self-determination and preferences ("along for the ride" with friends, convenience of solving the domestic problems, use of the fact of study for army respite, prolongation of inactive lifetime spending). We can see here essential differences of value motivation purposes possessed by students of different universities. Alongside with it, the responses to the other question of the survey are also symptomatic: "*If there is a possibility to choose vocation and specialty once again, will you choose another institution of higher education and another specialty?*". 26 % of students of JUrSU, 22 % of students of UrSREU, 14 % of students of UrSAU and 7 % of students of UrFU answered this question positively.

So, at the present moment, the technical institutions of higher education (and not only they) need more effective approaches providing an inflow of well prepared and vocationally oriented entrants [22, 23].

Formation of one or another competency as a defining way of vocational personal quality requires actualization of a student's motivation, his active, purposeful adaptation to the training process. The data of our survey "*The Ural-2012*", in which 150 chiefs of enterprises, production shops, departments took part, reflect transformation of motivations in the sphere of vocational socialization of young people in the Ural. The following answers to the question "*What, as you think, are the main reasons of actually "mass" irresponsible relation of young people to gaining vocational education by them?*" were obtained ([Table 2](#)).

Table 2. The reasons and motives of choice of school gradutors an exact institution of higher education for continuing education (% of the whole number of the surveyed chiefs of enterprises)

Variants of the answers to the question	%
Students don't think of their further labor activity, their competitiveness at the labor market	52
The paid education makes departments and tutors treat with indulgence negligent students in order not to lose an income	46
The working students have essentially limited possibilities to study hard at a university	33
Young people yield to the common mood, i.e. to study without special "crunch"	30
Low level of requirements to students from administration of a university	28
Young people were not taught to labor and to overcome difficulties	29
Absence of necessity to gain serious vocational knowledge	25
It is the tutors' fault, because they cannot awake students' interest in treating the study seriously	17
Students hope after graduating from a university to "be an albatross around their parents' neck"	10
Other	7

Table 3. Deviant transformations of motivations in the sphere of vocational socialization of young people in the Ural (% of the whole number of the surveyed in every university)

Deviant transformations	Juzhno-Uralsk State University, %	The Ural State Railway Engineering University, %	The Ural State Agrarian University, %	The Ural Federal University, %
Students admit in the process of their study "to miss lectures without a valid reason"	75	57	57	27
Students admit in the process of their study "to use cribs at exams"	77	73	90	51
Students admit in the process of their study "to copy course and graduation projects from the internet"	34	49	73	31

The data of survey "The Ural-2017" represented in Table 3 (% of the whole number of the surveyed in every university) reflect deviant transformation of motivations in the sphere of vocational socialization of young people in the Ural.

In some way, we clarify the question concerning the relation of young people to studying their profession, called to become an "axis" of their economic behavior in the further labor life. We would estimate this relation for most part of the Ural students (according to a five-mark grading system) by a "weak-weak satisfactory mark".

The second side of the problem is value orientations of university gradutors to conditions, content and nature of their future work at a real production enterprise. In the project "The Ural-2012" the respondents' opinions concerning answering the question "From the stated below list, choose, please, the most attractive for you properties of a job (working station)" were shared in the following way (Table 4).

It is easy to see, that "mercantile consumer" properties occur in the range of "very important" ones, i.e. salary, guarantee not to become unemployed, convenient schedule. The "important" properties include features immediately connected with the labor content (creativity, vocational skills). The third group of "minor" peculiarities contain properties reflecting the fact, that attractiveness of working places for students do not usually concern life plans aligned with a family formation, birth and upbringing of children. It is also interesting, that gender differences are weakly seen in the value orientations. The bright example is presence and availability of kindergarten services at a projective enterprise "trouble" 10 % of men and 13 % of women [24].

The surveys reflect persuasively, that students of the largest industrial centers (for example, the Ural, Siberia) know often beforehand, that they will not work as engineers, will not go to another city or region of the country, and want to stay in the place, where they study. So it seems that technical institutions of higher education prepare future office workers, employees of banks, other companies. It is not bad, properly speaking, but for this purpose there are other directions of training of specialists. The problem is really complicated, painful for both students and educational institutions [25].

In the conditions of transferring to a social market economics it is actual to execute sociological investigations of economic behavior, employed in different spheres of management. Alongside with that, economic behavior equals often in scientific literature only to production labor (activity). And, as a rule, personal peculiarities of employees (social, individual psychological, physiologic) and their out of production vital activity, that are an essential factor of labor potential of young people at the production, are failed to be taken into account.

Table 4. Value orientations of gradutors from universities to conditions, content and nature of their future work at a real production enterprise (% of the whole number of surveyed students)

Attractive labor factors	Men, %	Women, %
a) "very important":		
- the work is well paid, the employee's labor is valued	68	70
- the work has a convenient labor schedule	60	67
- the staff is good	62	65
- there are possibilities for career development	58	53
- the number of working places is not being reduced	40	21
- it is possible to earn enough money to by a dwelling	35	34
b) "important":		
- the work is according to my specialty	34	29
- the production is harmless for health	32	41
- the work is creative, not routine	31	32
- the work is high qualified	26	26
- the work is without heavy physical activities	20	29
- the work is not far from home	16	32
c) "minor":		
- the work is at a state enterprise	15	17
- the work is only in my town/city	13	15
- there is a possibility to continue on-the-job studying	13	14
- the work is without business trips	12	13
- it is possible for a child to obtain a place in a kindergarten	10	13
- the work is only inside	10	20

While researching the reproductive process of different substantial and personality components of social production K. Marx & F. Engels underlined the hierarchy of their social significance, but setting on the first place production and reproduction of a human being itself. "According to materialistic understanding of the history... the defining moment in the historical process, is, finally, production and reproduction of a real life" [18].

Projecting the classic's idea on our reality, we should point out, that it is said about participating of young people in the creating of a family way of life, participating in the common social individual process of child-bearing (so-called child-reproduction). In general, we know even a strategic task of such social production. "Demographers state, - V.V. Putin said, - that a second child choice preference is a potential third child choice preference. It is important for a family too make such a decision. And, in spite of doubts of several experts (and I respect their opinion) I am still sure, that in Russia a family with three children should become a norm. But for this purpose we must do a lot" [26]. The sociologists are especially interested in economic behavior of a young woman, who combines three types of social labor: production, domestic and maternal ones.

"What would you say about an architect, who, designing a new building, could not answer your question, what he wanted to build?" - K.D. Ushinskiy asked [27]. Of course, such situation made a rather competent in building person, at least, bewildered. But our turning to this seemingly obvious fact is not groundless. The success of preparation of young specialists to a family life supposes, at first, a choice of main *parameters of an optimal family model*, to the building of which every growing up young person should seek and be ready. We can name at least three such parameters: *firstly*, this is an *insistency* for any normal person to *fulfill a family way of life*; *secondly*, it is a choice of an *optimal age for marrying* and creating a family; *thirdly*, this is an aspiration to *have and bring up* in his (her) own family, *at least, 2-3 children*. But it is a "theory". How is it fulfilled in the real life?

Let's turn to the results of survey "*The Ural-Higher Education-2015*". Let's examine the opinion of the Ural girl-students concerning some questions connected with obtaining a social biological status of a "Mother" (**Table 5**).

"A family by its very nature always was, is and will be a positivistic mundane institution of improvement, a biological and sociological ordering of a kin life", - N.A. Berdiaev wrote [28]. The forms of a family, very fluid for a period of human history, were always forms of social adaptation to the life conditions, to the conditions of economic management in the world. There is no other phenomenon in human life, which can so exactly be explained by economic materialism as a family. In this sphere the sociological materialism achieved the largest victories. A family is, first of all, an economic cell, and its connection with gender is always indirect".

Table 5. Opinion of the Ural girl-students concerning some questions connected with obtaining a social biological status of a "Mother" (% of the whole number of the surveyed)

Variants of answers to the question	%
"What do you think: when should a young family have a first child?":	
immediately after a wedding, not taking into account material and dwelling conditions of the newly-weds	7
only when a good material basis is created, when there are good living conditions for a family	70
depending on the circumstances, I have no idea	23
"How many children would you like to have in your family, if there were all necessary conditions for it?":	
One	9
Two	65
three	19
four or more	6
no children at all	1
"Do you assume a divorce to be possible in a family having common children?":	
I don't assume it flatly	18
It depends on the circumstances	72
I assume it, it is quite normal	10
"What do you think: must a modern married woman be able to do the following home works by herself?" The variant of the question is "As a rule, a wife-mother must be able to do and do it herself, for her family":	
to cook tasty food, lunches, beverages	99
to support cleanness, order at home	99
to bake pies, cakes	50
to make procurements for a winter (jam, pickled products etc.)	41
to sew, to knit, to repair clothes	29
"Would you like to have a family similar to your parents' one?":	
Yes, I would	42
Something should be changed	22
No, I wouldn't	36

DISCUSSIONS

At the stage of economic reformation of Russian society the primary task of the sociological theory is an explanation of behavior of a mass economic subject, which is, at the same time, an object of reforming. The actuality of the investigation in the methodological plan is a necessity to broaden the research perspectives in sociology because of principally new tasks it faces in our society taking into consideration the national cultural certainty of social knowledge. It requires actualization of home traditions of social cognition as applied to modern problems, development of theoretic methodological grounds of economic sociology as a relatively independent branch of knowledge [13].

Many problems connected with this phenomenon are developed within the boundaries of economic theories (*especially institutional*), that leads to a diffusion of sociological knowledge and criteria of sociological analysis of economic life of the society. It is obvious, that a sociological analysis of phenomenon "economic behavior" will help to specify a definite demarcation of the boundaries of economic and sociological theories studying economic behavior of an individual, big and small social groups, the society in a whole.

Though the phenomenon of economic behavior is, in one way or another, connected with commodity-money relations, in many cases this connection is not so direct and perceptibly obvious, as in a well-known economic behavior transaction "*money in the morning – chairs in the evening, money in the evening – chairs in the morning*". In many cases behavior actions and their consequences have a complicated multistage structure, intermediated by a whole range of accompanying circumstances, not only planned, but also spontaneous. As a rule, they are "stretched" in time, are often exposed to risks, realization of which can not only cross out (*make null and void*) an initially expected economic effect, but also cause some damage. And this damage can be of not only economic, but also of moral nature. As a result, we can point out cases, when attempts to bribe a tutor (examiner) end by excluding of a student from the university. Of course, in practice, such cases occur not so often, but theoretically they are possible.

Economic behavior of young people is not only behavior and activity of young people in the sphere of realization of their material economic needs, interests and aspirations. Among other factors influencing immanently the vital activity of young people (in particular, their migration mobility) there are parameters, factors of the environment having important (and sometimes defining) significance, i.e. unordinary strong continental climate, bad ecological conditions etc.

According to the data of investigations fulfilled by us, it is easy to understand, how widely and massively the forms of *forgery* (*deceive, falsifications, falsity, slyness*) penetrated into a system of vocational education in the Ural (*the other regions of Russia are not the exceptions in this case though*). The data of a table reflect not only “universality”, “scope of extent” and corresponding “general tolerance” of this “*training cognitive leprosy*” in institutions of higher education, which prepare young engineers, tank designers, atomic physicians, ethic, aesthetic, sociology tutors. By the way, we should note, that studying “outlaws” concerning “*non-attendance*”, “*copying*” and “*use*” differ in the researched Ural universities. The presenting “inter-university differences” in the introduced data are an indirect confirming of definite differences in organization of a training process in different faculties.

We should, to our regret, point out, that in a certain “research shadow” there is a problem of purposeful activity both of parents and their children, directed to preparation (*self-preparation*) to such “obligatory” life stage of every healthy person as creation and normal sociological and biological development of his (her) own family. In this case a “normal” development is considered to be a purposeful and deliberate development of a separate family, which is able and is seeking to realize the whole range of social biological family functions historically prescribed to this important social institutions of the society. In particular, it is said about a process of reproduction of potential mothers and fathers in children, who are able and are seeking to accept these social roles in the reality not only becoming bearers of biological qualities and properties inherited by their children.

CONCLUSION

A great significance for a sociologist is included into a task of studying mechanisms of reproduction of the new and social behavior innovations (*both purposeful and “spontaneous”*), as a main content of chaotic conditions (*together with destruction of obsolete and obsolescent structures and social institutions*). And from this point of view the main attraction in the investigation of economic behavior of young Russians should not be focused on the processes of “obedient” to the changing external conditions adaptation of individuals and groups according to too high consumer claims to parents, to the society in a whole, but should be focused on interpretation of it in the terms of the theory of *social creation*. Herewith, it is important to understand, that this creation can have not only spontaneous but also purposeful nature.

Discovering any types of economic behavior of young people, it is necessary to pay attention to problems of intercommunication of processes of children reproduction and economics, peculiarities and cost (*including market one*) of women labor, particularly, in the sphere of socialization of children (teenagers, young adults), i.e. their posterity.

Account, timely correction and use of a combination of factors forming a human potential of the country at a modern, so-called post-socialistic stage of the society development obtain more actual significance for a successful realization of market transformations both in production labor and in family domestic spheres of vital activity of a nation. It is well-timed to present here the words by the President of RF: “We must do a lot. To create new technologies and competitive products. To form an additional margin of safety of our industry, in a financial sphere, in preparation of modern human resources... the main task now is to give possibility to the citizens to fulfill themselves. Development freedom in economics, social sphere, civil initiatives is the best response to not only external limitations but also to our own inner problems. And the more actively the citizens participate in arrangement of their life, the more independent they are both economically and politically, the higher is the potential of Russia” [29].

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