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Subjectivation of Meanings in Perceptions of Adulthood Among Young Men and Women

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The paper presents research materials that demonstrate the features of subjectivation of meanings in the perceptions of young men and women, based on their interpretation of artistic representations of adulthood. The study aimed to identify the characteristics of subjectivation of meanings in young people's perceptions as an indicator of their maturation. The research involved a sample of 321 individuals 14—23 years old ($M=18$, $SD=2.88$) and utilized an original projective methodology ("Adulthood"), distinguishing it from conventional self-assessment questionnaires. Data analysis included Pearson's chi-square contingency tables, cluster analysis, and clustering quality assessment via the Rand index. The results highlight that the maturation of young men and women in the modern world is a heterochronous process. By analyzing artistic depictions of adulthood in the classic film "The Prank" (1977) and the contemporary film "Sasha's Country" (2022), three types of subjectivation of adulthood were identified. The study emphasizes the applicability of these typologies in educational practice and their relevance for educators and psychologists working with adolescents and young adults in life and career guidance programs.

Keywords: youth; emergence of adulthood; maturation; adulthood; subjectivation of meanings; artistic image; typology of maturation; perceptions of adulthood.

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Субъективация смыслов взросления юношами и девушками

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Представлены материалы исследования, в которых показаны особенности субъективации смыслов в представлениях юношей и девушек, основанные на восприятии художественного образа взрослости. Целью исследования стало определение особенностей субъективации смыслов в представлениях молодых людей как показатель их взросления. Исследование охватывало выборку из 321 человека в возрасте от 14 до 23 лет ($M=18$, $SD=2,88$) и проводилось при помощи оригинальной методики (Взросление), носящей проективный характер, что отличает исследование от обычно применяемых в тех же целях опросных самооченочных методик. Обработка собранных данных осуществлялась с использованием таблиц сопряженности расчета критерия хи-квадрат Пирсона, кластерного анализа и оценки качества кластеризации через индекс Рэнд. Обращается внимание на то, что полученные результаты показывают, что взросление юношей и девушек в современном мире является гетерохронным процессом. Исследование, проведенное на материале художественных образов взросления как классического фильма «Розыгрыш», так и современного фильма «Страна Саша», позволило выделить три типа субъективации смыслов в представлениях о взрослении юношей и девушек. Показана возможность определять типы субъективации смыслов в педагогической практике. Подчеркивается, что результаты исследования могут быть полезны педагогам и психологам, работающим со старшими подростками, юношами и девушками, а также с молодежью, в рамках сопровождения программ по жизненному и профессиональному самоопределению.

Ключевые слова: юношество; период возникновения взрослости; взросление; взрослость; субъективация смыслов; художественный образ; типология взросления; представление о взрослении.

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Introduction

Amid social instability and globalization, the maturation process of youth in Russia and abroad is undergoing significant transforma-

tions. In contemporary contexts, growing up is viewed as a complex process encompassing both objective and subjective markers of adulthood. Traditional criteria for maturation

(e.g., completing education, starting a family) are losing their relevance [20]. Modern youth face a destandardization of maturation in society [8], while the sociocultural context and its influence on life trajectories are becoming increasingly critical [3; 18].

The process of psychological separation from parents is considered a key stage of maturation, shaping personal characteristics and socialization. For instance, V.R. Manukyan, exploring the link between psychological separation from parents and subjective adulthood, found that successful separation fosters the formation of adult identity and psychological well-being [4]. In another study led by T. Granger, parental pressure during adolescence was shown to increase tendencies toward deviant behavior, whereas parental support promotes conscious and positive perceptions of maturation [26]. Thus, negative stereotypes about adulthood held by parents and educators may hinder healthy maturation.

From a scientific perspective, it is essential to analyze modern trends in maturation, their markers, and social dimensions, as well as identify key contradictions and challenges associated with this process. Researchers studying maturation during emerging adulthood employ diverse approaches. However, most frameworks, building on J. Arnett's work, describe this phenomenon through core features: "identity exploration, instability, self-focus, a sense of in-betweenness," and a wide range of opportunities [19; 20; 21; 22].

Researchers also emphasize modern youth's life goals in domains such as education, career, autonomy, and family [23; 24; 25; 27]. For example, E.S. Mitrofanova examines the timing of key life events (six in total), including education completion and employment, concluding that youth do not reject maturation but adapt to new societal conditions [5]. Contemporary young

men and women delay entering the labor market due to prolonged education, which impacts their self-concept and self-awareness [1]. Meanwhile, adolescents in rural schools exhibit stronger aspirations toward adulthood compared to urban peers, who often perceive maturation negatively [12]. Their maturation patterns resemble broader European trends, emphasizing higher education and an extended transition from adolescence to adulthood [17].

Thus, the predominant question in contemporary studies on the construct of maturation has become the discussion of the prolonged transition to adulthood. A.V. Nazarenko and N.A. Komarova emphasize the delayed maturation of young people, noting that modern youth often avoid taking on complex social roles [6]. O.I. Razinkova analyzes the phenomena of "adult childhood" and "early maturation," highlighting the blurred boundaries between childhood and adulthood [10]. She stresses that modern children are losing clear models of adulthood, which complicates their socialization. M. Twenge and W. Keith Campbell argue that the extension of childhood is not necessarily linked to delayed maturation, as suggested by J. Arnett. In their framework, prolonged childhood may culminate either in a transition to adulthood or in the rejection of traditional markers of adulthood in favor of an individualized lifestyle. This suggests that the concept of "adulthood" may become a matter of personal choice [28].

In the context of our research, this underscores the critical importance of a scientifically grounded understanding of how young men and women perceive their own maturation differently.

Researchers have attempted to classify typologies of maturation based on various criteria. For instance, F.A. Shvets identifies types of maturation rooted in age-status self-awareness, arguing that young men

and women may perceive maturation differently depending on their social context [13]. The scholar defines “types such as a sense of adulthood, reluctance to mature, and a perception of transitional or unstable status” [13]. This typology is thus based on individuals’ identification with adjacent age periods and their emotional-motivational evaluation of their own age status. Gender differences in maturation are also explored; for example, young men are often more focused on achieving material well-being and social status, while young women tend to prioritize life satisfaction and value interpersonal relationships [2]. Nevertheless, the question of a definitive typology of maturation remains open.

In our previous studies, we noted that “in artistic works, the clear boundaries between childhood and adulthood are blurred” [9], yet the interpretation of the behavior of film characters undergoing maturation is understood and accepted by contemporary young men and women. Additionally, L.V. Skorova and D.K. Suvorova demonstrated that young people do not merely associate themselves with film characters but tend to attribute their own abilities, psychological traits, and behaviors to these characters [11]. Our research has identified specific features and differences in how adolescents perceive the artistic image of a maturing film character [15; 16]. All of this supports the view that artistic cinema can serve as effective material for studying maturation.

By accounting for the heterochrony of the subjectivation of meanings in young people’s perceptions of maturation, it be-

comes possible to create a developmental and educational environment in educational institutions tailored to individual students. The aim of this study is to determine the characteristics of the subjectivation of meanings in perceptions as an indicator of young people’s maturation. The significance of this research lies in the pressing need to identify differences in the maturation process within a changing society and, consequently, to reevaluate traditional notions of maturation during the transition to adulthood.

Sample and Research Methodology

The empirical study involved a sample of 321 individuals aged 14 to 23 years ($M=18$, $SD=2.88$), including 156 young men and 165 young women. The age distribution of participants was as follows: 14 years old — 55 individuals, 15—16 years old — 69, 17—18 years old — 69, 19—21 years old — 66, and 22—23 years old — 62. The sample comprised school students (33% — 106 individuals), vocational education students (30% — 97 individuals), and university students (37% — 118 individuals). The study was conducted using the “YandexForms” platform.

An original methodology titled “Growing Up”, based on youths’ perceptions of cultural representations of maturation in artistic films, was employed. The methodology involved screening three scenes (up to 5 minutes each) from the film “Practical Joke” (dir. V. Menshov) and three scenes from “Sasha’s Country” (dir. Yu. Trofimova), followed by discussion prompts related to the content¹.

¹ First Fragment of the Film “Practical Joke”:

High school students skip class: the boys play guitar and discuss life plans. The school administrator scolds them for skipping and orders them to return to class. The youths explain their choice and defend their right to make independent decisions about attending class. They argue for their maturity by discussing their life priorities and choices.

First Fragment of the Film “Sasha’s Country”:

Two conversations between the protagonist (a young man) and two girls. The first girl insists on applying to university, claiming that adulthood, in her view, means not doing things you dislike. The second girl argues that creativity is a serious pursuit and can become a future career.

Respondents' answers were categorized as nominal variables using content analysis. Data were processed through contingency table analysis, Pearson's chi-square test, cluster analysis, and the elbow method. The goal was to determine which type of maturation perception each respondent aligned with.

Three expert educators, familiar with the participants, then evaluated each respondent to classify their type of maturation

perception. The educators relied on descriptions of maturation perception types identified in our previous studies [15; 16]. The quality of clustering was assessed using the Rand index. The research dataset is available in the "MSPU RusPsyData" repository [14].

The results of the study

At the first stage of the study, we conducted a cluster analysis of responses to

1. Which of the characters' ideas did you find interesting? (Answers: 1 — about creativity, 2 — about time, 3 — about achieving success, 4 — no interesting ideas).
2. Have you experienced situations similar to the boys' scenario? (Answers: 1 — feeling supported by adults, 2 — feeling misunderstood by adults, 3 — striving to rely only on oneself, 4 — pursuing goals despite adults' lack of belief).
3. Have others treated you similarly to the first fragment? (Answers: 1 — feeling supported by adults, 2 — feeling misunderstood by adults, 3 — striving to rely only on oneself, 4 — pursuing goals despite adults' lack of belief).

Second Fragment of "Practical Joke":

A confident young man passionately tells his teacher about his vision for his future. He is optimistic, believes he controls his life, and expects no major challenges, despite the teacher's warnings.

Second Fragment of "Sasha's Country":

The protagonist's mother insists he attend university and avoid irresponsibility. Later, an older friend counters that the protagonist can be responsible and earn a living through creativity.

4. How will the protagonist's future unfold? (Second fragment) (Answers: 1 — failure, 2 — success due to his determination, 3 — he will achieve his goal, 4 — he will live an ordinary life, 5 — success if he heeds older adults' advice).

5. How do you evaluate the ideas in the second fragment? (Answers: 1 — feeling supported by adults, 2 — feeling misunderstood by adults, 3 — no such examples, 4 — pursuing goals despite adults' lack of belief, 5 — striving to rely only on oneself).

6. How do the film characters' views align with your friends'? (Answers: 1 — similar to Igor, 2 — similar to the adult, 3 — my friends share optimism, 4 — my friends believe life is a struggle, 5 — my friends discuss success and achievements).

7. Provide examples of adults expressing concerns like those in the second fragment. (Answers: 1 — feeling supported by adults, 2 — feeling misunderstood by adults, 3 — no such examples, 4 — pursuing goals despite adults' lack of belief, 5 — striving to rely only on oneself).

Third Fragment of "Practical Joke":

A dialogue between a young man and his father. The son critiques his father's life and shares his own future aspirations. The son's arguments reflect maturity, while the father's responses echo youthful reasoning.

Third Fragment of "Sasha's Country":

The protagonist talks to his father, first highlighting their similarities and his financial independence. When the father raises the topic of future plans, the son reacts sharply, distancing himself and asserting different life priorities.

8. How are you similar to the characters? (Third fragment) (Answers: 1 — similar to the young man, 2 — similar to the father, 3 — I strive for success and achievements, 4 — I prioritize enjoying life over achievements, 5 — both perspectives have merit; I relate/do not relate to both).

9. What defines the characters' mature attitude in the third fragment? (Answers: 1 — defining success/failure, 2 — searching for life's meaning, 3 — enjoying life/achievements, 4 — valuing future/present and time, 5 — distinguishing childishness/adulthood).

10. What causes the disagreement between the son and father? (Third fragment) (Answers: 1 — defining success/failure, 2 — searching for life's meaning, 3 — enjoying life vs. achievements, 4 — valuing future/present and time, 5 — distinguishing childishness/adulthood).

11. When have your/friends' attitudes mirrored the third fragment? (Answers: 1 — desire to relax, 2 — desire to work/study, 3 — never, 4 — unrelated personal stance, 5 — demonstrating a more mature outlook than others).

the “Growing Up” methodology, the results of which for the film “Practical Joke” are presented in Fig. 1.

For the film “Practical Joke”, respondents were categorized into three clusters:

- Group 1: 62 respondents (19%),
- Group 2: 54 respondents (17%),
- Group 3: 205 respondents (64%).

Cronbach’s alpha coefficient was calculated as 0.844, indicating “acceptable” internal consistency for this study. The results of the cluster analysis for the film “Sasha’s Country” are presented in Fig. 2.

For the film “Sasha’s Country”, respondents were categorized into three clusters:

- Group 1: 78 respondents (24%),
- Group 2: 71 respondents (22%),
- Group 3: 172 respondents (54%).

Cronbach’s alpha coefficient was calculated as 0.866, indicating “acceptable” internal consistency for this study.

Thus, the cluster analysis revealed a clear division of participants into three distinct groups (Fig. 1, 2). The optimal number of clusters was determined using Ward’s method. Three clusters provided the optimal contribution to minimizing within-cluster variance. No significant differences were found between clusters based on respondents’ age, gender, or educational level.

Next, to describe the differences between clusters, an analysis of respondents’ answers was conducted across clusters (Table 1).

According to Table 1, the following distinctions between the identified types are evident:

Type 1 demonstrates a propensity for creativity, perceives adult support as crucial, and prioritizes goal-oriented behavior. For this type, adulthood is associated with the search for meaning and awareness of success.

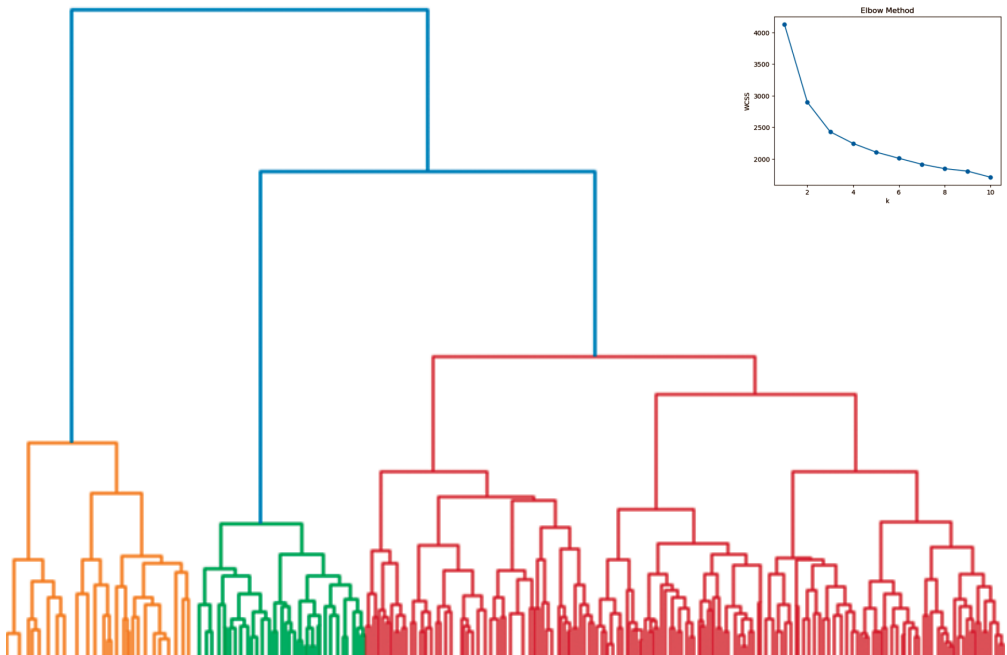


Fig. 1. Cluster Analysis of Responses to the “Growing Up” Methodology for the Film “Practical Joke” (n=321)

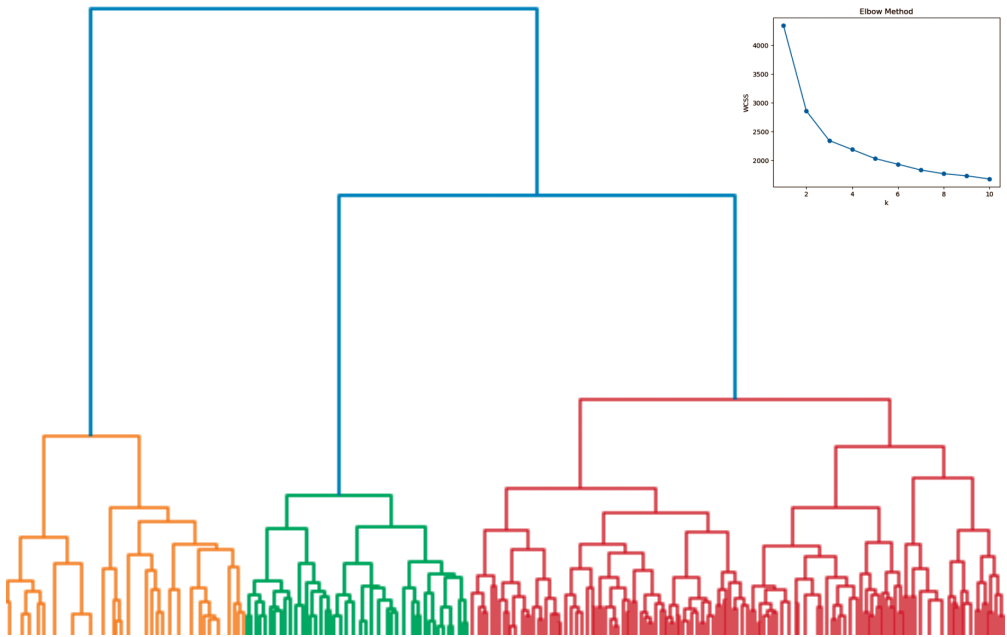


Fig. 2. Cluster Analysis of Responses to the “Growing Up” Methodology for the Film “Sasha’s Country” (n=321)

Table 1

Substantive Differences Between Clusters (n=321)

The question	The answer	Standardized residues by type				The question	The answer			Stan- dardized residues by type	
		1	2	3			1	2	3		
1	1	12,6	-3,0	-8,0	166,54	0,000**	13,2 ¹	-4,5 ¹	-7,6 ¹	191,38	0,000**
	2	-2,21	0,8	2,41			-2,7 ¹	-1,3	3,4 ¹		
	3	-3,81	2,41	1,2			-4,2 ¹	1,7	2,2 ¹		
	4	4,41	0,9	2,91			-5,1 ¹	3,9 ¹	1,1		
2	1	14,2	-3,2	-9,2	215,50	0,000**	14,9 ¹	-4,5 ¹	-9,1 ¹	233,72	0,000**
	2	0,6	-0,4	-0,2			0,1	-2,2 ¹	0,7		
	3	-5,6	1,7	3,3			-6,6 ¹	3,1 ¹	4,1 ¹		
	4	-5,4	0,8	3,8			-5,9 ¹	1,7	3,0 ¹		
3	1	9,8	-3,5	-5,3	117,57	0,000**	10,7 ¹	-4,5 ¹	-5,5 ¹	139,58	0,000**
	2	1,9	-1,4	-0,5			1,1	-2,2 ¹	0,9		
	3	-2,8	1,7	1,0			-3,0 ¹	3,1 ¹	0,0		
	4	-5,9	1,7	3,5			-6,7 ¹	1,7	4,3 ¹		
4	1	6,6	-1,3	-4,4	96,03	0,000**	6,2 ¹	-1,8	-3,8 ¹	107,35	0,000**
	2	4,3	-2,4	-1,7			4,8 ¹	-3,3 ¹	-1,4		

The question	The answer	Standardized residues by type				The question	The answer			Stan- dardized residues by type	
		1	2	3			1	2	3		
	3	0,5	0,6	-0,9			0,6	-1,1	0,4		
	4	-5,5	0,4	4,2			-6,1'	2,8'	3,0'		
	5	-1,7	2,3	-0,5			-2,0'	3,5'	1,2		
5	1	3,7	-2,1	-1,4	95,02	0,000**	3,7'	-2,6'	-1,1	92,92	0,000**
	2	4,6	-1,5	-2,6			3,1'	-2,1'	-0,9		
	3	2,4	-2,9	0,4			3,5'	-3,3'	-0,2		
	4	-6,2	3,3	2,5			-6,9'	4,6'	2,1'		
	5	-1,1	4,7	-2,8			-1,3	4,3'	-2,5'		
6	1	4,8	-3,1	-1,5	201,82	0,000**	5,9'	-3,9'	-1,8	120,25	0,000**
	2	2,0	-6,0	3,1			1,2	-6,2'	4,1'		
	3	0,0	-0,6	0,4			0,5	-0,7	0,1		
	4	-4,0	0,0	3,3			-4,1'	2,1'	1,8		
	5	-3,3	12,4	-7,0			-4,1'	11,0'	-5,6'		
7	1	10,2	-2,8	-6,2	145,88	0,000**	9,8'	-3,4'	-5,6'	150,39	0,000**
	2	2,4	-2,2	-0,2			2,2'	-3,0'	0,6		
	3	0,1	-0,4	0,3			1,0	-0,1	-0,7		
	4	-7,9	2,7	4,4			-8,6'	3,4'	4,6'		
	5	-0,5	2,5	-1,6			-0,8	2,8'	-1,6		
8	1	4,1	-3,4	-0,7	110,60	0,000**	4,5'	-4,0'	-0,6	155,62	0,000**
	2	2,9	-3,3	0,2			2,5'	-3,9'	1,1		
	3	-0,7	-1,5	1,7			-0,1'	-2,0'	1,8		
	4	-3,7	2,0	1,5			-4,0'	1,8	2,0'		
	5	-2,8	7,9	-3,9			-3,4'	-10,3'	-5,7'		
9	1	6,7	-3,8	-2,5	230,26	0,000**	7,9'	-4,9'	-2,7'	241,66	0,000**
	2	2,0	-4,2	1,6			2,5'	-4,9'	1,9		
	3	-0,4	-3,2	2,8			-1,0	-1,0	1,7		
	4	-5,1	0,5	3,8			-5,7'	0,0	4,9'		
	5	-3,2	12,6	-7,2			-4,0'	12,5'	-6,9'		
10	1	8,1	-3,8	-3,7	239,99	0,000**	9,2'	-5,0'	-3,8'	293,71	0,000**
	2	1,6	-3,7	1,6			2,5'	-4,2'	1,3		
	3	-1,9	-4,6	5,2			-2,5'	-4,6'	6,0'		
	4	-3,8	0,3	2,9			-4,6'	0,3	3,7'		
	5	-4,0	12,6'	-6,5			-4,9'	3,7'	-7,2'		
11	1	-0,4	-2,1	1,9	87,99	0,000**	0,2	-2,4'	-2,2'	105,94	0,000**
	2	-0,7	-1,5	-0,4			0,8	-1,3	1,7		
	3	4,2	-4,0	-0,4			4,9'	-4,9'	-0,1		
	4	-3,7	3,2	0,5			-4,2'	3,6'	0,6		
	5	-1,6	7,2	-4,2			-2,3'	7,8'	-4,6'		

Key to Symbols: ** — differences significant at the 0.0001 level; bold italics — standardized residual exceeds the threshold (-2; 2).

Type 2 values achievements while not rejecting the pursuit of pleasures. Respondents in this type view an adult as someone who understands the distinctions between adulthood and childhood.

Type 3 emphasizes the importance of heeding advice from elders to achieve personal goals. For them, an adult approach to life involves distinguishing between the future and the present, as well as an understanding of time.

Thus, the identified types primarily reflect the heterochrony of the maturation process, illustrating the non-uniform actualization and subjectivation of meanings, values, coping strategies, etc., across the three groups. These types do not address the ultimate goal of maturation but highlight the variability in its progression.

Next, an expert evaluation of respondents' perceptions of maturation was conducted, with educators who teach the participants serving as experts. To mitigate potential bias from educators' preconceptions about certain students, each respondent was assessed by three independent expert

educators. Given that the sample included participants of varying ages from different educational institutions, the total number of expert educators was 48. They evaluated respondents independently, using descriptions of the identified maturation types and assigning scores to their students. The instructions clarified that the three types do not represent hierarchical levels of maturity and that all three, two, or one type could manifest in a single respondent. Educators were asked to distribute 5 points among the three types for each student (e.g., allocating all 5 points to one dominant type or splitting them between multiple types).

Consistency of the three expert evaluations was confirmed via Spearman's rank correlation coefficient. The results of the correlation analysis are presented in Table 2.

The correlation analysis confirmed consistency among the expert evaluations. At the next stage, the Rand index was used to assess clustering quality, which determines whether pairs of elements (respondents) that were grouped into the same or different clusters retain their original classification.

Table 2

Correlation Analysis of Consistency in Expert Educators' Assessments

Expert assessment	1		2		3	
	Rs	P	Rs	P	Rs	P
1 тип						
1	1		0,625	0,000**	0,483	0,000**
2	0,625	0,000**	1		0,425	0,000**
3	0,483	0,000**	0,425	0,000**	1	
2 тип						
1	1		0,574	0,000**	0,550	0,000**
2	0,574	0,000**	1		0,476	0,000**
3	0,550	0,000**	0,476	0,000**	1	
3 тип						
1	1		0,709	0,000**	0,551	0,000**
2	0,709	0,000**	1		0,579	0,000**
3	0,551	0,000**	0,579	0,000**	1	

Key to Symbols: ** — differences significant at the 0.0001 level.

The Rand index ranges from 0 to 1, where 1 indicates perfect agreement between clusters, and 0 signifies no agreement.

$$Rand = \frac{TP + TN}{TP + TN + FP + FN}$$

Where:

— TP (True Positives): Pairs of elements assigned to the same cluster both in respondents' answers and in educators' evaluations.

— TN (True Negatives): Pairs of elements assigned to different clusters both in respondents' answers and educators' evaluations.

— FP (False Positives): Pairs where the first element is in the cluster, but the second is not (according to one method but not the other).

— FN (False Negatives): Pairs where the second element is in the cluster, but the first is not (according to one method but not the other).

When comparing respondents' results for the film "Practical Joke" with educators' average evaluations, the Rand index was 0.879. For the film "Sasha's Country", the Rand index was 0.875. These values indicate high consistency between the clusters derived from the "Maturation" methodology and the expert evaluations.

Discussion of Results

This study examines the heterochrony of the maturation process during the transition from adolescence to adulthood. Analysis of psychological research demonstrates that perceptions of maturation are shaped by diverse factors, underscoring the importance of understanding this process within the context of sociocultural change.

Traditionally, studies on maturation rely on surveys [2; 5; 8; 12; 13]. In contrast, our work employs a projective methodology,

revealing that adulthood in youth is structured around one of three types of maturation perceptions during the transition from adolescence to adulthood. These types are metaphorically termed: "Awareness of Meanings", "Awareness of Adulthood", "Awareness of Time". These types reflect the uneven actualization and subjectivation of specific meanings, values, coping strategies, etc., during maturation, while the core content and ultimate goal of maturation remain consistent.

Previous studies highlight differences in maturation based on gender [2], geographic location (rural vs. urban) [12; 17; 18], and attempts to classify maturation along a "maturing vs. non-maturing" scale [13]. Our typology demonstrates that young men and women mature differently depending on their perceptions of adulthood. For example:

1. "Awareness of Meanings": Respondents associate adulthood with seeking life's purpose and distinguishing success from failure.

2. "Awareness of Adulthood": Respondents define adulthood by contrasting childhood and adult traits.

3. "Awareness of Time": Respondents emphasize temporal distinctions (future vs. present) and the significance of time.

These differences may refine our understanding of developmental logic during this life stage, akin to D.B. Elkonin's typology of adolescent "sense of adulthood." A.P. Novgorodtseva, analyzing this phenomenon in Elkonin's work and subsequent studies, notes variations in conflict expression and positivity/negativity depending on the manifestation of the "sense of adulthood" [7]. Our typology, revealing heterochrony in maturation meanings from adolescence to adulthood, may indicate the relevance and/or methods of addressing age-specific developmental tasks.

The findings show that depictions of maturation in the 1977 film “Practical Joke” (dir. V. Menshov) remain relevant and recognizable to contemporary youth. Expanding the methodology to include scenes from the 2022 film “Sasha’s Country” (dir. Yu. Trofimova) corroborates the identified differences in maturation perceptions.

Prior research frequently emphasizes the influence of adults on youth maturation [4; 12; 26]. For instance, A.P. Novgorodtseva highlights the challenge adults face when interacting with adolescents who struggle to articulate their experiences due to incomplete self-awareness [7]. Our study demonstrates that the typology of maturation perceptions derived from cinematic portrayals aligns with educators’ assessments. Thus, this typology is “accessible to educators” and can inform their pedagogical strategies for supporting youth development.

Conclusions

This study examines key trends in youth maturation and identifies additional factors influencing this process. The presented results confirm that maturation is a complex and multifaceted process requiring attention from both researchers and practitioners.

Our findings suggest that the maturation of young men and women in the modern world is a heterochronous process. The meanings reflected in the artistic portrayal of maturation — both in the classic film “Practical Joke” and the contemporary film “Sasha’s Country” — reveal three types

of subjectivation in perceptions of growing up. The first type associates adulthood with understanding the meaning of life and success, the second with distinguishing between “childish” and “adult” behaviors, and the third with recognizing one’s future time and separating it from the present. The study demonstrates the potential to identify these typologies in pedagogical practice.

The primary limitation of this research is the sample, drawn exclusively from an educational environment. Additionally, the “Growing Up” methodology used here may restrict data depth due to participants’ interpretations of specific artistic images employed as stimulus material. Perceptions of maturation may vary depending on cultural representations and their significance across age groups.

Despite these limitations, the typology of subjectivation in youth perceptions of maturation offers new opportunities to understand this process. It can inform psychologists and educators working with young people during their life self-determination.

Future research could explore the applicability of these findings to youth in professional settings outside education. Another key direction is examining connections between the identified subjectivation types and core personality traits, socio-psychological factors, activity-related influences, the actualization of age-related tasks, and readiness to address them. Further work might also standardize the “Growing Up” methodology, select additional stimulus materials, and refine research formats.

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