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AA	PHILOSOPHY AND RELIGION
AB	HISTORY
AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
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AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

CORRELATION OF 'SOCIAL' AND 'INDIVIDUAL' IN THE VALUES STRUCTURE OF THE RUSSIANS

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Abstract: High relevance of the problem under research is stemming from a controversial nature of changes in the basic values of Russians. The need has arisen for determining the value priorities and orientations adequate to the modern times. The purpose of this paper is to analyze the methodological and conceptual approaches to the construal of national values of Russians in a globalizing world, along with the sociocultural and economical transformations in the Russian society on a continuum "youth - family - society - civilization". The paper presents the models of "convergent" and "communitarian" life styles and public conscience. Leading in the exploration of this problem was an axiological approach which was highly useful for revealing contradictions in the values of the contemporary Russians, and for developing the models of "convergent" and "communitarian" life styles and public conscience. The research employed the general scientific methods. In the conclusion, the key results of our research are provided: 1) two opposing value systems were analyzed; 2) a model of a "convergent" and "communitarian" life styles and public conscience aimed at reconciling the two value paradigms is presented; 3) the essence of concepts "social" and "individual" on a scale of values is discussed. The paper proceedings may be useful for developing youth cultural and social policies, in the analysis of interpersonal interactions and tensions between representatives of different social groups, for realizing the significance of an "alien" culture in a modern system of basic values of Russians.

Keywords: globalization, values, youth, family, society.

1 Introduction

In the modern humanitarian knowledge, a debate is heating up over the direction of changes in the basic values of Russians, especially young people, either toward the rigid "conservation" and strong "traditionalism", or toward "individualization" thereby moving closer to the development model of Western countries, with their algorithm of openness and opportunities for personal self-fulfillment (Svadbina, 2000). A scientific controversy is caused, on the one hand, by globalization processes and profound reforms in political, economic, social, cultural and legal (legislative) dimensions of the Russian society, as reflected in the revised Constitution of the Russian Federation in force from July 1, 2020 (2020), and on the other hand, the greatest concern for preservation by the Russian people of their national and ethno-cultural identity, intergenerational continuity in keeping historical memory and a unique Russian national chronotope.

A family is a perfect object of research into the controversy between opponents and supporters of transformation in the modern values, as evidenced by numerous publications and sociological surveys (Burina & Kudina, 2020; Golubev et al., 2018; Terentyev, 2018). Yet, strange as it may seem, the family institution (amidst the hardships caused by the COVID-19 pandemic in Russia and across the globe) appeared to be that prime and stable social unit playing a crucial role in the human survival, the only space where a search for compromise and progress in dialogue is possible, and where the "opposing" parties may make steps towards each other and shake hands.

The relevance of this research is attributable to the need to study the dynamics of modern values in the context of transformation of the family and the whole Russian society.

2 Literature Review

The value dimensions in the contemporary sociocultural space is the research topic of greatest relevance. Paradoxically, but

despite oversaturation of the scholarly literature with various reviews of value systems, this topic has not lost its novelty. The rapid development of culture brings new value orientations currently undergoing another renaissance in the Russian cultural tradition, which is associated with large-scale "extravert" socio-cultural changes of the last decade and the transformation of the basic values of Russians, their split into "Western" and "non-Western" values. According to the conception of A.N. Yanitsky (2019), we are entering a new era of the fourth industrial revolution, based on a new system of values of the information society.

The transformation of Russian values towards europeanization was noted by such authors as: H.A. Barlybaev (2018), V.V. Kuzmenko (2017), V. Magun, M. Rudnev, P. Schmidt (2015), E.A. Burina, A.E. Kudina (2020), T.V. Svadbina (2000), O.A. Nemova (Svadbina et al., 2017), D.Yu. Vagin (2016), V.V. Retivina (2019) explore the values through the prism of intergenerational continuity as a source of life orientations. Based on the results of sociological surveys, I.A. Golubev, A.Sh. Dubina, L.V. Rozhkova (2018), V.V. Kuzmenko (2017), A.A. Mironova (2014) identified trends in the development of Russian society and explored the value orientations of young people.

A.P. Khavrak and N.V. Nikolaeva (2018), N.I. Gorlova (Gorlova et al., 2020) and her colleagues contemplate about special role of the government in adoption of certain value orientations, while focusing on sociocultural institutions.

The rising incidence of asocial, aberrant, deviant and delinquent behavior in interpersonal relations triggers a need to explore the correlation of "individual" and "social" in the culture of behavior of a modern human. The transformations occurring in the traditional system of values driven by rapid changes in the value paradigms expose the problems related not only to individual culture of each person, but also the culture of the whole society.

3 Research Methodological Framework

The purpose was to reveal the correlation of 'social' and 'individual' in the structure of values of Russians.

The research objectives were as follows:

1. explore the dynamics of ideas related to "social" and "individual" in the conditions of rapidly changing world, globalization, convergence, integration, communitarization, sociocultural and economic transformations;
2. based on the review of secondary sociological data, reveal a global picture of the modern sociocultural space where new value attitudes and orientations are born.

The analysis relies on the principles of integration and integrity. The principle of integration broadened a spectrum of value orientations from the perspective of interdisciplinary research, traditional and contemporary views, and intergenerational continuity. The principle of integrity provided a perspective on the value orientations of Russians as a single system and helped to identify its key components.

The research employed general scientific methods: analysis and synthesis, induction and deduction, comparative-historical and dialectical methods (Tikhonova, 2012).

4 Results

The values of Russian people get shaped, evolve and get eroded during challenging times. According to the Professor A.N. Yanitsky (2019), Russia and the entire world are entering an era of the fourth industrial revolution (STR-4), when global community transforms into a single information and communication system, which inevitably results in

"hybridization" of social, natural, technical, biological and other systems, and emergence of integrated socio-biotechnical systems (SBT systems), when a human of new formation comes into being, who does not separate himself from computers and robots, and becomes a supplement to digital machine. He is deeply "individualistic", he does not need anybody, he has lost connection with his homeland. He is like a marginal man at the junction of different cultures and societies, but the scale is global (2019).

The division of values into "Western" and "non-Western" at the macro-level has led to a division among Russians. The researchers V. Magun, M. Rudnev, and P. Schmidt (2015) believe that this division into supporters of "social" values and "individualistic" values became evident in Russia after the year 2012. This shift (toward "the individualistic profile") is mainly driven by younger generations under the influence of political, technical, and cultural factors starting from the early 1990s. "Social" values are associated with care for others and nature. The adherents of these values have little resources - educational, professional, career, living conditions, money; the general assessment of health, success and future prospects is low and these citizens seek preservation, protection and help from the state.

"Individualists" uphold the values of self-fulfillment according to A. Maslow, openness to change, readiness for risk –they seek independence and rely only on themselves; they have a strong determination for achievements, power, wealth, self-empowerment, an aspiration to achieve greater heights than others; they also have more resources (higher education, high income, excellent living conditions, cars, traveling abroad; high self-esteem and assessment of health, success, career opportunities, etc.) - these are the values of Growth. A share of that population is incomparably higher in developed countries, while in Russia it is represented by only 2% in the general population of representatives with "weak" and "strong" individualistic value orientation.

V. Magun, M. Rudnev, P. Schmidt (2015) conclude their study of the basic values of Russians with a curious statement that they didn't find proof of the phenomenon of Russian "cultural genotype", Russian "archetype", or unselfishness, altruism, collectivism, "togetherness" often attributable to Russians.

It is clear that the results of this study and construal of the basic (traditional) values of Russians leave no stone unturned in their appeal for young people and their viability. However, doubts arise with regard to the research methodology itself. First, the authors relied on the theory of basic values of S. Schwartz (1994) as their leading approach (Magun et al., 2015). He defined basic values as desirable trans-situational goals that vary in importance, and serve as guiding principles in human life. S. Schwartz arranged values in a circular structure with opposing values on the scales of individualistic orientation and social orientation characterized by selfishness - creativity and altruism – conformity respectively. But how legitimate is it to apply this model to the study of the values of Russians today? Moreover, basic values do not reflect trans-situational goals and desires, but rather represent the socio-cultural foundations of the entire Russian civilization, proven to have enduring importance in all historical epochs and under all socio-political changes (Terentyev, 2018).

Secondly, the questionnaire itself looks rather unusual, the respondents were offered to describe those people who adhere to "social" and "individual" values, and characterize four Russian value classes /types/. These included: industriousness, obedience, attitude toward gays and lesbians, making requests to local authorities, watching TV shows, etc. How does this relate to basic (traditional) values? Instead the authors could have referred to any federal document of the Russian Federation (issued after 2011-2012) stating the basic national values: patriotism, social solidarity, citizenship, family, etc.

Thirdly, it is not clear how, on the basis of this questionnaire, the adherence of Russians to "togetherness" (=collectivism) could

have been put in doubt? Fortunately, not only the significance of this value for our citizens is being demonstrated and proven daily and even hourly (not to mention the current situation with the coronavirus), but there also exists a profound scientific justification for it being an important quality of the Russian mentality: "Togetherness is an organic combination of personal and public achieved through the spiritual and moral unity; the care of each for all and all for each; service to the common cause, the interests of the country and society. Togetherness is expressed in communality, cooperativeness, collectivism, assemblage, comradeship, brotherhood and solidarity, as opposed to individualism, selfishness and bourgeoisness of the Western socio-cultural type of personality, fierce competition, rivalry, reciprocal devastation in the struggle "for a place in the sun" (Terentyev, 2018).

Solidarity, in turn, as a merger of personal relations and interests with public ones, is most vividly manifested in family, where an individual acquires knowledge about the past and present achievements of their native country, develops high moral qualities by learning behaviors from their relatives, cultivates an unconscious, sacred, transcendental sense of longing for care and communication with others (Barlybaev, 2018).

Intergenerational solidarity in Russian family is unique, and in addition to the transfer of sociocultural experience, traditions, and customs from the older generation to the younger one, implies various other transfers. These intrafamily transfers are performed selflessly, as opposed to the market relations. These are not only various services (assistance in housekeeping, especially in rural areas), child care, planning of family holidays and leisure, help to family members in need of service, but also financial assistance.

In 2010, an average amount of transferred cash was 50% of the paycheck of respondents (sociological survey participants) at their main place of work; which was 5 times higher than the study allowance; 3 times higher than the average unemployment allowance and 2 times higher than the interest paid on deposits (Mironova, 2014).

Today the basic values for the Russian youth are family, health, good education, interesting job, financial prosperity. Family represents higher value for girls than for boys (73.3% vs. 58.4%). While in terms of what makes the family so important, different family values are emphasized: support, care, understanding, emotional and psychological comfort are in the first place; love and children are in the second place; good financial standing is in the third place (25%). About 40% of respondents (from among students) are planning to have children, but the girls add a comment that they will have children only under certain conditions, among which is adequate assistance for the families from the state (Golubev et al., 2018, p. 55).

Some Russian researchers note the transformation of values of the Russian family and family lifestyle towards individualization. This is particularly evident when comparing answers of the older respondents with answers of the youth. The high importance of family and children and satisfaction with family life was underlined by almost 74% of respondents having a long record of family relationship; while the number of youngsters having the same opinion is twice less. Changes can also be seen in the gender attitudes of young women: declining importance of motherhood in a woman's life; transition from child-centered to marital intrapersonal values; and the variability of individual value systems. For 16-year-old girls the most important in life are wealth (59% of respondents), success (39%), freedom (35%), property (29%). Personal independence seems to be the main alternative opposed to family values state (Vagin, 2016, p. 53).

The role of modern mass media and the Internet in the transformation of basic family values among young people cannot be discounted. Thus, according to the results of a survey among students being light users of virtual space, family is definitely the basic value (73.6%); the medium internet users

rated the value of family 10 points lower (62.7%); while in the group of heavy internet users much less respondents chose family as the basic value (36.8%) (Vagin, 2016, p. 54).

5 Discussion

Young people in Russia are oriented toward individual achievements (career, status, success) and toward comfort as a necessary condition for having a family; they consider having children only under certain conditions. Late marriages, late pregnancies, unregistered marital relationships, etc., are becoming common for Russians; in other words, a picture similar to the Western way of life is observed. In view of this, it becomes necessary to map the way forward ensuring convergence of values, inter alia family values (Sidorkina & Fadeeva, 2017).

Especially striking is the gap in the basic values transmitted and passed on from the older to the younger generation. In the family space this contradiction takes the following form: the elders (parents) know and understand these values, but in practice, in everyday life neglect them; or young people have an idea of the potential and orientation of this or that basic value, but consider them "useless" in building their personal trajectory of success (Vagin, 2016). In this situation, as researchers argue, it becomes crucial to strengthen the role of the state in all social institutions responsible for socialization, education and upbringing of the younger generation (Tikhonova, 2012).

It should be mentioned that these expectations and concerns over the fate of the young generation of Russians expressed by scientists are equally applicable to other ordinary citizens of our country, a huge cohort of teachers, educators, prominent figures of culture and artists, and the state responded to them by making significant amendments of fundamental nature to the Russian Constitution (July 2020) (2020). Here we give a few examples:

Article 67, Paragraph 2: "The Russian Federation united by thousand-year history, holding in remembrance the ancestors who transferred us strong ideals and faith in God, and also succession in development of the Russian state recognizes historically developed state unity."

Article 67.1, Paragraph 3: The Russian Federation should revere memory of its defenders and keep the historical truth protected. The heroism of people defending our Motherland may never be diminished".

Article 67.1, Paragraph 4: "Children are the highest priority of the Russian state policy. The state should build an environment conducive to the holistic spiritual, moral, intellectual and physical development of children, fostering their patriotism, civic engagement, and respect for elders. The state, while ensuring that the family education remains a priority, should assume parental responsibility for children deprived of parental care" (Russian Federation Constitution, 2020).

The issue of the convergence (approximation) of two types of value systems is still on the agenda. We are not talking about the "Westernization" of our basic values, but about establishment of a special integral social order - a solidary society, a socially responsible economy that includes all types of property, where there is a strong, effective, social rule-of-law state pursuing the principles of social justice; where poverty and social division do not exist (Terentyev, 2018).

There has long been a concept of the "golden middle," a dialogue between two systems of thought, values and socialization, which has found support in American social philosophy and social management theory. This is so-called "communitarian thinking," which organically absorbed individualism and pragmatism on the one hand, and communality, "collegiality" and morality, on the other. Communitarism represents that degree of tolerance and mutual respect without which a modern human cannot survive.

The communitarian concept of a lifestyle of an individual, family, and society is quite consistent with the formula we propose: "economic man" + "passionate personality" ("benefit and profit" + "moral integrity and social responsibility") (Svadbina et al., 2017).

6 Conclusion

An intergenerational gap in the transmission and passing on of basic national values is particularly noticeable in the sociocultural sphere. Family, as the most important social institution, in the conditions of substantial social, political and economic modernization has found itself virtually one-on-one with the need to adjust to the realities of the market economy and transmit the most fundamental mental values of the Russian society. The two value systems are inherently contradictory. The core of the Western value system is personal success, while in the Russian society it is justice. This contradiction causes a value dissonance, i.e. a lack of understanding how to teach and which values to instill in today's youth. Our research brought us to the following conclusions:

The basic values of the Russians get shaped and evolve amidst new challenges of globalization, the integrated socio-biotechnical systems emerged that threaten the very existence of the subjects themselves, the carriers of values – the humans.

The methodological principle of Western and Russian social philosophy and sociology, consisting in differentiation between Western and post-socialist values as "individualistic" and "social" values, does not meet the requirement of scientific reasonableness, since it defines basic values as "trans-situational", but not as inherent in the immanent mental, historical, sociocultural foundations of the Russian civilization.

The basic values of Russians against the backdrop of political, socio-economic, cultural and moral transformations have also undergone certain changes toward individualization and neglect of some traditional values relating to the family and the family way of life.

Russian society has assumed responsibility to protect and strengthen in the minds of young people the enduring importance of basic national values that give our people a sense of identity and enable intergenerational continuity in the defense of ideals and meanings of Russian civilization.

Following anomic transformations in the sphere of family and marriage in the post-industrial societies (Russia and Western countries, the USA), which led to changes in the basic, traditional values of Russians, and in order to relieve tensions and distrust between two social systems, scientists from both sides propose compromise models of interaction – "convergence" (approximation) of values, development of an "integral" way of life (solidary society) and a "communitarian" society (which combines humanistic values and values of rational economism).

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ESSENTIAL CHARACTERISTICS OF RUSSIAN PATRIOTISM

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Abstract: Relevance of this research is emanating from the need to identify basic and accessory meaning elements of patriotism, clarify definition of the term "patriotism", which in the modern world acquires new connotations related to the values of the western culture and departure from the historical-cultural heritage. In view of the above, the purpose of this paper is to reveal the essential characteristics of patriotism in modern days as a basic value of the Russians, its national specificity in the light of historical and social changes, different scientific interpretations and cultural metaphors, reflecting multidimensionality of this concept. The leading approaches to the study of this problem are axiological and anthropological, which allow to consider the depth of the concept "patriotism", its national origins, value orientations and specific features in the modern realities. The research employed general scientific methods (analysis and synthesis, induction and deduction, comparative-historical and dialectical methods). The paper presents theoretical foundations for the definition of "patriotism", reveals the essential characteristics of Russian patriotism, identifies the key development stages and changes in the socio-cultural content of patriotism and provides an overview of the problems related to the patriotic dimension in the modern socio-cultural reality of Russians. Proceedings of this paper reflect the contemporary views on patriotism, and have a practical value for the studies of Russian national character and specific features of Russian culture and art from synchronic and diachronic viewpoints.

Keywords: patriotism, collectivism, society, values, culture.

1 Introduction

The problems of patriotism and patriotic education, despite the apparent obviousness of their immense importance for the society, give rise to divergent views and opinions in the scientific circles, when it comes to the implementation of socio-cultural projects aimed at strengthening patriotic sentiments. Much of the discussion around the forms and methods of patriotic education is fueled by the ambiguity of the term "patriotism" itself and the symbolic images associated with it (Vaschenko, 2017; Nemova & Svadbina, 2017; Nysanbaev & Bizhanov, 2018).

Usually the concept "patriotism" is interpreted as originating from the Greek word "patris" meaning motherland or land of fathers, and in a broad sense and even with a somewhat pretentious flavor meaning love for the Motherland, service to the Fatherland. But this category also bears an additional meaning. Since the times of Peter the Great the French term "patriote" (compatriot) has been used, implying the deeds for the benefit of others, readiness to come to the aid of others and, perhaps, sacrifice own good for the salvation and well-being of others.

The axiological crisis in the 1990s and early 21st with the crushing of long-held values, ideals and morals and the rejection of "a new system of values" of a pro-Western kind, as well as the intensively imposed "criminal" subculture, affected the essential characteristics of patriotism.

Obviously, it makes sense to discuss not only consequences of the game-changing era, but also new challenges of the transition period in modern Russia, when two levels of basic values (including patriotism) have emerged - the upper echelons of society (power - economy - finance - business), with the rule of money and private property. The second "lower" level, represented by the major social institutions, the only space for fostering patriotism, such as the family, education institutions, workplace teams, army, church, social protection and healthcare agencies (available to ordinary citizens), but, as A.A. Ozerov

(2020) notes, not media and culture, which are commercialized and politically biased.

2 Literature Review

Researchers dealing with the issue of patriotism I. V. Vaschenko (2017), A.Ya. Aslanov, S.A. Glushkova (2017), A.A. Ozerov (2020) et al., rightfully point out that patriotism from the ancient times has been incorporated in the sociocultural code of the Russian people, determining their genotype and ensuring the principle of identity between the life of people and each person and the foundations of the Russian civilization.

A.V. Vaschenko (2017) when tracing the genesis of Russian patriotism brings attention to the gradual changes in the meaning of the concept "patriotism".

Having examined the state documents of recent years in the field of education and upbringing, which declare patriotism, citizenship and social solidarity among basic traditional values of the Russian people, such scientists as A.N. Nysanbaev, A.Kh. Bizhanov (2018) arrived at a conclusion that patriotism is persistently and harshly "forced from the top" in the context of "a nationwide ideology". The reason for such interpretation of patriotism is that a modern man no longer relies on the values dictated "from the top", and is able to independently develop their own individualized multidimensionality amid the crisis affecting a traditional worldview identity.

Another group of researchers focusing on the basic values still hold an opinion that altruism, unselfishness, togetherness are groundlessly attributed to Russians, which has been discussed by V.S. Magun, M.G. Rudnev, P. Schmidt (2015).

L.P. Sidorenko (2017), when analyzing the basic values of Russians, draws a particular attention to the phenomenon of patriotism and its structural components.

Careless assertions regarding patriotism often give rise to disputes and discussions. In the research directed toward solution of the problems facing modern society, patriotism often appears as a stereotype, a combination of certain characteristics and clichés. Such "stereotypes" as patriotism, strong nation, love for one's neighbor, fortitude, collectivism, search for truth have lost their meaning for young people, who have their minds turned to the consumer society; they are set for competition, rivalry, personal growth.

Drawing on the results of the sociological survey of the value orientations among youngsters, V.N. Gulyaikhin, O.E. Andryushchenko, P.P. Fantrov (2018) point to changes occurring in the structure of basic orientations. 10% of young people demonstrate nihilism with regard to traditional values, and the percentage of "supporters" is as follows: for "justice" - 69.2%, for "patriotism" - 56.8%, ready to respect traditions - 55.5%, the number of supporters of "equality" is slightly over 48%, of "collectivism" - 6.7%; while only 8.2% are ready to "search for truth". Moreover, young people demonstrate "narrowness of ethnic and national identity". Such results can be explained by the very logic behind development of a modern urban space, when "residents (of a megalopolis) become less and less talkative, make mainly short-term contacts, engage in fragmentary interactions and all meanings become situational" (Babaeva & Krashennikov, 2019).

On the other hand, A.A. Ozerov (2020) asserts that people at a mature age are more likely to advocate for the leading basic values (patriotism, solidarity, citizenship), after achieving a certain degree of spiritual, moral and personal development and gaining life experience which solidified their principles and personal convictions allowing them to answer the question: "Why do I live? What is the life purpose?" It is apparent that for young people having little life experience and turning to the values under the "here-and-now" principle, the so-called "tangible", material, manageable, mobile values that give an

impetus to grow intellectual, social, spiritual and physical potential, come to the fore. These are family, good education, strong health, interesting job, etc.

Upholders of the principle of "a free will" in the choice of individual value preferences are frustrated with representatives of the "conservative political elite" who are determined to anchor traditional values in the minds of young people and in state documents of the Russian Federation: National Security, Education and Upbringing Strategies. "Development of the Russian civic identity is one of the key goals pursued by the revised Federal State Standard for General Education" (Selivanova, 2014, p. 199), as N.L. Selivanova (2014) notes, describing the major educational trends in the system of continuous education. She also identified a range of opportunities for fostering personal development of students in the educational space: "(a) ensuring that the student's decision to enter educational space is based on a free will; (b) ensuring that the child's choice of activity (its contents and forms) is based on a free will, and that this is a type of activity which would lead child to the greatest success and the greatest self-expression; (c) building dialogical relations with people of different ages and social groups; (d) getting a deeper feel of different roles; (e) becoming part of various teams and communities and switching between them with vigor; (f) developing subspaces: cultural, natural, informational" (Selivanova, 2014, p. 212).

3 Research Methodological Framework

The purpose of this paper is to discuss the essential characteristics of patriotism, based on the historical and cultural traditions of the Russian people. For accomplishment of the stated purpose, the following objectives were set: provide a definition of patriotism and identify the related concepts; describe the stages in the development of patriotism through the prism of changing value orientations in the Russian society; consistent with the stages and the dominant ideas about patriotism in each stage, reveal the essential characteristics of Russian patriotism.

The research methodology was based on an axiological and anthropological approach to the analysis of modern socio-cultural reality and the meaning of patriotism. Historical and systematic approaches were also used in describing the essential characteristics of patriotism at different stages in the country development.

The research mainly employed general scientific research methods, such as the analysis of scientific literature and dialectical methods (Tikhonova, 2012).

4 Results

For understanding the essential characteristics of patriotism it is necessary to pay special attention to certain notions and concepts that provide a comprehensive picture of patriotism. A.A. Ozerov (2020) names collectivism, togetherness and altruism as the basic components of the concept "patriotism", which, in our opinion, makes it possible to explore patriotism as a holistic cultural phenomenon not only in a synchronic aspect, but also in retrospect.

"Collectivism". The definition of this term is usually limited to the its first part: a community, collaborative labor, collective ownership, shared use. Since the 1990s, this term gained a pejorative and mocking connotation of "herd" mentality and behavior (everybody "goes in formation"; there is no place for initiative or individuality); on collective farms people "slaved" for days of labor ("sticks"), while at factories and plants people served their labor duty under "a wage schedule", and slackers and idlers could easily hide behind "workhorses" who were pulling the whole cart for the "collective".

These sentiments were reflected (propagated) in TV series and intensified day to day. Meanwhile, the second part of the definition - the moral principle guiding relationships between people, based on cooperation and mutual assistance, the

conscious subordination of personal interests to the public ones, on the service to the common cause - was strenuously silenced and ignored.

"Togetherness". This term is close to the previous notion. In the habitual perception, it is associated with religious feelings. In social terms, it means communality, cooperativeness, comradeship and brotherhood, the care of everyone for all and of all for everyone. That is, what is now commonly referred to as the basic value - "social solidarity."

"Altruism" means selfless concern for the good of others; a willingness to sacrifice own goods for protection of the weak, liberation of the oppressed, and the triumph of social justice.

It is impossible to define the essential characteristics of patriotism without relying on several definitions of patriotism, demonstrating its organic historical roots and bearing value and meaning:

1. patriotism as a Russian archetype, a socio-cultural genotype (chronotope) formed over the centuries along with the emergence and development of Russian civilization;
2. patriotism as a guarantor of integrity, unity and security of the country, with a public will to enshrine it at the statutory level (as a national idea) in order to consolidate and unite the people to resist any attempts to destroy the country's sovereignty and to demolish national identity of the Russian people;
3. patriotism as creation and maintenance of a single national socio-cultural space, spiritual and moral environment, as the leading factor in education of the younger generation, preservation of historical memory and transmission of cultural heritage to future generations;
4. patriotism as the unity of public and personal, as feeling involved the country's achievements, through full engagement and actions for the benefit of the Fatherland and its people.

Russian patriotism has deep historical, cultural and normative-value roots, and the genesis and development of its meaning and content occurred in four stages.

At the first stage (the reign of Rurik dynasty in the Kievan Rus and Muscovite Rus from the 9th to the 16th centuries), the concept of unity, cohesion and protection of the common territory emerged from belonging to the same geographical location, and common language, culture, religion, economic and household activities, national identity and mentality.

At the second stage (the reign of Romanovs from the 17th century until 1917), patriotism is associated with the need of strengthening the Russian empire and enshrining this concept in law (it was for the first time mentioned in the "Statute of Military, Cannon and Other Affairs" (1601-1621), which emphasized not only the common origin and belonging to the Russian land as a state, but also the common fate, the historical memory of the past, the determination to defend and protect the heritage of ancestors. That was the dawn of patriotic education under the well-known military motto: "For Faith, Tsar and Fatherland!" From that time till present days the Patriotism (originating from the Greek word 'patris' meaning homeland, fatherland) means love for the motherland, service and devotion to the Fatherland and nation.

The third stage (a period of genesis and development of the Soviet patriotism from 1918 to 1991) was heralded by patriotism as the most powerful driver of people's efforts directed at the grand reconstruction of society in politics, economy, culture, science, education and social sphere, and in 1941-1945 the unparalleled heroism shown by people when defending their socialist homeland and restoring the country after the destructions and the heaviest death toll of the war. Patriotism during this period became the most important life-guiding value of the highest morality.

The fourth stage (from 1991 till present days) is characterized as a period of "transformation" of patriotism, a multi-vector framework of attitudes, views, beliefs and feelings of an individual; alternating recessions and depressions (and even de-patriotization of some fraction of society under the influence of both external and internal forces interested in the weakening of Russia), and then, the beginning of the 21st century is the stage of rise, general elevated spirit, reflecting the willingness of citizens to serve their homeland and readiness to protect it against any looking threats (Vaschenko, 2017).

5 Discussion

The revival and strengthening of patriotism does not happen "by order from above," because without the inner urge for unselfish conscious service to the homeland and compatriots, the very foundation of the national identity of the Russian people will be destructed. Pro-Western sociologists and "experts" on the basic values of Russians are well aware of this, and they readily jump to a hasty conclusion that their research "has not found proof of the phenomenon of the "cultural genotype of Russians", the Russian "archetype", nor of the unselfishness, altruism, collectivism, "togetherness" groundlessly attributed to Russians". Starting from 2012, and mostly by the merit of young people, Russia has been making firm steps toward the individualistic values and personal attributes common to the advanced Western countries, such as self-fulfillment, openness to changes, readiness to take risk, independence, self-reliance in the strive for success, wealth, power, and an aspiration to achieve greater heights than others (Magun et al., 2015).

During the period of "Perestroika and Glasnost" [restructuring and publicity] (from 1986 to 2000) the government made an attempt to change the genotype of Russians, to ignite aberration of social consciousness and a spiritual and moral rebirth of people as people's response to the thunderous "historical and cultural trauma".

The intentional "erasure" from the people's memory of their historical national roots, the "besmearing" of belonging to ancestral generations has affected all generations: the elder generation (which the liberal reformers contemptuously hailed "sovok" (a disparaging word ("dustpan" in English) used as a sarcastic reference to people having the Soviet mentality) lost faith in their former ideals and became ashamed of their history and culture; the front-line soldiers were called "red and brown" defenders of the totalitarian regime; people abandoned the Komsomol and Communist Party in droves and burnt their Komsomol and Party membership cards, labeling themselves as the "cheated generation" (as if in an attempt to justify themselves), and young people willingly took up this interpretation and turned their eyes toward the Western values (Govorukhin, 1993, p. 57).

The significance of the second (after the "socio-cultural genotype") essential characteristic of Russian patriotism, which naturally comes from the depths of people's consciousness, was embraced by the leaders of the country, who in the first decade of the 21st century produced federal documents meeting the expectations and needs of the vast majority of the population. Here we primarily mean the National Security, Education and Upbringing Strategies, as well as the latest amendments to the Constitution of the Russian Federation adopted in 2020.

The third essential characteristic of patriotism as the highest spiritual value is the existence (creation) of favorable spiritual socio-cultural space promoting respectful, careful attitude toward the native language, traditions, folk holidays, customs (both "secular" and religious), folklore, folk music, chanting (especially choral). This spiritual space includes the so-called "attachment to the land of origin", quiet, nostalgic memory and love for the native land from the cradle to old age (Aslanov & Glushkova, 2017).

Nationally colored socio-cultural space is the key to national-patriotic education of young people. True patriotism, as a pride in homeland and native people, should not be confused with

haughty narcissism or arrogance towards other peoples and cultures, or isolationism and xenophobia (fear of others). It implies tolerance and respect for representatives of other cultures, religions and lifestyles, which is the key to ensuring ethno-social unity, civic solidarity, mutual help and devoted service to Russia, which is a homeland for dozens and even hundreds of nations and nationalities co-existing in the same land for centuries (Ilyin, 1993, p. 57).

The fourth essential characteristic of patriotism as a value is the unity of public and personal, when a person feels an urge and aspiration to develop own abilities in order to contribute to the progress and prosperity of society. Practical service to the interests and ideals of the homeland gives meaning to the human life, gives rise to a sense of involvement in the real, visible and tangible achievements of one's home country. This behavior-driving motive is manifested in heroism as an expression of the moral credo of putting the interests of society and the country above personal interests and, if necessary, even sacrificing life for the sake of the homeland and its people. When heroism becomes widespread and common as an indicator of the spiritual and moral state of society, this patriotic feeling of involvement in great deeds is transferred to the entire generation. At each stage in the modern Russian history there were true outstanding patriots - "Papaninites", "Stakhanovites", "generation of winners", "virgin lands explorers", "space explorers", "Arctic discoverers", "Bratsk builders", "BAM builders", "Afghan veterans", etc. And each person throughout his life is trying to hold this high moral bar and to reconcile "should", "must" and personal freedom for reaching the harmony between them to the extent possible.

We have come to the fifth essential characteristic of Russian patriotism, which is, perhaps, immanent to all the basic values of Russians, which L.N. Gumilev (1997) in his days called a unique passionarity of Russians, inherent at the genetic level (taken from ancestors and parents as "behavioral memory"), the readiness to commit heroic deeds and feats on the same level as the ability to breathe, speak, walk; it is a conscious impulse of soul, akin to the sense of honor and duty, cultivated by many generations of Russians. As noted by S.N. Pushkin (2019), a researcher of L.N. Gumilev's legacy, "passionarity induces people not only to meet their immediate needs in their relationship with nature, but also to build and maintain the culture they need".

6 Conclusion

Patriotism as a Russian archetype, as a guarantor of integrity, unity and security of the country, as creation and maintenance of a single national socio-cultural space, spiritual and moral environment, as the unity of public and personal, as the feeling of involvement in the country's achievement finds its expression in the realities of present day. The international aspect of patriotism lies in the fulfillment of a moral duty towards those who need such help and support.

The assertion made repeatedly in the sociocultural and political polemics that patriotism, love of one's neighbor, fortitude, and collectivism (in the meanings as we provided above) have allegedly lost their significance for contemporary society has not found verification in the Russian realities. Some may argue that patriotic behavior may only be expressed in the face of major threats to society - war, epidemics, man-caused accidents, ecological disasters, etc., but this behavior is not a consequence of trauma caused by any threat, but turns out to be an indicator of spiritual development of society and its improvement.

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POST-WAR FAMINE OF 1946–1947 IN REGIONAL DIMENSION AND PEOPLE'S MEMORY

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The research has been performed with financial support of the RFBR, project No. 19-39-90020 "Rural everyday life in conditions of transition from war to peace (1945–1953): regional aspect".

Abstract: After the Victory over Hitler's Germany, the USSR faced the task of early recovery of the national economy destroyed by the war. However, already in 1946, Russia, the Ukraine, Moldavia and several regions of Belarus and Kazakhstan were to undergo a new ordeal – famine, which was a consequence of three principal causes: post-war hardships, drought, and the food surplus requisitioning policy. The paper presents the problem of famine in the post-war village in regional dimension, based on analyzing archive documents and materials of surveying rural population of the contemporary Republic of Mordovia. In people's memory, the first years after the war have been captured as the hardest and the hungriest ones for a long time. The disaster spread to most districts of the republic, with scores of thousand people suffering from malnutrition and diseases.

Keywords: post-war period, everyday life, Soviet power, peasants, kolkhoz (collective farm) village, famine of 1946–1947.

1 Introduction

The relevance of the research topic is associated with the scientific and public importance which the post-war period of the newest Russian history has. As noted by V. P. Popov (2000), having won the Great Patriotic War, the USSR "accepted the challenge of the USA and joined in the fight for global domination" (p. 8), which has left its imprint on the entire second half of the 20th century.

After the war, the Soviet leaders took up tough power game both in the exterior (admittedly, just like the USA) and – which was much more important – in the domestic policy. In the country, they kept the following essential features of the "state of emergency" in the economy which were characteristic for the industrial breakthrough period and the war time. First of all, funds obtained at the expense of agriculture and inhabitant tax revenues were invested into industry, and basic industries were recognized to be the priority ones. Another trait was the complete lack of interest in earnings of the economic subjects. The market relations having developed during the war years were curtailed under the state pressure. They made labor legislation stricter, too. One more feature was achievement of the closed self-sustaining economy as one of the major objectives of the economic policy (Popov, 2000, p. 8).

It was the hardest "economic situation of the first years after the war, multiplied by the drought of 1946 and famine in a number of the country's districts" that contributed to maintaining and toughening the "extremely unequal" and "non-partner" relationships between the state and peasants (Verbitskaya, 2002, p. 23).

Studying the regional aspect of the problem of the post-war village will help conduct a more objective analysis of causes underlying such social disaster as the post-war famine, of the attitude to actions or failure to act of the central and local leaders for overcoming it, and overall evaluation of the agrarian policy of the second half of the 1940s.

2 Literature Review

Full-fledged studying of the post-war Russian village, including the famine of 1946–1947, only became possible with the change of the general historiographic situation in the USSR-Russia in the late 1980s – early 1990s. It can be concluded from works of V. F. Zima (1993, 1996) and V. P. Popov (2000, 2001) that the policy of a harder line on exploitation of the village against the

background of priority restoration and development of the military-industrial complex pursued by leaders of the USSR in the second half of the 1940s – early 1950s contributed to exacerbation of the social and economic crisis in the agrarian sphere.

Among the studies of regional problems of the post-war village at the level of Mordovia, let the works of V. A. Lomshin (2008), T. D. Nadkin (2010; Lomshin & Nadkin, 2009), and N. E. Goryachev (Goryachev N. E. & Goryachev A. E., 2020; Goryachev et al., 2020) be noted. The said research works discuss objective and subjective difficulties faced by the village in the period of restoration of the national economy, in particular, the drought and famine of 1946–1947, higher tax burden, lack of labor discipline, a new upsurge of repression during the "second dekulakization", and so on.

Results of the regional studies of the second half of the 20th – beginning of the 21st century, including ones of the history of the post-war Soviet village, were summarized in the multi-authored monograph edited by professor V. A. Yurchenkov "Mordovia in post-war period. 1945–1953" (2012, 2015).

Among the modern studies considering adjacent regions, there are notable works on everyday life of the village in the first years after the war: by D. V. Zagorodnev (2011) using the materials of Penza Region and by O. R. Khasyanov (2018) using the materials of Kuibyshev and Ulyanovsk Regions.

3 Research Methodological Framework

The objective of the research was to analyze the social disaster of famine in the post-war Soviet village in its regional dimension. There were the following research tasks: to identify principal causes of the post-war famine and demonstrate its scope within Mordovian ASSR; to consider the rural population's attitude to the situation in the village in the said period; to make the problem of the post-war famine relevant by means of surveys of the rural population of the modern Republic of Mordovia, including ones conducted by the authors of the paper.

The research tasks were completed owing to analyzing archive documents, recollections of residents of the rural areas about their post-war life, as well as scientific works of the well-known Russian researchers (Zima, 1993, 1996; Popov, 2000; et al.). Meanwhile, the research relies on the principle of historicism and the comparative historical, hermeneutic, and retrospective methods associated with it.

In the recollections recorded by V. A. Lomshin (2008, p. 174–374) and N. E. Goryachev (2019a, 2019b) (the co-author of this paper), clear judgments are found about the events taking place in life of the Soviet village in that period and about people's relationships with the local authorities, although this kind of sources has some individual disadvantages.

4 Results and Discussion

The famine affecting the greater part of area of Russia, the Ukraine, Moldavia, some regions of Belarus and Kazakhstan, according to V. F. Zima (1996, p. 11), was the consequence of three principal causes: post-war hardships, drought, and the food surplus requisitioning policy pursued toward kolkhozes and sovkhoses. In the USSR, about 100 million people starved (Zima, 1996, p. 11), with not less than 2 million people casualties of the famine and epidemics associated with it over 1946–1948 (Popov, 2000, p. 24). These were mainly the rural population (Zima, 1996, p. 170). At the same time, the drought and famine were not a factor for ceasing wheat exports or at least bringing them to the minimum: in 1946–1947, they amounted to 2,5 million tons, and in 1948 – 3,2 million tons (Zima, 1996, p. 149). The grain was sent both to the Western European countries as payment for the equipment supplied and as the

"fraternal assistance" to countries of the Eastern Europe. Moreover, the USSR had sufficient stock of wheat in the so-called state reserve (10 million tons of grain as of February 1, 1947), but it would be spent in limited quantities only (Zima, 1996, p. 34). As believed by V. F. Zima (1996), the post-war famine is completely congruent with the man-made type, just like the famine of 1932–1933 – that is, one having occurred due to the governing structures' fault, both in the center and locally (Zima, 1996, p. 127).

In spring – early summer of 1946, the thrust of drought affected the area of Mordovian ASSR, too. Even in the dry years of 1921 and 1924, there was more precipitation on its area than within the same period of 1946. As a result, in 1946, the area of the autonomous republic suffered from the sweeping famine, just like many regions of the USSR. Meanwhile, for a long time, the post-war famine (similarly to that of 1932–1933, the famine of the second half of the 1930s and during the war) has been underreported for ideological reasons.

One can judge about the scale of the post-war famine in villages of Mordovian ASSR by the information contained in the materials of meetings of district executive committees, by the data of the Ministry of Health of MASSR, by special messages of the minister of internal affairs to the chairman of the Council of Ministers of MASSR, N. Ya. Tingaev, as well as by numerous letters from the starving village to the army.

As an example, let some excerpts from the minutes of meeting of the executive committee of Krasnoslobodsk district Council of workers' deputies dated June 29, 1946, be quoted. At the meeting, they discussed the question of dystrophy incidence rate in the district. "According to the examination conducted with visiting residential settlements on June 25, 1946, in the district, there are people suffering from dystrophy in 229 families of the military killed in the line at the Great Patriotic War and the disabled ones, numbering 780 people, of them 33 people admitted to the district hospital. ... Further hospital admission of those suffering from dystrophy does not seem possible due to the district hospital being overcrowded ..." (Mordovia. 1941–1945, 1995, p. 728).

A similar situation was registered in a number of other districts of MASSR, too. For example, in Kadoshkino district, 260 people suffered from malnutrition, of which 30 % were admitted to hospital, and the total of 1 050 families were registered as ones needing urgent assistance. In Bolshoe Ignatovo district, families who were in desperate need of food were found to be 45 % of the total count (Central State Archive of the Republic of Mordovia, file 137, sheet 18). In some villages of Purdoshki district, up to 25 % of the population were ill (Central State Archive of the Republic of Mordovia, file 159, sheet 24).

Life was particularly hard for families whose fathers and sons were killed in action or were still in the ranks of the Red Army. In Ardatov, Ichalki, Bolshoe Ignatovo, and other districts, "reduced to the extreme need" members of families of the military gathered alms. Among them, there were: "in Bolshoe Ignatovo district, widows of the killed in action front-line soldiers E. I. Eryutina and B. I. Gorbunova; E. A. Aravaeva, a mother of three soldiers; in Ardatov district, P. F. Kozhaeva, an old-aged mother of four soldiers, and G. I. Starchkova, a mother of three soldiers" (Mordovia. 1941–1945, 1995, p. 730).

Alongside reports on the famine spread, requests about rendering urgent assistance were sent from the districts. However, leaders of the republic could only reply they had no possibility to meet them.

Due to the destructive consequences of the war and adverse natural conditions, in the first year after the war, the harvest of grain was small. It would have sufficed both for supplying food to the population in need and for providing seeds for sowing – with the stocks and reserves available in the country. However, traditionally, top priority was given to the tasks of fulfilling at all costs the state harvesting plans in grain crops, livestock breeding products, etc.

In the Central State Archive of the Republic of Mordovia (CSA RM), the fund of the Council of Ministers of MASSR contains excerpts from letters sent by residents of scores of villages and hamlets from 25 districts of Mordovian ASSR to the army who complained about food issues. Meanwhile, letters from 17 districts (Ardatov, Atyashevo, Atyurievo, Bolshoe Ignatovo, Elniki, Zubova Polyana, Kovylnino, Kozlovka, Krasnoslobodsk, Meltsany, Maidan, Purdoshki, Rybkino, Saransk, Staroye Shaigovo, Torbeevo, Tengushevo) mention specific facts of the lack of food, famine, and dystrophy cases. T. N. Kornienko, the minister of state security of MASSR, sent excerpts from the letters to the chairman of the Council of Ministers of MASSR, N. Ya. Tingaev (Central State Archive of the Republic of Mordovia, file 136-138).

To understand the entire severity of the situation of the starving peasants, let several excerpts from the said letters sent in spring-
autumn of 1946 be quoted.

Here is an excerpt from M. I. Kirgizova's letter, Chukaly village of Kozlovka district (dated April 10): "I live very poorly, there's neither bread, nor potatoes. The children are starving. Come home quicker, or I'll put them in the orphanage, because I'm unable to bring them up. I send the children to beg, but they won't go" (Central State Archive of the Republic of Mordovia, file 137, sheet 299).

The letter by D. A. Kalabaeva, Sabancheevo village of Atyashevo district (dated May 15) notes: "Now, spring is close, leaves are coming out, and we start living off the land. There're only leaves to make the bread to eat. We'll probably die of them. Mitya doesn't go to school, because he has nothing to wear, shoes or clothes" (Central State Archive of the Republic of Mordovia, file 137, sheet 299).

Another excerpt, from A. Kurkova's letter, Letki village of Staroye Shaigovo district (dated June 16), says: "Our life is very bad. We haven't got a single piece of bread, a single potato. We're all lying down swollen and we're probably in for starving to death. And besides, they have set large taxes for us, and they come every day demanding payments. What shall we do? We don't have anything anyway, and they take the last liter of milk away" (Central State Archive of the Republic of Mordovia, file 137, sheet 52).

A. Kazakova from Belogorskoe village of Saransk district writes (dated August 23): "... We live very poorly, we've landed with no shoes or clothes, and hungry. The famine is severe here: there was a heavy drought, and no harvest. We're dying on leaves as the only food, and what we're going to do, we must be starving to death..." (Central State Archive of the Republic of Mordovia, file 137, sheet 225).

In her letter (dated September 5), E. P. Konkova, Kozlovka village of Insar district, comments: "Our life is not bad, but the local authorities push too hard on us. Last year, they took away our potatoes, and this year – nuts and linden bark. Vanya, we went all hungry to pick them, yet we did pick them for the tax. Then they came, six people, breaking a window in our house and entering by it, and they took it all away. Well, and if you say something to them, they will beat you in their own right" (Central State Archive of the Republic of Mordovia, file 137, sheet 309).

I. Tryapkin, Kulikovo village of Torbeevo district, notes in his letter (dated October 9): "I report about Your mother. Her life with the orphans is bad. Your father died for the Motherland, leaving behind orphans – You, the small children, and the martyr of a mother. Well, you have left for defending the Motherland now, leaving your blood brothers, sisters, and mother to starve here... In winter your family will die of cold, your mother is crying day and night... If you have pity for them, do come. It would be pardonable in the Ukraine, in Belarus, where the Germans robbed, but it is not pardonable here" (Central State Archive of the Republic of Mordovia, file 137, sheet 165).

The authorities paid particularly close attention to the situation of families of the disabled soldiers and those killed in action. As noted in the documents, their economic conditions were quite hard (Mordovia. 1941–1945, 1995, p. 729-730). So, according to the information of the Ministry of Social Provision of MASSR, as of April 1, 1947, in 17 districts, there were 1 260 families of this category who had members suffering from dystrophy (Central State Archive of the Republic of Mordovia, file 136, sheet 136).

The difficult situation in the village in winter – spring of 1947 in terms of food supplies and the famine is also described in the letters they kept sending to the army.

So, N. G. Abradina, Redkodubye village of Ardatov district, writes in her letter (dated January 3): "Darling son, here people have started dying, they work a lot, but they have no nutrition. There's no bread. They live on potatoes only while they work more than horses, they haul firewood and hay on their own" (Central State Archive of the Republic of Mordovia, file 138, sheet 166).

Another excerpt, from a letter signed as Bormotova, Insar village (dated January 21), says: "Hello, dear son Kolya! My life is very hard, we've got no bread for a long time, we're running out of potatoes, the kids have no shoes and nothing to wear. And what's next, I wonder? It's as good as running somewhere blindfolded. There's no survivor assistance at all. No-one even asks how I live with the orphans" (Central State Archive of the Republic of Mordovia, file 138, sheet 170).

In the memory of the rural population, the post-war years occupy a special place; this is confirmed by surveys of residents of districts of the Republic of Mordovia conducted by V. A. Lomshin (2008, p. 174-374) in 2004 and by N. E. Goryachev (2019a, 2019b) in 2015–2020. Materials of the interviews supplement the letters of 1946–1947 sent from villages of Mordovia to the army, from archives, and published collections of documents about the hard conditions of labor in kolkhozes, the lack of food products, the famine, and diseases, which are available for researchers.

The memory about the first two years after the war being extremely hard has not faded until nowadays. So, N. E. Katyshov, born in Podvernikha village of Staroye Shaigovo district, recalls: "The hardest years were 1946–1947, the hungry years. We would eat all herbs, horsetail, sorrel, garden radish; we would mix orache with potatoes adding some flour to make flatbread of it" (Goryachev, 2019a). This is also confirmed by V. P. Ryabysheva, a female resident of the same village: "We would live on berries, edible herbs, orache with flour and potatoes. During the war and afterwards, there was almost no harvest of potatoes; even if there was any, the potatoes were very small, and they were like rare, instead chicken eggs" (Goryachev, 2019b). One more woman, O. I. Egorova who lived in Krasnopolye village of Torbeevo district says: "It was 1947 that was the hardest year. It was very hard to make it through the time of famine, we would swell, eat orache and some gruel. At times, we had completely nothing to eat for three straight days. Many people would die" (Lomshin, 2008, p. 228). Let it be noted that the peasants' memory has saved several years of starvation. So, I. G. Baranov, a resident of Torbeevo village mentioned the hungry pre-war, war, and post-war years. "Not everyone has survived this. Children would die – some people had two, others five dead, and not always could they know why exactly...", he notes (Lomshin, 2008, p. 189). N. G. Veshkin, a resident of Atyurievo village, recalls: "The hungry years were 1935–36 and 1946–48. People starved. There was no food. They would eat orache, starch. People would sell their houses and go away to look for a job. Over a half of the village suffered from dystrophy, and very many people died" (Lomshin, 2008, p. 208).

It is quite difficult to restore the number of Mordovia's post-war famine victims. It can be seen from classified reports to the government that in spring and summer of 1946, the incidence of alimentary dystrophy spread within the RSFSR, affecting many districts of Voronezh Region, Gorky, Kostroma, Kursk,

Novgorod, Oryol, Pskov, Saratov, Tambov, Ulyanovsk, Chita, and other regions, as well as districts of Bashkir, Buryat-Mongolian, Mordovian, and Tatar Autonomous SSR.

The famine affected rural population to a greater extent. With regard to this, the information provided by the historian V. F. Zima (1993, p. 36-37) for some of the above regions in 1947 can be cited. According to his data, the number of dystrophy patients amounted to 250 thousand people in Voronezh Region, 104,6 thousand people – in Ulyanovsk Region, 67,5 thousand people – in Tambov Region, 30 thousand people – in Kostroma Region, and 35 thousand people – in Bashkir ASSR. V. A. Lomshin (2008, p. 50), gives the data that in Mordovian ASSR, the number of those suffering from dystrophy reached 76 thousand people in 1946–1948.

Thus, the information given in historical studies, the data of archive documents, and interviews of the eye-witnesses of the said events confirm the conclusion about the post-war years being among the hardest ones for residents of the rural areas of Mordovian ASSR. The massive famine affected both life and health of scores of thousands of peasants, becoming one of the tragic pages in the post-war history and etching itself on the memory of the region's population forever.

5 Conclusion

Survey participants coming from villages of Mordovia well remember that after the war, people died of hunger and concomitant diseases on a massive scale, and there were many children among them. D. Ya. Bocharov, a resident of Urusovo village of Ardatov district, remembers those years as follows: "In the hungry years, we've survived thanks to the cow, so there were no deaths in the family. In our village, many fellow dwellers had no livestock of their own, and so 360 people died of dystrophy" (Lomshin, 2008, p. 202). A woman who lived in Vysha village of Zubova Polyana district notes: "So many people died of dystrophy, especially children. My own child died of starvation" (Lomshin, 2008, p. 298). A. F. Petrushkin, a resident of Pilesevo village of Atyashevo district, says: "The hungry years of 1946–1947 were caused by the harvest failure and the authorities' policy. It was mainly children who died of dystrophy" (Lomshin, 2008, p. 313).

The rebound was the outflow of the young people from rural areas through both legal and illegal channels, which aggravated after the war. Many young men would not come back home after the compulsory service in the army – they would stay for extended service or leave for construction sites. Young women tried to obtain passports and go to the city by all means. Young families would enlist for peat mining or urban construction (Central State Archive of the Republic of Mordovia, file 137, sheet 3-50).

The post-war famine was not only a consequence of the hard years of the war, drought and harvest failure of 1946, but it also resulted from the policy of the USSR leaders who used resources of kolkhozes and kolkhoz peasants for solving the issues having accumulated – without considering the famine that affected more and more villages and hamlets.

In conditions of the post-war famine, it was apparent that the Stalin-style kolkhoz system had exhausted its capacities. The repression measures for reinforcing labor discipline would prove inefficient, too. What they had to do was to profoundly modify the system of relationships between the state and peasants – but not to step up repressions against rural workers and not to put more state pressure on the village.

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SOCIAL INEQUALITY IN CONTEMPORARY RUSSIA: ORIGINS, EVALUATION, BARRIERS

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Abstract: The objective of the paper is to evaluate the level of social stratification as the key issue of the contemporary Russian society. Methodological basis of the research are both general scientific cognition methods and particular methods for evaluation of social inequality (index numbers, expert evaluation, graphic method). The paper discusses questions associated with causes generating social inequality. Regional social inequality is evaluated. The research has shown that at present, the society faces social polarization of the population conditioned by the cumulative nature of social processes. The research findings can be used by the state authorities for substantiating social policy, in elaborating social and economic development programs and strategies.

Keywords: social inequality, income of the population, subsistence minimum, income difference, wages.

1 Introduction

One of the clearest issues of the contemporary Russian society is the extreme difference in incomes of its citizens, which promotes severe social stratification. For the people, inequality provokes limited access to resources of both spiritual and material consumption. It should be noted that the issue of social inequality emerged simultaneously with formation of the human society. However, in the last two decades, Russia has seen especially acute exacerbation of differences of the population according to their income level. One can watch the gap between the super rich and the extremely poor ones, the so-called underclass, grow bigger and deeper. What is more, the issue is aggravated by growing arrearage of wages, with size of the wages (for the significant majority) and social transfers (social benefits, scholarships, pensions) ranging at the lowest level to make matters worse.

The epoch of market transformations has led to intensive social and economic stratification of Russia's population. There are data about the quintile ratio of income difference (R/P) growing from 2,5-3 times at the end of 1980s to 7-9 times in 2001 (Zaslavskaya, 2001), and the decile ratio hitting the 15,6 times score in 2019 (Official website of the Federal State Statistics Service, n. a.). It is safe to assume polarization taking place in the country, i.e., social and economic mobility tending to the poles of social structure (Balabanov & Balabanova, 2003).

In conditions of social and economic life getting continuously more complicated, and given accelerated economy growth rates, the correct and timely consideration of relationships between social and economic aspects becomes the principal advantage; by contrast, underestimating them leads to quite substantive losses (Shabanova, 2007). Given this, overcoming social inequality is one of the key tasks the system of ensuring sustainable and secure development of the state has to deal with.

In Russia, the issue of social inequality is urgent due to its objectively high level of poverty and difference of the population according to incomes and property. It is also acute due to pronounced egalitarian attitudes rooted in the mass consciousness plus doubtful legitimacy of a significant part of capitals and their holders. Social and economic inequality gets perceived as a less urgent issue, first of all, as soon as the level of nominal income and consumption grows for the basic stratum

of the population. Currently, social inequality remains the most tangible and persistent source of social injustice for Russians.

2 Literature Review

The issue of social inequality finds extensive theoretical elaboration within studies of both foreign and Russian economists and sociologists.

The earliest reflections over stratification of people into the rich and the poor were mentioned back in the works of the famous Ancient Greek philosophers Plato (2005) and Aristotle (2019). In his dialogue "The Republic", Plato argued that the correct state can be substantiated scientifically instead of looking for it by touch, fearing, believing, and improvising. In the latter society, people are haunted by fear and lack of confidence. Aristotle provided some realistic contemplation about stability of the state (Popper, 1992).

In the history of social thought, no-one has argued about the sources of social development and substantiated class structure of the society as definitely as K. Marx (Karl Marx and the modern philosophy, 1999). In Marxist tradition, the criteria for stratification are the relations to property, including its availability, nature, object, and amount. The classic of the world sociological theory, M. Weber (1990) has played the decisive part in establishing the modern ideas about the essence, forms, and functions of social inequality. In Weberian tradition, several grounds for social stratification are singled out – economic situation (property, income, education, skills), status (prestige of the position occupied within the particular cultural tradition), features of culture (worldview, lifestyle) that allowed identifying life chances for representatives of various classes.

In the Modern Age, social functions of the state were also studied by philosophers J. Locke (1998), G. Hegel (1978), and P. J. Proudhon (1908).

Analysis of the recurrent nature of social processes is presented in structuration theory of A. Giddens (1979) considering the effect of causal cycles.

At present, the cumulative nature of social processes is paid much attention in the concept of social exclusion. Unlike the established in previous decades tradition of studying poverty as a static phenomenon, the new concept focuses itself on dynamic aspects of inequality (Abrahamson, 2001; Paugam, 1996; Martin, 1996).

In the last decade, Russian researchers have started using the notion of social exclusion, too. With regard to this, the most well-known are works of F. M. Borodkin (2000). Russian literature on the relevant problems has also taken up discussing poverty issues in terms of the cumulative nature of social processes (Boikov, 2001).

Among the contemporary foreign researchers of the problem range of social inequality, redistribution, and welfare state, one can name A. Daguerra (2011), P. Copeland, M. Daly (2014), I. Koch (Koch et al., 2021), T. F. Liao, F. De Maio (2021), and M. Zajko (2021).

Works of E. Balatskiy (2010), T. N. Zaslavskaya (2004), N. M. Rimashevskaya, L. A. Migranova (2016) and some others have won renown among the leading contemporary Russian scientists exploring various aspects of the said problem in the format of social stratification and income distribution inequality.

In recent time, there has been a broad and extensive discussion of innovations in the dimension of middle class formation, and particularities and criteria for identifying middle class have been studied in detail. With regard to this, one can note works of E. M. Avraamova (2008), E. Sh. Gontmakher (Gontmakher et al., 2008), T. M. Maleva (2007), et al.

3 Research Methodological Framework

The objective of this research is to provide integrated evaluation of social inequality and to analyze barriers preventing its mitigation. So, this research implies completing the following tasks:

1. Detailing the essence of social inequality and developing the system of criteria required for evaluating the extent of social inequality in an integrated way;
2. Evaluating the extent of social stratification in individual subjects of the RF in terms of their development trends, using the index method and weight coefficients;
3. Analyzing the level of population's income difference as the key barrier preventing mitigation of social inequality.

The study of changes occurring in the area of social inequality in the contemporary Russian society relies on using a wide range of general scientific and special methods: structural and functional, institutional, comparative analysis, scientific generalization, the methods of index numbers and graphic construction. The Russian specific circumstances of actual reality in relation to social inequality have been analyzed based on the results of studies of T. Yu. Bogomolova, V. S. Tapilina (2001), I. L. Lyubimov (2016), A. Yu. Shevyakov (2008), and many other authors. Methods of comparison and index numbers, systemic and structural analysis are used as the methodological framework. In particular, the comparison and index methods have enabled the authors to provide an integrated evaluation and analyze social inequality change trends in regional dimension. As for the systemic and structural analysis, it has contributed to identifying their unity and diversity. This research into social inequality change trends in the contemporary Russian society relies on works of the leading Russian economists, sociologists, analytical and theoretical concepts of the modern Russian researchers which grant a more profound understanding of social inequality change pattern in the contemporary Russian society.

4 Results and Discussion

Relying on income differences of the population, social inequality involves differences between people and between social groups in their provision with material goods and in opportunities to meet their needs.

Let it be noted that A. Yu. Shevyakov (2008) subdivides social inequality into the optimum one – characterized by income distribution among the population strata extensively participating in economic processes – and the excessive one. The latter is associated with low incomes of those strata of the population who have no significant effect on macro-economic processes.

Social inequality is difference of the population according to various attributes which determine the level of meeting an individual's material and spiritual needs. This kind of inequality will persist in any society which produces more than consumes at any one time. It cannot disappear, may it grow or go down (Shevyakov, 2008). As for a perfect social order, this cannot exist: neither gradual evolution, nor, least of all, radical social changes – coups and revolutions – are able to bring one about. For evaluating social inequality, it is expedient to determine groups of criterial constituents as follows (Table 1).

Table 1 Characteristics of criterial constituents of social inequality

Criterial constituent group	Characteristics of criterial constituents
Economic investment inequality	For calculating the EII index, indicators are used that characterize the country's level of economic development (GDP, amount of investment into inequality (EII), fixed capital, budget deficit, inventors' initiative) and the development level of its social infrastructure
Social demographic inequality (SDGI)	For calculating the SDGI index, reproduction of the population (both natural growth and migration inflow, infant mortality) and life expectancy are considered

Criterial constituent group	Characteristics of criterial constituents
Social stratification inequality (SSI)	For calculating the SSI index of the population, scientists use population income indicators (per capita income, wage size, resources of households), the population stratification ones (Gini coefficient, R/P 10% ratio, poverty level, the proportion of subsistence minimum to per capita income), as well as households' estimates of their financial standing, availability of savings in cash, provision with material goods, the value of essential spending, household debt, and the population's professional level
Social depression inequality (SDI)	For calculating the SDI index, attention has to be focused on deviant forms of human behavior mostly
Housing inequality	Integral estimation of housing inequality is conducted with housing per capita, its level of provision of amenities, disrepair, dilapidation, and some other parameters

Source: Compiled by the authors.

Let social inequality be evaluated with the help of criterial constituents, using the example of subjects of Volga Federal District (VFD) (Table 2). The indicators were united using the index method and weight coefficients identified by the expert evaluation method, with the official statistic data analyzed.

Table 2 Evaluation of social and economic inequality of VFD subjects for 2017 (in fractions)

Subject	Index name					
	Economic investment inequality	Social demographic inequality	Social stratification inequality	Social depression inequality	Housing inequality	Social inequality
Republic of Bashkortostan	0,597	0,498	0,497	0,531	0,742	0,573
Republic of Mari El	0,319	0,362	0,376	0,596	0,522	0,435
Republic of Mordovia	0,153	0,482	0,411	0,607	0,889	0,509
Republic of Tatarstan	0,876	0,889	0,698	0,789	0,779	0,806
Udmurt Republic	0,257	0,485	0,490	0,366	0,605	0,441
Chuvash Republic	0,290	0,659	0,383	0,613	0,715	0,532
Perm Territory	0,539	0,436	0,453	0,054	0,522	0,401
Kirov Region	0,247	0,485	0,480	0,545	0,151	0,382
Nizhny Novgorod Region	0,511	0,335	0,644	0,554	0,734	0,556
Orenburg Region	0,484	0,183	0,510	0,473	0,784	0,487
Penza Region	0,387	0,583	0,455	0,490	0,582	0,499
Samara Region	0,562	0,549	0,496	0,581	0,749	0,587
Saratov Region	0,303	0,533	0,505	0,590	0,517	0,490
Ulyanovsk Region	0,362	0,377	0,481	0,391	0,746	0,471

Source: Compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (Official website of the Federal State Statistics Service, n. a.).

It can be noted from Table 2 that the highest economic investment inequality (EII) index is objectively recorded in Tatarstan which is a certain leader in VFD according to all the fundamental economic indicators and investment activity. Bashkiria, Perm Territory, Nizhny Novgorod, and Samara Regions stand out, too. By contrast, Mordovia, Udmurtia, Chuvashia, and Kirov Region score lowest on economic and investment development. In general, most subjects of VFD are characterized by reduction of budget income and increase of budget deficit. Regional inequality is boosted by economic growth, too.

In terms of social demographic inequality (SDGI), the best situation is in Tatarstan: they have higher natural (1,7%) and migration (1,9%) growth of the population and the longest life expectancy in the said district (73,12). In Mordovia, Nizhny Novgorod and Penza Regions, the natural population loss is high (-4,7%); in Orenburg Region, migration outflow is more intensive (-4,1), landing it with the worst social demographic situation in the district. Infant mortality is high throughout the district. Summing it up, it is Tatarstan that has the most favorable demographic situation.

It becomes clear that according to social stratification inequality, it is Tatarstan, Nizhny Novgorod and Samara Regions, Perm Territory, and Bashkiria that have the highest population's income indicators. Lower income and higher poverty levels, respectively, are registered in Mordovia (18,6%), Mari El (22,7%), Chuvashia (19,2%), and Saratov Region (17,4%). It should also be noted that there is a consistent trend of higher society stratification levels in economically developed regions. That is, the higher its level of social and economic development is, the higher the region's level of society stratification according to income is. For example, R/P 10% ratio (correlating incomes of the richest and the poorest) ranges from 19 in Samara Region to 11 in the Republics of Mari El and Chuvashia.

Analysis of social depression inequality has shown that higher levels of alcohol abuse are observed in Perm Territory, Penza and Ulyanovsk Regions, while mostly Muslim republics, Tatarstan and Bashkiria, and the rich Nizhny Novgorod and Samara Regions feature lower alcoholism levels. Drug abuse is more widespread in mostly Russian language speaking and rich regions (Nizhny Novgorod and Samara Regions, Perm Territory). So far, the high crime level in Perm Territory, Udmurtia, Kirov and Samara Region has been difficult to correlate with the economic development level, incomes or confession composition. As a result, the social depression inequality index is higher, which means, the situation is relatively better in Tatarstan, Chuvashia, and Mordovia. It is Perm Territory that proved to be the most troubled one.

Integral evaluation of regions' housing inequality has shown that Mordovia has the highest level of housing. Kirov Region is distinguished by a low level of housing per capita, as well as by its worst level of provision of amenities, a high disrepair and dilapidation of housing.

Income differences of the population act as the principal barrier to mitigation of social inequality. Let three measures of inequality that are used for analyzing the income proportion be considered:

- Decile difference ratio (R/P 10% ratio);
- Income concentration index (Gini coefficient);
- Distribution of income amounts according to 20% income groups.

Beginning from 2000-2008, the decile ratio increases in the contemporary Russia on a regular basis: in 2000 it was 13,9 times, while in 2008 – 16,8 times. Among other things, it has to be noted that this indicator features a downward trend starting with 2010-2018, which is confirmed by the data of Table 3.

Table 3 Differences in wages of workers in the Russian Federation over time

Indicator	Year								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Gini coefficient	0,421	0,417	0,42	0,419	0,416	0,413	0,412	0,412	0,41
Decile ratio, times	16,6	16,2	16,4	16,3	16	15,7	15,6	15,5	15,3

Source: Compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (Official website of the Federal State Statistics Service, n. a.).

Analysis of the data of Table 3 shows that in Russia, the behavior of Gini coefficient features a downward trend. According to the data of FSSS (Rosstat), Russia's lowest value of this coefficient was registered in 2018 making 0,41%. If the figure is compared to that of 2010, it had a 0,011% decrease. It should be noted that although the indicator shows a downward trend, it remains higher than the threshold value (the threshold value is 0,3%). In 2018, R/P 10% ratio went 1.3 times down as compared to 2010 and made 15,3 times. In spite of the decrease, this figure is higher than the threshold value, too, the latter being set at the 8 times mark. Such a situation confirms that in the Russian Federation, the issue of social inequality in income distribution has become aggravated during the crisis years. In its

turn, this is indicative of the excessive social inequality being currently an active process in the society.

The institution of money income redistribution is actually down, social tension is on the rise, and meanwhile, almost half of all the country's money income is accumulated in hands of the top income 20% population group. Under such conditions, groups of the population who have the lowest and insignificant incomes get into the "poverty trap", and they have no chance to improve their welfare while caught in it.

It seems expedient to analyze the behavior and proportion of the minimum and average wages in the RF (Table 4).

Table 4 Proportion of the minimum and average wages in the RF over time

Indicator	Year						
	2012	2013	2014	2015	2016	2017	2018
Minimum statutory wage, thousand rubles	4611	5205	5554	5965	7500	7800	11168
Average wage, thousand rubles	26629	29792	32495	34030	36709	39144	43381
Proportion of the minimum and average wages, %	0,17	0,17	0,17	0,17	0,20	0,19	0,25

Source: Compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (Official website of the Federal State Statistics Service, n. a.).

As it can be seen from Table 4, for the period of 2012-2018, the minimum value was not achieved, and the threshold value for the indicator "Proportion of the minimum and average wages" equals 0,33 times (i.e., the ratio is 1:3).

Let the structure of the RF population's money income be considered over time, broken down according to revenue sources (Table 5).

Table 5 Structure of the RF population's money income according to revenue sources, % over time

Indicator	Year					
	2013	2014	2015	2016	2017	2018
Money income, total	100	100	100	100	100	100
Wages, including hidden payments for labor	64	64	65	65	66	66
Social payments, pensions included	19	18	18	18	19	19
Proceeds from property	6	7	6	7	5	5
Earning from enterprise	9	9	9	8	9	8
Other income	2	2	2	2	2	2

Source: Compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (Official website of the Federal State Statistics Service, n. a.).

It is evident from Table 5 that in 2018, in the structure of money income of the population, there was observed a higher proportion of wage against the background of reduced weight of other components, namely, earning from enterprise and proceeds from property. The proportion of earning from enterprise (mainly from individual entrepreneurship) had a 1% decrease over 2013-2018. The proportion of proceeds from property

(dividends, interests on deposits, payments on securities) is going down, too. In 2018, this category accounted for 5% of the total income of the population, which is the minimum value as compared to 2013. Meanwhile, the share of social payments remains at a high level in the structure of population's money income.

Due to transition to new, more autonomous conditions of economic activity, social inequality of the population has gained an even more urgent nature. The current excessive inequality means that a part of resources serving the high incomes can be handed over to the low-income ones – in such a way, that the productivity increment (the scale at which various socially important human functions are performed) of the low-income ones will exceed the reduction in productivity of those from whom the resources are withdrawn.

As for the present time, Russia comes up to the new development stage of its social structure that can be identified as institutionalization of inequality or, in P. Sztompka's definitions (2010), emergence of a solid hierarchy of privileges and deprivations in terms of access to desirable goods and values. Relying on a number of sources (Vorontkova, 2007; Coudouel et al., 2002; Krasilova, 2007) and findings of this research, one can rightfully argue that social inequality is a profoundly social and economic issue, and not always can it be assessed by direct quantitative measurement. So, in her studies, the well-known social scientist N. M. Rimashevskaya (2016) shows that the division of income of Russia's citizens has led to the actual break of the society, due to which there has been a full-scale wreck splitting the top strata and the principal mass of citizens. This huge gap was formed at the place normally occupied by the middle strata in the social structure (Savina, 2007). N. M. Rimashevskaya (2016) gives grounds for "two Russias" seeming to have formed. The first one incorporates big and biggest proprietors (top business tycoons) only, while the "other Russia" is represented by the mass of population (majority of the public) – with about a half among them lagging below the poverty line. It is not only in the material welfare level that the "two Russias" differ: they have different preferences and consumer demand, and they come to different consumer markets which feature not only different sets of goods and services, but so much as different prices and currency of payment. They have their own social standards and stereotypes of public behavior characteristic for them. However, the most important is that they have essentially different systems of values and priorities. Certainly, such a situation generates social tension among the public, a sense of social injustice, reduced potential of the human capital; it also poses a threat for social welfare through the decline of economic growth (Fedorova, 2017).

5 Conclusion

Summing up the problem under study, one can make a number of conclusions.

Social inequality is a versatile concept. As a social and economic phenomenon, its origin has causes rooted in each sphere of social life. So, it is determined by such notions as wealth and income, because it is using these indicators that quantitative and qualitative estimates of the state of affairs for this question can be given and the behavior of their changes can be estimated. In the most general terms, the process of the rich accumulating their advantages can be described as a large set of examples of the cumulative nature of social inequality. Suggestions can also be made about factors to promote and prevent the Matthew effect.

Polarization of Russia's population according to income has gained a consistent and threatening nature. It generates fragmentation of the previously united social structure into numerous autonomous strata and groups that are isolated from each other. It results in undermining the public solidarity and, ultimately, in "crowding out" individual categories of the population both from public production and social life. Social inequality curbs the human potential growth and reduces the upgrade level of institutions. Given the conditions formed, it is distribution of national income that is the pivotal question in

developing the model of social policy. Meanwhile, the distribution mechanisms have to determine both the level and quality of life of the population, to fill social relations with actual content, and to redefine the concept of "social justice" more specifically.

Therefore, social inequality is one of the important issues demanding attention and mitigation measures.

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CHILDREN'S MOTIVATION DIAGNOSTICS IN MUSIC EDUCATION

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Abstract: The paper presents an analysis of musical abilities of students, and assesses the role of motivational components in the musical development of personality. Relevance of the research is emanating from the need to foster the readiness of personality for innovativeness. The research was conducted with reliance on the methods of theoretical and comparative analysis of scientific publications relating to the theory, pedagogics and psychology of music education. The authors found that diagnostics of musical abilities of a child will not be complete without exploration of dominant motives in music studies, individual musical background, musical needs and interests. The paper proceedings have a practical value for music teachers.

Keywords: musical abilities, development, motivation, diagnostics in music education, student, teacher.

1 Introduction

Harmonious development of the child's personality, ready to show creativity in solving problems both in learning and in interpersonal interactions, may only be achieved through engagement in creative activities within a dedicated educational process. The relevance of this research is attributable to the great weight given today to the creative self-fulfillment and individual self-expression of each student. This is due to the modern changes that have occurred not only in social and economic environment in the country, but also in the requirements imposed on a modern man in the present conditions (Andreeva, 2019, p. 13). The major role in developing creative initiative and creative thinking belongs to the art of music. According to C. Orff (1978) the development of creative potential is prompted by playing music, which fosters self-reliance, initiative, discipline, unconstrained thinking in solving the emerging problems. A.A. Anistratova (2008) believes that it is during the childhood when the psychological core of creativity in child emerges, it is the childhood when curiosity, flexibility and originality of thinking are most vividly displayed. The musical abilities and certain musical skills should be developed in students gradually in a staged approach. Each new stage should begin after completion of the previous one. How effectively the musical abilities are developed depends on the tasks given by a teacher. The main thing for a teacher to keep in mind is that musical abilities manifest differently in each student. Effectiveness of aesthetic education of the younger generation hinges on the teacher's knowledge of the basic components of musical abilities, such as active imagination, readiness for aesthetic experiences (Teplov, 2003, p. 67) manifested in the music activities, as well as music diagnostic tools and guidelines for exploring personality of student through the music activities. Every teacher should be able to create adequate conditions for encouraging development of spirituality, absorption of socio-cultural norms and national traditions and for providing aesthetic guidelines in the musical art (Nemova et al., 2019). The features characterizing spiritual life of modern society are pursuance of universal values, bent for integration of cultural traditions, and their internal reunification (Medvedeva et al., 2019).

2 Literature Review

The research was based on works in the field of musical psychology and pedagogy, as well as the psychology of musical abilities: E. B. Abdullin (Abdulin & Nikolaeva, 2004), V. P. Anisimov (2004), D. K. Kirnarskaya (2020), V. I.

Petrushin (2008), B. M. Teplov (2003), G. M. Tsy-pin (1994) and others.

B. M. Teplov (2003) defines the concept of musicality as "a particular set of individual psychological characteristics a person should have to engage in music activities, which is a part of musical giftedness" (pp. 24-25).

The structure of this concept B. M. Teplov (2003) describes as follows:

1. a sense of tonality - an ability to discern the tonality of a melody;
2. a sense of rhythm - an ability to feel the rhythm and precisely reproduce it.

Musical auditory perceptions or pitch hearing - an ability to discern sounds by pitch (pp. 24-25).

B. M. Teplov (2003) classified the musical abilities into two groups:

1. general musical abilities are the properties of personality, which provide experiences of aesthetic nature, namely, the richness of imagination, the ability to mentally immerse in music and live it through. General abilities are the abilities that listeners need;
2. special musical abilities are the abilities needed to engage in musical activities. Special or exceptional abilities are the abilities needed by professional musicians (Teplov, 2003, p. 25).

Among the studies of creative musical abilities, it is worth mentioning the works of N. A. Vetlugina (1968) who identified two types of musical abilities:

- a sense of tonality - an ability to discern pitches and tones in a melody.
- a sense of rhythm - an ability to feel the rhythm and precisely reproduce it (p. 109).

"I am convinced," Anton Rubinstein (2005) wrote, "that every composer writes music not only in a particular tonality, in a particular meter and with a particular rhythmic pattern, but charges music with certain emotions, a certain program with the confidence that a performer and a listener will be able to grasp it" (Sedunova, 2012, p. 17). This is undoubtedly true, because in order to get not only the general spirit of music, its emotional coloring, to say which emotions it evokes, but also to understand the composer's intent, one needs to know a lot and learn a lot. Thus, musicality is a particular set of musical abilities with the emotional responsiveness to music at its core, which calls to the feelings and emotions that a person has acquired throughout the lifetime.

Emotional responsiveness of a person is expressed in the way this person feels and reacts to the structural characteristics of musical means of expression, such as dynamics, timbre, pitch. In his drafts, N. A. Rimsky-Korsakov (1980) wrote the following: "Let emotions remain dominant in musical impressions, but such impression are also full of thoughts and images" (p. 230). The development of musical abilities becomes most efficient under the guidance from a teacher, in particular in the system of supplementary general musical education.

The problem of development of musical abilities is also discussed in the works of D. K. Kirnarskaya (2020), who distinguished two components in the structure of musical giftedness, the analytical and the intonation hearing, and also showed the role of activating factors in exerting the energizing influences. The energizing influences characterize the motivational aspect of musical activity by the student. According to the American psychologist R. Sternberg (2002), the success of a person in different activities to a greater extent depends on motivation rather than mental abilities.

3 Methodology

Diagnostics in education is the educational resource helpful in revealing prerequisites, conditions and results of a pedagogical process with an objective of its optimization (Ingenkamp, 1991). By drawing from the knowledge amassed in the pedagogical field, the diagnostics offers a wide range of tools to a teacher for discovering the capabilities of students and ensuring adequate conditions for their learning and upbringing.

The purpose of our research was to provide a theoretical justification for the use of diagnostics in music education to reveal the individual motives of students who pursue music studies.

The research objectives were as follows:

- reveal the meaning of the concept “musical abilities” and describe the components of musical abilities;
- study the functions of pedagogical diagnostics in building a trajectory for musical development of students, theoretically justify the usefulness of pedagogical diagnostic methods for exploring the motivational aspects of the musical abilities of students;
- determine the technology for implementing diagnostic procedures to discover the individual motives of students for the music studies within the music education.

The research was conducted with reliance on the methods of theoretical and comparative analysis of scientific publications relating to the theory, pedagogics and psychology of music education. Also for exploring the pedagogical experience, we used a method of O. P. Radynova (Radynova & Komissarova, 2011) and Yu. B. Alieva (Bezborodova & Aliev, 2002) (Slastenin et al., 2002, p. 112).

4 Results

The development of creative musical abilities of the younger generation in the times when musical information is available from various sources is a task of utmost importance. In view of importance of this problem and for creating adequate pedagogical conditions for musical development, the structural components of musical abilities were identified in the works of B. M. Teplov (2003), N. A. Vetlugina (1968).

B. M. Teplov (2003) wrote: "Musical abilities are the individual characteristics of a person which are essential for engaging in musical activity" (p. 36). After analyzing the music pedagogy and psychological literature, it is fair to say that the scientists dealing with the issue of musical abilities, and examining their essence and structure, have not reached a consensus. Researcher B. M. Teplov (2003) did not regard the abilities as the innate qualities, because the individual distinctions and psychological properties get shaped over the lifetime, and only the inclinations, which contribute to this process, may be innate. Researcher O. P. Radynova (Radynova & Komissarova, 2011) argues that musicality is a particular set of abilities developed on the basis of the innate inclination for musical activities being crucial for the success in such activities. The basic element of musicality is the person's capacity for emotional response to music. At the heart of musicality lie three musical abilities: a sense of tonality, musical ear and a sense of rhythm (Radynova & Komissarova, 2011, p. 41).

N. A. Vetlugina (1968) offered her approach to the study of a preschooler undertaking musical activity, within which she presented the structure of musicality and proposed the game method to study.

In modern pedagogy, the pedagogical diagnostics has the following functions: the function of feedback, the function of evaluation of the effectiveness of teaching efforts, the educational and encouraging function, the communicative function, the constructive function, the function of distributing information among the participants in the pedagogical process, the prognostic function. Thus, the functional value of diagnostic

assessment performed by a teacher within a music teaching process is associated with accommodation of individual differences in students. When building such conditions for facilitating creative self-fulfillment of each learner the teacher should draw upon the above functions.

The efficiency of diagnostics depends on a good understanding of the diagnostic objectives, the selection of appropriate research methods (interview, questionnaire survey, observation, experiment, testing) and correct interpretation of the obtained results. It is advisable to choose the musical diagnostic methods appropriate to the child's age and musical background.

From the point of view of pedagogical psychology, the diagnostics of the child's musical abilities will be incomplete if no regard is given to the child's musical background, musical taste and, what is even more important, the child's musical needs and leading motives in their music studies. The motivational aspect in creative activity comes to the forefront for a child and gives impetus to the development of musical abilities and musical thinking in the child.

Taking into account the results of the studies by A. N. Zimina (2000), O. P. Radynova (Radynova & Komissarova, 2011), Yu. B. Aliev (Bezborodova & Aliev, 2002), N. A. Vetlugina (1968), we believe that a solid motive carrying meaning for student is crucial in learning. Thus, an activity meaningful for a child will be undertaken with a higher engagement, initiative, and diligence and will spark a self-guided search. In addition, the authors note the important role of motivation in the implementation of music activities by students.

Based on many years of research in the field of musical pedagogy, we believe that the study of the children's motivation for music studies helps to build a clear vision of the future creative development of a child and to predict the child's success in a particular music activity. Music activity is directly related to the emotional dimension of personality, and therefore, it is crucial to ensure accommodation of individual motives and needs in teaching music lessons. Motives for this type of activity may be versatile: extrinsic (success, recognition, prestige, beauty, aesthetics) and intrinsic (self-expression, expression of emotions, the feeling of pleasure).

In the musical and pedagogical practice there has been accumulated a considerable experience of studying the creative musical abilities of children of different ages. The methodical toolkit should be adjusted to the specific features of the child's musicality.

The technology for revealing the motivation for learning is provided in the works of V. V. Meletichev (2017), S. A. Rusinova (2008). With reliance on the research data, below we present the technology for studying the learner's motivation in music studies as a sequence of below actions:

- goal-setting (definition (clear articulation) of the diagnostic goals);
- defining the aspects of motivation essential for revealing and defining the key features and indicators of the phenomena under study;
- designing (structuring) the diagnostic procedure and selecting pedagogical tools to explore the phenomena under study;
- implementing diagnostic procedure, analysis and interpretation of the obtained results;
- designing adequate conditions for training and developing the student through music activities.

Pedagogical diagnostics in music education is aimed at studying the child's musicality and building an individual trajectory of musical development corresponding to the child's needs, motives and capabilities.

It is obvious that the major purpose of diagnostics consists in improving the student's cognitive activity. The teacher's goal is not only to gather information about the learner's individual

features and behaviors, the teacher should find appropriate teaching formats, techniques and methods to foster the child's development through the musical and aesthetic activities.

5 Discussion

The researchers emphasize the need to study the individual characteristics of students related to music activity, when building the educational space facilitating the development of musical abilities of students. For accomplishing this goal, such researchers as A. N. Zimina (2000), O. P. Radynova (Radynova & Komissarova, 2011), Yu. B. Aliev (Bezborodova & Aliev, 2002), N. A. Vetlugina (1968) identified the components of musical abilities and the role of diagnostic monitoring in the work of a music teacher.

The pedagogical diagnostics originated due to the emergence in the 19th century of an experimental branch in pedagogy, which development was spurred in the 20th century. The main idea of this branch is that a teacher may take actions only based on certain conclusions, which, in turn, must be derived from the method of empirical observation, or a special experiment.

K. Ingenkamp (1991) was the first scientist who attempted to lay down the theoretical foundations for the pedagogical diagnostics in the 20th century. According to this researcher, pedagogical diagnostics is a tool useful in identifying the best conditions for development and assessing the development outcomes for its further improvement. The works of this author reflect the experience of studying the creative musical abilities of children, internal and external determining factors in the development of musicality. In the modern world, the methodical toolkit should be adjusted to the specific features of the child's musicality.

The observation techniques in music education were discussed by A. N. Zimina (2000), O. P. Radynova (Radynova & Komissarova, 2011), Y. B. Aliev (Bezborodova & Aliev, 2002), N. A. Vetlugina (1968), who offered their own diagnostic models to obtain information about the musical development of children.

It is worth noting the method developed by V. P. Anisimov (2004), who proposed a diagnostic complex aimed at examining the sensory, cognitive, activity and motivational aspects of the music activity of children. The author placed the particular emphasis on the prognostic function of diagnostics, which means that a teacher may project the learning outcomes based on the diagnostic results, including diagnostics of motivation.

No universal diagnostic procedure exists which would provide complete information about all musical abilities of a child, since each diagnostic model focuses on different abilities or even different facets of a certain ability, different levels of child preparedness and different ages.

Problems of diagnostics in the music education in the context of new environment for esthetic education are dealt with by S. I. Doroshenko (2017, p. 164). In the works of this author, diagnostics in the music education is interpreted from the psychological perspective and is intended to measure the abilities of a child as being integral to the structure of the child's personality in contrast to the pedagogical evaluation of the child's achievements. Music in this case may be used to discover the interests and aptitudes of the student, representing the motivational side of personality in activity.

Problems of building motivation at music lessons are reflected in the works of O. B. Askarova (2017, p. 42), who discusses intrinsic and extrinsic motives for music activities, while noting that the primary role belongs to the intrinsic motives, such as an urge for self-expression, self-fulfillment and success.

In their overview of findings of the research on the ways to foster motivation for creative activity, E. V. Dekina and K. S. Shalaginova (2020, p. 10) regard self-expression, self-cognition and self-empowerment as the main aspects of motivation and the major force behind determining factors.

For making decisions and drawing conclusions, the teacher should first resort to the adequate diagnostic procedures. Before setting out to explore the child's musicality, the teacher should carefully consider the recommendations and instructions for such diagnostics. Negligence with regard to instructions may result in inaccurate results. A special role in the diagnostics belongs to the child's age, and all diagnostic techniques should suit the targeted age group. The methods, which the teacher uses to obtain information about the abilities of children, should be suitable and adequate for the task at hand. The years of studentship have a huge impact on the teacher's personality: it is when the lesson perception is shaped, the criteria distinguishing between good and bad teachers are established, and a certain impression of communication between all participants in the educational process is left (Ilaltdinova & Oladyshkina, 2020, p. 3).

5 Conclusion

The content of education should be constantly improved to keep pace with the progress in science and society in general. To be efficient, diagnostic procedures in music education should be based on certain pedagogical principles. Their efficacy largely depends on a teacher who is supposed to take certain actions, assess own teaching effectiveness, have a good understanding of differences, musical abilities and capacities of each child. Discovering the motives and needs of a learner will help to predict each child's progression in music studies and individual development milestones. Therefore, the diagnostic monitoring will help a teacher to design a holistic process of music education for a child facilitating the child's development.

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PSYCHOLOGICAL AND PEDAGOGICAL TECHNOLOGIES FOR POSITIVE BODY IMAGE DEVELOPMENT

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Abstract: In the paper we discuss positive body image development in girls in their youth. 64 female students of Kemerovo State University aged 18-20 took part in the experiment, with 34 of them attending the 10-week psychological training aimed at forming of a positive body image. Data were collected using personality questionnaires and interviews. Results were processed using Student's t-test and ANOVA. The personal psychological training was conducted to contribute to a positive body image development among the girls; the training was aimed at reduction of concern about weight and body shape, broadening of internalized stereotypes about body, and improvement of value attitude toward body. This technology of personal training has confirmed its efficiency in positive body image development in girls in their youth.

Keywords: body image, psychological and pedagogical technologies, psychological training, determinants, positive body image, dissatisfaction with one's appearance, youth.

1 Introduction

In the contemporary society, unrealistic paragons of beauty and attractiveness are getting increasingly widespread, which, in its turn, leads to the growth of the number of eating disorder cases, particularly among adolescents and young women. Research shows that a negative body image is associated with people's having low self-esteem (O'Dea, 2012) and psychological well-being in general (Brechan & Kvaem, 2015; Meland et al., 2007). Data collected worldwide reveal one and the same trend – a growing number of children, adolescents, and young women having eating disorders, anorexia nervosa included (Amianto et al., 2016; Rauof et al., 2015). Disorders of body image also lead to issues in the people's reproductive and sexual spheres. There are data about a negative body image in women having an adverse effect on their sexual relationships (Quinn-Nilas et al., 2016) and reproductive sphere (Belogai & Morozova, 2018).

T. L. Tylka and N. L. Wood-Barcalow (2015) note that the notion of a "positive body image" needs to be conceptualized, and formation factors and mechanisms have to be explored for the said phenomenon. They argue that the influence a positive body image has on one's personality and life activity must be studied, too, and search for positive body image building technologies is necessary.

Historically, for a century, body image was studied within psychiatry and clinical psychology, so it was the pathology focus that prevailed in the consideration. While analyzing the system of factors determining body image, it can be found that most of them contribute to building a negative of body image at all stages of socialization. On the other hand, such a situation prevents one from making sense of determination of a positive body image. This is why it is so important to identify factors of building a positive body image, to outline possible ways of building one, as well as to develop psychological and pedagogical technologies facilitating solution of this problem.

2 Literature Review

Among the factors determining body image, both individual and environmental factors are distinguished. Sexual experience, particularities of appearance, diseases, injuries, and some personal traits belong to the former, while the latter include relationships with significant people (parents, partners), digital and conventional mass media, stratification of the society, and industrialization.

As for individual factors, first of all, women's sexual and reproductive experience should be mentioned; traumatization can play a decisive part in the body image change, too. For example, it has been known for quite a long time that in women, a negative body image and sexual dysfunctions are related (Anderson & LeGrand, 1991).

In adults' ideas about their bodies, essential and dramatic change can occur as a result of a physical injury. So, in her analysis of psychological aspects of burn injury, S. G. Lafi (2014) subdivides several injury experience periods noting that as the time passes, the issues associated with body image pile up but are not smoothed away. The authors believe similar changes occur in cases of other physical injury variants, too.

Concerning the effect relationships with a romantic partner have on body image, some studies demonstrate a woman can get sexual desire if she feels she is desired by her partner (Brotto et al., 2009). Such facts are explained by the responsive desire concept (Basson, 2002). The concept shows that for women's sexual functioning, internalized judgment can be as important as their own feelings and opinions.

Conventional mass media broadcast stereotypes of unrealistically slim and sexualized bodies for young women. For example, such conclusions were made by S. Grabe et al. (2008) based on meta-analysis of seventy-seven experimental and correlation studies of the impact of media on women's dissatisfaction with body, internalization of the slenderness ideal, and eating behavior. In family movies broadcast on television during prime time, female characters have almost twice as small waist size as that of their male counterparts (Smith et al., 2013). Meanwhile, experimental studies demonstrate quite clearly that girls and women browsing pictures, magazines, and advertising clips where women embodying the ideal of slenderness are shown develop dissatisfaction with their bodies (Carey et al., 2014; Dohnt & Tiggemann, 2006).

As for digital mass media, their influence on human development has been going up in latest decades. Recent correlation studies have shown there is direct association between the time spend by women in social networks, their internalization of the ideal of thinness, and eating disorders (Dion et al., 2015).

The mesofactor of belonging to particular social groups – ethnic, confessional ones – can make its contribution to building body image, too (Herbozo et al., 2017).

Finally, a number of macrofactors can be singled out which influence establishment of body image. In particular, gender stratification of the society and industrialization belong to these factors (Fredrickson & Roberts, 1997; Murnen & Don, 2012). Industrialization is associated with individualized culture for which perception of body as a project is characteristic, i.e. as an object of continuous work and modification to meet standards (Anderson-Fye, 2004).

Speaking about individual psychological determinants that condition establishment of a positive body image, a high self-esteem and optimism should be referred to them. For example, optimism not only protects a person from negative external influences but also triggers behavior associated with caring about one's own body (Tylka & Wood-Barcalow, 2015).

Family microfactors determining establishment of a positive body image include positive verbal and non-verbal feedback from family members, family messages, and family members' fulfillment of behavioral body strategies and practices based on value attitude toward body. Alongside these, a formed secure attachment to the primary attachment object is also important (Zinovieva et al., 2015; Tsurkin & Razuvaeva, 2014).

Peers can influence formation of positive ideas, too – which is the case if their comments on appearance challenge sociocultural paragon. For adult women, positive verbal and non-verbal feedback from romantic partners gains greater importance. The authors also suppose that a secure secondary attachment acts as a factor for women to build up positive ideas in their youth and adulthood.

In recent decades, researchers have developed and implemented various programs targeted at building a positive body image in young people. Most frequently, the programs are carried out within educational organizations and include discussion classes aimed at promoting value attitude toward body and enhancing body self-respect (Sundgot-Borgen et al., 2018). Success of such programs shows that realistic positive ideas about body can be built even within short-term programs which help the participants broaden their internalized ideas about beauty.

3 Research Methodological Framework

The authors believe that for adolescence, as self-awareness has been formed but individuals suffer identity crisis, personal training is the most efficient technology of work aimed at building a positive body image. A positive body image can also be formed using pedagogical technologies. In the research conducted, the possibility of building a positive body image by means of psychological and pedagogical technologies was studied.

The experiment was conducted in 2019; it involved 64 girls aged 18-20. 34 of them attended psychological training aimed at building of a positive body image, and 30 girls of the same age made up the control group. Participants of the experiment were female students of Kemerovo State University (studying at the institute of basic sciences and at the institute of history and international relations). All the girls participated in the research voluntarily. The research method was pedagogical experiment.

At the summative stage of research, the girls were tested using personality questionnaires. The following personality questionnaires were used for data collection: "The 34-item body shape questionnaire" (BSQ) – "Body shape concern" (BSC), "Verbal commentary on physical appearance scale" (VCOPAS) – "Commentary on appearance" (COA), "Appearance satisfaction pattern throughout life", "Body image", "My body", as well as interviews (Tsurkin & Razuvaeva, 2014). The tested girls were subdivided into the control group and the experimental one randomly, because all of them were willing to take part in the training.

The training program included ten classes lasting for three hours each. Every class of the training was subdivided into the following stages: warm-up activities, learning exercises, reflection and self-acceptance exercises, summing up, and analysis of home assignments. Alongside this, further information units were incorporated in the training for higher efficiency of the experience. The group work implied the female participants' completing home assignments (various exercises) and keeping a special diary to register their successes and failures, and any changes occurring to them. The following methods of psychological work were used in the process of interaction with the group: psychogymnastic routine, role-play games, group discussion, talk; story-telling; elements of art therapy, emotion-image therapy (EIT), and body-oriented therapy.

The content-related aspect of the training program involved covering several focus areas: comprehending the spatial component of ideas about body and body boundaries; optimizing the functions of body boundaries; reflecting on the information and evaluation component; searching for resource areas and working with troubled areas; diagnosing individual particularities of body image; correcting the rigid internalized stereotypes; reflecting on the body experience available.

The reflection and assessment stage is associated with assessing the efficiency results of the correction and development

measures. One month after completing the training, the female participants of the control and experimental groups were tested again using the same questionnaires as at the summative stage. Alongside standardized methods for assessing the efficiency of the training, the authors made use of the self-reporting method, as some specialists in training work believe self-reporting to be the most relevant method for assessing the efficiency of training experience.

The results obtained were processed using the methods of statistics, such as Student's t-test and analysis of variance.

4 Results and Discussion

Before training, the measured indicator values did not differ significantly in the two groups ($p > 0.05$), so let descriptive statistics be given for the group in general (Table 1).

Table 1 Descriptive statistics for the group of girls in their youth

Parameters	Average value	Median value	Minimum	Maximum	St. dev.
<i>Objective characteristics</i>					
Weight	58,0	55,0	40,0	94,0	11,2
Height	164,6	164,0	146,0	178,0	7,5
BMI	21,3	20,3	15,6	35,16	3,7
Menarche onset age	12,6	13,0	0,0	17,0	2,3
<i>Information and evaluation component of the girls' body image</i>					
Degree of conformity to external standards	55,5	60,0	0,0	100,0	26,1
Degree of conformity to internal standards	62,8	70,0	0,0	100,0	26,9
Score (in the technique "My body")	14,3	17,0	-24,0	29,0	10,6
Performance ("My body")	4,4	6,0	-11,0	12,0	5,1
Activity ("My body")	2,3	3,0	-7,0	10,0	3,9
Evaluation of build ("My body")	1,7	2,0	-12,0	12,0	5,8
Score (in the questionnaire "Body image")	7,5	8,0	-20,0	24,0	10,7
Performance ("Body image")	5,5	6,0	-12,0	20,0	7,6
Negative comments on appearance (COA)	15,0	15,0	8,0	31,0	4,3
Compliments (COA)	13,6	14,0	2,0	33,0	5,2
<i>Energy component of body image</i>					
Acceptance ("Body image")	3,8	6,0	-14,0	20,0	8,1
Body shape concern	59	51,0	0,0	180,0	45,0
Emotional response to negative comments on appearance (COA)	12,4	11,0	0,0	28,0	6,6
Emotional response to compliments (COA)	8,29	8,0	2,0	16,0	3,6
<i>Temporal component of body image – appearance satisfaction extent</i>					
at the age of 5	8,7	10,0	0	10,0	2,2
at the age of 10	8,0	9,0	0	10,0	2,4
at the age of 15	5,9	5,0	0	10,0	2,7
at present	6,7	7,0	0	10,0	2,5

Source: author's own processing

The girls of the examined group have the body mass index, weight, and height that conform to the age-appropriate normal values; the average menarche onset age is 12.6 years old. Although the girls' body mass indices are normal, the study of content-related characteristics of their *information and evaluation component of body image* reveals a high extent of its disagreement with their external and internal standards. On

average, the girls identify conformity of their bodies to external and internal standards as 56% and 63%, respectively. Among the examined ones, 7% of the girls note their bodies do not conform to external and (or) internal standards at all. Meanwhile, in the girls within the age period under consideration, opinion on conformity to their own ideals positively correlates with that on degree of conformity to external standards (the correlation coefficient is 0,74, at $p < 0,01$). Anyway, among the girls, there are ones having a low BMI (18-19) or even body weigh deficit (with BMI under 17,5) who nevertheless note the 30-40% conformity to standards.

In the psychosemantic technique "My body", the average score equaled 14,33 (with the possible maximum being 30 points), evaluation of performance was 4,25 points (with the possible maximum being 12 points), of activity – 2,31 (out of 12 points maximum), and body build was rated at 1,74 points (out of 12 points maximum) in this age group. Thus, quite low evaluation of body in general and, more specifically, of its functional and energy parameters is characteristic for the girls.

The authors obtained similar results using the questionnaire technique "Body image". So, on average, evaluation of body was 7,48 points (with the possible maximum being 24 points), while performance of body scored 5,48 points (out of 12 possible ones).

Thus, the authors' data confirm those of foreign studies about the spread of dissatisfaction with appearance and body among young girls and women. Across the board, in their interviews, girls also say they do not like a lot in their bodies: beginning with individual parts (breast, belly, nose, etc.) and ending with the body as a whole. For changing their bodies, girls are ready to use strategies relying on the "body as a project" stereotype, to keep strict diets, to exercise in a gym daily, and, given the opportunity, and to opt for plastic surgery.

Speaking about the *energy component of body image* in the period of youth, the body acceptance extent is rather low – 3,8 points (with the possible maximum being 12 points), with the parameter falling into negative values in many girls. Meanwhile, emotional responses to negative comments on appearance are reserved enough – the girls seldom note that words about their putting on weight and similar comments cause a very abrupt reaction.

Concerning their emotional response to compliments, it is curious that some girls react with ambivalent and actually negative emotions even to compliments. Comparing these data with the data obtained by the author of the questionnaire using a sample of American girls, it can be seen that some Russian-speaking girls partially resemble their Latin American and African American peers: compliments in fact render their anxiety worse. S. Herbozo et al. (2017) associate the findings with the fact that ideals of female attractiveness include slenderness and white complexion, which is less achievable for Latin American and African American women. As for Russian-speaking girls, the authors associate their ambivalent reaction to compliments with particularities of the Russian culture – where praising is not customary but criticizing is – as a result of which the girls have difficulty receiving positive feedback from others.

As for body shape concern, this parameter in the group under study ranges from zero to 180, averaging at 59 points, which corresponds to absence of concern. However, this age group is highly non-uniform according to the considered attribute: in it, a group of girls stand out who have a moderate and a high concern about their weight and body shape.

In analysis of the girls' *temporal component of body image*, what has to be highlighted is the extent of satisfaction with appearance evaluated historically for childhood, adolescence, and the present time. The highest satisfaction extent is characteristic for preschool and school childhood. However, comparison of the average values shows the scores differ significantly ($p < 0,001$), i.e., the score goes down at the transition from preschool childhood to pre-puberty. Significance degree is

even higher for differences between evaluation of body in school childhood and adolescence ($p < 0,00001$) – by adolescence, the score demonstrates more than a 20% fall. In youth, evaluation of body grows as compared to adolescence ($p < 0,01$), however, it never gets as high as the "pre-adolescent age" scores.

To check the efficiency of the training, two examinations of the experimental group were conducted: before the training and in 3 months after its completion. The assessment criterion was improvement in level characteristics of the components of ideas about one's body and the female participants' subjective reports. The control group was subjected to examination twice, too. The time of diagnosing was the same for both groups.

Among other things, the authors asked the attendees to fill out self-reports, because the analysis thereof yields a considerable amount of useful information on the effects produced by the suggested training. So, as noted by the girls, their relationships with body have changed: they have begun to listen to it, their body acceptance extent and trust toward body have increased, and they have developed a higher respect for their needs and feelings. The female participants of the training have pointed out change in the system of internalized stereotypes, too; for example, they say their scores on attractiveness scale have become less diametrically opposed.

In the control groups, no significant differences of the girls' indicators have been found in two measurements. As for the experimental group, statistically significant differences have been registered there in average indicators of the information and evaluation component and the energy component of ideas about one's own body (Table 2).

Table 2 Behavior of indicators in the experimental group of girls in their youth ($p < 0,01$)

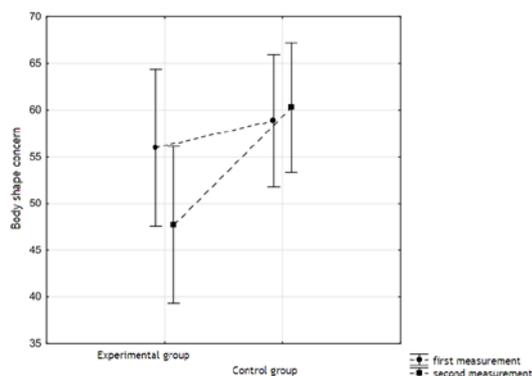
Indicators in the Body image technique	Average value in the group	
	Before training	After training
<i>Information and evaluation component</i>		
Evaluation of body	6,8	10,1
Performance	4,7	5,6
<i>Energy component</i>		
Acceptance	2,1	3,9

Source: author's own processing

In the experimental group, the girls' evaluation of body, its performance (although to a smaller extent), and body acceptance extent have gone up. One can judge about changes in the spatial component of the ideas in question by self-reports and feedback provided by the female participants in the course of work. So, the girls note they have started to pay more attention to their needs, to say "No" more often when feeling it necessary, and to listen to their bodies more frequently, too. They have noticed their stereotypes in relation to beauty and external attractiveness have changed.

An important constituent of a positive body image is low concern about body shape and weight. In the experimental group, this indicator has changed significantly in the course of the training experience (see Fig. 1) while it has remained the same in the control group.

Figure 1 Comparison of body shape concerns in the experimental and control groups before and after training ($p \leq 0,02$)

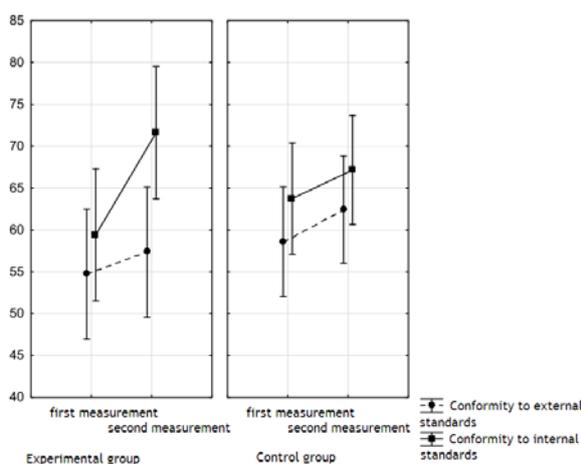


Source: author's own processing

Evaluation of the degree of conformity to external and internal standards in two groups are shown in Figure 2.

Before the training experience, the control group scored slightly higher in these parameters but did not statistically differ from the experimental group ($p \leq 0,01$). After the training was completed, both groups featured higher scores but the only statistically valid distinctions were between the ways how the experimental group rated degree of conformity to internal standards before and after the training ($p \leq 0,01$) and between the two groups after the training. The overall higher scores in both groups can be explained by the girls' taking part in the interview which focused their attention on the body image problem range.

Figure 2 Comparison of conformity rates in the experimental and control groups of girls before and after training ($p \leq 0,05$)



Source: author's own processing

Clearly, the experience in question has not had a significant effect on evaluation of their degree of conformity to external standards, but as noted by the female participants of the training, external standards have become much less important for them.

Alongside training technologies, in the course of their research, the authors developed the program of academic subject "Body-oriented approaches in psychological practice" which has been carried out for master's degree students in training area 37.04.01 Psychology (direction (profile) "Counseling and pedagogical psychology") at the social and psychological institute of Kemerovo State University for five years. According to the major educational program, master's degree students of this focus area of training not only have to know principal approaches in personal assistance, but they also must become proficient in relevant assistance practices and technologies of individual follow-up. The practice of working with student

groups has shown that almost all of them have certain problems related to body image, so laboratory classes within the designed course were aimed first of all at working with one's own body image in the context of certain practices. The principal distinction of the training technology from the pedagogical one consisted in the latter being oriented to a more profound study and theoretical analysis of practices under consideration. Alongside this, the pedagogical technology of skills workshop, unlike the training one, is designed for participants who have had some background in psychological assistance. The scope of the described subject amounted to 72 hours, with 36 of them being in-class work – laboratory classes.

The introductory part of the subject is dedicated to getting acquainted with body-oriented approach, its history, and principal provisions. Further classes are organized in the form of skills workshops: they are partially held by the teacher, and partially – by master's degree students guided by the teacher for the study group. The workshops deal with individual focus areas of the approach: bioenergetics, structural integration, F. Alexander's technique, methods of M. Feldenkreis and R. Silver, Eastern practices.

While mastering the techniques, the students gave feedback about their feelings and did home assignments. According to results of studying the subject, feedback was collected about observations and any changes having occurred in their body images. Within the five years as the subject in question has been taught, there have been two female students who did not take part in exercises involving pair or subgroup work and some girls who did not participate in specific exercises. However, body image changes occurred in this group of students, too.

Let it be noted that in spite of differences in technologies for training groups and study groups, the principal results were similar in the groups: a higher body acceptance extent, a smaller gap between the real and ideal body image, a broader range of internalized stereotypes, and change of the reference point in body behavior strategies and practices.

5 Conclusion

In the period of youth, girls' body image is associated with external standards and sociocultural stereotypes of a slim, sexualized female body and the idea of considering body as a project. However, gradually, owing to feedback of significant others – parents and romantic partners – a protective filter is formed which renders one's ideas more closed to external adverse influences. The indicators of information and evaluation component of body image are quite high in their youth, yet dissatisfaction with body is at a high level, too, and a significant part of girls rely on external standards when evaluating their attractiveness. Thus, body image in girls can be called ambivalent: it features both a positive opinion and, simultaneously, significant anxiety over weight. The authors' data confirm the data of foreign studies about dissatisfaction with appearance and body being widespread among young girls and women (Amianto et al., 2016; Anderson-Fye, 2004; Brechan & Kvaalem, 2015; Carey et al., 2014). For changing their bodies, girls are ready to use strategies relying on the "body as a project" stereotype, to keep strict diets, to exercise in a gym daily, and to opt for plastic surgery.

The technology of personal training and pedagogical technologies have confirmed their efficiency in solving the problem of building a positive body image in girls in their youth. During the formative experiment, the authors have found that developing a positive body image is facilitated by personal psychological training addressing the following aims: lower concern about weight and body shape, broader internalized stereotypes in relation to body, better value attitude toward body, and reorienting from the body control and change strategies to the ones of caring about body. Specifically, the pedagogical technology of skills workshop has also demonstrated its efficiency within the context of the higher education system in training students majoring in psychology.

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Primary Paper Section: A**Secondary Paper Section: AM, AN**

AESTHETIC LEARNING SPACE AND ITS INFLUENCE ON VALUE ORIENTATIONS OF STUDENTS

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Abstract: The problem of creating the facilitating environment for personality development in the learning process is relevant to the modern education where the leading role belongs to digitalization. This paper provides a theoretical justification for the role of an aesthetic learning space and proves experimentally its impact on the value orientations of students as critical factors in mitigating the personality "decephalization" under the influence of globally spread artificial intelligence. An aesthetic learning environment decorated with the art objects handcrafted by students contributes to a more harmonious perception of the surrounding reality and to obtaining a more meaningful view on the world's aesthetics.

Keywords: value orientations of students, design, learning space, space aesthetics, art objects, digitalization.

1 Introduction

In the modern life, all processes are constantly gaining pace. This confronts a man with non-standard challenges and problems, laying it bare that in the world around us a lot remains unknown, unexplored and hidden, which requires a deeper intellectual and creative look into the existing reality, and appreciation of its aesthetic value.

Education offers meaningful constants in the perception of the world aesthetics, it is a major source of socialization, which shapes the students' attitudes to different activities, a life stance on the surrounding world of nature and objects, and its rational transformation.

At the same time, a distinctive feature of the modern society is its digitalization, which causes changes in all processes occurring in the student's behavior: perception becomes more superficial, there is no time enough for emotions to take proper form, self-reflection becomes something impossible, which poses a risk of gradual decephalization of personality (Budanov & Aseeva, 2017).

Philosophers define the term cephalization as an improvement of the whole central nervous system, its forward development (Vernadsky, 1991). A.D. Ursul (2017) defines it as "an irreversible progressive evolution of the nervous system, expressed in the nerve cells concentrated at the front end of a body producing the head region" and specifies that human evolution is almost entirely shifted toward the field of culture, where accumulation of the positive cultural information is driven by an aesthetic environment (p. 3).

Researchers point out that the correction of deformations caused by digitalization becomes possible by creating conditions strengthening the aesthetic value orientations of students.

The relevance of this research is attributable to the rapid expansion of artificial intelligence, when it becomes particularly important to create the learning space responding to the imperatives of our times for solving the encountered problems.

2 Literature Review

Researchers share the opinion that "the human mind is increasingly being forced out by the pseudo-mind of computer systems" (Smirnov, 2012, p. 18). When discussing computer systems, V.G. Smirnov (2012) emphasizes that, despite the regularity of this process, such systems have limitations, both in cognitive potential and in resources, and seeing this transient form in absolute terms may lead to disastrous consequences.

V.G. Budanov and I.A. Aseeva (2017) wrote that "the behavior and the styles of thinking common to the new generation of high school and college students "born to the web" are strongly deformed" that "in the conditions of uncontrolled human immersion into the digital worlds, the irreversible personality changes can occur, especially in children" (p. 125).

S.V. Afanasiev (2020) confirms that "the processes of upbringing, education, and training" require from "a modern person to switch between different information and communication processes, to change the masks, roles, and images", and this results in a mosaic mentality and causes gradual decephalization of personality (p. 10).

P.A. Kislyakova, A.L. Meerson, O.A. Silaeva, E.E. Dmitrieva (2020) identify the following two types of threats associated with the digital transformation of society:

- social (growth of cybercrime, loss of the personal interactions, higher aggression and asocial behavior, stress caused by the burden of information);
- cultural (decline in the cultural level of society, higher number of interpersonal conflicts, erosion of traditional values).

A.S. Galchenko, P.E. Grigoriev, L.V. Poskotnikov (2020) having examined the relationship between the Internet addiction and the cognitive style of students concluded that "the established specific features of thinking, memory, attention show a more productive functioning of the elementary (involuntary) mental processes and the lesser use of higher mental functions" (p. 7).

A.A. Stokov (2020) notes that "the risks of digitalization for society lie in the dehumanization of educational, and further of all other social relationships, the possible deepening of the crisis of people's intellectual culture, their capacity for creativity, the dominance of pragmatism and individualism based on the values of personal comfort and self-centered consumption" (p. 15).

G.G. Kolomiets (2020) emphasizes that integrity of "the spiritual environment of a man" gets severely disrupted, which points to the ongoing process of "decephalization" of the human species: a diminution in the desire to comprehend the genuine ethical and aesthetic values (p. 125). It is possible to counteract the negative trends that erode the "human worth" in a man, provided that the emotional, sensory and value-based attitude to the world underlies each discipline taught in the educational system.

Researchers argue that the deformations in personality related to digital information lead to rapid monitoring of virtual space, perception is speeding up, and no time is left for deep reflection, thinking becomes more clipping than categorical (Budanov & Aseeva, 2017; Galchenko et al., 2020; Kolomiets, 2020; Smirnov, 2012).

N.V. Syrova (Zimina et al., 2020; Petrova et al., 2020), E.K. Zimina (Zimina et al., 2020; Petrova et al., 2020; Scherbakova et al., 2020), and N.S. Petrova (Zimina et al., 2020; Petrova et al., 2020) mention in their works that creativity may reverse such changes when the process of evaluation, empathy, or feeling the connection to the piece of art comes to the fore.

Education is the tool in transmitting the culture, and by acquiring education a person not just adapts to the conditions of a constantly changing society, but also becomes capable of non-adaptive activity, of going beyond the given, and developing own subjectivity (Slastenin, 2003).

Having analyzed the scientific sources, the authors concluded that, despite the close attention of the scientific community to the relationship between digitalization of society and all-round personal development, the impact of the learning space on the aesthetic and value orientations of students is insufficiently covered.

3 Research Methodological Framework

The research purpose was to study the impact of an aesthetic learning space on shaping the value orientations of students.

The research objectives were as follows:

1. Analyze the research literature and elucidate the concept "an aesthetic learning space" which has an impact on the value orientations of students.
2. Explore the impact of the art objects on perception by students of their learning space with the help of the questionnaire survey.

Research methods:

The research material consisted of the publications of authors focusing on the development of value attitudes and orientations of personality in the learning process, and creation of the most favourable conditions for this.

The range of employed methods included theoretical-methodological methods, such as analysis of psychological, pedagogical and methodological literature, data systematization, consolidation and comparison; and the empirical methods, such as observation (direct and indirect) and diagnostics (questionnaire survey).

The methodological basis for research was constituted by the works of V.G. Alekseeva (1984), M.A. Koskov (2001), G.G. Kolomiets (2020), R.E. Ponomarev (2014), A.V. Shapovalov (2009), T.N. Scherbakova (2011), who use a substrate approach to optimizing a system of aesthetic evaluation of the space from the perspective of emotional and sensory perception and shaping of value orientations. This research relies on the principles of objectivity, scientificity and essence analysis.

The experimental base of the research was the learning space in the Design Studio "Ochertanie" of the Art Center for Children named after V.P. Chkalov in Nizhny Novgorod.

4 Results and Discussion

For assessing the impact of the learning space as one of the prerequisites for fostering a personal attitude to the world and own self based on the aesthetic values, the authors have clarified the concept "an *aesthetical learning space*".

R.E. Ponomarev (2014) has an opinion that education is a process of cultural enrichment of a person, and the learning space is "a special kind of space, a place uniting a man and the environment in the process of their ongoing interaction, which results in the enriched individual culture".

T.N. Scherbakova (2011) notes that "the aesthetic environment of an educational institution is a microenvironment corresponding to the pedagogical principles. It is characterized by a high level of aesthetic culture, flexible dynamics and holds an enormous potential of influencing the subject's creative motivation" (p. 195).

S.A. Ostanina (2011) defines the creativity facilitating space as a specially organized educational environment of an educational institution, which enables various types of creative activities

supporting the creative development and self-development of students.

The content of the educational space results in a certain attitude to the world of objects, which under different circumstances may lead to the development of humane or anti-human worldview, i.e. may have a powerful reverse impact (Klimov, 1985).

From the perspective of culturology, the world of objects represents the entirety of artificially created things and objects intended for various functions. This entirety of artifacts is also called the material environment, the material culture, "the second nature" or the physical culture (Koskov, 2001).

The paper illustrates that "the *aesthetical learning space*" is a space filled with the objects from the material world created under the aesthetic laws and rules. This kind of space may have an impact on the value orientations of students.

A.G. Zdravomyslov, V.A. Yadov (1965) view the value orientations as the "personal directedness to certain values of the material and spiritual culture predetermining the attitude to the surrounding world and as a system of orientations that govern the behavior" (p. 199).

V.A. Alekseeva (1984) believes that the value orientations is "the main channel of translating the cultural values to the triggers and motives of the practical behavior" (p. 64).

According to S.H. Rappoport (2000), "aesthetic refers to the creative and humanistic attitude of a person to the world and to own self, the acquisition of universal values" (p. 27).

The Thematic Dictionary of Philosophy defines that "aesthetic values are the values of visual comprehension of the world through any human activity based on the laws of beauty and perfection" (Nekrasov et al., 2009).

An effective means of building the value attitudes helping a man to reach harmony in its interactions with the world of objects is design, through which the harmonious physical environment is built, most fully satisfying the material and spiritual needs of a man (Minervin, 1975).

In the study, the authors examine the role of purposeful aestheticization of the learning space through the introduction of art objects and their impact on the aesthetic and value orientations of students.

Fourth-year students of Kozma Minin Nizhny Novgorod State Pedagogical University, Department of Decorative and Applied Art and Design were offered a creative task: to develop the art objects for the learning space of Design Studio "Ochertanie" for children and to analyze the impact of the created art objects on the value orientations of students attending this studio by conducting a small survey.

Creative projects implemented by the Design Studio "Ochertanie" of the Art Center for Children named after V.P. Chkalov in Nizhny Novgorod are based on the aesthetic values that are the pillars of training. At the same time, it was taken into account that students of the studio are 10-15 year-olds who are active users of the modern digital space, and communication with computer devices and programs has become integral to their lives.

Art object is an object of art and design, which represents not only material, but also artistic value.

It is important to note that the process of designing and creating art objects filled with meaning and intended to trigger positive emotional responses and to make an aesthetic informational effect requires the creators to know the axioms of sustainable visual perception strategies and "specific features inherent in visual evaluation" (Shapoval, 2009).

The message carried by the art object is addressed to the students, and this requires knowledge of their

psychophysiological, cognitive and emotional readiness to understand, feel, evaluate and accept the potential positive energy of the aesthetics emitted by the created art object.

Only in the presence of these two components: an aesthetically organized learning space and the readiness of students for its perception, it becomes possible to achieve the greatest effect on the students' value orientations.

It was decided to make the art objects for the children's design studio using a non-traditional technique of arts and crafts: a collage technique "terra". Terra-Bildn ("terra") is a monolithic canvas imitating clay, with pronounced floral and other elements.

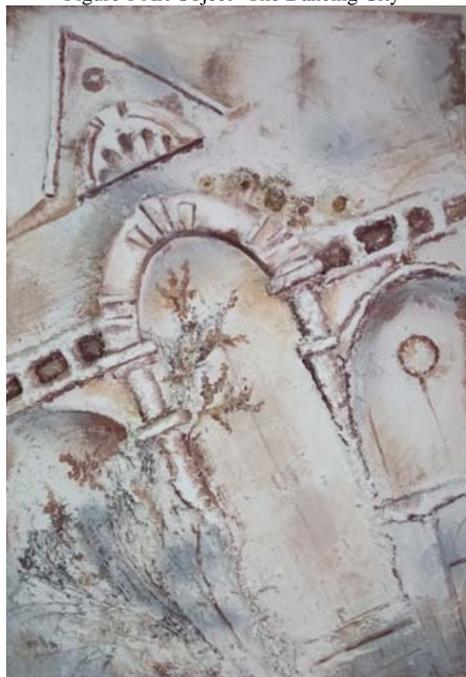
The created art objects were used to decorate the learning space in the children's Design Studio "Ochertanie".

Figure 1 Art Object "Silver Feather"



Source: student E. Nigmatullina

Figure 1 Art Object "The Dancing City"



Source: student M. Kolobova

Children attending the design studio were offered a short questionnaire with the following questions (Table 1).

Table 1

Seq. No.	Questionnaire questions	Responses	Result
1	Has the studio interior become more beautiful after its decoration with art objects?	Yes, definitely	77%
2	What do you find as most interesting for exploring in the art objects?	The way how the author expressed their creative concept	85%
3	What emotions are evoked by the art objects created in the "terra" technique?	Positive frame of mind for perception of work	92%
4	Is the art object consistent with its name?	Yes, it is consistent	76%
5	What are the most interesting artistic features of the art objects?	Interesting composition, unexpected combination of materials	80%
6	Do you agree with the color choice for the art objects?	Yes, but it would be interesting to see them in other colors	88%
7	Would you name the art objects differently? If yes, what would you name them?	No	76%
8	How and where may the acquired experience of changing the interior aesthetics with the help of the art objects be useful to you?	Make something similar at home, or for friends	80%
9	Will these art objects look good in a computer class?	Yes	73%

Source: author's own processing

The survey covered 26 people: 17 junior group students (10-12 year olds) and 9 senior group students (13-15 year olds). The survey was held in January 2021. The table presents the most frequent answers.

The questionnaire survey led us to the following conclusions. In the opinion of most students, the art objects:

- made the space more beautiful (77%);
- contributed to a positive frame of mind for learning (92%);
- were interesting for students in terms of revealing the creative conception of the author (85%);
- allowed to explore and analyze the artistic features, such as overall composition and use of materials different in texture (80%);
- teach to accept the author's choice of colors, but also ignite own imagination (88%);
- teach to understand the author's conception and trace consistency with the object's name (75%);
- inspire for the expression of own creativity (80%).

However, the opinions of children on question 9 turned out to be most insightful. Most students (73%) were firm in their belief that decoration of a computer class with the art object will not only change the aesthetics of this space, but will help to focus and concentrate on the assignment and to find a solution. Students of the design studio were offered a concept of the art object for a computer class: since the digit and nature have no boundaries in space and time, then the art objects of the "digit" purview may be created using natural materials, while the nature-related objects may be created of "digits".

It is also important to note that the art objects have not only contributed to creating an aesthetic learning space. The sensory perception of the art objects sparked a strong motivation in the students to study and master the principles of the "terra" technique, to actively search for the own concept of art object and to implement this concept by their own initiative. And this can already be seen as the shaping of certain aesthetic value orientations.

Purposeful aestheticization of the learning space by means of art objects may have a positive impact on the harmonization of the emotions of students, on the fostering of aesthetic value orientations, on acquisition of the universal ideals of goodness

and beauty, which is a powerful factor in mitigating the personality deformations against the backdrop of digitalization.

This research revealed another important factor. Inclusion of objects with an aesthetic appeal into the learning space not only contribute to instilling certain values in a person. Such objects encourage students to express creativity, which validates the conclusions of R.G. Dzyubenko (2019): the "aesthetic forms" are not only the conduit of cultural values, but are also prompting "the revival of an active subject being the carrier of an aesthetic value". In the process of emotional and sensory perception and examination of the art objects, the mental activity for their aesthetic evaluation is triggered and subconsciously the image is born which is of the greatest importance at that particular moment.

5 Conclusion

The art objects used for decorating the learning space in the Design Studio "Ochertanie" for children highlighted the need of organizing the learning environment for the sake of aesthetic appearance.

The inclusion of art objects in the interior of the design studio created a certain mood, organized the learning space, and filled it with certain meaning, emotional, sensory and aesthetic content. The questionnaire survey among the students of the Design Studio "Ochertanie" led us to the conclusion that the art objects in the learning space are those components that contribute to the aesthetics of the learning space, development of the artistic taste, and activate the aesthetic and value orientations of students.

Thus, when the learning space is filled with objects and things that bring aesthetic pleasure, the students will develop a harmonious perception of reality and the surrounding world that is not limited to the computer characters, games and robots, but is full of interesting, exciting, creative and simply beautiful things created by human and warmed by the flames of his soul.

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Primary Paper Section: A

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MANAGEMENT OF INDUSTRIAL MONOTOWNS: SPECIFIC FEATURES

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Abstract: The objective of the paper is to substantiate promising conditions for the development of industrial company towns taking into account the context of their functioning. Research methodology included critical analysis of statutes and regulations, generalization of both foreign and Russian research experience, building a model of statutory instruments system concerning the development of one-factory towns. During the research, the following progress prospects for company towns were determined: reforming legal and regulatory framework, using new industrial policy approaches, and expanding the services sector at the expense of boosting the educational sphere and digitization of the economy. In the paper, the authors also emphasize that local residents have to adopt an active stance to be able to spot issues, make decisions, and carry out projects independently.

Keywords: Russia, monotown, Northern context, innovation development, new industrial policy, services sector.

1 Introduction

Both in Russia and in the entire world, studying one-factory towns, or monotowns, has remained relevant for several decades already. Relevance of the research topic – and its scientific importance at the same time – consist in the necessity of leveling out crisis phenomena observed in one-factory towns (particularly those aggravated during the global financial crisis), taking into account their strategic significance both for the economy of individual regions and the country in general.

In Russia, this is associated with transition to the market type of economic development when established industrial centers – monotowns – found themselves in a dramatically different formation having brought about qualitative change to both public relations and the production ones associated with them. So, the demand for products of their backbone companies started to be determined not by the state but by the market where competitive producers are the only ones operating efficiently. In its turn, it is on them that the local population's level of life depends. With regard to this, for crisis one-factory towns, ways of development currently simmer down to mitigating social tension which brings on outflow of local population from them; this is provided by creation of new jobs, engaging private investors, and moving away from totally state support in the form of subsidies for such towns.

As for monotowns, the relevance of single-industry dependence issues is confirmed by the numerosity and diversity of studies available in the world which deal with one-factory towns. A greater part of them is aimed at searching for innovation development ways for the economy of single-industry towns.

Still, in monotowns, implementation of innovations is a more complicated process basically, as there are functional, cognitive, and political inhibitors to development which are expressed in long-standing industrial traditions rooted in individual productions, welfare mentality of local population, and passivity of self-government authorities.

The authors believe the recently undertaken by scientists search for ways to overcome innovation development inhibitors and identification of specific features in managing industrial company towns will contribute to acceleration of the process of their development.

2 Literature Review

Current development issues of single-industry towns are one of the most popular research subjects considered by scientists worldwide. This is associated with diversity and trends of the issues over time; part of them are consistent, while others are new, including ones caused by expansion of crisis phenomena (Ryakhovskaya & Polyakova, 2016; Skufina & Baranov, 2017; Skufina & Mitroshina, 2020; North, 2005; Hausmann et al., 2007).

The said issues are extremely varied and versatile. Meanwhile, it is territorial particularities determining the specific features of social, economic, and environmental issues of one-factory towns that are noted by researchers (Zamyatina & Pilyasov, 2016; Samarina et al., 2020; Volkov, 2020). This is why studies highlighting the necessity of considering special conditions of economic activity in questions of ensuring comprehensive development of single-industry areas are so important. This is especially relevant for Northern areas, with their economic and geographic features (high costs of economic activity, poorly developed infrastructure, remoteness, living environment lacking comfort, and so on) determining so-called "Northern context" of one-factory towns functioning, which is quite pronounced (Samarina et al., 2019; Economy of the Contemporary Arctic..., 2020). However, generalized results of studies exploring specific features in social and economic development of one-factory towns and regions of Russia's North point to the fact that as of nowadays, common theoretical approaches have not yet been elaborated even to management of this highly specific area (Zamyatina & Pilyasov, 2016; Baranov et al., 2020, Larchenko & Kolesnikov, 2018; Healy, 2017). Thus, the researchers register the problem of local particularities of single-industry towns being underestimated at the federal level, which can also be traced down by drawbacks in legal and statutory regulation of the development of one-factory towns and in the practice of managing one-factory towns and regions of Russia's North (Stupina et al., 2020; Samarina et al., 2019; Druzhinin & Potasheva, 2019; Emelyanova, 2019; Economy of the Contemporary Arctic..., 2020).

One cannot but note the industrial context of economic management in Northern regions, too; in its turn, it predetermines poor development of the services sector and innovations and the so-called dynastic principle in selecting a profession. The range of specialities available for young people in one-factory towns is also narrowed down by few focus areas of training offered by local higher educational institutions to choose from (Romanenko et al., 2018). So, what is observed in monotowns is the trend for the passive population part relying on backbone companies' social responsibility to settle down there. Meanwhile, the enterprising and ambitious young people leave their native towns first for getting a higher education in specialities not available in their home regions, and then for employment (Zamyatina & Pilyasov, 2016). In another region, they may well get an education the profile of which is in line with production of their native monotown, yet this does not guarantee the specialists' returning home. The point is that the infrastructure of one-factory towns is considerably inferior to that of cities, which cannot but influence the young specialists' selecting a place of residence.

3 Research Methodological Framework

The objective of the research consists in substantiating promising conditions for the development of industrial company towns taking into account the context of their functioning.

Research tasks include:

1. summing up the experience of solving issues of monotowns;
2. identifying the specific features of managing industrial company towns;

- finding out the most efficient conditions for developing one-factory towns.

The authors used the following methods as the research ones: systemization, analysis of literature, critical analysis of statutes and regulations, generalization of both foreign and Russian research experience, building a model of statutory instruments system concerning the development of one-factory towns. Such a set of research methods is typical for similar studies dealing with consideration of local particularities and institutional environment which determine social and economic development of Northern areas (Larchenko & Kolesnikov, 2018; Healy, 2017; Economy of the Contemporary Arctic..., 2020; Ryakhovskaya & Polyakova, 2016; Volkov, 2020).

4 Results and Discussion

In Russia, when issues of monotowns are addressed, the task of moving away from single-industry dependence has been set at the state level for many years. However, the essence of the problem consists in the fact that neither science nor management has a clear-cut idea how to do this without affecting the balance of interests of local population, authorities, and business. Meanwhile, a number of researchers believe that it is only the "tip of the iceberg" of the issues haunting one-factory towns that is visible from the federal level (Development of Monotowns in Russia, 2013; Zamyatina & Pilyasov, 2016; Baranov et al., 2020). This determines the necessity of harmonizing the legal and regulatory framework in relation to monotowns, that is, delimiting the levels at which their development is managed.

In the contemporary conditions, laws and regulations are the most perfect legal right expression forms, with laws occupying the top place in their hierarchic structure. Taking into account the extent of significance of laws as statutory instruments, ordaining the relevant law "On single-industry municipalities of the Russian Federation" will allow granting a certain status to the issues of monotowns, indicating their importance and priority in tackling them.

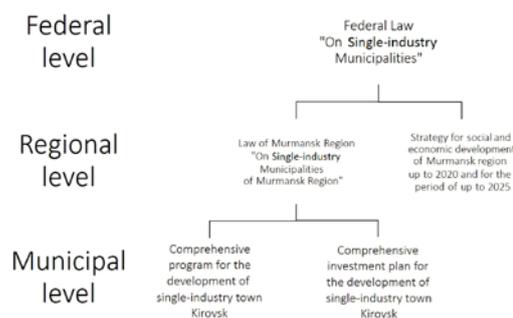
Since social and economic development of one-factory towns is an objective for not only municipal governments, but regions and the country in general, the hierarchic principle of legislation is relevant. For example, the conceptual framework, criteria for referring municipalities to monotowns, the procedure of distributing them into categories, the authorities of the Monotown Development Fund, and principal support measures depending on certain categories have to be stipulated at the federal level. So, the extent of state support has to be largest for one-factory towns being in the most difficult social and economic situation, while for those in the stable situation, perhaps, the said support should not be provided for, even. For such towns, repayable support measures will be feasible in the form of loans, and measures associated with engaging investors will be the most relevant.

At the regional level, laws can be ordained which make more precise measures provided for by the federal law and take into account the region's development strategy.

As for the comprehensive program for developing monotowns itself, it must be elaborated by the municipal government relying on the comprehensive investment plan and agreed with the Ministry of Economic Development and Trade for its further financing. Meanwhile, consolidated programs can be calculated by regions for identifying the required financing volume and performing control measures. Thus, they will be able to achieve actual indicators calculated locally while optimizing the expenditure part of budgets at all levels.

Figure 1 shows the model of statutory instruments where the top tier of the hierarchy is occupied by the federal law; based on it, regions develop regional laws, adhering to their social and economic development strategies.

Figure 1. The model of statutory instruments in relation to one-factory towns using the case of Murmansk Region



Source: author's own processing

Currently, Russia's legislators are trying to create a federal-level program for the development of monotowns, which complicates its adaptation to regional particularities of economic management. The true extent to which one-factory towns need state support is difficult to identify at the federal level – and a significant proof of this is the fact that the state comprehensive development program for one-factory towns designed for the period of up to 2025 was recognized as inefficient and early terminated on January 1, 2019, with the new program draft being still under consideration.

In other words, the aim of the federal law is to consolidate a certain list of support measures for each category of monotowns, which will allow focusing the attention of the state on one-factory towns being in the most challenging social and economic situation.

Proceeding from the backbone companies' key activity features, social tension level, and other factors that are specific for some monotowns or others, regions identify the most suitable lines of their development independently. In recent years, new industrial policy ideas are becoming the most popular ones; this policy emphasizes the innovation search of local subjects of the economy (Healy, 2017; Hausmann et al., 2007). Expanding the scientific views of the world science (North, 2005; Hausmann & Rodrik, 2002), Russian researchers (Zamyatina & Pilyasov, 2016) study the extent of influence innovations can have on the development of single-industry municipalities, as well as principal inhibitors hindering the innovation search. According to the authors, the most important conclusion consists in the fact that Russia's towns are at different economic development stages, which imposes quite specific requirements for selecting the state policy tools. That is, in the contemporary Russia, a uniform arsenal of measures simply cannot be selected to be applicable throughout the country's area, for all single-industry towns or at least one group of monotowns of the same industry or department affiliation.

Summing up findings of the world studies allows stating that almost in all countries, the former industrial policy was carried out from the top-down by means of target financing of a sector, an industry, or an enterprise. Its disadvantage was lobbying of high-level officials by recipients of state grants-in-aid, subsidies, and subventions from among representatives of industrial and agrarian enterprises. Meanwhile, the new industrial policy is a completely unique and special process for each single-industry town. In new industrial policy measures applied in various towns, the only shared point is their focus on stimulating the backbone enterprise, small and medium industrial companies, other subjects of the local production system to keep up the innovation search for new development opportunities – as a result of continuously experimenting and comparing to best practices. In the long run, this process of innovation search inevitably leads to discovering institutional practices which work fine exactly for a certain town and bring the desired results in attracting new investors, completing new projects, and gaining new specialization.

This is why it is important to determine long-term priorities relying on the context of one-factory towns. For example, specific features of managing industrial company towns consist in having to build up the services sector, too, alongside implementing innovations into industrial production and research and development aimed at production process optimization. This will allow creating new jobs, expanding the infrastructure of one-factory towns, and solving the qualified personnel outflow issue.

Let several examples of innovations to be implemented in monotowns of Murmansk Region (one of Russia's Arctic Zone regions) be given.

1. Frequently, during optimization of production or its scaling back, facilities are made available on backbone companies' industrial sites which are fit for further use. The same can be observed in budget-funded organizations where office premises remain abandoned in the course of reorganization measures. However, bringing these assets into the economic turnover again is difficult due to little information about their availability or due to their poor technical condition. So, keeping records of such objects alone is not enough; they have to be visualized, e.g. by shooting short video clips which capture both their current technical condition and visualization of expected appearance of the objects after completion of the investment project. For shooting remote industrial sites out of town, camera-carrying drones can be used. The video clips as such can be hosted on a specially created Internet resource. This will allow drawing the attention of potential investors faster than "net figures" which one has to look up on the owner's website at that.
2. Taking into account the severity of climatic conditions in Murmansk Region, heat-saving technologies have to be developed which will not only allow keeping heat in houses, but will also contribute to stepping up greenhouse agriculture. The use of solar battery power has to be made accessible for the region's seasonal gardeners, too, so that they could fulfill their farming potential in their home region.
3. Social advertising has to be developed for awakening the active civic stance in the region's residents, including that of environmental topics. For this, creation of the advertisements has to be committed to professional designers, and benefits for placing the advertisements on private urban billboards, local Internet websites, and in social networks have to be reinforced by law. A wise approach can turn even a children's drawing into an advertisement stirring up citizens' social responsibility. Various mass and cultural events – fairs, competitions, contests, celebrations – can contribute to consolidating residents of monotowns as well.

Importantly, the contemporary economy is the economy of innovations, on the one hand, and on the other – that of services. Rapid development of information and communication technologies brings about qualitative change to all spheres of life, the services sector among them. However, understanding and realizing inseparability of the services sector and innovations is a comparatively recent concept. Conventionally, innovations were mostly associated with industrial production, research and development, design works. By contrast, the essence of contemporary innovation processes is determined by the fact that in industrial company towns, developing the sector of services (especially educational and information ones) can become one of the ways for diversifying their economy. It is here that another feature of functioning of industrial monotowns lies: the services sector, too, has to be built up in them, simultaneously with supporting production capacities of backbone companies.

In many countries, Russia included, within the current state policy in the domain of higher education, special attention is paid to establishment of universities as development drivers for regions and cities where they are located. In particular, the task of increasing the contribution of Russian higher educational

institutions into social and economic development of their home areas is tackled by shaping a network of basic higher educational institutions, as well as by the priority project "Higher educational institutions as centers of the innovation creation space". The latter implies that higher educational institutions have to become centers of technological, innovation, or social development of their home regions (Romanenko et al., 2018).

Higher educational institutions can be considered as potential development drivers in one-factory towns, able to train the required personnel for the local labor market and stimulate the diversification of the town's economy and urban environment development. A monotown-based university can ensure stable functioning of its backbone company by training qualified personnel for it and performing research and development, experimental designing works in the company's interests. Moreover, the university can promote small entrepreneurship by cultivating the relevant skills in students and supporting promising business projects, which will contribute to overcoming the single-industry nature of the town's economy. The university can also ensure general attractiveness of the urban environment by keeping and engaging most talented students, carrying out urban projects, becoming more open and accessible for the town and its citizens. The activity of a monotown-based higher educational institution, particularly if it has enough budget-funded openings, produces a favorable effect on the local demography because it prevents ageing of the population and even influences the social and psychological climate in the town. In other words, in a company town, a university can play a much greater part than an individual university in a metropolitan city.

In monotowns, applicants to a higher educational institution can be conventionally subdivided into three principal categories: school graduates, technical college graduates, and employees of backbone companies already having either a secondary or a higher education. However, in the present-day realities of one-factory towns, there also emerges the fourth category: city managers and their project teams for whom training in further professional education programs, e.g. in the "Professional retraining program for teams managing monotown development projects", has to be provided for in their native regions.

One of the key issues of monotowns is the outflow of young people to metropolitan cities distinguished by a more developed infrastructure and diversification of production and economy. School graduates go to study at higher educational institutions in other towns and cities, after which they settle there, quite frequently working in other specialties than they have trained in. So, training or re-training of their employees already having a secondary professional education and work experience is cultivated by enterprises at their own expense. Subsequently, the employees getting a higher education after a technical school or college hold managerial positions. The companies try not to engage outside managerial staff, because the knowledge of ins and outs of production is essential.

Placing basic higher educational institutions in one-factory towns will also promote influx of students from other towns who realize the high probability of target employment with a backbone company due to limited cooperation between local higher educational institutions and backbone companies.

Another focus area contributing not only to the expansion of education in monotowns, but also to the development of their economy in general is implementation and development of information technologies, namely, digitization.

In 2018, A. A. Vysokovsky Graduate School of Urbanism published findings of the study of the digital technologies permeation level in Russian towns of up to 200 thousand people population. Authors of the study note distinctions in the use of digital services: in smaller residential settlements, the Internet is mostly used for communication, while residents of cities use the Internet for shopping and getting services – on top of social networks and messengers. The difference in using digital services between small and larger towns can be illustrated by the practice of shopping via the Internet well. Similarly, the

frequency of using online state and municipal services varies considerably: in small towns and in million-plus cities, the shares of citizens getting such services via the Internet differ by almost 20 percentage points. Experts of GSU explain this particularity not by different skills of using the network, but by residents' being not accustomed to such practices in small and medium-sized towns.

It should be noted that at present, monotowns are at the first level of digitization in terms of availability and accessibility of digital infrastructure. For them to pass to the next one, digital technologies have to be implemented in daily life, and digital competencies have to be cultivated. It is these competencies that will enable local population to use digital infrastructure as the new employment sphere – one that is independent of backbone companies, – which contributes to diversification of the economy (Digitization in Small and Medium-Sized Towns of Russia, 2018).

In Russia, backbone companies ensure high social protection for its employees. However, such a level of social responsibility of backbone companies has the reverse side to it – manifesting itself in passivity of the population expecting the state or the said companies to solve all social and economic issues. Such behavior of local population is peculiar exactly for single-industry towns the population of which remembers Soviet practices and has more demands for enterprises in terms of providing higher social benefits, including area development in monotowns. Anyway, the contemporary Russian conditions which require getting in sync with the global social processes determine the necessity of "awakening" the citizens' active stance – for them to be able to spot and tackle issues, make decisions, and carry out projects independently.

In recent 20 years, in the world scientific literature, they highlight path dependence almost unanimously as the most burning issue in economic development of areas, one-factory towns included. Such dependence consists in inheriting obsolete behavioral habits, mental attitudes, and skills; it inhibits innovation processes (North, 2005). For Russia's industrial company towns, formation of workers' family dynasties is characteristic which consist of two or three generations of workers. In these conditions, one simply cannot expect a new view on issues of single-industry towns to come from within, from the local professional lobby. Just the opposite is more likely: for years, they will keep discussing prospects of development within the established over decades economic and technological practices by inertia. As a result, it is only a slashing crisis situation that can motivate the economic agents to launch the process of economic transformations relying on broad innovation search from within.

First of all, the path dependence attitudes inhibit the advance of initiative, ability to take risks; therefore, it hinders the development of small business (Skufina et al., 2019). Secondly, it reduces the subjective value of working in any other spheres but the backbone company. So, by attracting to it the most qualified, talented, and ambitious young employees, a successful backbone enterprise thus renders local small business and other branches of local production system lifeless (Zamyatina & Pilyasov, 2016).

As the authors have already noted, habits and attitudes characteristic for local population of monotowns are a restraining factor for the development of such towns in terms of diversification of their economy. This is why it is so important to build up the sphere of education by incorporating training in specialities of the services sector into educational programs – and not only in technical specialities up to their backbone companies' activity profile; entrepreneurship should be popularized in one-factory towns, too.

5 Conclusion

Failure of the state comprehensive development program for one-factory towns designed for the period of up to 2025 – it was recognized as inefficient and early terminated on January 1,

2019, – confirms the conclusions about the necessary reform of legislation on monotowns.

According to the authors, it is the new industrial policy relying on search for innovations that is the most promising development line for single-industry towns, which is confirmed by studies of both Russian and foreign scientists (Zamyatina & Pilyasov, 2016; Healy, 2017; Hausmann et al., 2007; North, 2005). Meanwhile, what is in question is not only innovation in equipment and technology, but also in the services sector.

The authors believe that special attention should also be paid to developing educational services in the region, in particular, to higher education: i.e. to ensuring young people the opportunity to get not only an education in line with the production profile, but to master other popular focus areas, too. Placing branches of prestigious higher educational institutions in monotowns enhances their attractiveness not only for local population, but also for citizens of adjacent towns and regions (Romanenko et al., 2018). Alongside this, higher educational institutions must introduce an elective course to teach entrepreneurship for students wishing to launch their own businesses. This will allow rendering small and medium business in monotowns more popular altogether and distracting their young people from the so-called path dependence.

These processes and development of the services sector at large have to be furthered by digitization gradually gaining momentum. It is to this that both issues of Russian industrial monotowns and successful experience of developing one-factory towns in foreign countries orient (North, 2005; Economy of the Contemporary Arctic..., 2020; Skufina et al., 2019).

Certainly, for digitization to advance in monotowns, hi-tech equipment and high-speed Internet service have to be provided, which, in its turn, can become another investment project bringing on creation of new jobs, if only temporary. Meanwhile, a project of such a scale must be co-funded by the state, because unfolding digitization in regions is one of its strategic objectives.

Finally, a specific feature of local population of one-factory towns is their passive life stance and belief that they do not decide anything and all social responsibility lies with backbone enterprises and the state. This is why working with local population is essential which consists in boosting their activity and involving them into tackling issues of one-factory towns jointly with local self-government authorities. For this, it is necessary to more frequently call on citizens for voting for priority projects, announce contests for inclusion of yard spaces in overhaul programs, learn their opinions about support measures, i.e. to keep up feedback continuously.

Thus, in the course of the research, promising conditions for developing industrial company towns taking into account the context of their functioning have been outlined. Proceeding from foreign and Russian experience, promising development lines for one-factory towns have been identified which will allow partially offsetting the issues of single-industry dependence of their economy. The authors emphasize that importance of the human factor for developing one-factory towns is increasing in the contemporary conditions. First of all, it is local population who are in question, as the speed of social and economic development processes depends on their activity. Next, insufficiency of the legal and regulatory framework governing the development of one-factory towns has been noted, and prospects for improving it have been suggested. These prospects are associated with forming a new system consisting of hierarchy-based statutes and regulations which will allow considering the local context of each monotown.

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Primary Paper Section: A**Secondary Paper Section: AE, AH**

STATISTICAL EVALUATION OF THE COVID-19 CRISIS IMPACT ON THE ECONOMY OF THE RUSSIAN ARCTIC

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Abstract: The objective of the paper is to evaluate the impact of crisis caused by the COVID-19 pandemic on the economy of regions of the Russian Arctic as compared to the general Russian situation. Based on statistical analysis (calculation of ratios of basic (monthly) indicators for 2019 and 2020 to similar periods of previous years), the authors have considered trends of industrial production and retail trade turnover over time and explored the unemployment situation in regions of the Russian Arctic as compared to the general Russian situation. The hypothesis has been confirmed that regions of the Russian Arctic demonstrate greater stability of their economy to the crisis as compared to the general Russian situation. This is explained by low diversification of the said economy based on exploiting natural resources, poorly developed small business, and services sector.

Keywords: the Russian Arctic, economy, impact of the crisis, COVID-19, statistical evaluation.

1 Introduction

The relevance of elaborating the scientific topic dedicated to diagnosing the impact of the COVID-19 crisis has had on the economy of the Russian Arctic is associated with numerous factors. Let the most significant of them be described. First, social and economic space of the Russian Arctic is considered to be a highly troubled area due to aggravation of a number of issues in its environmental sphere, social and economic development, including migration outflow of the population, lower life expectancy as compared to the general Russian situation, unemployment, and so on (Baranov et al., 2020; Samarina et al., 2020; Korchak et al., 2019). Second, the Russian Arctic is a special management zone: for Russia, it is one of the primary sources of mineral resources and raw materials which are the backbone of exports in the national economy (Kudryashova et al., 2019; Leksin & Porfiriev, 2015; Samarina et al., 2019). Third, the economy of the Russian Arctic is mainly oriented to exploiting natural resources, which creates clear specific features of the economy. The latter is characterized by low diversification, poorly developed small business and services sector, which allows expecting a specific response to the crisis (Larchenko & Kolesnikov, 2018; Skufina & Mitroshina, 2020; Suopajarvi et al., 2017). Fourth, although the Russian Arctic features special importance and pronounced specific circumstances of its social and economic processes, so far, there have been very few studies of the response demonstrated by social and economic space of the Russian Arctic to the present-day deepest crisis caused by COVID-19.

The scientific novelty of this research is determined by finding out new facts about the development of regions of the Russian Arctic in fundamentally new conditions generated by the non-economic origin crisis. Its practical significance is associated with diagnosing the situation, which can be used in practice of managing the social and economic development of regions of the Russian Arctic.

2 Literature Review

Conventionally, studies of social and economic processes taking place in the Northern areas of Russia and the world have been one of the relevant and important domains of basic science. As

demonstrated by numerous research works, including those of the authors, there is a controversy between the significance of efforts made within policies and management practices to resolve the issue of providing a high quality of life for the population of the Northern areas (including medical service, infrastructure development, equal access to goods and services), to tackle environmental problems, to ensure diversification of the economy, and their little effectiveness in relation to the extent of attention and efforts (Tolvanen et al., 2019; Skufina & Baranov, 2017; Samarina et al., 2020; Healy, 2017; Heleniak & Bogoyavlenskiy, 2014). Meanwhile, in many countries, issues of social and economic development in the Arctic become the subject of debate not only for scientists, but also for the broad public. As a rule, principal subjects of scientific debate which get broad coverage in the general public discussion as well as environmental issues, questions of life activity of indigenous peoples of the North, including consideration of their interests in exploiting natural resources of the Arctic. Still, the main one is especial vulnerability of social and economic space of the Arctic to external impacts (Suopajarvi et al., 2017; Heininen et al., 2019; Markkula et al., 2019; Baranov et al., 2020; Korchak et al., 2019; Tolvanen et al., 2019).

It is on the situation in the Russian Arctic that the scientific and public debate are particularly heated. This is associated with the fact that for Russia, the area of the Russian Arctic is a zone of strategic importance. Legal and statutory documents pertaining to development prospects of the Russian Arctic substantiate essential growth of the contribution its economy makes to the country's economic growth. So, according to the Strategy of development of the Arctic Zone of the Russian Federation and provision of national security for the period of up to 2035 (as approved by Decree of the President of the Russian Federation No. 645 of 26/10/2020), growth of the percentage of the Arctic in principal macro-economic indicators is planned. For example, the share of GRP produced in the Russian Arctic in the total GRP of subjects of the Russian Federation, in %, will go from 6,2% (basic value in the Strategy, 2018) up to 7,2% (in 2024), up to 8,4% (in 2030), and up to 9,65% (in 2035). Another example is increase of the share of capital investment made within the Russian Arctic, in the total capital investment of the Russian Federation, in %, from 9,3% (basic value in the Strategy, 2019), up to 11% (in 2024), up to 12% (in 2030), and up to 14% (in 2035).

This is why in legal and statutory documents pertaining to development of the Russian Arctic, in particular, in the current Strategy of the development of the Arctic Zone of the Russian Federation and provision of national security for the period of up to 2035, they outline hazards, challenges, and threats to achievement of the set goals. Numerous research works, including those of the authors, point to significant issues preventing from meeting the set objectives (Baranov et al., 2020; Korchak et al., 2019; Skufina & Baranov, 2017; Larchenko & Kolesnikov, 2018).

Obviously, development prospects of the AZRF are associated with two factors. First of all, they depend on how successfully the practice of management, legislation included, aimed at improving the level of social and economic development of the Arctic, will cope with the said objective issues. This question is a conventional subject in research of the situation in the Russian Arctic (Suopajarvi et al., 2017; Kudryashova et al., 2019; Leksin & Porfiriev, 2015; Samarina et al., 2020). Secondly, they depend on how seriously the crisis caused by COVID-19 will distort the current AZRF development forecasts and plans. The answer to this question is not known yet, which once again emphasizes the relevance and practical importance of studying the response of regions of the Russian Arctic to the crisis caused by restrictive measures due to the COVID-19 pandemic.

3 Research Methodological Framework

Considerable politicization of questions associated with development of the Russian Arctic and the unique nature of impact of the persisting crisis lead to controversial judgments and conclusions. This has determined specific features of this study – relying on official statistics data and the quantitative research methodology.

Let it be noted that in their previous research completed in August 2020 and dealing with diagnosing the impact of the COVID-19 crisis on the economy of regions of the Russian Arctic (Skufina & Baranov, 2021), the authors obtained calculation data demonstrating that the first three months of the crisis affected regions of the Russian Arctic in a less devastating way than on Russia's economy in general. It was substantiated that this fact is associated with specific circumstances of the economy of the Russian Arctic. Namely, it relies on mining natural resources, with its small business and other sectors worst hit by the crisis (trade, tourism, and services) poorly developed anyway; meanwhile, mining and smelting production – the basis of its economy – continued operation throughout the restrictive measures period. By the present moment, more data have already been accumulated, and it is now possible to check the suggested hypothesis about the resource-based nature of the economy of the Russian Arctic (relying on exploiting natural resources) determining its greater stability under the impact of the crisis caused by the first and second wave of COVID-19, as compared to the general Russian situation.

The objective of the research is to evaluate the impact of the COVID-19 crisis on the economy of regions of the Russian Arctic as compared to the general Russian situation.

For verifying the hypothesis about greater stability of the economy of the Russian Arctic to the impact of the crisis caused by COVID-19, the following tasks are going to be completed:

1. considering the trends of industrial production over time in regions of the Russian Arctic as compared to the general Russian situation;
2. considering the behavior of retail trade turnover in regions of the Russian Arctic as compared to the general Russian situation;
3. finding out the unemployment situation development in regions of the Russian Arctic as compared to the general Russian situation.

The data used are the monthly operational data on social and economic situation of Russia's regions provided by the Federal State Statistics Service of the Russian Federation (n.a.).

Regions of the Russian Arctic include Murmansk Region, Nenets Autonomous District, Yamal-Nenets Autonomous District, and Chukotka Autonomous District.

The indicators under analysis are: the index of industrial production, retail trade turnover, and the number of the officially registered unemployed.

The standard statistical analysis method is used which relies on building a system of basic indices and comparing the current level of an indicator to the basic one (Shorokhova et al., 2015, pp. 133-134). In statistics, this method is multi-purpose, easy to reproduce and verify, which renders continuation of this research possible in the future for finding out any steady trends. The limitation of using this method is associated with the short temporal series of observations, which does not allow identifying steady trends at present. However, as soon as the data are accumulated, this disadvantage of the method will be leveled out.

The technique is as follows: for eliminating seasonal variations, as well as for getting the opportunity of comparing with the "pre-Covid" 2019, the authors calculated (monthly) ratios of the 2019 and 2020 indicators to the similar time spans of previous years (in %) (see Tables 1, 2, 3).

4 Results and Discussion

The principal specific features of the impact the non-economic origin crisis has had on the economy are determined not only by its unpredictable nature having disrupted valid forecasts and plans of all economic agents, but also by the fact that the duration and intensity of its action on the economy depended on the pandemic lockdown duration and scale.

In Russia, the pandemic lockdown was introduced in all the country's regions simultaneously, at the end of March 2020. Particularities of restrictive measures varied depending on regions, but they were not essentially different throughout Russia (Zimovets et al., 2020). So, as compared to the general Russian situation, specific circumstances of the Arctic regions were only manifested in restrictions imposed for citizens on traveling between settlements in the greater part of residential settlements of the Arctic. Studies of social and economic differentiation of towns and districts of the Arctic allow suggesting this was a consequence of poor provision with medical personnel, institutions, and equipment, both in regions of the Arctic as a whole, and in individual residential settlements (Skufina & Baranov, 2017; Skufina & Mitroshina, 2020). Let it be noted that conventionally in the world research works, insufficient development of the social sphere in the Arctic, medicine included, is highlighted as the principal life quality issue for the population of the Arctic, which has to be resolved by joint efforts of the state and corporations operating in the Arctic (Suopajarvi et al., 2017; Korchak et al., 2019; The Antivirus, 2020; Economy of the Contemporary Arctic..., 2020).

There are grounds to expect the pandemic lockdown which was in during the first and second Coronavirus wave to be less pronounced during the third and probable later waves of COVID-19. Recommendations of the WHO about prolonged pandemic lockdown were issued when neither Russia nor the world had any vaccines. So, the task was to isolate people for preventing proliferation of the virus, which provided time for developing the vaccines. It is this circumstance that triggered the global crisis which, according to analysts, has proved to be the greatest shock for the world market, the energy one included, for the latest 70 years (The Perfect Storm, 2020). At present, both Russia and the entire world has elaborated other principal tactics – vaccination for creating immunity among people. From this standpoint, this study of the response demonstrated by the economy of regions of the Arctic is in fact the study of consequences of the most difficult for the economy stage of the COVID-19 crisis caused by the pandemic lockdown of the first and second waves.

Analysis of behavior of the industrial production indices gives evidence that consequences of the pandemic started to bear on Russia's economy as early as in April 2020 (see Table 1). So, in April 2020, the industrial production index was 93.4% as compared to that of April 2019, with further shrinkage observed next, and the unsteady growth showing up in July. For Murmansk Region, Yamal-Nenets and Chukotka Autonomous Districts, behavior of the indices in 2020 is similar to the general Russian trends on balance. However, a distinction can be seen, too: smaller cutback in production (it is tracked down according to most points of the dynamic series). The fact that production was scaled back less in these regions is explained by two reasons: poorly developed sector of small business, services, and trade were the worst hit ones during the pandemic (Skufina et al., 2019); mining and processing of natural resources were continued throughout the crisis, in spite of some contraction in production volumes (Skufina & Baranov, 2021). Nenets Autonomous District not only exhibits more significant shrinkage of the industrial production index as compared to the general Russian situation and other regions of the Russian Arctic, but it also shows no improvement trend in the indicators. Numerous studies of the economy of Nenets Autonomous District argue that it is mining of carbohydrates that is the basis of industrial production of this region (Economy of the Contemporary Arctic..., 2020, pp. 76-89). During the crisis, the industry to have shrunk most of all was exactly mining of

carbohydrates, which explains the more significant cutback in production in Nenets Autonomous District as compared to the situation in other regions of the Arctic and Russia in general.

Table 1 Industrial production indices in % of the respective period of the previous year, for Russia and for regions of the Russian Arctic

Time span	Russia	Murmansk Region	Yamal-Nenets Autonomous District	Nenets Autonomous District	Chukotka Autonomous District
January-2019	101.1	103.8	117.0	96.4	82.2
February-2019	104.1	101.3	121.0	101.6	89.3
March-2019	101.2	103.0	123.4	100.3	131.8
April-2019	104.6	104.4	137.8	97.2	110.8
May-2019	100.9	111.1	128.9	99.4	97.1
June-2019	103.3	103.2	124.8	98.2	105.5
July-2019	102.8	113.7	117.1	96.9	109.5
August-2019	102.9	107.4	112.8	84.2	111.4
September-2019	103.0	106.3	107.6	108.5	87.6
October-2019	102.6	103.2	106.3	93.5	98.6
November-2019	100.3	95.0	109.9	94.0	115.9
December-2019	102.1	97.9	112.5	96.0	98.8
January-2020	101.1	98.5	101.2	98.0	115.9
February-2020	103.3	102.5	103.1	101.0	120.6
March-2020	100.3	99.3	96.6	98.0	71.0
April-2020	93.4	90.5	97.5	101.0	111.4
May-2020	90.4	95.1	93.1	81.9	112.9
June-2020	90.6	98.4	90.1	79.3	93.0
July-2020	92	103.2	90.2	83.2	96.7
August-2020	92.8	102.6	98.0	98.6	99.9
September-2020	95.0	94.4	98.5	69.6	84.7
October-2020	94.1	94.6	102.5	90.3	99.9
November-2020	97.4	107.1	103.8	88.8	100.3

Source: Calculated by the authors according to the data of the Federal State Statistics Service of the Russian Federation (n.a.)

Although shrinking down to 76,8% in April, Russia's retail trade turnover headed off to grow so early as in May; anyway, it failed to achieve its 2019 values in November 2020 (see Table 2). For Murmansk Region, within the April-July time span, a smaller decrease of the said index is characteristic, and a slightly higher one – within the August-November 2020, as compared to the general Russian situation. For Yamal-Nenets and Nenets Autonomous Districts, a smaller shrinkage of the index than for Russia in general is characteristic. In particular, for Yamal-Nenets Autonomous District, the index of over 100% has been observed since September 2020. Chukotka Autonomous District has demonstrated the same (January and April 2020) and higher retail trade turnover (the remainder of 2020 under study) for the entire covered period of 2020, including the COVID-19 pandemic time span, as compared to the "pre-Covid" 2019.

Table 2 Retail trade turnover for Russia and for regions of the Russian Arctic, in % of the respective period of the previous year

Time span	Russia	Murmansk Region	Yamal-Nenets Autonomous District	Nenets Autonomous District	Chukotka Autonomous District
January-2019	102.2	99.3	100.8	103.1	104.3
February-2019	102.3	99.5	99.3	102.3	103.5
March-2019	102.4	99.6	100.0	100.5	101.8
April-2019	102.0	99.2	103.6	97.9	103.1
May-2019	101.9	101.4	105.2	95.0	101.1
June-2019	101.8	102.9	104.4	97.0	104.0
July-2019	101.0	99.3	104.3	99.8	100.1
August-2019	100.8	98.6	102.5	97.9	100.7
September-2019	100.7	100.6	102.1	99.3	102.6
October-2019	101.6	101.2	100.1	99.5	103.9
November-2019	102.3	99.7	100.3	101.0	100.7
December-2019	101.9	100.8	97.9	100.6	101.5
January-2020	102.7	99.2	101.6	101.7	100.4
February-2020	104.7	99.3	102.1	104.7	102.4
March-2020	105.7	100.9	100.1	101.5	101.2
April-2020	76.8	89.1	83.0	90.4	100.0
May-2020	80.8	91.9	88.2	92.1	100.2
June-2020	92.3	104.6	97.8	98.2	100.3
July-2020	97.4	97.9	99.4	100.5	101.4
August-2020	97.3	96.4	99.6	97.5	102.4
September-2020	97	93.4	101.9	94.3	102.8
October-2020	97.6	95.4	101.9	95.2	102.9
November-2020	96.9	92.9	101.6	92.5	100.2

Source: Calculated by the authors according to the data of the Federal State Statistics Service of the Russian Federation (n.a.)

For Russia, a surge in the number of the officially registered unemployed index was seen in April 2020, which also interrupted the 4-month trend (December-March 2020) of reduction of this indicator (see Table 3). Almost the same behavior, including 3-4-month "pre-Covid" period of decreasing number of the officially registered unemployed, is characteristic for regions of the Russian Arctic, too. Meanwhile, it is in the growth level of this indicator that the significant difference is observed – it is much lower for all regions of the Russian Arctic as compared to the general Russian figures.

Table 3 The number of the officially registered unemployed in Russia and in regions of the Russian Arctic, in % of the respective period of the previous year

Time span	Russia	Murmansk Region	Yamal-Nenets Autonomous District	Nenets Autonomous District	Chukotka Autonomous District
January-2019	94.2	100.0	90.5	83.3	100.0
February-2019	99.9	102.9	91.3	100.0	87.5
March-2019	104.4	105.8	95.7	100.0	100.0
April-2019	107.8	109.0	100.0	100.0	87.5
May-2019	106.3	108.1	100.0	100.0	100.0
June-2019	105.7	105.1	100.0	100.0	100.0
July-2019	105.3	105.4	100.0	80.0	100.0
August-2019	104.8	98.3	100.0	100.0	120.0
September-2019	102.5	96.6	100.0	75.0	120.0
October-2019	102.2	95.2	93.8	100.0	100.0
November-2019	100.5	98.5	106.3	75.0	100.0
December-2019	99.7	97.1	100.0	60.0	85.7
January-2020	95.4	94.2	94.7	60.0	85.7
February-2020	91.4	91.7	95.2	66.7	100.0
March-2020	88.8	89.0	95.5	57.1	87.5
April-2020	160.5	116.4	163.6	71.4	100.0
May-2020	276.2	159.7	263.2	116.7	100.0
June-2020	373.7	177.4	368.8	160.0	116.7
July-2020	455.4	194.9	478.6	200.0	116.7
August-2020	511.6	203.4	507.1	225.0	116.7
September-2020	553.9	210.5	480.0	300.0	116.7
October-2020	537.6	191.7	473.3	200.0	116.7
November-2020	471.5	165.6	394.1	200.0	116.7

Source: Calculated by the authors according to the data of the Federal State Statistics Service of the Russian Federation (n.a.)

In regions of the Arctic, greater stability of retail trade and lower unemployment growth rate are explained by the fact that resource-mining sector and industry of regions of the Russian Arctic continued functioning in the crisis period too, keeping the jobs, and maintaining the population's level of life (The Antivirus, 2020).

Thus, analysis of the statistical data over time gives convincing evidence about regions of the Russian Arctic demonstrating greater stability of their economy under the impact of the COVID-19 crisis, as compared to the general Russian situation (see Tables 1-3).

Bringing in the data of other studies of the Arctic allows stating that the said fact is associated with fundamental causes rooted in the resource-based nature of the economy of regions of the Russian Arctic. In particular, they are:

1. relative simplicity of the economy of the Arctic, which is the direct consequence of specializing on mining and primary processing (Larchenko & Kolesnikov, 2018; Leksin & Porfiryev, 2015);
2. higher incomes, therefore, higher purchasing capacity and larger savings of the population of the Arctic (Skufina & Baranov, 2017; Economy of the Contemporary Arctic, 2020, pp. 153-185),
3. poor development level of small and medium-scale businesses, including ones in the sectors especially hit by the consequences of restrictive measures (Skufina & Mitroshina, 2020; Skufina & Baranov, 2021).

The obtained results are in line with findings of studies identifying the consequences of crises for the economy of the Russian Arctic: they also note greater stability of the economy of the Russian Arctic to the impact of crises as compared to the general Russian situation (Pavlov & Selin, 2018).

5 Conclusion

Summing up, let it be emphasized once again that analysis of the statistical data over time gives convincing evidence about regions of the Russian Arctic demonstrating greater stability of their economy as compared to the general Russian situation while undergoing numerous challenges and changes triggered by the impact of the COVID-19 pandemic crisis. This is associated with the known properties of the economy of regions of the Russian Arctic relying on exploiting natural resources: relative simplicity of the economy of the Arctic, higher incomes and higher purchasing capacity of its population, and the poor development level of small and medium-scale entrepreneurship.

Thus, the hypothesis has been confirmed that the resource-based nature of the economy of the Russian Arctic determines its greater stability to the impact of the crisis brought about by the first and second waves of COVID-19, as compared to the general Russian situation.

However, this hypothesis might be fair for the 2020 stage only. Further continuation of the crisis could change both the demand for principal export products of the economy of the Arctic and the policy of social and economic development of this specific area of Russia. In this case, the resource-based nature of the economy of regions of the Russian Arctic will even become an undermining factor. So, uncertainty of the situation demands further studies of this problem range.

Let it be noted that the suggested technique of tracking down the development of the situation and the indicators used in evaluation have enabled the authors to provide a clear insight into the essence of economic processes in regions of the Russian Arctic as compared to the general Russian situation. This confirms the expedience of using this technique for further research: with data accumulation, there is an opportunity to discover more long-term trends, perhaps, regularities of the way economic processes unfold in the Arctic.

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METHODOLOGICAL PRINCIPLES UNDERPINNING THE POSTMODERNISM PHILOSOPHY OF HISTORY IN THE CONTEXT OF VALUE FOUNDATIONS BENEATH THE HISTORICAL CONSCIOUSNESS

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Abstract: The purpose of this paper is to reveal the essence of postmodernist explication of value foundations beneath the historical consciousness based on the analysis of methodological principles underpinning the postmodernism philosophy of history. The paper relies on the dialectical and axiological methods, and the method of multivariant explication. The conclusion has been made that the meaning of elimination of the traditional value of history for culture in the postmodernism philosophy consists in recognition of risk as an integral element of social being. This leads, on the one hand, to a situation of anomie, and, on the other hand, to a renewed value structure of the society, characterized by such axiological determinants as creative individualism, antifunctionalism, anti-utilitarianism, and multiculturalism.

Keywords: history, universalism, purpose, postmodernism, value, meaning of history, periodization.

1 Introduction

The new millennium has put humanity at risk of total self-destruction. The destructive effect of anthropogenic factors on the cultural heritage of humankind is amplified by the decrease in awareness of the role of cumulative processes of historical and cultural development. For analyzing the causes of this phenomenon it is worth referring to the methodological foundations of the philosophy of postmodernism, which explicate the historical process reflected in the consciousness as a certain value. Moreover, the problem of the value of history in the modern world is as urgent as it is painful. After all, modernity is characterized by pessimism with regard to the unconditional belief in the progressive development of society that prevailed in the past. Such pessimism is a consequence of modernization processes associated with the impending "third wave", emergence of the post-industrial information civilization and the inevitable crisis of industrial civilization. Historiographers, as well as scholars focusing on the cultural philosophy in the modernist paradigm, still defend the view of history as a process of humanity transition from a less perfect state to a more perfect one, a process that is natural, necessary, linear, goal-oriented, and therefore having a certain meaning. However, new systems of argumentation are now used to justify this view of history. According to one of them, the historical process is a progress from the worst to the best in certain spheres, related to the aspects of social reality. The evolution of certain forms of political life, economy, social structures is progressive in nature. In this case philosophers see the value of history in justifying, legitimizing and even sacralizing the institutions of modernity, as well as their fundamental principles, by giving them the weight of "lasting being". The second group of modernist philosophers dealing with the problems related to the value of history see the progressive nature of historical development in that throughout the history a certain "symbolic capital" is accumulated. It is the embodiment of those axiological constants of society, under which influence it is constituted, unified, and which its members are ready to defend. Both the first and the second viewpoints are aimed to ensure the freedom of society from the influence of contemporary reality, to set the foundation for the ideology based on the material of history as a value matrix which aims to ensure the firmness of modernity, its stability in time. But contemporary cultural practices show that destabilization in the form of immanent risk in various spheres of activity undertaken by social organism in the era of globalization. The alternative point of view, which originated and was methodologically substantiated in the bosom

of postmodernism philosophy of history, in accordance with these realities, on the contrary, sacralizes history as a process of destabilization and risk. In this regard, the analysis of the cultural and philosophical reflection on gaining security through risk in postmodernism philosophy seems absolutely necessary for the study of the value foundations beneath the contemporary historical consciousness.

2 Literature Review

Since the logical structure of this paper originates from the antithesis of the methodology for history cognition within the framework of modernism and postmodernism, we find it necessary, first of all, to identify the methodological specificity of modernism. Against this background, it becomes easier to identify and comprehend the methodological features specific to the antipode of modernism, i.e. the postmodernism. Development regularities pertinent to the philosophy of history of modernity have been identified and analyzed in the works of Russian authors who specialized in the study of methodology and techniques of research of the past. These are the works of Yu. O. Azarova (2012), who conducting an analysis of the theoretical positions of French postmodern theorists convincingly proves that the deconstruction of historical sources contributes to the radicalization of historical consciousness; A. S. Panarin (1999), who saw the arbitrary and subjective nature of the interpretation of history within the postmodernist philosophy of history; R. O. Rzaeva (2014), who identified the crisis of metanarrative interpretation of the historical process; A. S. Kolesnikov (2013), who explained the uniqueness of the postmodernist interpretation of historical reasonableness; V. P. Shalaev (2008), who suggests a trend towards further subjectivization of interpretation of the historical process in the era of postmodernism.

Among the researchers who devote their efforts to exploring the methodology of history of postmodernism are such prominent foreign historiographers as P. Bourdieu (1991) who viewed the historical metanarrative only as a means of forming "the habitus", or the basis of social activity; J. Baudrillard (Shestakov, 2015) who pointed to the irrelevance of historicism to modernity; G. Deleuze, F. Guattari (1983) and J. Scott (1996) who methodologically justified the attention of historians to separate versions of "microhistory"; J. Derrida (1972), whose deconstruction method led to the historical process losing its value hierarchy and unambiguous meaning; M. Foucault (1969, 1971, 1975, 1979, 1984, 1994) who assumed the historical relativity of interpretation of the historical process and the dependence of this interpretation on who is holding the power; F. Furet (1984), who conducted a political study of historiography and revealed a certain "repressiveness" in rendering distinct meaning to the history; A. Hanson (1984), I. Hacking (1999) and J. Tanke (2002), who postulated the orientation of the value-based interpretation of the historical process to the modern culture.

As concerns the domestic researchers who focus on the similar problems and, in particular, postmodernism in its historiographical perspective, special mention may be of the works of D. V. Smirnov (2014), who postulated the loss over time in the interpretation of the postmodernists of such attributes as univocacy and unidimensionality; V. I. Strelkov (2014), who proved the post-Hegelian nature of the postmodernist interpretation of the meaning of history; Gritsanov V. A., Abuschenko V. L. (2008) who thoroughly analyzed the contribution of the most prominent French representatives of postmodernism to substantiating the meaning of the historical process; Yu. A. Shestakov (2015a, 2015b, 2016) who believes that the postmodernist methodology of historical science appreciates the meaning of history in relation to modernity in the

possibility of breaking free from the past determining the new formations.

3 Research Methodological Framework

The purpose of this research is to reveal the essence of the postmodernist explication of the value foundations beneath historical consciousness based on the analysis of the methodological principles underpinning the postmodernism philosophy of history. The research objectives were as follows: First, to describe the features distinguishing the general approach of postmodernists to the value aspects of historical consciousness. Second, to analyze the views of the postmodernism philosophy toward the concept of historical universalism. Third, to reveal the specificity of the postmodern views toward the orientation of history, its periodization, as well as toward the purpose and dynamics of the historical process. The purpose and objectives of the research predetermined its methodological framework.

The methodological basis of the research was constituted by:

- Dialectical method according to which the historical consciousness has been explored in development and in interaction with the phenomenon of value, as well as in the context of categories of the universal, the particular and the singular;
- Axiological method that proved useful in revealing the value and meaning components of the historical consciousness;
- Polyvariant explication method that is based on the postmodernism postulates allowing multivariant interpretations of the historical process reflected in the historical consciousness, justification of independence from the cumulation of history and recognition of risk as an attribute of modern culture and social development.

4 Results and Discussion

Traditionally the value of history has been seen in the fact that history is able to consolidate modernity as a natural derivative, the result of a linear historical process, to justify it teleologically. Modernity, which makes society fluctuative, exposes its institutions and fundamental principles to danger through various manifestations of randomness, stochasticity, irregularity, alternativeness, is explicated by such a type of historical consciousness as an enemy invasion. The only protective shelter from it is the fortress called history. Postmodernism analyzes the past with the goal of destabilizing a situation of modernity to the greatest extent possible, thereby liberating the creative potential of personality. This goal of the postmodern philosophical-historical thought is accomplished "by searching for and analyzing archaicism as a manifestation of randomness, alternativeness and discreteness, and, therefore, historically infinite process of creation" (Shestakov, 2015, p. 28).

This methodological approach to the problem of the value of historical process is the dominant axiological component of postmodern historical consciousness. It determines an exceptional view of history in postmodernism philosophy as concerns the basic philosophical and historical categories, in the framework of which historical consciousness traditionally prompted problematization in the cognition of the essence and value foundations of the historical process.

The universalism of history, for example, is one of such categories. One of the core ideas of those philosophers of history and cultural philosophers, who study the historical process based on the methodological paradigm of postmodernism, is antagonism against the universal history common for all of mankind. This idea derives from an absolute rejection of any metanarrative as explanation of the meaning of historical process. This, in turn, is based on the thesis undisputable for postmodernism philosophers about the preordained artificial character of any knowledge. Any categories relevant to the justification of truth, in their view, "are not to be found outside their only canon: tradition and usage" (Hacking, 1999, p. 60).

Michel Foucault (1969), who studied the "history of the systems of thinking" (p. 9), who saw in history numerous forms of rationality, not necessarily even isomorphic (Foucault, 1994, p. 450), called for a critique of any metanarrative "to explore the extent to which the work of thought on its own history can free the thought from its tacit assumptions and allow it to think differently" (Foucault, 1984, p. 15). Foucault argued that those in power use knowledge as a means of controlling society and, therefore, had an opinion that an absolute rejection of the "will for knowledge" was crucial, even calling for a kind of "stupidity" to be shown in sociocultural practices (Foucault, 1971, pp. 160-161). His formula postulating the relativity of all knowledge, due to the relativity of any power holders structuring the metanarrative "epistemes" and discursive practices based on them, sounds like "other power means other knowledge" (Foucault, 1975, p. 227). The philosophy of postmodernism asserts the artificial nature of social reality, consolidated and sustained by various metanarratives (Foucault, 1979, p. 334). The key place among these metanarratives is taken by the historical metanarrative, which is supposed to justify the existing order by the force of tradition (Bourdieu, 1991, p. 292). However, this traditionalist metanarrative, according to postmodernists, has nothing to do with the objective truth because, for example, according to A. Hanson (1984), "Traditional culture is increasingly recognized to be more an invention constructed for contemporary purposes than a stable heritage handed on from the past" (p. 896). The litmus paper for distinguishing the "real" tradition from the "artificially constructed" is the meaning of tradition in culture. Although artificial tradition includes elements of the original culture, due to its artificiality, it becomes a means of manipulation, enrichment, gaining undue privileges by the holders of various powers (Derrida, 1972, pp. 256-271).

As an alternative to the metanarrative discourse, postmodernist philosophy of history puts forward an idea that it is necessary to change the vector and scope of the study of history by drawing the attention of scholars to the individual manifestations of various "micro-histories". Examples include the history of food, penal system, crime, and childhood, which constitute the typical content of what is "commonplace". It is proposed to focus mainly on exploring the situation and the progress of various historically oppressed minorities, such as women (Scott, 1996), because such look at the history "contributes to the elimination of monopolies traditionally forming part of great stories" (Rzaeva, 2014, p. 25). Thus, postmodern historiography constructs a "mixed" history. Such approach presents the past of humanity as a combination of diverse elements. These elements are established on the basis of diverse and often arbitrarily selected "micro-histories. The general philosophical and methodological basis here is the postmodernism position contrary to modernism in its views toward the relationship between the part and the whole. It was most clearly formulated by G. Deleuze and F. Guattari (1983) in their theory of partial objects. This theory suggests that any social object is fundamentally partial, and not an element of the whole.

Taken together these methodological assumptions form a nomadic conception of historical development. It implies constant rejection by any subject of the historical process related to any centers, which existence the teleology of rationalism tries to impress upon him (Kolesnikov, 2013, p. 189). Such explanation of the role of personality in history should contribute to the formation of a new breed of human. This is a human who is capable of adapting and must adapt to the continuously changing conditions of existence, even if such adaptation occurs at the expense of newly formed attitudes and cognitive schemes "displacing from the people's consciousness the ties with real history and events" (Shalaev, 2008, p. 98). This interpretation of temporal development of humanity asserts subjectivism as the pinnacle of the hierarchy of values throughout history (Tanke, 2002, pp. 170-192). It allows a bifurcational individual, the individual who is not guided by permanent dominant existential meanings of being, to shape them situationally. For doing this, an individual uses the historical experience which is most relevant to the social structure with which this individual

identifies at the moment. Such individual is a priori forced to recognize risk as a determinant of own development.

The rejection of historical universalism, in turn, predetermines the position of postmodernism and the type of historical consciousness it postulates to the problem of the history orientation. Postmodernism as a methodological conception denies general direction of the historical process, the essence of which is explained by regularities derived from a certain metadiscourse, based on the apriori recognition of the phenomenon of cumulation in the course of historical development of mankind. Philosophy of the modern history finds it apparent that the present is naturally conditioned by the past, and the future is causally conditioned by the present. Postmodernists deny this. In their view, the present is predetermined by the future, which "creates our present" (Azarova, 2012, p. 43). In addition, cultural philosophers and historians-postmodernists do not believe that the phenomenon of time has the attributes of universality and uniqueness. As they argue, "Time has become multidimensional and relative" (Smirnov, 2014, p. 174). The denial of the linear character of history has two consequences. The first is that it introduces the individual to an ever-expanding web of possibilities, and liberates from the "chains" of the past and, in general, from rigid causal determination. This substantiates creativity as one of the highest values of modernity inherently associated with risk. The second consequence is the consolidation of multiculturalism. This principle is relevant to the information civilization, which is characterized by the trend of globalization, when "the need and importance of competitive rivalry ... based on the mutual enrichment of distinctive cultures becomes a key to the progressive development of mankind" (Shestakov, 2016, p. 26). The postmodernist interpretation of history as a web of possibilities substantiates the need to affirm universal culture based not on a uniform cultural meaning, but on the diversity of cultural meanings having equal importance.

Historical periodization in the framework of classical methodology of history is characterized by the following attributes: recognition of the universal character of history, its teleologism, necessity, progress, finalism. These attributes guarantee the implementation of social development projects, with the proper scientific foundation set for them. Alternative historical periodization within the methodology of postmodern history is extremely subjective and arbitrary, justifying "centrifugal tendencies, localization, fragmentation, individualization" (Panarin, 1999, p. 247). This opens up the most diverse aspects of history, to expand the horizons of researcher of the historical process, to expand the boundaries of historical consciousness. For postmodernists, this is where the value of history, embodied in the various constructs they develop, lies.

Closely related to the problem of periodization and the most "value-loaded" is the category of the goal of the historical process. The methodology of modernism is based on the assertion that the rational and unambiguous direction of the historical process, which science attempts to cognize, is determined by its goal. Total social formation, which eliminates "partiality, incompleteness of human presence in the world" (Strelkov, 2014, p. 44) and represents for modernist philosophers the achievement of the goal of history, its predicable finale. The modernist thesis that only the "end" of history makes it possible to comprehend the events that constitute it" draws heavy criticism of postmodernists (Furet, 1984, p. 13). Philosophers accepting the postmodern paradigm find this interpretation of history essentially narrow and repressive. As the researchers of Foucault's works note, "according to Foucault, the discursive formation is capable of marking science, ideology, medicine, etc., but taken as a given, totally beyond the assumption of their continuity and common purpose" (Gritsanov & Abushchenko, 2008, p. 131). J. Baudrillard (Shestakov, 2015, p. 237) expressed the same point of view. He postulated the unfolding of two histories in the process of human development. One he viewed as a struggle between the creative nature of culture and the desire of the masses to "amortize", "devour" it. The second is seen as a

stage in this confrontation, within which the teleology of history arises. Thus, the methodology of postmodernism replaces the teleology of history with its creative unpredictability. On the one hand, it is exposed to immanent risk, on the other hand, it magnifies the cultural potential by expanding the innovative component of cultural development.

One of the most important categories for structuring historical consciousness is the dynamics of history. The classical historiographic thought traditionally suggested three possible options – assertion of the progressive development of humankind, its regression, or the cyclical development of local cultures and civilizations. The originality of the postmodernist interpretation consists in the denial of progress as an infinite development of production and consumption. Rather, it is a view of the historical process as the temporally evolving forms of adaptation of an individual to the changing conditions of existence, as a process of deployment of not "meta-" but simply "narratives" that will be constantly "re-interpreted" following in the tracks of cultural innovation. Such interpretation of history implies neither any specific goal, nor its progress or regression. Our time as part of the historical process is seen by postmodernists through the prism of the need for effective adaptation of the individual to the cultural conditions, which are undergoing more dynamic changes than before, and therefore inevitably entail risk.

5 Conclusion

The denial of universalism of the historical process, the linear character and teleological nature of history, the absolute rational meaning of history as a consolidating force of the meaning of modernity; the periodization of history characterized by the arbitrary, subjective nature; the view of the historical process as temporally evolving forms of adaptation to the changing conditions of individual existence represent the uniqueness of the methodological principles underpinning the postmodernist philosophy of history.

Due to this uniqueness, the methodology of the postmodernist philosophy of history sees the main value of history in that it makes it possible to eliminate the determination of modernity by the past receding into the historical distance and becoming nothingness. This allows the emergence of a new reality, not strictly predetermined by the past, which is associated with the recognition of risk as an inherent element of social being.

The value of history in postmodernist philosophy is seen in the fact that it reveals the dependence of the meanings of individual and social activity on the attitudes developed in specific historical setting. History, according to postmodernists, substantiates the possible freedom of an individual becoming an interpreter and creator of these meanings. Elimination of the rational and universal meaning of history shaping the meaning of modernity, leads to two consequences. The denial of the historical "metanarrative" that gives legitimacy to culture leads to anomie and puts the cultural communities in danger of the destruction. The postmodernists' emphasis on "micro-narratives" stems from their desire to justify philosophically and historically the determination of small groups to achieve their goals, which are situational, short-term and subjective. On the other hand, it guides society toward creating a revised value structure of society. At the pinnacle of the hierarchy of values in this structure are such axiological determinants as individualism based on creativity, anti-functionalism, anti-utilitarianism, and multiculturalism.

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THE ROLE OF TEACHER IN MORAL AND ETHICAL EDUCATION OF STUDENTS

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Abstract: The relevance of this study is driven by the need to build the moral and ethical foundation for the worldview of children in the era of ubiquitous digital technology. The main priority of this research is to provide substantiation that a teacher plays an important role in the moral and ethical education of students. The research reviews a problem related to the content of modern education lacking morale building activities. The research purpose is to substantiate the high importance of a teacher in the moral and ethical education of the younger generation. The main research methods were analysis and synthesis of the scientific literature on the research subject. The research proceedings have a practical value for teachers carrying out their professional activities in the system of general and supplementary education.

Keywords: moral and ethical education, psychological approaches, teacher, student, morality.

1 Introduction

The era of ubiquitous digital technology spurs a necessity to build the moral and ethical foundations for the worldview of children. In the age of continuous advancement of the Internet, where one may find absolutely any information, both positive and negative, a child, due to his/her age and lack of a stable and strong moral base, has no clear concept of what are the manifestations of good example in the society. Not only socio-economic environment in the country has changed, but also the way how the life models are built and how the life is lived, which previously was predetermined by the former requirements of society (Andreeva, 2019, p. 12). The question of fostering moral qualities in children today is more relevant than ever. T. B. Sandabkina (2013, p. 5) substantiates the relevance of this topic, pointing out that modern society in the times of socio-economic crisis, which coincided with the search for new ideals and moral values, puts before the school urgent tasks in the field of moral education – instilling benevolence in children, respectful attitude to history and culture of other nations, development of esthetic needs, ability to act independently on the basis of moral choice.

V. T. Chepikov (1997) defines the core of morality, which underlies essential moral qualities of individual. According to the researcher, the moral qualities of individual determine their moral portrait. The researcher clarifies that such qualities make a person free, as well as valuable and independent in the system of socio-economic relations.

I. A. Parkhomenko (2009) underlines that the problem of fostering moral qualities in the younger generation is global in its scope. "The culture of peace understood as the establishment of universal spiritual and moral values on Earth, is significant in modern socio-cultural conditions, as today the society is facing growing alienation of individuals, cultivation of cruelty and violence, spread of various forms of extremism. Against this background, the role of schools and pedagogical science as guarantors of the revival and inculcation of spiritual and moral values in the younger generation becomes extremely important" (p. 3). The role of a teacher in instilling moral values in students is significant. The content of the educational process is defined

by the categories of teaching and upbringing. Undoubtedly, the family has paramount importance in fostering moral and ethical qualities, but it is also important to remember that the functions of a teacher are not limited to the delivery of the learning content, the teacher's role is much wider. However, in the realities of today's school, we quite often encounter the problem of the teachers' reluctance to implement the function of moral and ethical education.

2 Literature Review

The research relied on the works of the following authors. Studies by psychologists V. I. Selivanov (1992), B. S. Volkov (2016) who provide evidence that uncertain or incorrect moral concepts of younger students may have a major impact on the formation of their moral qualities. Among the domestic researchers who have made a significant contribution to the theory of moral development of personality through interactions with other subjects, in the field of psychology and research of the moral and ethical development of personality, we would like to give a special mention to P. P. Blonsky (2020), L. S. Vygotsky (2005). They in their studies substantiate the necessity and value of the process aimed to strengthen moral and ethical qualities of students. L. S. Vygotsky (2005) views a person through the prism of the process of personal development. The author notes that personal development of an individual is driven by a complex and rich spiritual life. According to L. S. Vygotsky (2005), the process of moral qualities fostering should be based on a certain coordination of communications and interactions between students, which is one of the most important pedagogical tasks. P. P. Blonsky (2020) addresses the problem of fostering the moral and ethical growth of a learner caused by "the pedagogical neglect of the learner".

Researcher T. B. Sandabkina (2013) rightly notes that a combination of particular pedagogical actions and technologies contributes to the higher emotional and moral responsiveness of students, stronger empathy to the feelings of others, and the ability to regulate own behavior and self-esteem based on moral principles. Of particular note is the research of D. A. Bezhevets (2016) in the field of organizing basic general education where this author approaches the process of spiritual and moral development of the younger generation as a holistic pedagogical system integrating two main components: teaching and upbringing. I. A. Parkhomenko (2009) points to the need to supplement the professional training of pedagogical staff with a component providing moral education to future teachers.

3 Methodology

The research purpose was to substantiate the high importance of a teacher in the moral and ethical education of the younger generation.

The research objectives were as follows:

- Examine and give an overview of studies which provide definitions of the concepts "morality" and "ethics" in relation to the educational process;
- Consider and present the analysis of age-specific characteristics of the younger generation;
- Explore the system for instilling moral principles in the younger generation and the role of a pedagogue in the process of moral development of students
- Determine the professional qualities of a teacher, which have a positive impact on the morals and ethics of the younger generation.

The main methods were analysis, synthesis, systematization and consolidation of scientific literature in the field of psychological and pedagogical research concerned with understanding the role of a teacher in the moral education of students.

4 Results and Discussion

The concept of "morality" should be studied in the context of human consciousness and behavior. A moral act is an action, but not any action, only the one that receives a positive evaluation from the public and moral perspective. The moral behavior and moral act are objectified, i.e. the acts and behavior of an individual are unbiasedly assessed for consistency with the interests of society. Moral behavior is an aspect or side of any human activity and does not exist by itself. Any individual actions imply a moral aspect, which is manifested in the goal or intention, in the choice of means, in the way how activity is organized, in its outcomes and consequences.

Morality (Latin *moralis* – moral) is decency, a particular configuration of public consciousness and a type of social relations (moral relations); one of the major means to regulate the acts of people in society based on the norms. Moral norms are based on ideological justification in the form of standards of what is good and bad, justice, etc., as compared to a tradition or an elementary custom. Unlike the law, compliance with the principles of morality may only be regulated by spiritual levers (encouragement or condemnation, social assessment). Morality, along with other elements common to all humanity, by the standards of history are temporal ideals, norms and principles.

Moral beliefs develop to a large extent under the influence of the teacher's personality and first of all teacher's moral beliefs. A perfect moral belief is needed by each and every person. Shaky moral beliefs do not flatter anyone, but when it concerns a person in charge of the process of education, it leads to disastrous consequences.

The building of moral beliefs should be regarded as a special goal requiring from a teacher to be able to:

- Take into account the level of moral consciousness of each student, their capabilities and moral growth prospects;
- Take various approaches to teaching, social work, labour, lifestyle, habits – everything that may produce influence on a certain child;
- Find how aligned are the student's words about moral principles with his/her real actions;
- Reveal difficulties in correction of the wrong beliefs and principles of some junior students by resorting to the power of public opinion, influence of children on each other;
- Take due regard of the possibilities and regularities in the development consistent with age when instilling certain moral beliefs.

When a direct connection is ensured between the child's moral feelings and the knowledge about morality inculcated in a child through upbringing, the child develops firm beliefs. For the pedagogical process a more informed understanding by students of the concepts of morality and ethics means a lot, including changes in the student's view of learning and classes with a teacher.

Junior school age according to E. H. Erikson (1996) is the perfect time for a child to absorb knowledge, skills, and basic morals and ethics. The development of a child of junior age becomes the immediate task of primary school. At this age it is highly important to develop the abilities of students in every possible way, to strengthen their confidence in own abilities. That is why the role of a teacher at this stage in the child's development is so crucial. L. S. Vygotsky (2005) argued that educational efforts tailored to the age of a student are most effective for the all-rounded development of children. A whole lot of changes can be classified as the age-specific characteristics. Such changes relate to physical, cognitive, intellectual, motivational, emotional properties of the body, etc. This has been supported by the study of E. A. Goloyus (2019, p. 9), who points out that moral and ethical beliefs, being a structural component of the moral realm of personality, represent an integral unity of cognitive, emotional and behavioral components.

The essential attributes of personality find manifestations in the lived experience, the emotional responses caused by certain events in children's life.

An important criterion in shaping the moral and ethical system of the student is the influence of the teacher's personality. If the teacher's emotional and moral system is solid and stable, education as such will take place in a calmer manner and in a correct direction, because in the absence of stability and firm adherence to moral and ethical principles, the teacher cannot transfer them to and instill them in his/her student. According to the researcher O. Yu. Fedoseenko (2018) "Morality is a theoretical basis and regulator of behavior, while morality is the freedom and expression of the will of a person, provided that the motives of the person and the requirements of society coincide" (p. 170).

In addition to knowledge of age-specific characteristics, the teacher should have the following professional qualities: fairness, responsiveness, respect for students, as well as actively demonstrate all these qualities in education by way of own example. If a teacher talks about morality and ethics, it is important to understand that students will look first at the teacher's actions and whether the teacher implements this in practice. The years of studentship have a huge impact on the teacher's personality: it is when the lesson perception is shaped, the criteria distinguishing between good and bad teachers are established, and a certain impression of communication between all participants in the educational process is left (Ilaltdinova & Oladyshkina, 2020, p. 3).

Manifestation of respect by the teacher to the student is associated with such mental qualities as care, understanding, empathy, a sense of justice. This contributes to creating a more favorable and safe background for communication, as well as a respectful spirit of dialogue, both with the student and with colleagues. As it is known, education is a reciprocal process (Nemova et al., 2019). This approach is more preferable because direct condemnation and constant coercion pay back only with alienation and loss of trust. Advice, as well as tactful explanations help to achieve better communication, and the information is perceived much easier (Reshetnikov, 2000).

Therefore, a teacher needs a particular set of skills:

- Analyze the individual features of emotional development of students;
- Be attentive to emotional expressions of students, help them to understand their feelings, create a favorable emotional atmosphere in the classroom;
- Facilitate occurrence of special emotional situations in the lives of students, especially in team activities, helpful in revealing the potential of each student and reinforcing the manifested moral feelings;
- Trace changes in the emotions expressed by a student. When a student does not show any emotional response to an intense situation or action, consider the reasons behind such response of a student, and take steps to change the situation for the better by dealing with its causes;
- Cultivate a conscious attitude of junior school students to certain age-related stages in their emotional development, provide the necessary support in this case, and praise the efforts shown by children. Provide support in overcoming of failures and obstacles (Skovorodkina & Gerasimov, 2018).

5 Conclusion

One of the important tasks of a teacher is to lend children a helping hand when they encounter problems which require a moral choice. Such help should not be imposed, the correct pedagogical strategy assumes a different approach: it is important to give a child the right of choice and only gently lead and guide the child to the moral act. Each time a child chooses a morally correct act, it will promote their moral growth and reinforce their spiritual qualities, because such a choice strengthens the faith in own self, instills the habit of moral choice. It is important to understand that growth is possible only

when the situation requiring a moral choice is difficult, but surmountable for a child, and does not cause heavy emotional stress.

For strengthening the moral and ethical motives behind the behavior of student, the teacher should:

- Analyze the student's actions and find a correlation with the line of their behavior as well, since this reflects the moral attitudes already existing at this time;
- Provide freedom to independently choose the path of morality in certain life situations;
- Analyze the content of educational process and should any contradictory or conflicting situations arise in the group, guide a student to the positive resolution from the moral point of view;
- Promote the moral and ethical growth through the team activities, by adding new requirements for an individual and making them more stringent (but still commensurate with student's potential);
- Promote positive relationships within the group, take an active role in group activities, thus providing correctional education to difficult children. Help students to abandon the already formed negative attitudes and destructive ways of behavior, by replacing them with universal moral and ethical foundations.

Thus, we may conclude that instilling morality in the younger generation is an obligatory element of the educational process, as a solid and stable moral and ethical base is the key to the developing a strong and healthy personality.

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Primary Paper Section: A

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SOCIAL STRATIFICATION OF THE PUBLIC: COMPREHENSIVE EVALUATION AND FORECAST SCENARIOS

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Abstract: The objective of the research is to provide comprehensive evaluation of social stratification of the public and suggest forecast variants of indicators influencing the phenomenon under study. Methodological basis of the research are both general scientific cognition methods and particular methods for evaluation and forecasts of social inequality. Approaches to subdivision of the public into social classes have been identified. Based on statistic data, indicators representing the extent of income differences have been explored. Forecasts have been compiled that allow seeing the future progress of the phenomenon under study in terms of individual indicators. The research findings can be used by the state authorities for substantiating social policy and in elaborating social security doctrine.

Keywords: social inequality, income of the population, subsistence minimum, income difference, wages.

1 Introduction

In Russia, the process of market transformation faces numerous challenges in the plane of problems of social stratification of its public. Excessive wealth disparity and social differentiation of the population having established in the contemporary society leads to noticeably expanding split of the society into two completely opposite social groups – the super-rich and the extremely poor.

The brightest and most direct expression of market transformation processes taking place in the Russian economic system is the change of principles and actual condition of material differentiation of the public. The new principles of payment for labor declared at the beginning of the reforms actually resulted in building such a distribution system for incomes, material, and social goods which failed to stimulate the most complicated and qualified kinds of labor yet preserved rewards (in the form of privileges) for the managerial stratum. Alongside this, there appeared new social actors – entrepreneurs; as the market reforms were rolled out, they mastered social roles which were new for the contemporary Russian society and have won quite a high social status and prestige. However, regrettably, meritocratic principles of social stratification arrangement were not embodied in Russia in the years of the reforms; moreover, they have generated urgent issues of material inequality, dangerous for both society and morals at that (Smirnova, 2010).

Nowadays, within Russia's geographical space, there are in fact two social estates coexisting. One of them (a relatively small one) unites healthy, free, having a modern education, enjoying full rights, and very rich citizens. They are the new "nobility" residing in the living space specially created by them for themselves. They have special living environment, quite specific way, quality, and styles of life. The other estate is vast in number and represented by mass strata of the society, barely earning

their living. The majority of it is made up by lower-income, less educated people having limited rights. They are not distinguished by good health, they do not get the necessary medical aid, and they are doomed to a short life, as compared to the contemporary standards (Book Review "Social Inequality and Public Policy", 2007).

The relevance of the problem under study is dictated by a number of serious challenges and threats. Among the latter, unemployment is assuming special dimension, and poverty is gaining a global scale. The society having formed is characterized by a significant gap between low-income and high-income groups, plus over a third of all revenues focused under control of less than 15% of the population. Clearly, in the resulting situation, the only thing social stratification could do was exacerbating (Zherebtsova, 2003).

2 Literature Review

The issue of social inequality finds extensive theoretical elaboration within studies of both foreign and Russian economists and sociologists.

The first scientific explanations of the origin of inequality and stratification of the society are found in the work of the prominent sociologist Emile Durkheim (1996) saying that the society evaluates different activities differently. E. Durkheim (1996) singled out two aspects of social inequality: the inequality of abilities and the socially reinforced inequality. American sociologists K. Davis and W. Moore (2004) developed the society subdivision concept within structural functionalism: each element of the society has to perform certain functions, and only this helps the society exist and develop.

In the history of social thought, no-one has argued about the sources of social development and substantiated class structure of the society as definitely as K. Marx (Karl Marx and the Modern Philosophy, 1999). Alongside Marx, the decisive part in establishing the modern ideas about the essence, forms, and functions of social inequality was played by the classic of the world sociological theory M. Weber (1990). In the Modern Age, social functions of the state were also studied by philosophers J. Locke (1985-1988), G. Hegel (1978), and P. J. Proudhon (1908).

Analysis of the recurrent nature of social processes is presented in structuration theory of A. Giddens (1979) considering the effect of causal cycles.

At present, the cumulative nature of social processes is paid much attention in the concept of social exclusion. Unlike the established in previous decades tradition of studying poverty as a static phenomenon, the new concept focuses itself on dynamic aspects of inequality (Abrahamson, 2001; Martin, 1996; Paugam, 1996).

In the last decade, Russian researchers have started using the notion of social exclusion, too. With regard to this, the most well-known are works of F. M. Borodkin (2000). Russian literature on the relevant problems has also taken up discussing poverty issues in terms of the cumulative nature of social processes (Boikov, 2001).

Among the contemporary foreign researchers of the problem range of social inequality, redistribution, and welfare state, one can name A. Daguerre (2011), P. Copeland (Copeland & Daly, 2014), I. Koch (Koch et al., 2021), and M. Zajko (2021).

Works of E. Balatskiy (2010), L. A. Belyaeva (2001), T. N. Zaslavskaya (2004), N. M. Rimashevskaya (Rimashevskaya & Migranova, 2016), and some others have won renown among the leading contemporary Russian scientists exploring various aspects of the said problem in the format of social stratification and income distribution inequality.

Debating social policy as a necessary measure contributing to overcoming social stratification is a long-standing and rich tradition. For quite some time now, questions of the effect of social policy on economic development have been extensively considered in Russian economic science in the works of L. Abalkin, L. Lvov (Abalkin et al., 2000), S. Glazyev (2001), et al.

In recent time, there has been a broad and extensive discussion of innovations in the dimension of middle class formation, and particularities and criteria for identifying middle class have been studied in detail. With regard to this, one can note works of E. M. Avraamova (2008), E. Sh. Gontmakher (Gontmakher et al., 2008), T. M. Maleva (2007), et al.

3 Research Methodological Framework

The objective of this research is to provide integrated evaluation of social inequality and develop forecast scenarios. So, this research implies completing the following tasks:

1. studying approaches to subdivision of the public into social classes;
2. evaluating social inequality in terms of indicators determining the society stratification extent;
3. developing forecast scenarios for a number of indicators determining the society stratification extent.

The study of changes occurring in the area of social inequality in the contemporary Russian society relies on using a wide range of general scientific and special methods: structural and functional, institutional, comparative analysis, scientific generalization, the methods of index numbers and graphic construction, correlation regression analysis. The Russian context of actual reality in relation to social inequality has been analyzed based on the results of studies of T. Yu. Bogomolova (Bogomolova & Tapilina, 2001), S. Yu. Glazyev (2003), I. L. Lyubimov (2016), and a number of other authors. Methods of comparison and index numbers, systemic and structural analysis are used as the methodological framework. In particular, the comparison and index methods have enabled the authors to provide an integrated evaluation and analyze social inequality change trends. As for the systemic and structural analysis, it has contributed to identifying their unity and diversity. This research into social inequality change trends in the contemporary Russian society relies on works of the leading Russian economists, sociologists, analytical and theoretical concepts of the modern Russian researchers which grant a deeper insight into social inequality change pattern in the contemporary Russian society.

4 Results and Discussion

Discussing the concept "inequality", it should be borne in mind that there is objective inequality associated with gender- and age-related particularities which can change but are basically irremovable and objective. Separation of the society into strata, or social stratification, is a process of the public's getting categorized into social and economic levels based on certain factors. As the Western way of life and market economy won their recognition, the humanity succeeded in getting rid of subdividing people or groups according to racial, national, sexual, age-related or religious criteria, and classes have become the world's most popular categorization. In the narrow sense, there are three categories of classes (the upper, middle, and lower ones), but some scholars use a broader structure. So, the American sociologist W. Warner (1963) considers 6 classes (see Table 1) in his work "Yankee City".

Table 1 – Names of social classes and their representatives according to W. Warner (1963)

No.	Class name	Representatives of the class
1	Upper-upper class	The rich and the noble
2	Lower-upper class	Ones of the lower or middle class origin who have succeeded in becoming rich
3	Upper-middle class	Intellectuals and higher paid professionals, the well-to-do ones

No.	Class name	Representatives of the class
4	Lower-middle class	Office or white-collar workers, ones having stable income and property
5	Upper-lower class	Workers
6	Lower-lower class	Ones at the poverty line or below it, the unemployed, the homeless

Source: author's own processing

For comprehensive evaluation of Russia's social stratification, let the following indicators be analyzed: number of the population with money income below the subsistence minimum value, per capita money income of the population, Gini coefficient, and decile ratio (R/P 10% ratio).

1. Number of the population with money income below the subsistence minimum.

Table 2 presents statistic data on the analyzed indicator for the period from 2015 through 2020.

Table 2 – Number of the population having money income below the subsistence minimum

Years	Number of the population with money income below the subsistence minimum		Subsistence minimum value, rubles per month
	million people	percentage to the total population number	
2015	19,5	13,3	9 701
2016	19,5	13,3	9 828
2017	19,3	13,2	10 088
2018	18,8	12,8	10 216
2019	18,5	12,3	10 609

Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

Analysis of the data of Table 2 allows concluding that the country's proportion of the population having money income below the subsistence minimum is changing. In 2015-2016, the population whose money income was below the subsistence minimum value counted 19,5 million people. The figure corresponds to 13,3% of the total population number, which exceeds the permissible value almost twice (the threshold value is 7%). This gives evidence about the fact that exactly the bulk of the Russian crisis affected social and economic welfare of the population of the RF in an extremely negative way. In 2017, this indicator went down amounting to 19,3 million people. So early as in 2018 and 2019, the number of the population having money income below the subsistence minimum was 18,8 and 18,5 million people, respectively, which represents 12,8% and 12,3% of the total population number. Thus, decrease of this indicator characterizes reduction of the country's poor population.

2. Per capita money income of the population.

Nominal and real incomes of the RF population over the period of 2015-2020 are given in Table 3.

Table 3 – Nominal and real incomes of the RF population

Years	2015	2016	2017	2018	2019	2020
Indicators						
Per capita money income of the population, rubles	30 466,6	30 747,0	31 477,4	33 178	35 247	35 361
Real income of the population, %	97,7	95,7	99,5	100,05	100,8	96,5
Inflation level, %	12,91	5,38	2,52	4,3	3,0	4,9

Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

According to the data of Table 3, per capita money income of the population has an evident upward trend. In 2019, the increment

rate for real money income of the population was slightly higher, making +0,8% versus the previous year. Faster growth of real money income was first of all promoted by the considerable decline of the consumer inflation level. As of the 2019 results, consumer price index amounted to 3,0% (December to December) after 4,3% in 2018.

3. Gini coefficient.

Otherwise termed income concentration index, Gini coefficient is a parameter used by economists in their calculations to characterize the existing economic inequality between individual strata of the population of one and the same country. Thus, it demonstrates how unevenly the incomes or aggregate wealth are distributed among members of the society. The value of this coefficient can range from 0 to 1; meanwhile, the higher the indicator value is, the more non-uniformly the incomes are distributed among the population (Koch et al., 2021). Table 4 shows the behavior of Gini coefficient.

Table 4 – Behavior of Gini coefficient in the RF over 2014-2018

Years	Gini coefficient
2014	0,412
2015	0,398
2016	0,397
2017	0,396
2018	0,411

Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

By considering Table 4, it can be seen that Gini coefficient features a very slight decline over the period in question. This suggests that income differences inequality does not have an upward trend, yet it remains high enough. This situation is also indicative of the considerable non-uniformity of income distribution and vast distinctions between individual groups' levels of life. Alongside this, it entails social tension among the public and serves as the determinant of social clashes occurring and progressing, disruption of stability of the social system, which as a total creates a direct threat to the country's economic and social security.

4. Decile ratio (R/P 10% ratio).

Table 5 – Distribution of the total money income volume and features of money income differences of the population

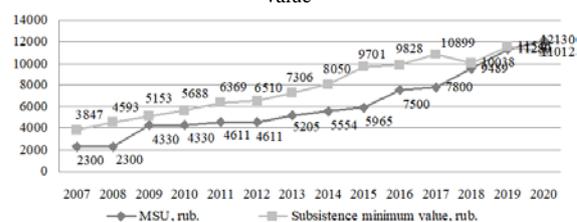
Indicators	Years			
	2013	2014	2015	2016
Money income – total, including according to 20-percent population groups, %	100	100	100	100
Group 1 (having the lowest income)	5,2	5,2	5,3	5,3
Group 2	9,8	9,9	10,0	10,0
Group 3	14,9	14,9	15,0	15,0
Group 4	22,5	22,6	22,6	22,6
Group 5 (having the highest income)	47,6	47,4	47,1	47,1
R/P 10% ratio, times	16,3	15,7	15,6	15,5

Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

The conclusion can be made from the table above that within 2013-2016, R/P 10% ratio decreased from 16,3 to 15,5 times, which confirms a slight reduction in the extent of social stratification of the country's population. Notably, the threshold value for this indicator is 8 times, but the observed indicator value of 15,5 times remains quite high and exceeds the threshold one almost twice. Another point to be noted is that the most urgent issue is the high extent of income level based stratification of the population leading to tension among the public and social stratification.

The condition of social inequality cannot be evaluated objectively without analyzing the proportion of minimum statutory wage (MSU) and subsistence minimum (Figure 1).

Figure 1 – Proportion of MSU and the subsistence minimum value



Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

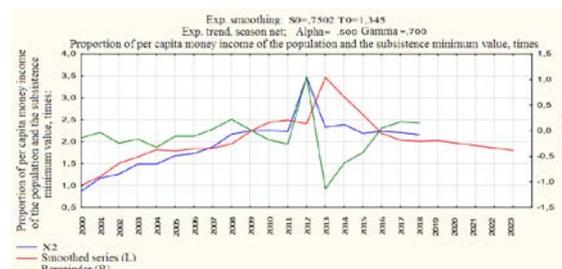
As it can be seen from the figure above, what is observed throughout the period under analysis is a paradoxical situation: the minimum income is not sufficient for purchasing goods and services of prime necessity.

In December 2017, a new procedure was adopted for determining the MSU: its size was pegged to the subsistence minimum value for quarter 2 of the previous year. As a result, from January 1, the MSU amounted to 9 489 rubles, and from May 1, 2018 – to 11 163 rubles, resting in fact at the level of subsistence minimum. The effect of the described measures is yet to be evaluated.

Without prejudice to this research, let forecast values of the indicators under study be found by the exponential smoothing procedure for up to 2023, using the case of the Russian Federation, more specifically, of its particular region – the Republic of Mordovia (RM).

Let the forecast of the proportion of per capita money income of the population and the subsistence minimum be considered (Figure 2).

Figure 2 – Forecast values of the proportion of per capita money income of the population and the subsistence minimum in the RM, times

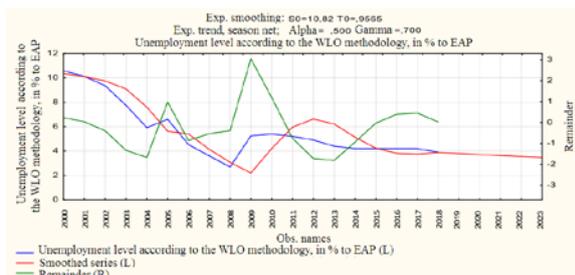


Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

As it is clear from the data of Figure 2, values of the said indicator fall even much lower than the threshold one in the forecast period (the threshold value is 3,5 times). This is indicative of the region's per capita money income of the population growing more slowly than the subsistence minimum value.

A serious indicator affecting social stratification of the public is the unemployment level. Figure 3 provides the forecast for this indicator.

Figure 3 – Forecast values of the unemployment level in the RM, %

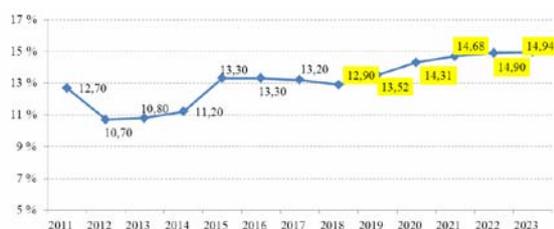


Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

Proceeding from Figure 3, it can be concluded that the indicator values feature a downward trend. Such a situation is associated with the demographic factor and the seasonality one. One should also bear in mind the informal sector of the economy where the majority of people are employed and which contributes to stronger income differences of the population.

Next, let the forecast be plotted for the indicator of the population share having the income below the subsistence minimum. In Figure 4, the situation is analyzed for Russia in general.

Figure 4 – Forecast values of the RF population share with income below the subsistence minimum, %

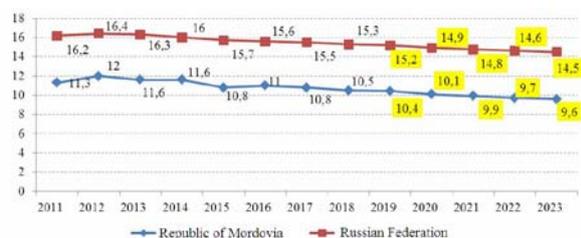


Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

It can be seen from the data of Figure 5 that throughout the forecast period, the said indicator values will increase, including 2023. This growth will probably be associated with that of consumer price index.

Alongside the above, it seems expedient to make a forecast of decile ratio values for the Russian Federation and the Republic of Mordovia. Let trends of this ratio values be considered in the forecast period (Figure 5).

Figure 5 – Forecast values of R/P 10% ratio of the Russian Federation and the Republic of Mordovia, times

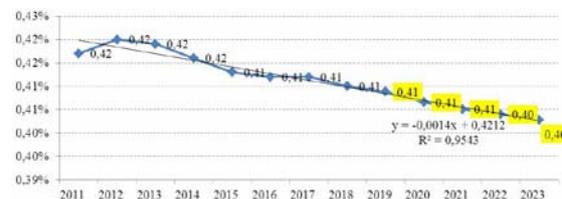


Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

Based on the obtained forecast results given in Figure 5, the conclusion can be made that values of this ratio are reduced throughout the forecast period. However, in both cases, they exceed the limit (the threshold value is 8 times), which gives evidence about excessive inequality persisting. Let trends of

Gini coefficient values be considered in the forecast period (Figure 6).

Figure 6 – Forecast values of Gini coefficient, %



Source: compiled by the authors according to the data of the Federal State Statistics Service at <http://www.gks.ru/> (n.a.)

As follows from Figure 7, the obtained forecast values confirm that although the indicator features a downward trend over the forecast period, it still exceeds the threshold value (0,3%). Such a situation gives evidence about high social stratification in income distribution. The approximation validity value equals 0,9543, which is indicative of the calculated curve matching the input data well.

Thus, the trend of excessive social and economic inequality among the public observed in the performed forecasts is quite probable. Its growth is associated with a lower consumption level due to the real income slump; in its turn, the latter is caused by inflation.

At present, Russia approaches the new development stage of its social structure that can be identified as institutionalization of inequality or, in P. Sztompka's definitions (2001), emergence of a solid hierarchy of privileges and deprivations in terms of access to desirable goods and values. Relying on a number of sources (Voronkova, 2007; Krasilova, 2007; Coudouel et al., 2002) and findings of this research, one can rightfully argue that social inequality is associated with the ideal which has represented people's eternal momentum toward justice and inspired mass social movements and humanist schools of social thought for centuries. Historical practice confirms that complete equality is unattainable. This is so not only because of different abilities and inclinations incorporated in people by the nature itself, but also due to dissimilarity of social status, quality, and productivity of their labor. In this sense, inequality between people cannot be eliminated; it only changes its forms and scale (Smirnova, 2010). In her research works, the well-known sociologist T. I. Zaslavskaya (2004) argues that a certain extent of social differentiation is characteristic for all human societies; the problem consists in its nature and quality. By now, profoundness and consistency of inequalities permeating all spheres of the Russian society have progressed to such a stage that it is too late to discuss this situation in terms of abstract social justice. What is actually in question is a highly serious threat to Russia's survival and successful development (Book Review "Social Inequality and Public Policy", 2007).

In recent decades, Russia has seen its social and economic inequality augment. The trends of inequality indicators over the recent six years give evidence about a certain stabilization of the social structure. Since 2008, a reduction of inequality indicators has been observed but it is quite slight, falling within the statistical error (Mareeva & Tikhonova, 2016).

5 Conclusion

Summing up the above, it should be noted that reducing social stratification is a very complicated, time-consuming, and demanding process. In the contemporary conditions, one of the principal hazards to be able to inhibit it is the risk of very slow economic development. In its turn, the latter creates a real threat of social distress and higher polarization of the society spreading wider in the country. It has been voiced repeatedly that there is direct relation between inequality and economic growth. In most cases, greater inequality is consistent with low or negative economic growth indices and a lower development level of the

human potential. With regard to this, if the sphere of economy gets controlled by the rich people more and more extensively, it is these people's prosperity that will grow at a faster pace. Consequently, less space will be left for fair distribution of income, as well as for the formation of mass middle class.

Thus, social inequality goes on being the most tangible and persistent source of social injustice for Russians. The acuteness of perception of this issue decreases as far as the income level for the bulk of the population grows and poverty level goes down. Alongside atomization and anomie, it is social inequality that remains one of the most relevant and obvious challenges to the integrity of social tissue of the Russian society.

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Primary Paper Section: A

Secondary Paper Section: AH, AO

ADAPTATION OF STUDENTS TO THE EXTENSIVE SELF-ISOLATION DURING THE EPIDEMIC CAUSED BY COVID-19

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Abstract: This paper presents results of the research focused on adaptation of students to the new conditions during coronavirus epidemic. The situation called for a nationwide lockdown which suddenly and for long interrupted direct communications between people. The urgent measures taken to curb spread of the virus spurred a wide implementation of new forms of online learning in universities. This gave students an opportunity to combine employment and studies. At the same time, the influx of negative information related to the raging COVID-19, lockdown, lack of interpersonal communication outside the Internet, new methods of learning led to high stress levels among students. All the above factors could not have left unchanged the value-based perception of various realms of life by students.

Keywords: Adaptation, students, self-isolation, distance learning, information technologies, COVID-19.

1 Introduction

The relevance of this research topic is associated with major changes in the world perception by youth, revision of own capabilities and goals in the period of instability caused by the coronavirus infection, which swept across the globe and aggravated into a pandemic. Crisis periods, and undoubtedly the years 2020 and 2021 may be branded such, for many people became the time of drastic changes in the conditions of learning and the lifestyle. This inevitably affected the overall wellbeing and moods of the vast majority of population, especially the youth.

Isolation and self-isolation were imposed to the lesser or greater extent by all educational facilities across Russia in order to contain the virus and prevent its uncontrollable spread. The system of education in Russia over the recent three decades has been continuously undergoing modifications. Still, the year 2020 became extremely hard time full of challenges and changes for the system of higher education in Russia. The limited offline communication has fueled the rapid growth and implementation of distance learning technologies, which greatly reduced the negative effects of quarantine measures on the education system. However, a sudden transition to distance learning has dramatically limited the direct communications not only between students and teachers, but also among students. Against this backdrop the distance communication was scaling up. At the same time, a major change occurred in the sources of information, not all of which are scientifically valid and reliable; the workload on students, teachers and staff sustaining the educational process has increased significantly leading to the emergence of new distress factors (Abrosimova, 2008; Grunt et al., 2020; Karavaev & Burtsev, 2020).

A working student studying not only off-campus or partly on-campus but also fully on campus is perceived today as something common. Forms of learning and the scale of student employment changed amidst transformations in all realms of life: the structure of economy, the mentality of population, the choice of profession, etc. The published studies indicate that today 77% of students of technical faculties, 72% of students of economic faculties, 83% of students of humanitarian faculties work part-time. While the portion of working students in the first year of study is 40%, in the 2nd year – 54%, in the 3rd year their number is 81%, in the 4th year – 74%, in the the year – 77% (Abrosimova, 2008; Gosteeva & Shulgina, 2020; Gulaya & Romanova, 2021). Distance learning has greatly spurred the job-seeking by young people, including the search for telework. Unfortunately, not always this work is connected with the

specialty received in the university that leads to the degrading quality of higher education and the growing internal psychological conflict caused by isolation.

Thus, in March 2020 due to the epidemic caused by COVID-19 and, with the introduction of the regime of self-isolation, the habitual way of life of the population, including students, was broken. They had to adapt to a new mode of work and life, which significantly lessened face-to-face communications, and the universities had to shift to distance learning (General Recommendations for Organizing Distance Learning..., 2020; Letter of the Ministry of Education of the Russian Federation, 2020). This situation, which for a long period limited immediate contacts between the population, for many people became psychotraumatic, and measures to curb the spread of infection caused additional distress factors (Gaponenko, 2019; Gulaya & Romanova, 2021).

2 Literature Review

The scale and forms of education have transformed against the backdrop of changes in Russia: transformations in the structure of the economy, far-reaching digitalization, extinction of some professions and emergence of an urgent need for other professions. These processes became especially rapid during the pandemic and lockdown. Many domestic and foreign researchers deal with the adaptation of students to the dynamic processes occurring throughout the world and the country, building the individual educational trajectories, problems of professional education and self-education, protection of young people's health.

Abrosimova O.A. (2008), Roshchin S.Yu., Rudakov V.N. (2014), Akhtyan A.G. and others (2018) investigated the combining of employment and studies by university students. Polskaya N.A., Razvalyeva A.Yu. (2020) considered the issues related to interpersonal relationships during self-isolation, the leading factors in the choice of social distancing measures. The incorporation of information technologies in education, distance learning at different levels of education and in different forms became the target of research of Akhtyan A.G. et al. (2018), Gaponenko A.V. (2019), Kruglova N.R., Sartakov I.V. (2020), Klimov A.A. et al. (2019). Especially valuable today is the scientific contribution of Gulay T.M., Romanova S.A. (2021), Gosteeva O.V., Shulgina I.V. (2020), Rogacheva P. S., Semergei S.V. (2020), Grunt E.V. et al. (2020) into the research of problems of education system adjusting to new challenges caused by the COVID-19.

Substantial changes in approaches to learning during the pandemic became a huge factor affecting the health of students. Batischeva G.A., Goncharov Yu.N., Chernov Yu.N. (2005) analyzed medical and environmental problems faced by the working people. The problems of the students' health protection were explored by Novohatskaya E.A., Yakovleva T.P., Kalitina M.A. (2017), who investigated the morbidity of students due to the nature of nutrition in modern conditions of education. Gerasimova A.A., Kholmogorova A.B. (2020) devoted their efforts to the study of psychological well-being and problems related to the use of the Internet during the pandemic. Yakovleva T.P. et al. (2020) concentrated on the causes of morbidity and mortality among young people related to the use of psychoactive substances. Rubtsov M.Yu., Yushkova O.I. (2009) examined the methods of psychological diagnostics of professional stress under different levels of tension. Karavaev V.N., Burtsev V.K. (2020) revealed the possibilities of computer psychodiagnostic programs.

Analysis of literary sources showed that young people are a social group that is most sensitive to the changes occurring in society. They stand ready for transformations, even those caused by adverse global phenomena, and are willing to accept changes. At the same time, some young people are somewhat infantile,

when readiness for change is expressed in words only, but no real actions are taken, and sometimes the search for novelty becomes clearly destructive, which has also been demonstrated in the statistical data prepared by specialists of the Department for Healthcare Monitoring, Analysis and Strategic Development of the Ministry of Health of the Russian Federation and the Central Research Institute for Management and Informatization of Healthcare (Socially Significant Diseases among the Population of Russia in 2013, 2014; Socially Significant Diseases among the Population of Russia in 2018, 2014).

Studies show that students as well as teachers (The "Remote" Mode Led to Additional Workload on Teachers, 2020) during the pandemic spent much more time in front of the computer, listening to lectures and doing tasks that have changed in nature (discussions and thematic communication in small groups are often replaced by essays). This tendency is also reflected in normative documents, despite certain limits of time recommended for computer classes (General Recommendations for Organizing Distance Learning..., 2020).

The extensive period of lockdown stimulated students to look for a job, and most young people sought to find a job that would allow them to study and improve their financial standing at the same time. Combining work and study, as a rule, led to a decline in academic performance. We should also highlight a group of young people, usually students, who successfully combine study and work, but often do not get adequate rest, lack sleep, neglect the diet, and thereby cause harm to their health. Sometimes their inability to assess their capacities appropriately leads to constant stress and depression experienced over a prolonged period of time

The pandemics and lockdown considerably changed the type of communications among youth. Students have largely been deprived of much-needed offline communication with their peers, replacing it with online interactions over social media. This form of communication was previously in demand and widespread among young people, but during the pandemic it became prevalent, which could not but affect their speech, thinking and worldview. New opportunities have opened up for people with disabilities through ubiquitous digitalization and the use of distance learning technologies (Letter of the Ministry of Education of the Russian Federation, 2020).

Another impact of isolation was that some young people had to spend much more time in the family, which initially led to higher level of tension. Two main trends were observed later on. In the first case, relationships stabilized or strengthened; in the second, tensions intensified and young people drastically minimized contacts with the family, often choosing to live separately from their parents.

3 Research Methodological Framework

The purpose of this research is to reveal the features of students' adaptation to an extensive self-isolation caused by the coronavirus pandemic. The research purpose predetermined the below research objectives:

1. Find out the students' attitude to the transformed forms of learning, massive implementation of information technologies and distance learning in the educational process and analyze the impact of wide use of distance learning on students' performance.
2. Assess how well students have adapted to the conditions of lockdown using the computerized (certified) methods.

The study was conducted on the basis of the Russian State Social University (Moscow) in November 2013 and in December 2020 among the groups of bachelor degree students of 1st to 4th years of study (19-21 years old) of the Humanitarian Faculty (field of training: translation and translation studies), the Physical Culture Faculty (field of training: adaptive physical culture) and Faculty of Ecology and Technosphere Safety (field of training: ecology, nature management and technosphere safety).

By its type the research was observational, descriptive. The survey of students by the method of interview was carried out using two questionnaires.

The first one was about the living conditions, daily regime, free time activities, attitude to the forms of distance learning, academic progress at university (Rubtsov & Yushkova, 2009).

The second one reflected students' adaptation to the lockdown using computerized (certified) methods (NPDT – neuropsychic disadaptation testing) (Karavaev & Burtsev, 2020). Psychological research is represented by the method for neuropsychic disadaptation testing (NPDT). The method is computerized (certified) and was conducted with the help of forms (upon prior verbal consent). The questionnaire (NPDT) is intended to diagnose the states of disadaptation, self-assessment of nervous and somatic well-being and allows to identify the psychic disadaptation and to reveal its main manifestations. The questionnaire consists of 30 Yes/ No questions. This method makes it possible to present the survey results as a profile consisting of 5 scales: somatic well-being (I); mental well-being (II); asthenia (A); depression (D); psychic discomfort (PD). Scales I and II constitute a "well-being vector" (high scores indicate good adaptation). Scales A, D, PD characterize the vector of "disadaptation" (low scores indicate good adaptation). The computer psychodiagnostic program "Psycomp" converts raw scores into T-points: values less than 30 T-points on scales I and II and more than 70 T-points on scales A, D and DP are considered deviations from the norm (Karavaev & Burtsev, 2020; Novohatskaya et al., 2017; Rubtsov & Yushkova, 2009).

4 Results and Discussion

Here we present the results of a comparative study of the psychological well-being of students in 2013 and in 2020, during the COVID-19 pandemic. The data obtained in December 2020 were compared with the results of the study that we conducted in 2013, using the same methodological approaches, in order to assess the adaptation of students combining study and work (Novohatskaya et al., 2017). The study covered 119 students studying at the Russian State Social University (Moscow) in 2020 and in 2013. In 2013, 61 respondents (19-21 years old) answered the questions of NPDT, and 58 students (19-20 years old) took part in the survey in 2020.

The look at the daily routine of students studying in 2020-2021 showed that on weekdays they spend at least 6 hours, sometimes more than 8 hours per day for learning: from 8.15 they start classes with teachers (on average it takes 6 hours), and then do homework (revise lectures, read textbooks and reference literature, Internet sources, write compositions, prepare written answers to questions, produce case studies, essays, creative works, solve computing tasks). At the same time, all activities are related to learning based on various information technical devices.

In 2013, the situation was different. Students who studied in 2013 combined study and work in 67.0% of cases, and 50.0% of those who worked and studied every session had retakes and academic deficiencies in one or more subjects. Students combine studying and employment for various reasons. They have to work in order to obtain higher education, even if their studies are supported from the state budget. More often, students take a job in the service sector (catering, trade, etc.) and this job is not anyhow related to the field of their training.

Among working students 34.38% are the residents of Moscow, the remaining 65.62% are non-resident students who have to rent an apartment or live in the hostel. Almost half of working students are from single-parent families (47.61%).

The study showed that the top reasons causing the need to combine work and study is students' desire to have personal money for own needs and entertainment. This motive was noted by 77.32% of working students. The second most common reason was the desire to become economically independent from parents (68.24% of respondents), to buy clothing and essential

commodities with own money (63.65%). Among working students, 13.64% have a car.

As a result of the constant absence of working students (2013) at lectures, seminars and other classes, their academic performance, compared to non-working students, is extremely low. Almost half of the students (47.62%), combining studies with work, each exam session had retakes and academic deficiencies in one or more subjects. At the same time, 76.19% of them believe that work "does not interfere" with their studies, and 53.33% of such students expect that after graduation they will work in their specialty.

Due to the differences in academic performance of students combining and not combining work and study, the key research intention was to assess the effects of student employment on their adaptation, morbidity and nutrition (Novohatskaya et al., 2017; Yakovleva et al., 2020).

As the results of the psychological survey show, among the students who combined employment and study in 2013, there was no one with any signs of neuropsychic tension in the body (0.0 ± 7.2). On the contrary, the tendency to developing initial signs of disadaptation was observed among non-working students (21.4 ± 8.9), although no reliable differences between the groups were found ($t=1.20, p=0.57$). Among non-working students, there were some whose level of mental well-being was at the lower limit of normal, and whose level of mental discomfort exceeded the upper limit of normal (71T and 81T for scales A, D, and DP). Overall, among the students who took part in the NPDT surveys in 2013, the portion of individuals with signs of disadaptation was 13.7% (Novohatskaya et al., 2017).

A survey of students in December 2020, studying in the conditions of extended self-isolation during the COVID-19 epidemic, showed that 46.2% had some signs of neuropsychic disadaptation on the following scales: A, D, PD. (Fig. 1)

Table 1 Number of students (per 100 respondents) showing the signs of neuropsychic disadaptation (A, D, PD) (2013 vs 2020)

Year	Group of students	Persons showing signs of disadaptation
2013 (November)	On-campus students, not combining studies and employment	21.4 ± 8.8
	On-campus students, combining studies and employment	$0.0 \pm 7.2^*$
2020 (December)	Students under the imposed lockdown caused by the COVID-19 pandemic	$46.2 \pm 6.5^{**}$

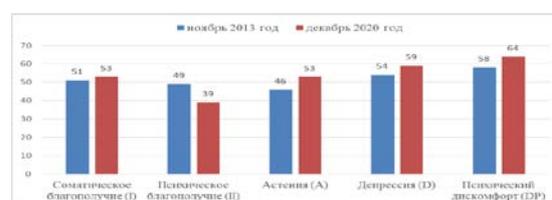
* $p \leq 0,05$; ** $p \leq 0,05$

Source: authors' own processing

Among those students who had signs of mental discomfort in 2020 the signs of asthenia (A) were found in 5.0%, depression (D) in 17.9%; psychic discomfort (PD) in 30.8%. Since some students coincidentally had signs on different scales, the total amounted to 46.5%, i.e., less than the overall total.

The obtained average values across the groups of students in different years of study did not exceed the normative limits of any indicator. Values less than 30-T points (I, II) on the first two scales and greater than 70-T points on the three other scales (A, D, PD) are considered deviations from the norm. As illustrated in Figure 1, the level of mental well-being decreased and the level of psychic discomfort increased. Special attention deserves the trend of changes: an upward trend across all three indicators (A, D, PD) Apparently at the expense of those students whose indicators were beyond the normative values.

Figure 1 Results of self-assessment of mental and somatic well-being for a single individual



I – Somatic well-being; II – Mental well-being; A – Asthenia; D – Depression; PD – Psychic discomfort

Source: authors' own processing

Signs of asthenia, depression, mental discomfort were 3.4 times more frequently registered among students taking distance learning during the period of self-isolation (December 2020) versus the comparable period (November, 2013): 46.5% versus 13.7%. Nevertheless, according to the students (92%), the distance learning, despite the limited social activity, can partially or completely replace in-person education, which may be regarded as an indication that students see the current situation with learning as acceptable and even offering new opportunities.

5 Conclusion

The tendencies revealed by the research occur against the backdrop of isolation and changes in the sphere of communication: there has been an immense shift in the way we communicate towards information technologies: in the morning this is work at the seminars and lectures, and in the evening self-directed work, and as students themselves note, communication with the computer. At the same time the duration and frequency of direct communication with friends reduced (in most case, to only twice a month). As a result of distance learning and remote communication extended over a long period of time, most students (92%) noted that they got used to it, and that distance learning had become acceptable to them, moreover, it can offer new opportunities within the system of education and even completely (for certain categories of students, such as those with disabilities) or partially replace on-campus education. These same students spend their free time on a computer or other gadgets associated with information technology. Reading books as one of the leisure activities of first- and second-year students was mentioned by 30.0% of students (these are often e-books), even less students, only 7.6%, watch TV as a pastime.

Having considered the changes taking place in the educational environment, we may conclude that the grand-scale replacement of in-person education by distance learning remains highly debatable. In-person education is one of the most important components to personal socialization. And most likely in the near future this form of education will not be subjected to any dramatic changes. According to the students (92%), the distance learning, despite the limited social activity, can partially or completely replace in-person education, which may be regarded as an indication that students see the current situation with learning as acceptable and even offering new opportunities.

Optimal indicators of neuro-psychic adaptation were revealed among students who combined study and work (before the introduction of a regime of self-isolation due to the COVID-19 epidemic); in this group there were no students who noticed in themselves any signs of disadaptation. It has been revealed that the signs of asthenia, depression, mental discomfort were 3.4 times more frequently registered among students taking distance learning during the period of self-isolation (December 2020): 46.5% versus 13.7%. This indicates that the full transition to distance learning has a negative impact on the psycho-emotional well-being of a substantial portion of students and it is too early to talk about the complete switch over from in-person training to its distance analogues. Communication between the teacher and students, between students in the group helps to reduce psycho-emotional tension and along with educational functions also performs social functions.

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Primary Paper Section: A**Secondary Paper Section: AM, AN, AO**

CONTROLLING IN THE SYSTEM OF ECONOMIC SECURITY

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Abstract: Relevance of the research is associated with the importance of implementing an efficient information collection and processing system and making wise managerial decisions based on the obtained data, ensuring the company's economic security. The objective of this paper is: to detail the essence and role of controlling in the system of economic security, to present approaches to building systems of controlling, and to find out difficulties which subjects of economic relations can face when implementing the said system. The leading approach is the concept of controlling as a tool for promptly providing the company's managers with the required valid information for making managerial decisions and the company's ensuring economic security. The paper presents levels of controlling, conditions, and methods of implementing this system; controlling performance methods are described, and organizational structure of controlling is given.

Keywords: economic security, controlling, innovation development, administrative resources, effectiveness of decisions, personnel, organization, management.

1 Introduction

In the era of digital technologies, the most urgent question is the information security system enabling one to store and protect information used for making decisions in all spheres of activity (Strategy of Economic Security of the RF for the Period of Up to 2030, 2017). This is done for protecting the information data from any intervention which can result in loss or distortion of the data.

At the same time, economic security can only be ensured on condition that the information is relevant, clear, and provided to the manager promptly (Sukhodoeva, 2011).

The principal tasks of economic security are as follows: ensuring economic development of region's enterprises in general; forming an optimal structure of the economy and program of its development; ensuring social security and improvement of the population's quality of life, too. Consequently, the method of controlling is only efficient when it is performed at several interrelated levels: the strategic, the tactical, and the operational one. Such an approach enables managers to not only trace down the actual effectiveness of managerial decisions but also perform forecasting and planning. Thus, time is gained, and the quality of managerial decisions is improved (Kornilov, 2010).

Substituting quality control for controlling is a significant mistake most managers make. This is completely unacceptable, just as it is wrong to substitute a system of monitoring measures for controlling to improve employees' quality of work. The principal mission of controlling is to ensure transparency, consistency of decision-making relying on the supplied qualitative and quantitative data, as well as to ensure integrity and confidentiality of the information blocking any third-party access.

Thus, relevance of the research is associated with the fact that in the contemporary political and economic conditions, at the level of the state, regions, and private enterprises, managers have to take care about security systems and to build efficiently working systems for analyzing, controlling, and processing large data arrays which enable them to make efficient decisions relevant to the challenges (Zhiltsova & Sukhodoeva, 2011).

It has to be noted that there are no global Russian studies in the domain of controlling, with foreign theories prevailing in the

scientific community, while Russian experience and particularities of controlling in Russian realia have virtually not been studied. Notably, for a long time, in Russia, economic security has long been associated with physical integrity of property, and controlling – with a system of monitoring, supervision, and inspections. However, the contemporary realia make managers take a new approach to the system of controlling both at enterprises and in the state structures.

2 Literature Review

Proceeding from the Federal Law of the RF "On Security" (2010) and the Strategy of Economic Security of the Russian Federation (2017), one can note that people's life interests are associated with essential needs, and meeting them ensures people's quality of life, their basic existence, and improvement of not only individuals but the society and the state in general. It has to be emphasized that economic needs always underlie personal ones.

L. F. Sukhodoeva (2011, 2012; Sukhodoeva et al., 2016), Yu. V. Zhiltsova (Zhiltsova & Sukhodoeva, 2011), N. D. Sukhodoev (2015), D. V. Sukhodoev (2012) and N. A. Kazakova (2015) discuss using the controlling system both at the regional level (for ensuring the region's economic security), and from the standpoint of ensuring economic security for industrial enterprises, with the regional aspect and area development particularities taken into account.

In his studies, D. V. Sukhodoev (2011a, 2011b) considers the possibility of using the controlling technology in evaluation of the region's resource potential. Importantly, the author discusses controlling of resource provision degree (i.e., provision with not only natural but, first of all, with human resources) as applied for regions of the Russian Federation. Evaluation of the area's resource potential is necessary when investors are making a decision about investing funds into this or that industrial enterprise creation or renovation project.

In their work, V. V. Pogodina and A. Ya. Zakharov (2018, p. 78) pay attention to the fact that at their current development stage, organizations elaborate and implement information systems of performance indicators. A digital concept of development is designed, and there arises the necessity of reinforcing the system of economic security. For organizations, this is a necessary prerequisite for growth, winning the leading positions in the market while maintaining positive development trends. This concept is also discussed in works of D. V. Klimov (2020), M. Ya. Kornilov (2010), and S. N. Maksimov (2018) who explore the mechanism of its fulfillment, the system of indicators, and the necessity of the use of controlling. Meanwhile, it has to be noted that currently, innovation implementation tools are required for the digital economic security system. So, studying the controlling system as a necessary tool for achievement of economic security becomes the priority objective.

3 Research Methodological Framework

The objective of this paper is to demonstrate the essence, meaning, and role of controlling in the system of economic security, to present approaches to building a controlling system and evaluating its effectiveness for the organization.

Tasks of the paper presented are as follows: to describe levels of controlling; to detail controlling performance methods; to show difficulties arising in implementation of controlling both in the state structures and at private enterprises.

Methodological framework of the research consists of general scientific methods, such as analysis, synthesis, analogy, and methods of the empirical level, e.g. observation, secondary data analysis.

4 Results and Discussion

Both at modern enterprises and in the state structures, they frequently face major setbacks in implementation of controlling. The setbacks emerge due to the organization managers' ignoring the paramount stage – planning. Controlling is planned and performed at three levels – strategic, operational, and tactical.

At the strategic level, a number of studies have to be conducted: analysis of the external and internal environment, analysis of vision and mission, goals and values of the organization, with special attention to be paid to critical success factors and the company's unique competitive advantages.

It is important to pinpoint all company's risks, to word alternative variants of decision-making, and to forecast organization development variants depending on changes of the external environment (both macro- and micro-), as well as those of the company's internal environment. To conduct the described analysis, there are some useful methods, e.g. SWOT analysis, GAP analysis, competitive analysis, scenario planning technique, portfolio analysis, potential analysis, and life-cycle curve analysis.

The operational level of controlling is aimed at preparing and presenting to managerial workers the complete current information for them to prepare and make managerial decisions targeted at ensuring the economic efficiency and profitability. At this level, it is important to identify any deviations from the plan in real time. The methods of performing operational controlling are similar to those at the strategic level; additionally, one can use ABC analysis, marginal analysis, function cost analysis, and XYZ analysis.

The tactical level of controlling is for managers to identify ways and methods for eliminating any non-conformities found.

It is essential to apply controlling in financial management, too: owing to this approach, financial discipline and efficiency can be enhanced.

For ensuring the efficiency of enterprises, it is expedient to introduce a position of controller or to organize a controlling service which will not only perform current control of the company's efficiency but also provide analytical materials and databases for its managers to make managerial decisions. It has to be borne in mind that in the contemporary management, all decisions are made on the basis of data and not feelings. So, prompt provision of analytics both about the company's external and the internal environment has to be ensured. Importantly, under such organization, there must be a department with specific functions and a person who is directly responsible for the efficiency of controlling, collecting and presenting analytical information. In organizations, this work has to be built on a consistent basis.

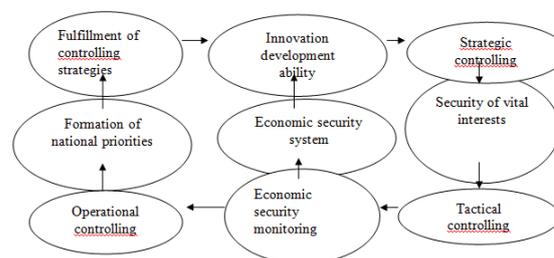
Measures for economic security controlling can be implemented if the following conditions are met:

1. Economic security ensures the shared interest of both managers and subordinates in qualitative economic changes (Sukhodoev, 2012). When fulfilling decisions, each employee must know what for certain controlling measures are needed at the enterprise and must perform his or her tasks at a high-quality level. The results of their work must develop the enterprise's business on a brand new economic basis.
2. The process of controlling has to be formalized in the economic security system. The employees must understand, know, and be able to perform operations of innovation development of their enterprise at a high-quality level (Sukhodoev, 2015).
3. Methods of controlling have to be simple and ensure a high-quality level of activity of the personnel. The employees must not be overloaded with numerous operations: this can cause irritation and psychological tension in the personnel and downgrade the quality of their work.

4. In controlling, motivation of the personnel ensures transparency and interrelation of results and reward. The lack of motivation eats away at the ability of working hard and brings about psychological tension among employees, with the quality of their work declining sharply (Sukhodoev, 2011b).
5. The employees' awareness about tools of controlling contributes to the efficiency of tactical management, as well as the evaluation of results of fulfilling innovation programs and elements thereof.
6. Controlling does not provide for penalty elements because tactical controlling is associated with performing current tasks of ensuring the quality of work and using organizational resources as designed.

This allows departing from formal communication to a constructive dialog on controlling and performance of innovation programs (see Fig. 1).

Figure 1 Controlling in the system of economic security.



Source: author's own processing

In the system of economic security, controlling is a special method for ensuring achievement of the company's development objectives and meeting actual and potential needs of both the company and the state.

The methods of controlling used in information ensuring of security of the state, in particular, of the Russian Federation have to be listed individually:

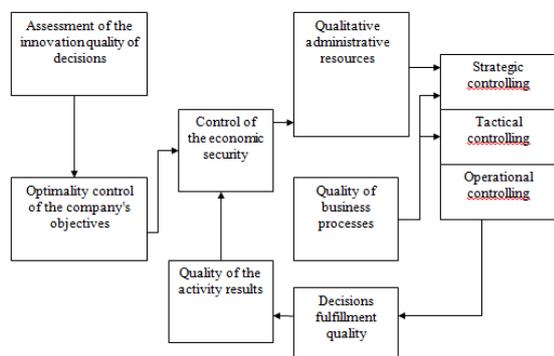
1. Monitoring and analysis of internal and external threats to national security of the Russian Federation;
2. Practical measures for avoiding and countering internal and external threats;
3. Protection of sovereignty of the state, provision of its security;
4. Growth of economic indicators;
5. Overcoming scientific and technical, technological dependence of the Russian Federation on external sources;
6. Guarantee of citizens' personal security, their rights, and liberties.

As for quality of controlling measures, it is expedient to assess their effectiveness using such indicators as unemployment, the state debt, budget, and market share. Some objectives and tasks, for example, innovativeness of goods, cannot be counted in numerical terms. Here, expert's appraisal or effectiveness expressed through qualitative indicators of administrative resources can be used (see Fig. 2). This system relies on such function of controlling as performing individual elements meeting the managers' need of high-quality information resources for the purposes of economic security.

Controlling is used at the regional level, too; it helps obtain information about the area's economic and social development level. Furthermore, it allows coordinating actions of administrations and enterprises and supplying analytical information for investors who are ready to invest into the region's economy. With controlling, potential for the region's economic development can be provided, and its specialization and regional specific profile within the vast Russian economy can be found. The use of controlling also has an important part to play in development of metropolitan cities: convenient life for citizens and uninterrupted functioning of public utilities can only

be ensured when elements of controlling are interrelated at different levels of administration (Kornilov, 2010; Sukhodoeva et al., 2016).

Figure 2 Effectiveness of controlling (broken down to processes)



Source: author's own processing

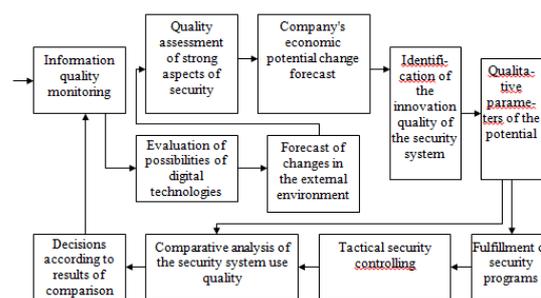
From the standpoint of an enterprise, ensuring its innovation development is vital, and an innovation program cannot be prepared without controlling in place – not only has information to be collected about the global and industry-specific technological changes, but development prospects have to be evaluated, too, for the enterprise's entire macro-environment. In controlling, innovations in the enterprise's development program are tracked down by means of monitoring the economic security system. They are controlled in real time and recorded in tactical controlling reports. Thus, information support of administration in line with any external environment changes is performed.

Results of monitoring will help make wise managerial decisions, identify the organization's weak and strong points, and analyze threats and opportunities held by the external environment for the organization within the context of economic security. To make use of these functions, one has to know the toolkit of controlling (Fig. 3).

It should be emphasized that in controlling, they always use the systemic approach, analyzing not only information but also reliability of its source and the information flow. One should skillfully apply the toolkit for collecting and processing the information and methodology of processing large information volumes, too. In the contemporary conditions of controlling, particularly in the sphere of economic security, specialists face the problem of multiple annual information gain. In such a situation, they start using the system of mathematical data processing increasingly more often. Another problem turning relevant is that of information and personal data protection (Sukhodoeva et al., 2016).

There are also new functions of controlling to be noted. They include finding new information sources, resource provision development, design of innovations, investment control, motivation of market competition, de-monopolization of goods and services markets via the system of controlling (it is used, for example, by Russia's Federal Antimonopoly Service), and regulating business initiatives. These functions started to form only several years ago, owing to extensive development of digital technologies; currently, the said functions have not been in active use yet (Sukhodoeva, 2012).

Figure 3 Model of controlling in the system of economic security



Source: author's own processing

Implementation of controlling into daily practice of Russian enterprises and the state agencies runs into serious obstacles frequently. The very personnel and officials are quite often cautious as for implementation of this system. This is associated with the following circumstances:

1. Standard, established, and habitual processes and models of management used in organizations' daily practice have to be changed. Performance of controlling is perceived by personnel warily, and frequently, employees interpret implementation of this system as an act of mistrust on the part of their organization's managers.
2. In the Russian reality, adaptation of the foreign experience is quite difficult to accomplish. In Russia, personnel management and the human resources management system are not so developed; enterprises do not have a consistently formed system of personnel training and upgrading. Hence, everything new faces employees' mistrust and rejection.
3. The lack of sufficient theoretical knowledge, studies, and literature on controlling has to be noted as well. Many managers and CEOs of enterprises do not know about the theory and methodology of controlling. They underestimate its opportunities and benefits from using it, too.
4. For implementing the system of controlling, costs are implied for the enterprise or budget – to pay for training of the employees and for actual implementation and unfolding of the system. Processes within the enterprise have to be modified, too. All this requires considerable spending, which is not something every organization is prepared for.

However, it is important to highlight development prospects of controlling, too. The future development of controlling will progress toward mathematical data analysis and mathematical modeling, which will allow increasing the precision of analysis and forecasting power of this focus area. Moreover, mathematical analysis and modeling grants an opportunity to reduce financial expenses on financing of controlling. Another promising line is considered to be the development of managerial culture of controlling. In the future, controlling and managerial accounting are expected to converge; managerial accounting is also likely to land in a subordinate position in relation to controlling. Notably, in Russia, it is the state authorities that are leaders in implementation of controlling: the first ones to implement the system were the Ministry of Defense, the Ministry of Foreign Affairs, the Federal Taxation Service, and the Ministry of Internal Affairs. Next, the state corporations followed suit. As for the private sector, at the moment, they seldom implement the system of controlling. However, what also matters is that Russia has already accumulated some experience, and the private business will have to implement this system in the coming years, which is associated with aggravation of external factors for the majority of enterprises. Moreover, in the present-day realia of rapidly changing economic, political, social and technological conditions, organizations (both the state and private ones) find it necessary to respond to the changing realia fast, optimize their managerial policy, and minimize their risks. So, their need of controlling indicators, identifying deviations from the strategy, and understanding causes behind the deviations becomes more urgent. It is the use of controlling that

allows preventing most threats encountered by organizations and ensuring their economic security. Moreover, without a system of controlling in place, the KPI system cannot be built, and adherence to it cannot be monitored. Thus, obviously, controlling performs not only the supervision, accounting function but also allows building the system of indicators organizing efficient work of employees and the enterprise in general, while also ensuring the company's economic security.

5 Conclusion

For the system of controlling to function successfully, it is essential to perform planning and operating this system at the three levels: strategic, operational, and tactical.

It is important to create an organizational structure of controlling in the company; for smaller businesses, introducing a controller's position is sufficient. Meanwhile, for large enterprises, it is expedient to organize a service of controlling for working with large information volumes, controlling the company's indicators, and preparing information based on which the company's managers make managerial decisions.

When preparing and implementing the system of controlling, the following conditions have to be provided. First, employees have to be trained in the control system performance methods, with all the employees to know these methods at that. The personnel motivation and reward system has to be adjusted accordingly. The employees must be kept updated on the company's strategy, strategic objectives and tasks, as well as the current KPI system. Training of the personnel in the theory and practice of controlling has to be provided, too.

The contemporary controlling features such important methods as: monitoring, external and internal threats analysis, competitive analysis, analysis and expert's appraisal of documents. Importantly, the principal function of controlling is collection, processing, and analysis of the information to be provided to managers; it is essential to bear in mind that controlling has no penalty function for employees. It is prompt and efficient processing of information in all the company's work focus areas and its external environment that allows ensuring economic security of the organization. For the state, controlling performs the functions of regulating entrepreneurial activity, developing the economy and social sphere, economic security monitoring, and others.

A system of controlling is considered efficient if the information presented allows making a high-quality, timely, and correct managerial decision.

When implementing a system of controlling, managers face a number of difficulties. Most frequently, the latter are associated with the employees' being not prepared to accept the new system, with the foreign experience being not adapted to the Russian reality enough, and with the managers' not having sufficient knowledge about the system. They may also be unwilling to invest into creating and developing the system of controlling.

Importantly, controlling systems are extensively implemented at the contemporary enterprises and, first of all, within the public administration system. The managerial culture of controlling is developing, too.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

EXTREME PROJECT MANAGEMENT IN THE CONDITIONS OF DIGITAL ECONOMY

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Abstract: Relevance of the research is associated with the fact that in the contemporary digital economy, classical approaches to project management are no longer efficient. With regard to this, the objective of the paper is to detail the unique particularities of extreme project management as a contemporary technology of managerial activity in projects. Here, the leading approach is the concept of extreme project management which originates from the IT sphere and was applied to project management. This allows introducing contemporary approaches into projects in conditions of historical time acceleration. The paper presents principles of extreme project management; considerable attention is paid to the method of small formats in project management, risk management, and human resources management in organizing the project activity.

Keywords: extreme management, digital economy, paradigm, project development efficiency, project management, management.

1 Introduction

The methodology of project management based on digital technologies allows improving the effectiveness of projects. The Project Management Institute (PMI) conducted the Pulse of the Profession research showing that there has been a 38% increase in the number of projects successfully completed on the set time with initial objectives achieved. These projects had the digital management system in place which helped regulating the developer team results. Meanwhile, when starting, 75% of the IT project leaders thought their projects could fail, as 21% of enterprises use a set of standard project management methodologies (Agile and Waterfall) (Reports of Statistics for 2019, 2021).

Extreme project management unites managers, users, and developers by means of efficient leadership and creates a practical setup which promotes communication and team synergy.

It is information that is the basis of management in the contemporary conditions of digital economy, so companies face the tasks of separating data from information and creating the digital infrastructure for processing large information arrays. Multiple increase of the volumes of information makes them allocate resources on an ongoing basis for improving the methods of working with big data.

When using standard technologies in project development, managers are only productive for not more than 60% of their daily working time. Nevertheless, 27% of projects being developed cannot stay within the allocated budget of costs, and further funds are needed. Insufficient sponsors' support is observed in 41% of companies reporting failures in implementation of projects (Reports of Statistics for 2019, 2021).

Many contemporary managers having mastered fundamentals of project management several years ago are not receptive to changes in project technologies which have arisen in recent time. Thinking that project management technologies do not evolve but are a set of eternal practices and technologies, they rely on formalized meetings, procedures, and documentation. However, for several running years, project management technologies have been transformed, with the transformation particularly accelerated during the global pandemic time. So, it is the technology of extreme project management that is becoming the state-of-the-art one; it corresponds to the contemporary the

technologies and objectives of business completely, and it helps attract more partners to design.

It is extreme project management using the contemporary digital technologies that enables one to unite managers, developers, and users in a team. With digital technologies, it allows engaging even the customers into the project of creating a product or service, and they become participants in the product or service value (material and emotional) design process. Thus, in the contemporary digital economy, conventional methods of working with projects lose their efficiency. They have to be adapted to the present-day realia, and for these approaches, the authors see the source of upgrade in using the project management methodology borrowed from IT.

2 Literature Review

The methodology of extreme project management stems from software development and computer programming which have become the idea basis of the new approach to projects in management. First of all, it relies on the team work uniting both designers and consumers (Zhiltsova & Sukhodoeva, 2011; Yashin et al., 2020).

In his work "Head First Agile", E. Stellman (Stellman & Greene, 2019) demonstrates that in the contemporary world, a methodology yielding excellent results in one team will create problems in another team. The effectiveness of project development differs due to using different approaches to the work. Digital technologies of IT enable one to plunge into agile development of projects and change one's attitude to them.

B. Volfson (2019) describes the agile project management methodology in more detail and suggests a new approach to the work of IT-teams in his book. So, the work differs from others in two factors: the combination of theory and practice and presentation of various practices of new product development – from the project idea to analytics of its implementation. The most significant is description of the Scrum methodology and its combinability opportunities when using the Kanban system.

Elaborating extreme project management, scientists supplement each other's points in their works. So, Jeff Sutherland (2016) was the first to find a solution for trouble-shooting in project development; he described the Scrum procedure in detail. Using it, one can improve the coordination of project development operations within the team, accomplish strategic plans, and reduce doubled developer activity processes within structural departments, with no additional financing required.

The contemporary project management has adopted some IT practices and is built upon four approaches: communication; simplicity; fast response and agility; relevance. Communication includes that with customers; relations are built with them, and the customers are involved into the project management process. As for the latter approaches, they imply working directly with the customer and adapting the project up to the customer's needs instantly. All the above makes it possible to adapt the project to the rapidly changing external environment quickly.

Similar ideas are voiced by Berkun Scott (2019) in his work: he says extreme projects only become masterpieces if developers are placed in individual parts of the project optimally, and their talents, viewpoints, and leaders' tactics used are combined correctly, regardless of the employees' having earlier awards or not.

In management, an extreme digital project is created on the basis of codified standards aimed at handing in the software to the customer when it is necessary, and not post factum. Many components of this methodology can be used across a broad range of IT management problems in general. They have been explored by scientists, the result of which was exactly the theory of extreme project management. Principal components of this kind of management include risk mitigation, quality

management, and work sphere management; they find substantiation in the general use of digital IT and can be considered as principal components in the industrial use, too.

In his works, T. DeMarco (2014) touches on questions of having to identify the quantity of developers for each stage of the extreme project, to recruit personnel for the organization in a professional way, to hire and fire employees who fail their assignments against a deadline. It is worth noting two more points: elaboration of suggestions about the internal conflict audit when approving parts of the project and protection of employees from unjustified claims of their managers. Extreme project management implies continuous working with personnel.

It is essential that standard approaches to project management frequently fail to lead to success. So, in 2020 (according to reports of companies), so few as 28% of projects were completed in full, up to the budget and technical assignment, and on time. 58% of companies recognize the value of project management, are ready to support their own project offices and implement new project management methods. However, in practice, 93% of companies use standard tools, while 68% of companies actually outsource their project work (Reports of Statistics for 2019, 2021).

Let it be noted that extreme project management uses small formats of projects (which allows mitigating risks, accelerating, and simplifying the processes) for small working groups.

The experience of project management of the contemporary IT companies is important; this experience has been analyzed by John Doerr (2019). In management, the contemporary approaches to project management were outlined in the book of Stanley E. Portny (2019) and E. Scotcher (Cole & Scotcher, 2019). L. Leach (2018) paid particular attention to project management in condition of accelerated processes and limited resources. Specific features of project management in Russian conditions and the unique regional experience in project management have been analyzed in works of L. F. Sukhodoeva (2012; Sukhodoeva et al., 2020a; Sukhodoeva et al., 2020b).

3 Research Methodological Framework

The objective of the paper is to present the unique particularities of extreme project management as a contemporary technology of managerial activity in projects.

The following tasks are set in the paper: describing the principal difficulties encountered by managers who work with classical project management technologies; presenting the project management organization process in extreme project management; outlining the method of small formats in project management; suggesting approaches to risk management within extreme project management; demonstrating the process of identifying project scopes and distributing it between subgroups of developers; highlighting the role of human resources management in organizing project activity.

Methodological framework of the research includes both general scientific methods (analysis, synthesis, analogy) and methods of the empirical level, such as observation and secondary data analysis.

4 Results and Discussion

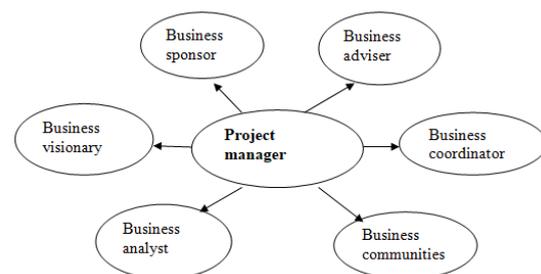
In the contemporary conditions, classical management and project work with classical technologies face a major problem associated with time pressure and limited resources. In the digital era, the external environment of any organization and project is changing quite fast, with time for decision-making and project development shrinking. Moreover, practice shows that frequently, projects cannot stay within the allocated budget, and further investment becomes necessary. Another frequent gap is between the skilled developer personnel needed and their training in project management. The essential and unique feature of extreme project management is the standardized process of delegation of authorities. In a team performing a shared project

within a short time frame, authorities are delegated in two directions (top-down and bottom-up). In these conditions, there arises the necessity of accelerating projects and reducing resource dependence. This can be accomplished by manning developer teams for performing the project so that they are optimized in quantity and competencies.

Extreme project management subdivides a large project into small formats (small projects). In fact, the problem is decomposed, and individual projects are formed which tackle parts of one general problem, each component being a part of it. It is important to emphasize that small format is not a downscaled copy of the project but a part of the large project. Essentially, this project management format needs the relevant organizational support (see Fig. 1).

Business coordinators cannot overestimate the advantage of getting feedback at the early development stages of extreme projects of small formats. It is sufficient to give examples of common project development scenarios when projects fail only due to the executing company's being unable to meet the strict deadline. The feasibility guarantee of an extreme project is the business analyst's knowledge of the said feedback. By contrast, this could not be the case if the project were considered as one unit and handed over as a whole. The feedback obtained would be exceptionally valuable in re-appraisal and re-organization of the human resource potential and those responsible for performance of the project.

Figure 1 Extreme project management level



Source: author's own processing

This method of using small formats takes the shape of vertical deployment. Vertical deployment tackles a part of the entire project and performs it from the beginning to the end, or, in other words, from the initial idea up to handing over to the user. Moving on successively through project life-cycle development steps, one can get excellent feedback from users and intermediaries at the early stages of the project. A typical small-format project can take up about 2-8 weeks; it has to be elaborated in such a way as to get some results in the end. The team's business adviser plays an active part here making sure all aspects of technical development are completed thoroughly and on schedule.

In practice, development teams usually make two mistakes concerning risk management. One of them consists in researchers' waiting for completion of the project – when risks turn into reality – and after that deciding they should pay more attention to risks. Such a situation creates three problems:

- As the cost of making modifications increases in the course of the project, late attention to risks results in considerable costs frequently;
- Late detection of potential problems excludes previously more acceptable solutions;
- Late surprises are devastating for both schedule and deadlines due to time pressure and inability to take relevant measures.

These problems can be solved by business visionaries who can forecast the future of the project being developed. Highly sought-after in the true business world, this quality of managers is considered to be the principal one when the quantitative

growth of the necessary information on the market situation is identified. Focused specialization professionals become necessary, as a business visionary needs intuition and a clear idea about the future as for the investments required. A business visionary is a strategist sensing the contemporary market and its change processes.

Another mistake in extreme project management concerns omissions by risk managers. In the classical project management, risk analysis was conducted once only, at the initial stage of project management when problematization of the project was performed. In the contemporary conditions, as the external environment is changing rapidly, risk analysis has to be conducted at each stage of working on the project.

The use of the mechanism of extreme project management is a constituent part of fulfillment of national programs. In her research, Yu. V. Zhiltsova (Zhiltsova & Sukhodoeva, 2011) notes that under the present-day resource limitations taking place in Russia's economy, priorities of and factors affecting the work of enterprises have to be identified. The principal attention is drawn to the human factor in conditions of extreme project management, and not to the standard approaches to project management. Transformation of project development stages becomes the leading focus area in creating sustainable development mechanisms for enterprises and obtaining a significant business development index. Yu. V. Zhiltsova's study (Zhiltsova & Sukhodoeva, 2011, p. 187) has conditioned systemization of approaches using which various interpretations of extreme project management are given. In the course of the author's substantial elaboration of the current resource problem of project management, the resource support system has been suggested which incorporates in its structure both the enterprise's resources and those of the digital network.

Within implementation of the national project "Digital economy", in individual developed metropolitan cities, there are various constituents of the problem considered, too, such as information technologies of project management, digital management, and personnel potential of organizations. Continuing this research topic, L. F. Sukhodoeva (2012) and other authors conclude that "In the current industry programs, as a rule, the regional dimension is underrepresented. These documents lack specific suggestions on developing project management, which hinders the development of high-quality synchronized plans and strategies of social and economic development" (p. 3).

Project scope identification is one of the components of the planning process in extreme project management (Yashin et al., 2020). The objective of identifying the scope of work in each part of a project is a clear description and agreement obtained on the logical boundaries of the project in general, on items within the project boundaries, and on what lies beyond the project scope (Sukhodoeva et al., 2020b, p. 148). The more aspects of correct breakdown of the project scope into subgroups are identified, the better the project result will be. Conventional project management incorporates using curves and digital Gantt charts. These practices serve as a means for exploring the principal areas of development within the project life cycle. Usually, life cycle of a project is considered as consisting of the following four areas: requirements, design, development, and testing. Within this paradigm, project managers break down principal planning and development components into tasks. Although these formal research means adopted by the authors were sufficient for identifying tasks, they did not contain any constant information to associate a particular task with user-defined requirements or project details. In this particular sphere, failures are quite frequent, and they often result in the business losing some functionality.

Concerning this point, extreme project management is considered proceeding from user-defined requirements (Sukhodoeva et al., 2020a). In the work, some data on the time required for completing work on each part of the project. It is suggested to re-write any orders which need reviewing, and to

consider, evaluate, and schedule any new orders for the following period.

Lawrence Leach (2018, p. 19) considers optimized the projects meeting three conditions: innovativeness of the project, optimality of budget, and a real work performance schedule. These three conditions are always interrelated; the more time is allocated for completing a project, the larger the budget size for its performance is. The larger the budget is, the more time is required for implementation of the project. The more prolonged the project performance is, the more significant changes to the project are.

Extreme project management implies human resources management (Stellman & Greene, 2019). Managing people is the most challenging process within a project, so the project leader has to be competent in the sphere of human resources management, too. In particular, the leader must be able to set and distribute tasks for the project group members. The leader also must have skills of organizing the process of training the project team in contemporary management technologies, of conducting project activity, and broadening the knowledge about the subject of project management. Alongside this, the project leader must create favorable conditions of work and relations which will promote development of the creative atmosphere and innovation thinking, enabling the project team leaders to become catalysts of work of the entire team.

Another feature of extreme project management is the continuous process of maintaining the group community feeling in the project team through joint ownership of it. All team members own a certain part of the process and of the project and understand each one's dependence on the team. This feeling provides an opportunity to organize harmonious interaction within the team. What is paramount is a complete, integral vision of the project formed in each member of the team. In particular, such an approach resolves the major organizational problem of project preparation rates getting slowed down or the project stopping at all if one or more team members leave.

Joint working on projects allows distributing project tasks among the members of the team who then unite in pairs; at the final stage of the project, all its parts have to be combined into the single result. However, this is an ideal case; more frequently, team members have different competence levels, skills, and professions. So, in this situation, it is the team and project leaders who play a very important part. Within the project, a support group is formed, with leaders of the project undertaking the role of teachers and mentors, and intrinsic value of the project being created for the team of developers. Shared ownership of the project contributes to this process, too.

5 Conclusion

Extreme project management is an answer to problems faced by project managers when working with classical project technologies, namely, time pressure, limited resources, and higher risks.

In extreme project management, work organization is based on standardizing the process of delegation of authorities, fast decision-making, and implementing such roles as business adviser, business visionary, and business coordinator. What matters here is both the speed of decision-making, continuous communication with the project customer, and including the customer into the design process. Another new point is separation of a large project into small formats, which actually allows decomposing the project, with each part of the project tackled by a designated team of developers.

The contemporary approach to risk management is another feature of the new project management technologies. Risks are managed totally from the very project management start; for this, the team has a business visionary who performs analytics for assessing and overcoming any risks.

Importantly, in extreme project management, they also pay much attention to identifying the scopes of a project, its boundaries, logical constituents, and distributing the scopes between subgroups of developers who work on the project parts simultaneously and not in a sequence (as it is done in classical project management).

In the new approach, a significant place is given to training of the personnel, their motivation, and maintaining the group community feeling; that is, extreme project management makes use of some technologies from human resources management. These approaches take into account realities of the digital economy, with its changeability, rapid pace of processes, limitation of resources, etc.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

THEORETICAL AND METHODOLOGICAL APPROACHES TO UPBRINGING OF SPIRITUAL CULTURE IN SENIOR SCHOOL STUDENTS IN CONTEMPORARY CONDITIONS

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Abstract: The paper discusses theoretic and methodological approaches to upbringing of spiritual culture in senior school students in the contemporary conditions. The authors present profound comprehension of the essence and content of such concepts as "spirituality", "spiritual culture", and "spiritual values" from the standpoint of philosophy, culture science, and religion, as well as organization of pedagogical process and building spiritual values in senior school students' personalities. The research highlights the role of spiritual factor in the Orthodox tradition, details the significance of spirituality as a social and pedagogical phenomenon, and substantiates the necessity of studying fundamentals of religion as one of the pillars of the world culture. The paper can be of particular interest for practicing teachers working with senior school students in the system of general and further education.

Keywords: culturological approach, secular approach, spirituality, upbringing of spiritual culture, spiritual values, senior school students.

1 Introduction

The relevance of the problem under study is dictated by the necessity of developing new theoretic and methodological approaches to upbringing of spiritual culture in senior school students. This is determined by drastic changes taking place in social and political, economic, and cultural life of the Russian Federation.

The subject of this research is the problem of relations between science and faith in the content of school education. This is associated with the fact that so far, no doctrine has been elaborated to determine the proportion of education, science, spiritual culture, and religion. According to some theorists, there has emerged a dangerous trend of not considering the spiritual element as a part of culture but, conversely, considering culture as a part of religion.

The authors of the paper address to creative legacy of idealist philosophers of the late 19th – early 20th century: N. A. Berdyaev (1994, 1998), V. V. Zenkovsky (1991, 2004), I. A. Ilyin (2006), et al., precisely because they assert the significance of spirituality, the role of consciousness, its influence on the development of both people and society (Gasnov, 1999).

In their works, the contemporary scientists, e.g. I. F. Isaev and E. N. Shiyayev (2005), I. V. Kolmogorova (2000), N. M. Romanenko (2003), S. V. Titova (2005), et al. also discuss the problem of axiological foundations of the culturological approach.

At the current stage, the legal framework for upbringing of spiritual culture in senior school students is the Constitution of the Russian Federation (2020): it stipulates the secular nature of the state and impossibility of establishing any religion as the state or compulsory one. The RF law "On education" (2012) declares the secular nature of education in the state municipal educational institutions as one of the principles of the state policy in education.

The Federal law "Concerning Freedom of Conscience and Concerning Religious Associations" (1997) guarantees freedom of conscience and freedom of worship. Citizens of the RF are

equal before law in all spheres: in the civic, economic, social, cultural life regardless of their attitude to religion.

Spirituality can be both religious and secular. This is why in the practice of defining the essence of the spirituality concept, the authors distinguish between spirituality in the Orthodox tradition and the secular approach to upbringing of spiritual culture in senior school students. In the academic and upbringing process, the circumstance has to be borne in mind that many works of the world art have been created under the influence of religion and to religious topics. The use of church and religious culture in education and upbringing grants the rising generation an opportunity of full-fledged, comprehensive, integral development of knowledge about the society, people's spiritual life, and their mental ideology. Cultivation of an intellectual, moral, and free personality which implies harmony of consciousness and behavior demands including religious studies, history of religion and church into the content of school education on the scientific basis. Hence, it is quite relevant to substantiate the necessity of upbringing of spiritual culture in school students within secular education at present, with the law on freedom of conscience adhered to indisputably.

2 Literature Review

The authors believe it important to analyze creative legacy of Russian idealist philosophers of the late 19th – early 20th century, N. A. Berdyaev (1998), V. V. Zenkovsky (1991), I. A. Ilyin (2006) and other representatives of Russian religious philosophy. Their works are permeated with ideas of anthropocentrism, all-round exaltation of man – in particular, exaltation of man exactly as that of personality with all qualities inherent in it. In his work "Self-Knowledge", N. A. Berdyaev (1998) wrote that the mystery of personality – its uniqueness – is not clear to anyone up to the end. The human personality is more mysterious, than the world. It is actually the entire world. Man is a microcosm and contains in himself everything. Berdyaev (1998) also scrutinized the questions of development of a creative personality, with a penchant for self-improvement and self-knowledge. Berdyaev (1998) saw tragedy of the time, first of all, in predominance of mediocrities, in the fact that upbringing guides the gifted ones in a false direction, and they wither away in the atmosphere of will for the lack of talent.

According to N. A. Berdyaev's idea (1998), "Man is, first of all, a creative being, and he is an image of God and His likeness" (p. 120). Berdyaev's teaching about man is primarily the teaching about personality who is not only to fulfill divine laws of the good but also to create new values in the spirit of such laws. He spoke about the necessity of introducing man in the course of upbringing to "the mysteries of the historical" – to destinies of peoples and the entire mankind Berdyaev's idea (Berdyaev, 1998, p. 160). It is in it that he saw the national and universal human meaning of upbringing and education simultaneously. Berdyaev (1998) considered the ability of Europeanization as the good for Russian culture and accomplishments, deeming such openness in combination with national uniqueness to be the pledge of successful upbringing.

In his work "The Philosophy of Free Spirit", N. A. Berdyaev (1994) posed most vexed questions of spirituality and morals. His philosophical pedagogy acts not so much as axiological basis for spiritual and moral upbringing rather than as foundation for exploring the entire field of philosophical and educational problems, including general theory of pedagogy. Man in God, and God in man – such is the leading idea of the Russian Silver Age philosophers.

The concept of Christian pedagogy was further discussed in works of the well-known Christian philosopher and pedagogue of the 20th century V. V. Zenkovsky (2004). He has made a significant contribution into the development of spiritual culture. According to him, "Education is the principal task of Church, for

the very word derives¹ from the word "image" (Zenkovsky, 2004, p. 8). So, to educate a man means not only to pass a certain amount of knowledge to him but also to educate a certain image in him. A Christian glance on man sees in him an image of God (Zenkovsky, 2004). In many people, it is darkened and blurred with sins but it is not completely destroyed, so the task of spiritual transformation of man – to which the Church serves – is akin to the task of restoring icons (Zenkovsky, 2004).

V. V. Zenkovsky (1991) argues in his book "Spiritual Upbringing of Personality" that spiritual upbringing must be aimed at upbringing of predominance of spirituality, moral, intellectual values over the material ones. In the Orthodox tradition, spiritual upbringing is associated with God, church, and faith.

In his work "The Way of Spiritual Revival", I. A. Ilyin (2006) says the correct paths leading to Russia's national revival are belief in God, patriotism, historical succession, spiritual nationalism, the Russian statehood, the new Russian spiritual character, and spiritual culture.

The paper "Joint efforts of education authorities and religious organizations in spiritual and moral education and upbringing, study of history and culture of religion" by T. I. Petrakova (2009) sums up the experience of religious organizations in spiritual and moral education and upbringing, establishment of fundamentals of the traditional culture in school students. This unique experience in this focus area has become the basis for further plans of extended summing up of the experience of regions' work in spiritual and moral education. In-depth understanding of what is happening in this sphere will help the state, the Ministry of education first of all, spot the trends for resolving the problems taking shape in this area (Petrakova, 2009).

In representatives of the secular approach, the role of spiritual factor in methodological approaches to upbringing of spiritual culture is extremely important. They view spirituality as a social and pedagogical phenomenon. By spirituality, they mean a condition of human consciousness which finds its expression in thoughts, words, and actions. According to N. M. Romanenko's work "Upbringing of spiritual culture in senior school students" (2009), by studying any academic subject as a certain piece of an integral picture of the world, one simultaneously enriches one's spiritual world, gains an ability to create, love, believe, hope, and live for others.

The culturological approach to the problem under study is found in works of the contemporary researchers (Alieva et al., 2020). Its significance stems from the essence of the very concept of culture which can be determined as experience amassed by the humanity throughout its existence. However, in the most general terms, upbringing is quite frequently defined as passing on of experience, too. One of the key shared points of the culturological approaches consists in this relationship of the concepts of culture, human experience, and upbringing.

3 Research Methodological Framework

The objective of the research is to comprehend theoretic and methodological approaches to performing the process of upbringing of spiritual culture in senior school students within the modern educational process.

The following tasks were set for the research:

- describing the essence and content of concepts of "spirituality", "spiritual culture", and "spiritual values" in detail;
- to characterize the axiological dimension of the culturological approach to organization of pedagogical activity aimed at studying and cultivating spiritual values in personalities of senior school students;

- to demonstrate the role of religion in upbringing of spiritual culture in senior school students;
- to detail particularities of upbringing of spiritual culture in senior school students in conditions of secular education.

Methodological framework of the research is made up of the culturological and axiological approaches, with analysis, synthesis, generalization, and interpretation of information on the research problems range used as research methods.

4 Results and Discussion

In methodological approaches to upbringing of spiritual culture in senior school students, the role of spiritual factor is extremely important.

S. I. Ozhegov's dictionary (1978) defines the concept "soul" as the inner world of man, his consciousness, thinking, mental abilities, something which motivates man for actions and activity, a principle determining behavior and actions. The key concept of this research is "spirituality". By spirituality, the authors mean a condition of human consciousness which finds its expression in thoughts, words, and actions. They consider "spirituality" as a social and pedagogical phenomenon.

Several approaches are distinguished in the practice of identifying the essence of the spirituality concept:

1. In Orthodoxy, "spirituality" is viewed as a part of the "national spirit" expressed in traditions, standards, and way of life. In this case, an important concept is "sobornost" (togetherness) as a path to harmonization in public relations relying on the principles of unity and plurality;
2. The secular approach interprets "spirituality" as the supreme moral and professional improvement, aspiration of doing the good, performing one's duty, and keeping one's honor and dignity;
3. The rational and pragmatic approaches are carried out in European and North American cultural traditions. In this case, spirituality is most frequently associated with standpoints of individual interest and rational calculation (Vasilieva, 2003).

The spiritual culture concept is a form of activity of man and society which encompasses the entire wealth of human feelings and achievements of mind and unites both acquisition of the accumulated spiritual values and creative making of the new ones. Values are one of the fundamental elements of culture. At the level of mundane consciousness, the concept of "value" is associated with evaluating the products of human activity in terms of the good and the evil, justice and injustice, true and false knowledge, beauty and ugliness. A value is understood as a universally recognized standard formed in a certain culture which serves as a paragon and ideal, is not subjected to doubt, and has the priority meaning in people's life (Romanenko, 2003).

Different cultures have their own specific values. So, according to the tradition of Orthodoxy, social justice, sympathy and compassion for the offended ones, readiness for self-sacrifice for the sake of the high purpose, and patriotism are listed among fundamental values.

There are the universal, shared human cultural values which have been represented in all cultures, shared by all people, regardless of their national belonging, confession, and social position. These are shaped as a result of comprehending the centuries-long experience of social development, and they unite people on the basis of the universally important nature of interests and needs expressed by them.

In this research, the axiological aspect of culturological approach is presented which implies such an organization of the pedagogical process as to ensure studying and shaping of value orientations of personality. Value orientations are the stable, invariant, coordinated in a certain way formations (units) of ethical consciousness, its principal ideas, concepts, "value-based

¹ Translator's note: in the Russian language, the words are cognate.

benefits", expressing the essence of the spiritual and moral meaning of human being (Yudin, 1978).

Culture is an interdisciplinary general theoretical concept encompassing various branches of knowledge. Culture is referred to as the total of socially acquired and translated from generation to generation significant symbols, ideas, values, beliefs, traditions, standards, and behavior rules by means of which people organize their life activity. Culture is also considered as a historically determined development level of the society, creative forces, and abilities of people, expressed in types and forms of organization of people's life and activity, in their mutual understandings, as well as in material and spiritual values created by them (Gasanov, 1999).

The most essential methodological basis and the primary task of this research is to demonstrate the role of religion in upbringing of spiritual culture in senior school students in the contemporary conditions. Meanwhile, it is church that has given literacy to people. It is church that has created and kept historical chronicles providing science with important facts of public life, supported traditions of following the universal human values; has regulated public, daily life, and personal relations. It is under the influence of religion and church that have emerged and developed precious branches of architecture, literature, music, painting, the traditions of which have lasted up to nowadays, too. Disdain for the richest, centuries-old experience of church in upbringing of believers, in understanding and practical use of the essence, methods, mechanisms of cultivating human psychology and behavior leads to the information and culturological gap in the vibrant area of human culture. This is why a positive attitude of pedagogy to world religions and to church will enrich children and adolescents in their comprehensive and spiritual and moral development.

The problem of relation of science and faith in the content of school education has been the subject of individual scientific research works. Students' acquisition of scientific knowledge at school proceeds alongside their learning religious beliefs at home and in church. The said processes fit together in parallel spheres of the human mind: in consciousness (the scientific one) and in the emotional and unconscious (religious) one. Scientific education is based on the known truths ensuring the opportunity of successful adaptation in the real world. It incorporates hypotheses, suggestions as for what lies beyond the known. Free from ideology, scientific knowledge does not hasten issuing a final verdict in relation to any hypotheses. Scientific education contributes to self-affirmation and independence of a person as a being acting consciously on the basis of knowledge and bearing the professional, legal, and moral responsibility for their actions (Kagan, 2019).

In theology, religion is the fundamental element of spiritual culture. The message of J. Frazer (1980), English religious historian and ethnographer, worded metaphorically as "All culture stems from the temple" can be considered an epigraph to confessional culturology.

Emerging much later than the Christian one, Islamic comprehension of culture incorporates all particularities of its theological concept. Theorists of Islam single out those facets of the confession that can be interpreted in a favorable light as compared to the history of clashes between Christian and secular culture. Defending the priority of sedentary, first of all, urban culture, theorists of Islam see one of the principal achievements of Islamism in construction of Islamic cities as centers of cult and focal points of development of education, science, and literature. Unlike Christian culture, it is argued that Islam follows the letter and spirit of the Quran, combining ethics and science in itself. In the Muslim world, science developed owing to Islam, and not against it. The conclusion follows that the lack of conflicts between knowledge and faith in the cult of Muslim countries has ensured the unity of Muslim culture, its noble effect on Muslim peoples.

Almost complete absence of secular traditions in Islamic culture is considered not as evidence of the region's backwardness but as

Islam being morally superior as compared to non-Muslim confessions (Rumyantsev, 2016).

The historical phenomenon of religion as the supreme form of the human spirit has to be taught as the basis of the world culture. Meanwhile, the secular nature of education in the state, municipal educational institutions shall not be violated. The principle of secular education is "Believe and know", i.e., know the fundamentals of the world religions which help one understand the meaning of human life, spirituality. Educational institutions must not substitute church, and church must not substitute educational institutions. So, the principal form of school and church interaction is their dialog and social relations (Romanenko, 2003).

In the academic and upbringing process, teachers have to take into account the fact that many works of the world art have been created under the influence of religion and to religious topics: novels by Tolstoy and Dostoevsky; pictures by Leonardo da Vinci and El Greco, Raphael and Dali; Dante's poem and Goethe's tragedies; requiem by Mozart and Verdi; liturgical music by Bach, Beethoven, Tchaikovsky, Grechaninov; prominent pieces of architecture – inspired churches of the Old Russian architecture, Cathedral of the Intercession on the Moat in Moscow, Saint Peter's Basilica in Rome, Notre-Dame de Paris, the Sagrada Familia in Barcelona, and so on. Beyond the elementary theological literacy, one cannot make sense of all this material and spiritual wealth, understand, and duly appreciate it. The fact cannot but be accepted that 90% of the people of this planet are believers, and many outstanding minds of mankind have had religious faith.

The use of ideas of church and religious culture in education and upbringing grants the rising generation an opportunity of full-fledged, comprehensive, and integral development of knowledge about the society, people's spiritual life, and their mental ideology. Cultivation of an intellectual, moral, and free personality which implies harmony of consciousness and behavior demands including religious studies, history of religion and church into the content of school education on the scientific basis. Alongside this, the authors disagree with individual public figures, members of the clergy, and representatives of teachers' community who deem it necessary to revive the Orthodox school tradition and introduce teaching of the Scripture Knowledge to be studied by children. The supporters of the idea believe this measure will give young people some spirituality, fill up their consciousness, and keep them away from riots and immoral behavior. First of all, such a way is impossible in conditions of multiconfessional Russia; secondly, one must bear in mind that spirituality can be not only religious but secular, too, being embodied not only in love for God but also in the focus on Supreme values, on the good, harmony in relations between people, nature, and art. Introduction to the colorful panorama of spiritual quest of the mankind will help young people listen to new and old preachers, the religious and the secular ones, sober-mindedly. This is why the authors set it as their task to substantiate the secular education principle for bringing up spiritual culture in school students in the contemporary conditions, with the law on freedom of conscience adhered to indisputably. They believe it must rely on the realities having formed, the opportunity of learning the world honestly and openly, and choosing between religious faith and scientific truth, mystic emotions and reason.

The Russian Federation is a secular state. No religion can be set as the state and compulsory one. Religious associations are isolated from the state and equal before the law. In the state and municipal institutions, the secular nature of education is ensured. The secular nature of education means freedom of the state and municipal institutions from direct religious influence and is based on freedom of conscience (The Federal law "Concerning Freedom of Conscience and Concerning Religious Associations", 1997).

5 Conclusion

To efficiently influence children's souls and stand up against any spiritless manifestation, the nationwide and universal human values must be used in the practice of upbringing extensively: faith, hope, conscience, charity, but filled with the secular content. This implies demonstrating charity to people and to oneself, hope for the close ones and one's own forces, faith in people and in oneself. In children's consciousness, the concept of charity is made real in multiple ways: as sympathy and compassion for their people, as one's ability to find oneself among people, to identify one's own attitude to the state of affairs in the country. It is associated with one's ability to defeat one's contempt and indifference toward the common, weak man, to tame one's arrogance and selfishness. In particular, charity is made real as the ability to feel joys and sorrows of common people as one's own, to try alleviate their sufferings, and to manifest altruism as a need of "living for others".

Obviously, for each person, the categories of faith and hope bear an immense social and psychological meaning. For one to follow moral and ethical laws in one's life, one has to believe in truth, the good, justice, in oneself, and to hope for more than the external aid from others and one's own forces only. Once man is confident of himself, it is then that hope for accomplishing his mission in life is born. Faith and hope are the ethical and psychological driver behind the successful socialization of man in society boosting man's socially useful activity. These feelings are especially necessary for young people who have not had sufficient experience of life relations yet. Believing in ideals, putting forward goals and aspirations, hoping to achieve them make up the very essence of the true, moral freedom, and spiritual culture fledging in children. In children's souls, faith, hope, and charity can only live owing to conscience – which is difficult to bargain with and which dooms one to anguish of mind (pangs of conscience) for betrayal, meanness, and selfishness.

Spirituality, morals, and health as socialization components turn an individual into a personality and enrich the personality with rules of interaction with people, with experience, and civilized life. Solution of this challenging problem and responsibility of upbringing of the rising generation's spiritual culture is laid by the society upon school and family, with the former to play the prevailing part (Titova, 2005).

Using the culturological approach implies introduction of school students to the universal human culture and their self-fulfillment within it. It helps completing the main task of the academic and upbringing process – contributing to establishment of personality, developing individuality, the ability of self-regulation.

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EXTREME PROJECT MANAGEMENT IN BUSINESS AND INDUSTRY

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Abstract: The subject of the research is extreme projects in business and industry. The authors consider theoretical approaches to manning a team of developers and organizing their work in short-term conditions. In the paper, the advantages of using the digital approach in identifying the lines of project quality improvement are presented. In particular, when identifying the said focus areas, causes of complexity and labor intensity of other approaches used in management are detailed. Long-term priorities of adopting the digital approach have been found out. Grounds have been provided for transparency and coordination of extreme project management programs. The authors suggest the digital approach mechanism which can ensure not only implementation of long-term project priorities but also guarantee highly efficient fulfillment of large-scale target development programs. Recommendations on optimizing the extreme project management have been suggested, too.

Keywords: extreme management, project team, innovative procedure, refactoring, coaching, the Agile approach.

1 Introduction

In the contemporary society, extreme management is most relevant, as the developing world and digital economy create a new world and new conditions for business (Program "Digital Economy of the Russian Federation", 2017). To keep up with the times and use extreme project management, one has to focus one's entire attention on the sphere of digital technologies and ways of working with managers and leaders. The working environment demands developing new methodologies which would be able to respond and adapt to the changing conditions while also being the basis for innovations and creative thinking of project managers.

Project management of higher complexity and with a probability result to be obtained within short terms is referred to extreme project management (XPM) (Doerr, 2019). It differs from standard project management methods in being transparent, responsive to changes of the external environment, and open for customers. With XPM, it becomes possible to grant more attention to the human factor at various stages of project development instead of orienting to earlier completed projects and opting for strict formalism.

The advantage of extreme management can be gained by using IT; best of all, it is maintained by the leaders who can engage the required employees' skills in project development (DeMarco, 2016). It is essential for the company's further successful progress. To maintain competitiveness, it is important to understand how digital technologies can be applied and what drivers are behind them. To bring it into reality, managers must have an understanding of tools and methods which will bring about their company's growth in the domain of digital technologies and general success.

In 2020, due to the Coronavirus pandemic and the need of distance working, enterprises were forced to organize their employees' working in the remote mode or from their home offices. In many countries of the world, organizations have not switched back to their standard working schedule. Meanwhile, over 30% of the personnel work less efficiently, and it takes them more time to perform projects. 83% report higher fatigue due to having a bulk of e-mails to process. Currently, IT projects are difficult to manage. Survey results published in Harvard Business Review show that an average IT project has had a 27% increase of its budget (Reports of Statistics for 2019, 2021).

The developing digital economy has created new factors in adjustment of the development of IT which are used in a new way, too. At present, the ideas that all requirements can be collected before the start of development or that user-defined requirements will not change before the project completion are not an option in approaches to IT anymore. Departments of organizations are connected by the developed IT infrastructure which can accept, store, and organize data on extreme projects and then transform them into digital information. In its turn, the latter can be used for decision-making and can serve as a driving force behind project development. By using extreme project management, such systems can promote further advance of business.

2 Literature Review

Rapidly changing project management technologies press for work acceleration and require new approaches in the system of extreme project management. Based on these regularities, all spheres of the contemporary activity develop, and no social institution can escape the process. In this case, interests of business are no exception. However, in this sphere, the problem of non-uniformity of demand and supply arises in relation to extreme projects. This is discussed by Douglas DeCarlo (2015) in his research works; he believes extreme project management is a model having flexible and dynamic characteristics for various types of projects. In particular, it is high work performance speed and a great uncertainty of results in which failure probability is unacceptable that become the principal features for extreme projects. His book "eXtreme Project Management" is written for businessmen who take high risks for obtaining the desirable end result. The model elaborated by DeCarlo (2015) is distinguished by a set of interrelated principles, values, skills, tools, and mechanisms to form the desirable result in conditions of organizational changes and uncertainty.

Brian Wernham (2016), the author of the book "Agile Project Management for Government", identified the principal lines of work for the team working according to extreme project management procedures to use for completing a project successfully:

1. Seeing — this means having a clear vision of the project at the work start;
2. Creating — based on the project vision, the team must be involved into the creative process of brainstorming for generating ideas;
3. Updating — the team of project developers must be motivated to test the ideas generated through implementing digital solutions;
4. Re-assessing — the team must assess their work once again at the final project development stage;
5. Disseminating — the knowledge obtained after professional training has to be passed on to other team members and applied to the following project stages and to new projects in general.

Continuing this research, scientists (DeMarco, 2016; Doerr, 2019; Sukhodoeva et al., 2020; Yashin et al., 2020) consider conventional, agile, and extreme methods of project management; models of managing corporate projects. The well-known expert in project management, Robert Wysocki (2019) detailed the Kanban and Scrumban methodology. For implementation and use of these methods and methodologies, in the national program "Digital economy of the Russian Federation", they stipulate a number of principal objectives. Among them, the Internet service shall be provided for everyone, and 5G communication – in large industrial metropolitan cities. Meanwhile, the information of citizens, business, and the state shall be made secure. The efficiency of digital economy shall be ensured in basic industries. The said objectives include creating human resource potential for activities in the digital environment and providing for the three-fold increase of costs for the

development of digital economy, too (Program "Digital Economy of the Russian Federation", 2017; Reports of Statistics for 2019, 2021; Digital Economy of 2024, 2021).

In the contemporary world, development of digital technologies is accelerated, and a rare company can report about its success in the speed of mastering these technologies (Sukhodoeva et al., 2020; Sukhodoeva & Coe, 2014). Studies address not moving in space, though; they explore the development of such technologies as one can learn, implement quickly, and use for creating new products which are not repeated in the world. The speed and quality of creating new products go up from year to year and depend on managing extreme projects both in business and in the leading sector – industry (On National Goals and Strategic Tasks of Development of the Russian Federation for the Period of Up to 2024, 2018). However, the growth of information quantity and quality leads to narrow specialization in the professional sphere; simultaneously, phenomenality of knowledge is lost. Without considering if the organizational changes are positive or negative in nature, one still can foresee that the system of extreme project management has a direct effect on the complexity of work of any project manager who uses digital technologies of business.

This problem is discussed in the work of A. N. Pavlov (2019); he singles out processes performed when managing extreme projects. He subdivides the principal processes into five groups: the processes of planning, initiation, performance, monitoring, and completion. For enhancing the speed and efficiency of the project management process, the concept of PMBOK has been developed. It is a general guide to extreme projects where project development stages are formalized and structured, approaches to organizing the entire project management process and the concepts of managing project activity are determined, and terminological framework is created.

When new structures are created in extreme project management, business companies have to staff up professional analysts on their part – to avoid lagging behind in the use of digital technologies (On National Goals and Strategic Tasks of Development of the Russian Federation for the Period of Up to 2024, 2018). In this case, communications between a large number of analysts are getting complicated, and obtaining a joint opinion based on their individual reports becomes quite a problem. On the other hand, for resolving such situations, the external environment must have enough professionals possessing competencies in various questions of each of the business lines which are under accelerated development as of the present point. Alongside this, project managers have to have a clear view of the way the business is going to develop in the future. In particular, in terms of deadlines, extreme projects have to keep abreast of changes in the digital economy (On the System of Managing the Fulfillment of the National Program "Digital Economy of the Russian Federation, 2019). Requirements for professionals surge, as they work proceeding on basic competencies of each of the company's leading managers. It is only they who have basic extreme project management skills and can identify strategic development tasks of the business (Roganova et al., 2018).

3 Research Methodological Framework

The objective of the research is to suggest the extreme project management method as a tool for improving the quality of projects in business and industry.

The following tasks are set in the paper: discussing the principal approaches to manning the team of project developers and to its functioning; presenting the procedures of DSDM in project management; demonstrating the advantages of refactoring in project activity.

Methodological framework of the research incorporates both general scientific methods – analysis, synthesis, and analogy – and methods of the empirical level, e.g. observation and secondary data analysis.

4 Results and Discussion

In industry, the principal tasks of extreme project management are as follows: ensuring the economic development of region's enterprises in general; forming the optimal structure of digital economy and its development program; ensuring social protection and improving the population's quality of life (Sukhodoeva et al., 2020). In this situation, it is the methodology of extreme project management that is the optimal procedure of software creation for industrial enterprises. For implementation thereof, a mechanism is needed that allows handing a project over on time while using the planned budget only and regulating all changes in the course of the project. In industry, this methodology of managing extreme projects is the principal one with its interrelation of strategic, tactical, and operational management. It also allows enhancing the importance of performance quality control for project sections within the project performance system in general. Here, managers get the opportunity to control the solutions execution quality not on the task completion deadline date only but throughout the project performance period (Zhiltsova & Sukhodoeva, 2011).

Each working release of a project part begins with the working group selecting the most important story cards representing some business functions of the ordered product. Based on evaluating the selection, the team can plan the release in terms of what has to be done. If the story card is too large to fit in one release, they break it down into two cards representing a business function each. The project part release is then subdivided into several sprints that are work schedules for 2-8 weeks each. The cards are distributed between sprints according to business value priorities.

The requirements are captured in the form of user story cards, i.e. users' feedback about the business functions. Large cards are broken down into smaller components representing releases; each release is then subdivided into tasks to be completed. Released tasks have the manageability feature; they also contain information on requirements set by the user with whom they are associated.

Extreme project management highlights using brief daily meetings of the team for general review of the elapsed day's achievements and setting directives for the current day. Consistent daily planning contributes to reduction of the time needed for development of the project and boosts each team member's productivity. Standup meetings are the preferable form of conducting meetings every morning as a means for information exchange among members of the team, because formal meetings can become too long and distract from priorities. The said meetings must not last for over 15 minutes. Their objective consists in resolving any dependencies between tasks and team members and in reporting achievements of the previous day.

The first sprint is used for performing any required administrative assignments. Within this time, the working group also subdivides the project into several parts or sections which they distribute among themselves. It has to be emphasized that the only tasks to be considered and developed are the ones fit for the release. Work of the first sprint is commenced and lasts for exactly this sprint. The subsequent planning cycle will be started even if not all work designated for the previous sprint has been completed.

After each sprint, the team discuss their work results for obtaining the complete information about execution of the task and for further planning of the work to be completed on time. These results are then input into the next sprint, and the work is continued, with the project management process being adjusted accordingly for meeting the deadlines.

At the sprint end or handover of a project part, the developer team sometimes has to work more than 40 hours per week for completing the job. However, it is more important for the team to maintain an acceptable work pace than to do extra work for some time. The role of managers and leaders consists in

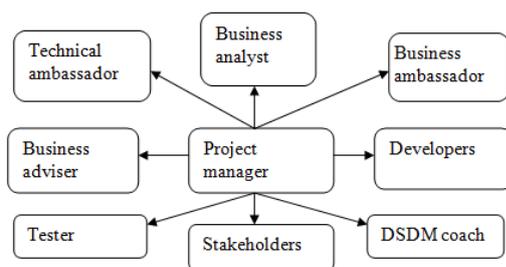
mitigating the problem by driving the team's work into a productive track and protecting the employees from external difficulties. Anyway, research shows that even though there are advantages of overtime work, the following potential problems exist, too:

- A large volume of overtime work can impair moral condition and lead to reduced productivity;
- Prolonged overtime work can result in developers' getting accustomed to working overtime and relying on this kind of work in all cases. In such a situation, reducing overtime work spans can bring them to ruin financially and turn out to be harmful for relations within the team;
- Overtime work is very expensive.

Throughout the entire time of project development and handover, many new components turn out to be integrated into the production system. With regard to this, changing requirements can lead to difficulties in maintaining the quality in the final version of the project which stem from modifications and side effects due to introducing new units into the system. Although extreme project management disposes of several methodologies enabling the working group to have some margin during project development, these do not concern quality. Meanwhile, there are several practices leaders can use to make sure the end result is a high-quality product.

In the contemporary conditions, extreme project management is becoming most relevant. Projects are developed in a dynamic environment which is difficult to forecast; they are pushed against time and have to be managed under continuously changing circumstances, requirements, and conditions of execution of the project sections. So, when working on a project, the trial and error situation occurs frequently. To decrease the quantity of mistakes, a skilled team of developers and managers is required for both individual sections of a project and for the project in general. This is the principal difference of standard project management from the extreme one where it is professionals and not the process of their activity that matters (Roganova et al., 2018). Figure 1 presents a model of extreme project management team in business. The model takes into account both standard focus areas of project managers' activity and innovation management procedures.

Figure 1 Extreme project management team for business. Model



Source: author's own processing

In extreme project management, stakeholders become necessary. To them, sponsors, shareholders, partner companies, and customers are referred, i.e., all active participants of the particular project and all others who can influence the project without directly participating in it. This promotes faster completion of projects and enhance their innovative character for consumers. For methodological support of work, coaches are also essential. A coach does mentor's duties for the project developers; coaches can identify their personal objectives and find internal reserves for achieving them. Currently, this applies to software and digital technologies. Here, the system which is frequently used in practice is the DSDM.

DSDM (Dynamic Systems Development Method) is an innovative procedure of software creation for handing a project over on time while using the planned budget only and regulating all changes in the course of the project. DSDM aims to take an

active part in the project use process. It incorporates the classical Agile approach to software development. The contemporary Agile has the following formal criteria of use:

1. The customer participates and interacts with project managers at all stages of the project development.
2. There are objective uncertainties in requirements for the software product at the initial stage of development.

Extreme project management focuses on so-called just-in-time development methodologies which imply using only the immediate requirements necessary for the current release. Flexibility of the developed modules can be affected by limitations; in case the future development was not taken into account. These problems are solved by extreme project management – by means of refactoring which consists in revising earlier completed modules to adapt them to the new business functions. Refactoring involves continuous creation of a replacement code to work with the new one, while functioning faster, better and costing less. In case the team adopts such a standpoint, they create a test sample quickly, regardless to the result, experiment with alternative speed modes, and improve memory requirements or the system of relationships. What they get in the end is better results which cost less for saving and continuing the work.

After the process of refactoring is completed, all modules are subject to testing for the user to find out their workability. Testing is the most important step in identifying the product quality. Testing is performed according to two different procedures: testing against requirements and acceptance by the user. Testing against requirements is conducted by the working team according to the previously set requirements. Acceptance testing is conducted by the potential customer undertaking responsibility from the accepting party. The said tests are conducted at the end of each sprint and at the project handover; they are the bottom-line to identifying how well the work has been done. Many working teams opt for some testing software for automating the tests and using it repeatedly.

5 Conclusion

In business and industry, procedures of extreme project management are used as a response to challenges of the contemporary times that are associated, first of all, with the process of historical time acceleration and the company's needing to promptly respond to any change in its external macro-environment.

It has to be noted that in the described methodology, key attention is paid to manning a team of project developers and to its functioning. Organizational structure of extreme project management allows introducing specialization of the employees and ensures clear division of duties in the project development and implementation system. So, developers are united in small working groups, and tasks are identified for them which are solved by various methods:

1. administrative methods are used by the enterprise's owners; they perform the economic function in project management directly or with the help of third-party experts;
2. economic methods are used by managers of the enterprise; they are responsible for both control and economic functions;
3. digital methods are used by specialists performing their tasks with the help of Internet-based technologies and software;
4. the formal logical method is used by the service personnel; they ensure the quality of works under the influence of economic methods.

At various levels of project management, integration is a challenging task having different objectives and subordination levels: the company's manager, the manager of a project, managers of individual project parts.

In business and industry, within extreme project management, it is expedient to apply the innovative procedure of DSDM; at present, it is quite seldom used in project management but extensively used in software development. This technology allows accelerating the project management process at the expense of involving the customer into the design process and borrowing some approaches and methods of human resources management from the IT sphere. The use of code refactoring, i.e., re-designing of the code, allows modifying the project quite promptly and efficiently, in case any particular drawbacks or deviations from the customer's assignment are found. So, this approach allows spotting the flaws quickly and modifying a part of the project – without having to remake the entire project.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

MODERN MODEL OF DISTANCE LEARNING FOR STUDENTS OF CREATIVE SPECIALTIES

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Abstract: The current complicated epidemiological situation around the world has placed its stringent demands upon the educational process in terms of effective use of distance formats of learning, and, moreover, the ubiquitous application of such formats, even with regard to those subjects which had never been expected to use solely distance learning (physical education, foreign language, creative cycle disciplines, etc.). A pedagogical experiment was held within this research in order to find out the opinions of students regarding the quality of educational process based on the developed model. It has been demonstrated that the model of distance learning proposed by the paper authors contributes to personalization of educational process and improves its adjustability to the needs of consumers of educational services.

Keywords: online learning, digital technologies, creative specialties, educational resources, students, academic and teaching staff.

1 Introduction

Presently when distance learning is entering the mainstream at all levels, the leading trend in the development of education around the world is the use of online technologies in learning. Due to the ubiquitous use of distance technologies at all levels of education in the context of modernity, the need has arisen to develop aids for online learning to ensure adequate selection of digital learning resources and the success of education. Research of the market of electronic learning content becomes necessary due to the expanding digital education platforms, which make it possible to tailor the content for a particular learner out of the huge volume of available courses.

In accordance with the purpose of the study and the realities of the modern distance environment the need to improve the quality of education becomes apparent, where a significant tool is online learning, which development is driven by internal (formation of a digital society, development of digital, information and communication technologies, changing demands of employers to the competences of specialists) and external (establishment of a digital school in the Russian Federation, changes in the needs, requirements and expectations of students and teachers with regard to the educational process, emerging trends for the development of non-cognitive competencies) factors. Currently, the Russian Federation is intensely searching for the most effective and adequate options to integrate digital technologies in education and help trained specialists to successfully adapt to the modern high-tech market in their professional field (Malushko & Lizunkov, 2020).

In addition, the study attempted to show the advantages and disadvantages of distance learning in comparison with the traditional forms of education, thus systematizing the opportunities and problems of using innovative forms of learning in the educational process, as well as providing practical recommendations for development and creation of electronic learning content. This research illuminates the works reflecting the study of online education formats not only from the perspective of pedagogical science, but also economics and culture (Sizova et al., 2018a; Sizova et al., 2018b).

2 Literature Review

According to N.Sh. Kozlova (2019), currently absolutely all industries are undergoing digital transformation. Education and science are no exception, despite their inherent heaviness and even rigidity (Strielkowski & Chigisheva, 2019).

Thus, A.I. Fomina (2016) points to the urgency of problems associated with the use of online learning by higher education institutions, and observance of the requirements laid down in the Federal Law On Education in the Russian Federation of December 29, 2012 (2012), the Federal State Standards of Higher Education 3++ (2018).

In research practice, in the field of culture and arts noteworthy are the studies of I.M. Krasilnikov (2019), who highlights the benefits of using digital technology at higher education institutions, as well as the need to embrace pedagogical potential of digital technologies, in particular, in the arts education.

The high importance of creating a system of vocational training for academic and teaching staff (ATS) in the Russian Federation is determined by such factors as:

- Rapid development of the global market of educational services in the information and communication environment (Medvedeva et al., 2018);
- Russia entering the global educational space with the task of making a proper presentation of the competitive higher education institutions of the country;
- Growing role of digital technologies and information and communication infrastructure in the educational activities of the Russian higher school, leading to modification of general education programs along with the introduction of innovative learning tools (Starodubtsev & Isaeva, 2017).

Socio-economic changes are also a trigger for the innovative forms of educational process (Medvedeva et al., 2019). The teacher's readiness to make a greater use of information technologies and online services is a mandatory professional requirement; it is a modern digital competence, which is characterized by the teacher's ability to implement professional pedagogical activities in the modern digital learning space (Gruzdeva et al., 2020).

The use of information technologies in work with students of different ages relies on the ability of a music teacher to employ multimedia capabilities of the computer, thereby boosting learning motivation and facilitating absorption of new information by students. The modern approaches to organizing professional training of a specialist aim to develop creative potential of a graduate capable to solve professional tasks (Sizova et al., 2018a; Sizova et al., 2018b).

3 Research Methodological Framework

The main purpose of this research was to analyze the current context for the implementation of distance learning and to develop recommendations for improving the effectiveness of distance forms of learning in vocational training when creating electronic educational products.

For achieving this purpose, the following objectives were addressed:

- Analyze and systematize existing studies relating to incorporation and use of remote technologies in the learning process;
- Identify current trends in the development of distance learning in the face of present-day challenges, including the imposed quarantine measures;
- Develop a model of studies for the students of creative specialties based on the distance learning technologies;

- Assess quality of the educational process incorporating the developed model from the perspective of students and academic and teaching staff.

We employed analysis, synthesis, generalization, method of pedagogical modeling and pedagogical experiment as theoretical and empirical research methods.

4 Results and Discussion

For all pedagogical teams across all educational institutions, of all levels and types (universities, schools, vocational training and supplementary education facilities), the main goal as regards distance learning is to maintain the proper quality of learning. In extreme conditions when direct contact with learners has become impossible, by taking a creative approach to solving non-standard professional tasks, teachers sought and found various ways and techniques to organize online studies and develop distance-learning assignments (Sizova & Okuneva, 2020).

This paper presents our experience of organizing distance learning at the creative department of Minin's University, the Department of Music Production and Music Education. After realizing that the distance format in education is there for a long while, the management of the department identified the following most urgent problems:

1. Insufficient level of digital competencies of academic and teaching staff;
2. Difficulties in organizing studies on creative disciplines of certain specifics (vocal class, choral class, musical instrument practice, camerawork, directing class, etc.) with the use of distance learning technologies;
3. Deficit of online materials for vocational training in certain creative disciplines.

The identified problems required immediate solution. So, an effective solution was developed for each of them.

The very first step for ensuring the smooth educational process was to organize professional communication between the teachers of the department. In the difficult conditions of organizing distance learning, the teachers had to deal with a severe deficit of communication among colleagues. If we compare the ordinary mode of learning and the learning process during lockdown, the teachers lost the possibility of professional communication in the space of learning, extracurricular activities and interdisciplinary design. This type of direct communication is indispensable from the professional activities implemented within the walls of the university, and is essential for addressing the professional needs of discussing emerging problems, finding possible solutions to the learning tasks, sharing own achievements and achievements of peers and students (Samerkhanova & Balakin, 2020). Having identified the deficit of such professional interactions between teachers in the mode of distance learning, we proposed to create a dedicated online platform (online teacher's room) for professional communication within the department, for self-education and development, where teachers could discuss urgent problems meeting online twice a week or as often as needed and continue their scientific collaboration.

For this purpose, to improve the digital competencies of staff the teachers received a proposal to split into mini groups (of 2-3 persons) based on common professional and scientific interests and, importantly, such groups were to include teachers of different age categories, so that they could help each other with technical issues or content of studies on the training schedule.

The Department of Music Production and Music Education at Minin's University delivers specific creative disciplines in professional field, which require face-to-face learning, direct demonstrations of professional acts, and running operational control over the reproduced actions. However, modern level of technology and the ubiquitous digitalization gives us the opportunity to teach music and screen arts remotely. While analyzing the experience of using the distance education formats

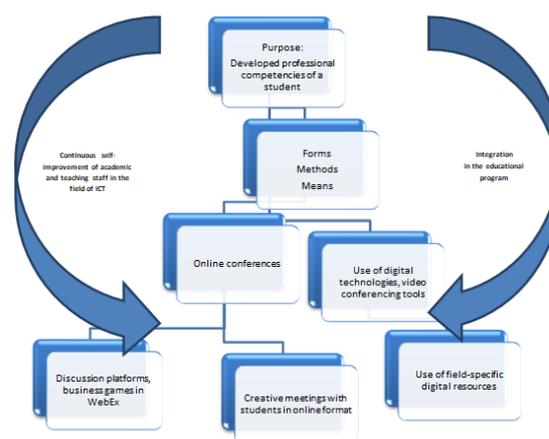
for teaching creative disciplines, we revealed the deficit of methodological electronic materials for the creative disciplines (vocal class, choral class, camerawork, directing, etc.). Despite e-learning courses developed for all disciplines taught at the department, including creative disciplines, their content was insufficient to implement training only remotely, without direct contact. Teachers revisited the content of disciplines taking a new look, applying creative pedagogical approach, and created not just comfortable, but adequate conditions for development of students under new conditions.

In the distance learning, the central unit of training is an online lesson, which we view as mandatory and necessary for effective and efficient learning, for creative communication between a teacher and a learner. There are many Internet platforms and cloud services (Zoom, pruff.me, skype, discord and others) enabling such online communication, which allow the teacher to choose the method most appropriate to the learning objectives. In addition, after analyzing the content of creative disciplines and studying the experience of colleagues implementing distance learning, special assignments for students' self-directed learning were prepared. Students could present their results of completed assignments on various electronic platforms (Moodle, MOOC, various social media, messengers, e-mail, etc.).

In order to gain a theoretical understanding of the effectiveness of classes based on distance technologies, we used the method of pedagogical modeling, which helped us to develop a model of classes for students of creative specialties under the distance learning program as presented in Figure 1.

In addition, an important element of training is the system for collecting data, other relevant information and students' feedback. Here the Google services proved to be helpful: Google Forms and Google Tables. Settings of Google Forms allow a student, after completing the test, to immediately see which questions were answered correctly, and where the mistakes were made. The teacher has a detailed analysis readily available: he/she may see which tasks caused difficulties, which wrong answers were most often, the results of each student (Samerkhanova & Balakin, 2020).

Figure 1 Model of Classes for Students of Creative Specialties under a Distance Learning Program



Source: author's own processing

Thus, despite the specific content of creative disciplines, we managed to ensure the continuity of the learning process without detriment to its quality. In the situation of compulsory and ubiquitous application of distance learning, we identified new educational benefits of this format, which allowed us not only to continue vocational training of our students without interruption, but also to facilitate their professional and creative growth.

It should be noted that the creative development and personal and professional self-fulfillment of our students was fueled by their participation in remote creative competitions for performers

and theorists organized on various online platforms and digital resources. This was made possible by the great saving of students' time, which they spent on preparation for competitions instead of traveling, and they got an opportunity to make performances at the all-Russian level (Sizova et al., 2020).

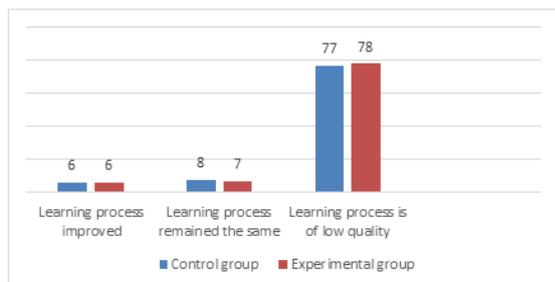
The benefits of distance learning ensure the continuity of the learning process. It is no secret that students may miss classes due to the lack of time, health issues, etc., the teacher may be on a research trip, but with the distance support of the learning process, we may create the conditions for sustainable uninterrupted learning.

At the end of May 2020, WCIOM (Results of the WCIOM Survey, 2020) conducted a survey intended to find out how students assess the quality of education in a distance learning format. According to the collected feedback, more than half of the students assessed the level of teaching in the distance format as high or rather high (53%).

Within the scope of professional activities of the department, we conducted a pedagogical experiment. As part of the experiment, we selected two groups: experimental and control. In the experimental group we implemented the model developed by us, while in the control group the educational process was implemented without the use of a set of assignments based on distance learning technologies. The experiment that was held in the first semester of the academic year 2020-2021 included 154 respondents. They were the students of Minin's University pursuing studies in the field of training 44.03.01 Pedagogical Education, specialty Music, as well as students majoring in 55.05.04 Production, specialty Producer of Television and Radio Programs. The students of the abovementioned specialties and fields of training are the future graduates in the sphere of culture and arts. The pedagogical experiment as its tool used the method of questionnaire survey of students, as well as academic and teaching staff who were delivering these training programs in the number of 28 people. The total number of respondents was 182 people. Both the control and experimental groups each included 91 respondents. The purpose of this survey was to identify the opinion of students and teaching and academic staff on the use of a distance learning format for implementing the developed model of training (Figure 1). The questions in the questionnaire reflected three major opinions: the quality of the educational process improved (Agree/Disagree), the quality of the educational process remained the same as before (Agree/Disagree), and the content and quality of the educational process significantly deteriorated (Agree/Disagree).

The pedagogical experiment consisted of three stages: data collection, formative and control. At the data collection and control stages we conducted a survey, at the formative stage the model of distance learning developed by the authors of this paper was implemented. The results of the questionnaire surveys are presented in Figure 2 and Figure 3.

Figure 2 Results of the Questionnaire Survey at the Data Collection Stage of the Experiment after Introduction of Distance Learning



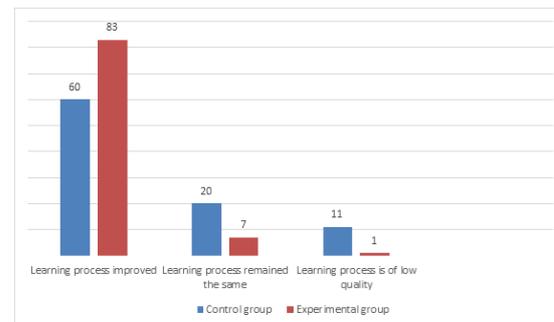
Source: author's own processing

At the data collection stage of the pedagogical experiment, most respondents pointed to the inadequacy of the learning content in

the educational process based on distance technologies. Results are shown in Figure 2.

At the forming stage of the experiment, we used the developed model (Fig. 1) to train students in the experimental group. Teachers delivering training on the disciplines and implementing modules in the experimental group were provided with methodological aids, which they used in the training process.

Figure 3 Results of the Questionnaire Survey at the Control Stage of the Experiment



Source: author's own processing

The results obtained at the control stage of our experiment indicate a clear positive dynamics in the opinions of students and academic and teaching staff of the experimental group regarding the quality of the distance learning with the use of the model developed by us. Thus, 83 respondents see improvements in the quality of education, 7 people see no changes and 1 person has an opinion that the quality of the educational process is low.

5 Conclusion

The forced shift to remote learning led to many issues associated not only with the technological support of the learning process. It is apparent that in the current context of limited direct face-to-face contacts, the questions of technical support, software and service support become highly important and urgent. However, the methodological problems of delivering the content of courses in a digital format also require close attention. In addition, it is necessary to take into account the specificity of disciplines' content when converting the existing educational content into e-learning format with the adequate use of educational electronic resources, special services for collecting feedback and Internet technologies for building pedagogical communication. The teaching of creative disciplines also involved the use of field-specific digital resources for music composition and performance.

The experiment results allow us to feel confident about such obvious benefits of distance learning as time saving and accessibility, enabling each student to build the learning process in a way corresponding to their individual capabilities. However, we should also note that the lack of direct interaction between student and teacher and among students is a substantial drawback of the distance learning. Still, we believe that the use of distance learning aids for any educational program, including creative specialties, is highly effective for maintaining full contact with students and is the key to success of the educational process.

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Secondary Paper Section: AJ, AL, AM

HEROES OF OUR TIME IN THE MIND OF CONTEMPORARY YOUNG PEOPLE: A PHENOMENOLOGICAL ANALYSIS

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Abstract: Relevance of the research is associated with the growing interest in specific features of the national self-awareness and the role of the heroic in it. In conditions of changing value meanings, culture heroes serving as examples to follow act as one of the principal markers in studying the young people's spiritual and moral references. The objective of the paper is to find out role models of the contemporary young people. The research was conducted using quantitative and qualitative methods which enabled the authors to analyze objective data on understanding of the heroic. The data were obtained as a result of the 2021 survey of Nizhny Novgorod university students concerning their understanding of the heroic. The materials of the paper will be of use in studying young people's interaction with parents and in exploring the heroic.

Keywords: young people, family, hero, role model, identity, sociological survey, phenomenological analysis.

1 Introduction

In the Russian society, the attitude to basic value references associated with heroism and patriotism has changed (Initiative nationwide survey by WCIOM, 2014; Sociological survey "The attitude of the contemporary Russian young to the Soviet people's heroic deeds in the Great Patriotic War", 2014). Young people play a special role in the society; realization of the potential and vital forces of youth in the significant social sphere promote development of the mature personality and formation of the vital environment (Mardakhaev et al., 2018). It stands to reason that the state program "Patriotic upbringing of citizens of the Russian Federation for 2016-2020" (2015) adopted by the Government of the Russian Federation draws attention to Russian young people's value references and to the necessity of modeling them.

When analyzing the heroic figures, S. Yu. Smirnov and A. I. Solovyev (2020) come to the conclusion that "In social and moral reference points of a significant part of the society, particularly in young people, the focus has shifted markedly toward pragmatism and market conditions with clearly pronounced manifestations of a selfish, anti-social, and anti-human nature" (p. 34). In their studies of Russian family, E. A. Burina and A. E. Kudinova (2020) emphasize shift of the psychological center of family noting that "currently, priorities of the contemporary family are shifted toward ensuring equal opportunities for self-fulfillment of all its members, with parenthood ceasing to be the only pivotal element to the family system" (p. 6). Meanwhile, "such fluidity of family boundaries and scenarios, irregular contact with parents due to their high busyness, and instability of the contemporary marriage hinder the process of moving into adulthood for children growing up in the present-day families; they also stimulate establishment of early independence, orienting to oneself in behavior and preferences, which is associated with children's not being completely sure they can rely on their parents in a difficult situation and be protected by them" (Burina & Kudinova, 2020).

When identifying specific features of the contemporary literature, G. V. Yakusheva (2019) gives the following assessment of a literary character that represents not only the agenda of artistic reality but also the image of a contemporary young man: "He knows too much to decide at once what profession, country or belief he should choose – and he is too disappointed to rely on correctness of his choice. Throughout his life, far too often have vectors, judgments, and heroes changed,

and so irony and skepticism become his main shield, and provocation – his main weapon. He is one of the generation we will term "those at a loss": there are too many temptations but too few clear reference points" (Yakusheva, 2019, p. 191).

In such a situation, it is heroic figures that gain special importance: they help the rising generation in their socialization and enculturation. For achieving one's objective more quickly, one needs good motivation in the form of an example to follow. This can be both a culture hero and a real person who has made solid achievement in his or her area. In a situation of deficiency of values, it is fictitious characters whose actions go beyond cultural and ethical standards that become role models for young people, which urges for close attention and scrutiny.

The existing situation makes relevant studies involving research of changes in basic values of Russian young people and the necessity of identifying their specific features. Consideration of changes in interpersonal relations brought about by self-isolation and rethinking of the concepts of social and cultural distance become relevant, too.

2 Literature Review

Figures of heroes are the most essential marker of one's value references. According to conventional ideas, a hero of the modern times is seen by young people as a person who is intelligent, independent, focused, yet keeping humanist values, sense of humor, and optimism in conditions of the ever-changing world. Anyway, in practice, young people also call heroes some diametrically opposed figures (anti-heroes).

In scientific literature, there are various approaches to interpretation of the contemporary hero and heroism. Following Joseph Campbell (1997), it can be argued that the contemporary hero is a pattern (template) hero, having no individual and profound moral values; this is a new culture archetype. Alongside such wording, scientific literature describes the "hero of the day" — first of all, this is a person with an extremely diffused, non-structured, and non-hierarchic system of values where the eternal dichotomies of the good and the evil, the beautiful and the ugly, etc. are pronounced poorly (Fotieva, 2012, p 32).

As a counterbalance to the "hero of the day", the folk and culture heroes can be discussed. According to O. V. Romakh and F. O. Aksenov (2014), the difference between them consists in the fact that "in the traditional type of society, a culture hero acts as a spokesman of social relations" (p. 67). Meanwhile, "if characters having specific functions of a culture hero, his functions coinciding with those of a charismatic hero, just like the social roles associated with them, prevail in mythological and folklore systems, this is indicative of stabilization of social relations in any type of society" (Romakh & Aksenov, 2014, p. 69).

Analyzing the modern typologies of masculinity, K. V. Igaeva and N. V. Shmeleva (2019) identify new types of male images serving as prototypes of heroes. According to their concept, "Under the influence of consumerist society, ideas about masculinity undergo changes. There occurs the process of destruction of old values with a strong commitment to class belonging, and the importance of external individuality implying a diffused type of identity grows" (Igaeva & Shmeleva, 2019, p. 15).

In the current realia of life, a hero gains a negative connotation from the standpoint of conventional cultural values, which is noted by A. A. Alebastrova (2016) when analyzing values of the contemporary Russian society. She concludes that "In the contemporary society, a hero disappears from social life and becomes a "celebrity", which is essentially a polar opposite of the hero" (Alebastrova, 2016, p. 262). A similar conclusion is made by researchers of the heroic national traditions, which is

represented in the transcript of the International forum "Public debate: The search for heroes in national traditions" (2012): "In the 20th century, as new information and communication means were developed, the image of a hero transformed. As a result, the distance of perceiving him as an unattainable ideal has shrunk; he has turned into a "constructed phenomenon, artificially created for ideological purposes... however, such idols and heroes are no longer a personification of the supreme human ideals" (Public debate: The search for heroes in national traditions, 2012).

According to I. Fotieva (2012), in the contemporary hero, the image of a "person with an extremely diffused, non-structured, and non-hierarchical system of values where the eternal dichotomies of the good and the evil, the beautiful and the ugly, etc. are pronounced poorly" can be traced down (Fotieva, 2012, p. 32). A. A. Lisenkova (2019) sees the reason behind such fuzziness of heroes in media reality which reassembles the images of a hero to fit into ordinary people's demands. She notes that "The contemporary "heroes" of the new media reality are not a focus of the best qualities; these are crowded out and their place is occupied by the "hero of glamour", the "hero of hype and mass culture" who is fun to be with and who sparks the surge of adrenaline and emotions. Meanwhile, his actions are not to be judged from the point of view of the good and the evil; he is guided by being out of the box and able to stand out from the crowd of similar ones" (Lisenkova, 2019, p. 121).

With regard to this, specific features of heroes of the new media can be noted. They are expressed in the following characteristics which are inherent in them:

- Absence of value orientations;
- All-out exaggerated performativity of personal experience; blurring the boundaries between the public and the private;
- Marked emotional intensity and TV drama spirit of images;
- Low social responsibility in the wish of being recognized and popular "by all means";
- Network-based virtual segregation according to various attributes;
- Fast popularity and brief life cycles of "heroes" in the media environment;
- Creation of personal projects and marketing strategies for promoting them;
- Capitalization of all publicity spheres (Lisenkova, 2019, p. 123).

A typology of heroes is given in findings of the empirical research of the contemporary adolescents' subjective ideas about heroes described by E. V. Ryaguzova (2011): a hero as a personification of life mission, a hero as a defender, a hero as a helping hand, and a hero as a well-known public figure (p. 41-42). E. V. Ryaguzova (2011) notes that "in the contemporary adolescents, the subjective image of a Hero is multifold: he personifies passionarity and fulfillment of his life mission, acts as a defender in difficult and extreme situations and as a helping hand in daily life circumstances. A hero is a synonym for a successful, well-known, and popular person" (Ryaguzova, 2011, p. 45).

Thus, studies of hero figures represent the contemporary people's perplexity in front of social reality and demand exploring the heroic and its influence on shaping of values in the contemporary young people in more detail.

With regard to the above, the authors believe not so much the abstract image of a hero or their classifications to be the most important rather than those individuals and characters who act as role models for the young generation in the present-day realia.

It was Robert K. Merton (Holton G., 2004) who was one of the first to introduce the concept of a "role model" into scientific use. The most complete theory of behavior role models is presented in works of Sigmund Freud (2010) who considered the process of "identification" as a psychodynamic one. He noted that "A path leads from identification by way of imitation to empathy, that is, to the comprehension of the mechanism by

means of which we are enabled to take up any attitude at all towards another mental life" (Freud, 2010, p. 105). So, since early childhood, following their parents' example first, children learn how to perceive this world, build relations with parents, peers, close and distant relatives. According to S. Freud (2010), the process of imitation mainly relies on inborn instincts. For example, the instinct of self-preservation makes children keep closer to parents (to mothers especially), as it is parents who ensure children satisfaction of all needs (of safety, food, warmth, emotional closeness, and the feeling of existential happiness) in their early years.

In the period of puberty, growing self-awareness makes children to critically re-appraise their parents' role in their life. The instinctive perception of the world gradually fades into the background, giving way to rational comprehension. At the primary school age, the authority of parents is gradually crowded out by that of teachers, and significant peers become the authority during adolescence. It is approximately by the age of 18 that people's self-awareness and worldview finally come into their own. It is at this age that one already has one's own idea about what is good, what is bad, what is beautiful, and what is ugly – i.e., the "scale of values" has been drawn, and all its marks are signed.

Research Methodological Framework

The objective of the research is to find out (using the phenomenological sociology) role models of the contemporary young people, i.e., whose behavior models they are guided by and whose example they follow.

Tasks of the research are as follows:

- 1) Finding out typical figures of the heroic in the consciousness of the contemporary young people;
- 2) Identifying the role of family in shaping young people's ideas about heroism and the heroic;
- 3) Analyzing results of the survey of students (the 2nd and 3rd year students of the leading universities in Nizhny Novgorod) as for their understanding of the heroic.

Methodological framework consists of quantitative and qualitative methods of studying the social reality. The use of qualitative methodology is associated with the need of understanding the essence of human actions, an attempt of studying the social individual with all his specific features and manifestations in an integrated way. In analyses of the heroic, researchers frequently use association experiment as their methodological framework, as it enables them to not only study semantic images but also "judge about particularities of functioning of human linguistic consciousness" (Dzhambaeva, 2013, p. 17). Association experiment is indicative in terms of analyzing young people's creative texts on their ideas about heroes and the heroic.

The essence of qualitative sociological survey consisted in finding out who exactly were role models for the students based on their non-formalized answers. The survey sheet was compiled in Google Forms and published on the Internet in 2021 (Questionnaire form, 2021). The survey involved the total of 195 students (of years 2 and 3) of the 4 leading universities of Nizhny Novgorod. 10,3% of the survey participants were male, and 89,7% – female. The procedure of analyzing the respondents' answers was conducted in two stages: context quantitative analysis was performed at the first stage, and the second stage involved phenomenological analysis within the qualitative methodology of the research.

Results and Discussion

Relying on E. V. Ryaguzova's (2011) typology of heroes (a hero as a personification of life mission, a hero as a defender, a hero as a helping hand, a hero as a well-known public figure), the authors have worded the questionnaire so as to incorporate the principal lines of analyzing cultural preferences of the contemporary young people.

The first question concerned the closest relatives and was put as follows: "What do your parents mean for you? Could you explain your answer?". For the majority of the surveyed (85,6%), parents are important role models, while for 1/3 of them (11,9%), they are not; 2,5% of the respondents said it was difficult for them to answer this question. Thus, for the vast majority of the respondents, parents are an authority, allowing to study from them and to follow their example. The quantitative analysis was supplemented with the qualitative one for obtaining a better founded understanding of the rationale behind the respondents' answers (see Table 1).

Table 1 Role Models of the Respondents: Findings of the Authors' Sociological Survey, %

No.	Question	Yes	No	It is difficult for me to answer
1	Are your parents an example to follow for you? Could you explain your answer?	85,6	11,9	2,5
2	Are your teachers a role model for you? Do they inspire feelings of respect and pride in you? Could you explain your answer?	42,0	6,1	51,9
3	Do the contemporary political figures inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	39,9	32,2	27,9
4	Do the contemporary Russian artistic and political figures inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	56,4	28,2	15,4
5	Do the contemporary artists and performers inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	13,3	33,3	53,4
6	Do representatives of business structures inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	37,9	26,1	36,0
7	Do sportsmen inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	52,8	4,1	43,1
8	Do the contemporary scientists and workers of science inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	61,0	12,8	26,2
9	Do leaders of youth movements inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?	35,8	52,3	11,9
10	Do characters of literary works and movies inspire feelings of respect and pride in you? Are they a role model for you? Who exactly is it? Could you explain your answer?	42,1	9,7	48,2
11	Could you give surnames of the well-known figures of history who inspire feelings of respect and pride in you? Please explain your choice.	85,2	5,6	9,2

Source: the authors

The survey participants who have answered this question in the positive emphasize that their parents love and accept them for what they are with their "advantages" and "drawbacks". The parents' readiness to step in at any point, render moral and material support is rated by the questioned ones positively. In their parents, the respondents appreciate the ability to counter difficult life circumstances, hard work, and perseverance especially highly. Victoria L., aged 19, says: "My parents have achieved much in their life, so they are a role model for me". One of the indicators of the family and marriage sphere being in a crisis situation is serial monogamy and, as a consequence, the young people's being brought up by single mothers only. This fact has not escaped the students' opinions, too. Antonina R., aged 19, explains: "Yes. My mother brought me up alone, she had to act both as a mother and a father. Raising a child without

others' support is pretty hard, but she has managed it. She has several higher educations and a good job at that. She is my heroine". So, the daughter saw her mother put her efforts, energy, and health in providing her child with all the necessary, and she has celebrated it.

Mother's upbringing is appreciated more often than the father's one (13 versus 4 cases). Let an example of a respondent's answer dedicated to his father as a role model be cited. 20-year-old Andrey P. notes: "A role model for me is my father's hard work". Here is another opinion – Anton V., aged 19, says: "My father is for me an example to follow. Even though he has no higher education, he is striving to make good money for his family". The students' text is gender-sensitive: in mothers, they highlight feminine qualities (female beauty, absolute acceptance of their children, care), and masculine qualities are pointed out in fathers (strength, responsibility, the ability to provide for living).

When viewing the answers in which the respondents do not consider their own parents as role models, the following one is of special note. Elena S., aged 20, shares: "For all the years, I've had very strained relations with my parents, and it is my grandmother who has raised me who is my role model". The lack of daily contact between parents and children (resulting from various life circumstances) leads to the lack of a system of mutual understanding between the family members. It is via communication and joint activity that the intersubjective field is formed in family, ensuring a system of mutual understanding (relevance). It can be clearly seen in this case that it is the person bringing the child up day after day who is a role model, regardless of the degree of kindred.

As for rating their teachers, the students were asked to answer the question: "Are your teachers a role model for you?". 42,0% have answered in the positive, while 6,1% of the students do not see any role models in their teachers. 51,9% of the surveyed ones have given ambivalent answers to this question. They have provided both positive and negative examples of teachers at the same time (see Table 1).

In the sphere of politics, heroes worth admiration have been found for 39,9% of the respondents only (Table 1). When answering the question: "Do the contemporary political figures inspire feelings of respect and pride in you? Who exactly is it? (Please specify name(s) and surname(s).) Could you explain your answer?", the students would list both Russian politicians (V. Putin, H. Gref. S. Lavrov, S. Shoigu, G. Zyuganov, V. Zhirinovskiy, G. Nikitin, et al.) and leaders of other states; for example, the President of the Ukraine Vladimir Zelensky was included. Curiously enough, leaders of Russia's non-systemic opposition (A. Navalny, K. Sobchak, and so on) are rather popular with the students, and so are leaders of Belarusian opposition – S. Tikhonovskaya. 32,2% of the questioned ones have said quite honestly they are not interested in politics as they care little about it and the matters do not concern them at the point.

As for the question: "Do the contemporary Russian artistic and political figures inspire feelings of respect and pride in you?", 56,4% of the surveyed ones have noted Russian figures of culture and arts mainly (N. Mikhalkov, F. Dobronravov and S. Burunov, D. Vishneva, S. Bondarchuk, D. Matsuev, Yu. Bashmet, V. Shainsky, Zh. Alferov, N. Tsiskaridze, et al.). The others are little interested in this sphere, so they have opted for not giving any specific names (see Table 1).

Studies covering Russian young people's perception of the contemporary heroes are not rare. In 2004-2005, WCIOM (Russian Public Opinion Research Center) conducted some, in 2014, E. A. Kurenkova (2014) presented findings of such a study, too, drawing attention to changes in young people's ideas about idols: "While back in 2004 and 2005, the most popular answers were "businessmen / pop and rock stars" and "It is difficult for me to answer", respectively, in 2014 it is "nobody" (Kurenkova, 2014, p. 179). On the other hand, "in 2014, young people have begun to name their parents and historical figures as

role models, although the "It is difficult for me to answer" option has a fairly large percentage of choices" (Kurenkova, 2014, p. 179).

E. A. Kurenkova's (2014) research has shown that 57% of the survey participants could not name actual role models, 9% of the respondents chose their relatives and close ones as a specific example to follow, and 9% selected idols, pop or rock stars. Various historical figures (4%), sportsmen (3%), the contemporary Russian politicians (2%), and others were noted less frequently (Kurenkova, 2014, p. 179).

As compared to the 2004-2005 and 2014 studies, the 2021 survey of students (years 2-3) of the leading universities of Nizhny Novgorod conducted by the authors also gives evidence about the growing role of the close ones in the contemporary young people's system of value orientations. This is largely brought about by the events of 2020 – associated with rethinking of young people's position within their households in conditions of the pandemic and with heroification of the activity of doctors and ones engaged in holding back the Coronavirus infection proliferation (volunteers).

5 Conclusion

The conducted study of the contemporary young people's value references allows concluding that in their consciousness, the heroic is transitioning to the everyday. Culture heroes gain more realistic features. A hero as a personification of life mission, a hero as a defender, a hero as a helping hand, and a hero as a well-known public figure are increasingly represented in actual life aspects, and not in the artistic culture, media world, and foreign cultural environment.

On the other hand, the migration of value references to the everyday gives evidence about young people's attitude to understanding of the heroic changing: from the elevated, unattainable, sometimes acultural, the latter turns into an indicator of people's indifference to each other, their openness, and striving for mutual help. On the other hand, the system of family values gets structured in a new way, with the increasingly important part of each family member's individual achievements in it.

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Primary Paper Section: A

Secondary Paper Section: AM, AO

F MEDICAL SCIENCES

FA	CARDIOVASCULAR DISEASES INCLUDING CARDIO-SURGERY
FB	ENDOCRINOLOGY, DIABETOLOGY, METABOLISM, NUTRITION
FC	PNEUMOLOGY
FD	ONCOLOGY AND HAEMATOLOGY
FE	OTHER FIELDS OF INTERNAL MEDICINE
FF	ENT (IE. EAR, NOSE, THROAT), OPHTHALMOLOGY, DENTISTRY
FG	PAEDIATRICS
FH	NEUROLOGY, NEURO-SURGERY, NUERO-SCIENCES
FI	TRAUMATOLOGY AND ORTHOPAEDICS
FJ	SURGERY INCLUDING TRANSPLANTOLOGY
FK	GYNAECOLOGY AND OBSTETRICS
FL	PSYCHIATRY, SEXOLOGY
FM	HYGIENE
FN	EPIDEMIOLOGY, INFECTION DISEASES AND CLINICAL IMMUNOLOGY
FO	DERMATOLOGY AND VENEREOLOGY
FP	OTHER MEDICAL FIELDS
FQ	PUBLIC HEALTH SYSTEM, SOCIAL MEDICINE
FR	PHARMACOLOGY AND APOTHECARY CHEMISTRY
FS	MEDICAL FACILITIES, APPARATUS AND EQUIPMENT

DIFFERENCES IN THE STATE OF POPULATION HEALTH IN URBAN AND RURAL AREAS OF THE RUSSIAN FEDERATION (THE CASE OF ORENBURG REGION)

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Abstract: The relevance of this research is high as the negative trend in the state of health of the population in some regions of the Russian Federation remains constant. Due to the above, this paper seeks to explore the living conditions of population in Orenburg region that affect the state of health. The leading approach to investigation of this problem was a comparative analysis of mortality rates in male population by age. This paper presents results of a comparative study of men's mortality rates across different age groups from the circulatory diseases, malignant neoplasms, alcohol addiction in rural and urban areas, and explains the reasons. The paper proceedings may be useful in developing social programs to support rural population and the efforts to protect the health of population.

Keywords: mortality, health, rural population, environment, social pollution, unemployment.

1 Introduction

The problem of the relationship between public health and environmental factors is widely discussed both in scientific circles and in community and remains relevant. A number of researchers note that socio-economic conditions in Russia are gradually changing, new technologies are being introduced in all spheres of life, the education is restructured, etc. However, the deterioration of health by a number of indicators in some localities and regions is alarming. Negative dynamics is not attributable to the COVID-19 pandemic, which began in 2020. It has deeper systemic roots related to the entire complex of social and living conditions of population in a certain city or village of the Russian Federation. Changes in the factors that have direct impact on the health of population are occurring unevenly across different social strata and groups of population.

Difference between the living standards of urban and rural population has historical reasons. City was evolving as an industrial center, a place where the plants, factories, financial flows and a large number of people are concentrated within a limited space. The village developed as a center for plant growing and livestock breeding, which required large tracts of land. These differences left their mark on the way of life, which in the city is highly competitive and rapid, pushing for development and adoption of new technologies and advanced equipment, while in the village life is flowing without rush, subject to seasonal and daily rhythms, is well grounded and based on family ties. Living conditions also differed: overcrowded apartment buildings for city dwellers, and private houses with vegetable gardens for villagers. Social changes that occurred in Russia in the early 20th century significantly changed the perceptions of urban and rural life. Extensive efforts have been made to reduce the gap in living conditions, level of education, culture, and health care between the urban and rural areas. It should be noted that the Soviet Union made substantial progress in developing the rural areas. The end of the 20th century was marked by the construction of a new economic structure of the state, which affected the standard of living of a huge number of people, leading many to poverty and loss of moral basis. This caused a sharp decrease in the population of the Russian Federation (primarily male in rural areas) and an increasing gap between the living standards and opportunities of the urban and rural population. Still, the concepts of "city" and "village" are perceived by many as antonyms, since even today there are factors that contribute to higher mortality rates in the rural area. Better understanding of the role of socio-economic, ecological and other groups of factors in the higher mortality rates across different ages in certain regions from circulatory

system diseases, malignant neoplasms and alcohol-related diseases will help to develop approaches and methods for reducing mortality and sustaining growth of population in Russia.

2 Literature Review

For describing the adverse effects of the economic activities of business entities, recently the term "social pollution" has been increasingly used, which, according to researchers, refers to instability in the social and labor field, high differentiation in wages, cancellation of social guarantees for increasing the intensity of work and compulsion to work, reducing the headcount, dismissal by the initiative of employer, dismissal due to retirement, unpaid overtime work and unpaid leaves. All these factors have a heavy destructive impact on workers, ruining their physical and psychological well-being (Popova, 2016; Fedorova & Parsyukevich, 2013; Pfeffer, 2007). At the same time, specialists pay attention to socio-economic signs of the increasing life expectancy in the Russian Federation, taking into account regional specifics (Zaitseva et al., 2019). In studies more and more attention is paid to the assessment of socio-economic aspects of health of the rural population (Blinova et al., 2020; Komleva et al., 2018). Scientists express concern about existence of a large number of families where one or both spouses abuse alcohol. Smirnova E.O. (2018), Safronova A.N., Verbitskaya N.O. (2014), Yakovleva T.P. (Yakovleva et al., 2020), Pochitaeva I.P., Lyutsko V.V. (2015) and a number of foreign researchers (Bousono et al., 2017) examine the factors and causes of the student's propensity to use psychoactive substances, the relationship between the cognitive sphere in adolescents and family history of alcoholism, the causes of age-specific motives for the use of psychoactive substances and the role of social environment of the student's youth in these processes. A.E. Fyodorova, A. Parsyukevich (2013) reveal the relationship between the social pollution and economic activities of business entities. Popova A.Yu. (2016) highlights the problems of occupational diseases among agricultural workers in the Russian Federation. Gradual changes in socio-economic setting, deployment of new technologies in all realms of life, trigger changes in the structure of population by education, as indicated by researchers Bobkov V.N., Veradyuk O.V. (2013), but at the same time lead to instability of employment.

When studying the phenomenon of social pollution, scientists have noticed its differences in urban and rural areas. Significant negative factors for the rural population are the lack of opportunities for good education; lack of jobs and low wages, giving the employer a power to be manipulative with employees, forcing them to take on a huge workload; lack of amenities common to city dwellers: running water, sewage, stove heating; numerous heavy chores around the house; lack or insufficient development of cognitive and entertainment sphere. All this takes a heavy toll on the way of life of families in the rural areas, their traditions, values, lifestyles and upbringing, development of healthy habits to protect health and increase the duration of life (Bobkov & Veradyuk, 2013; Report on the Implementation and Effectiveness of State Supervision and Control in the Field of Labor and Social Protection of the Population in 2012, 2014; Zaitseva et al., 2019; Results of a Sample Survey of the Labor Force, 2019; Komleva et al., 2018). It is also important to mention many families raising children, where parents abuse alcohol and drugs (World Drug Report 2018, 2019; Komleva et al., 2016).

3 Research Methodological Framework

The purpose of this study was to assess the role of the living conditions in rural areas of Russia and changes in the mortality rates from the leading causes of death in male population as compared to urban areas.

Mortality rates are traditionally regarded as indicators of the state of health of population. The social group most exposed to negative socio-economic factors in rural areas that adversely affect health, in our opinion, is the male population. Hence, the object of our study were males aged 20 years and older living in the villages and cities of the Orenburg region, the Volga Federal District of Russia in 2018, and the studied subject were the factors influencing the indicators of health of the male population.

The objectives of this research were as follows:

1. Analyze the causes of differences in the state of health of population in urban and rural areas in the Russian Federation (the case of the Orenburg region in the Volga Federal District (VFD)).
2. Identify socio-economic factors behind the higher mortality of the male population of different ages in rural areas by analyzing changes in the rates of mortality from the leading causes of death in male rural population in comparison with urban areas.

In order to solve the tasks we have carried out a comparative analysis of age-specific mortality rates of the male population living in urban and rural areas in the Volga Federal District, Russia. For assessing the weight of socio-economic factors in the male population mortality rates, we used the method of standardization involving calculation of the hypothetical mortality rate.

The leading causes of death topping the list of death causes (diseases of the circulatory system – ICD-10: II malignant neoplasms (C00-C97); IX diseases of the circulatory system (I00-I99), as well as external causes of death were included in the research. Causes related to the alcohol abuse, according to ICD-10, were taken from the Section F10-F19 Mental and Behavioral Disorders Due to Psychoactive Substance Use (International Classification of Diseases, 10th Revision (ICD-10), 2019).

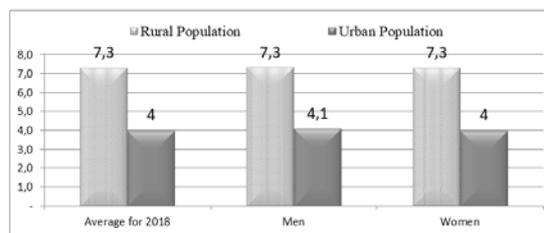
The group of alcohol-attributable causes of death includes: acute alcohol intoxication, harmful alcohol use, alcohol-induced dependence syndrome (chronic alcoholism), other and unspecified alcohol-induced psychiatric behavioral disorders, alcohol psychoses, encephalopathy, dementia, alcohol-induced nervous system degeneration, alcoholic polyneuropathy, alcoholic cardiomyopathy (ICD X: 96-100, 113, 115, 116, 135, 176, 182, 187, 240, 279, 283, 288, 315).

For calculations we relied on the Rosstat data (Distribution of the Deceased by Sex, Age and Causes of Death. Urban and Rural Population of the Russian Population 2018, 2019, p. 51; The Population of the Russian Federation by Gender and Age, Averages for 2018, 2019). Distribution of the diseased by sex, age and causes of death). Based on these data we calculated the mortality rates of urban and rural male population of the Orenburg region in the Volga Federal District, Russia, at the age of 20 and older (per 10,000 population of the corresponding age group). The method of standardization by age of the mortality rates in the urban and rural male population, made it possible to calculate the weight of structural (age) and intensive mortality rates.

4 Results and Discussion

Processes causing social pollution, undoubtedly, exist in each type of economic activity, but their intensity and scale differ. This, in part, can be judged by such indicators as the structure of employment, education, income. Individuals aged 15 years and older, who in the period under consideration satisfied all of the following criteria: did not have a job (income-yielding occupation); were searching for a job during the past four weeks using any means; were ready to start working during the survey week, were classified as unemployed according to ILO definition. The proportion of such people in rural areas is 1.85 times higher than in cities (Fig. 1).

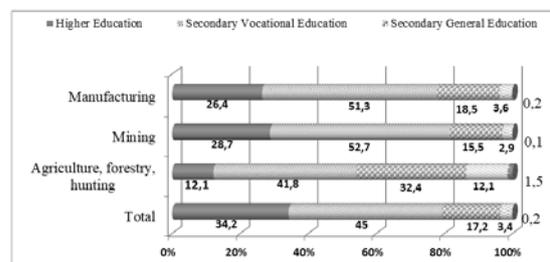
Figure 1 Level of Unemployment in Rural and Urban Areas in Russian Federation (%) in 2018



Source: Results of a Sample Survey of the Labor Force, 2019

Moreover, the rural labor market is contradictory, when, on the one hand, unemployment is high, and, on the other hand, it is grappling with a real shortage of qualified personnel in such important sectors of the economy as health care, education, agriculture, high migration of young talented educated people to cities and to more prosperous regions (Komleva et al., 2018).

Figure 2 Employment Structure in Certain Economic Sectors by Education (2018)



Source: Russian Statistical Annual Report, 2019

Thus, the unemployment rate in rural areas of Russia is almost twice higher than in cities (Fig. 1), and the level of education of agricultural workers by a number of indicators is lower than that of workers involved in other economic activities (Fig. 2). For example, the share of persons having no basic general education among agricultural, hunting, forestry workers is seven or more times higher than among workers employed in the manufacturing and fifteen times higher than among workers in mining. At the same time, the share of persons with higher education in agriculture is twice or more times lower than in other leading economic activities of the Russian Federation.

Medical care for the rural population, judging by the number of doctors per 10,000 population (46.7 in urban areas versus 21.3 in rural areas) is less accessible.

And, despite the overall favorable trend in indicators reflecting the state of health of the Russian population (Distribution of the Deceased by Sex, Age and Causes of Death. Urban and Rural Population of the Russian Population 2018, 2019), which is manifested in the growing life expectancy of the country's population, it is highly important to turn attention to the differences between the urban and rural areas.

Agriculture, forestry, hunting, fishing and fish farming accounted for 9.3% in the structure of the gross regional product in the Orenburg region in 2017. The main types of economic activity were: mining – 36.0%; manufacturing – 13.4%; construction – 7.1% (Russian Statistical Annual Report, 2019).

On the one hand, the presence of a variety of economic activities in the region drives development, improves the socio-economic situation and employment of the population. On the other hand, it should be noted that mining, manufacturing and construction are the economic activities which heavily pollute the atmosphere. Emissions of air pollutants from stationary sources by economic sectors in 2018 in the Orenburg region amounted to 285.8 thousand tons in mining, 84.8 thousand tons in manufacturing and 18.2 thousand tons in the production and

distribution of electricity, gas and water, which amounts to 388.8 thousand tons. The emission load from stationary sources per 1 thousand sq.km in the Orenburg region is 3.1 thousand tons (State Report on Environment Protection in the Orenburg Region 2018).

Table 1 shows the total age-specific mortality rates (from all causes) of the rural and urban population, as well as the age structure of the population (Table 1) based on the analytical materials of the Federal State Statistics Service (Distribution of the Deceased by Sex, Age and Causes of Death. Urban and Rural Population of the Russian Population 2018, 2019; The Population of the Russian Federation by Gender and Age, Averages for 2018, 2019).

Table 1 Age Structure and Total Mortality Rates of Urban and Rural Male Population of the Orenburg Region of the Volga Federal District, Russia, at the Age of 20 and Older (2018)

Age	Age structure of male population		Mortality rate (per 1000 population)	
	Urban	Rural	Urban population	Rural population
20–29	0,18	0,16	1,93	2,77
30–39	0,26	0,19	5,43	6,67
40–49	0,19	0,18	10,73	10,21
50–59	0,17	0,22	18,38	16,45
60–69	0,14	0,16	36,14	34,25
70–79	0,04	0,06	78,62	66,95
80 years and older	0,02	0,03	164,1	149,7
Total	Σ 1,0	Σ 1,0	18,93	20,44

Source: authors' own processing

It is obvious that in the age structure of the rural population the share of persons aged 50 years and older is higher versus the urban population, but the mortality rates in these age groups are lower than in the urban environment. That is why the calculation covers the 20-49-year-old population.

In Table 2, the authors present the calculated weight of causes of structural (broken down by age) and intensive mortality rates for persons aged 20 to 49 year. Hypotheticals were calculated based on mortality rates of the rural population, but applied to the age structure of the urban population (the calculation of hypotheticals is presented in Table 2).

Table 2 Estimated Hypothetical Mortality Rate for the Age Structure of Urban Population and Death from All Causes in Rural Male Population of Orenburg Region, Volga Federal District, Russia, in 2018 (20-29 year-olds)

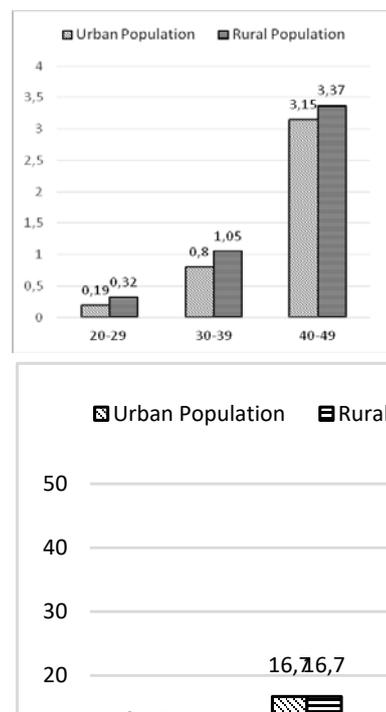
Age	Age composition of the urban male population in Omsk region	Mortality rate (per 1000 population) Urban population	Mortality rate (per 1000 population) Rural population	Assessed hypothetical mortality rate (‰)
20–29	0,29	1,93	2,77	0,8
30–39	0,41	5,43	6,67	2,73
40–49	0,29	10,73	10,21	2,96
Total	1,0	5,8	6,67	Σ 6,49

Source: authors' own processing

The hypothetical mortality rate (6.49‰) reflects how many deaths there would have been in the population if the mortality rates of men living in rural areas of the age structure as in the urban male population in the Orenburg region had remained the same. The difference in mortality rates between rural and urban population is taken as 100% (6,67‰-5,8‰=0,87‰). Then, the differences between mortality rate in rural population and hypothetical rate will indicate the role of age, i.e. structural differences (6,67-6,49‰=0,2‰), which corresponds to their weight in mortality rate differences of 23.0%. Correspondingly, the impact of other living conditions, which primarily include differences in socio-economic situation, is assessed at 77.0%.

These differences have been predetermined by the leading causes: circulatory system diseases (CSD), malignant neoplasms (MN), and external causes (EC). Alcohol-attributable causes of death (ALC) also had an impact (Fig. 3-7).

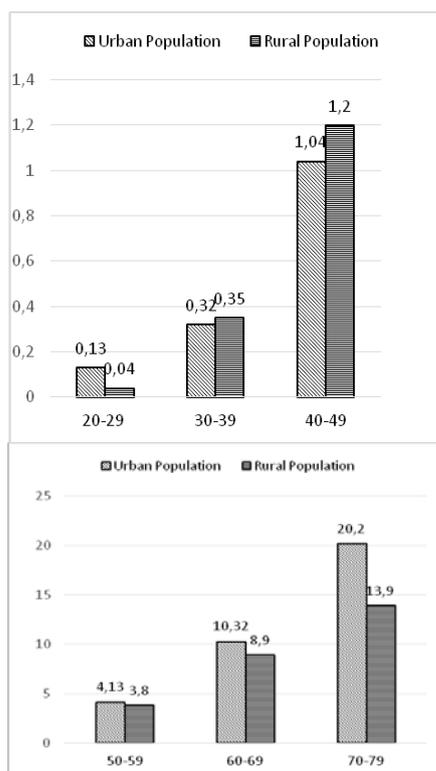
Figure 3 Mortality Rates in Urban and Rural Male Population of Orenburg Region Aged 20-49 Years and 50-79 Years from CSD



Source: authors' own processing

Mortality from circulatory system diseases (CSD) in the male population in rural areas was significantly higher in the most active and working age group: 20-49 years. At older ages, the ratio of indicators changes. Similar tendencies are seen with regard to other leading cause of death: malignant neoplasms. The leading localizations which determined the differences in mortality rates at the age of 30-49 years in this class of causes were: malignant neoplasms of digestive organs (esophagus, pancreas, liver and bile ducts) as well as malignant neoplasms of respiratory organs.

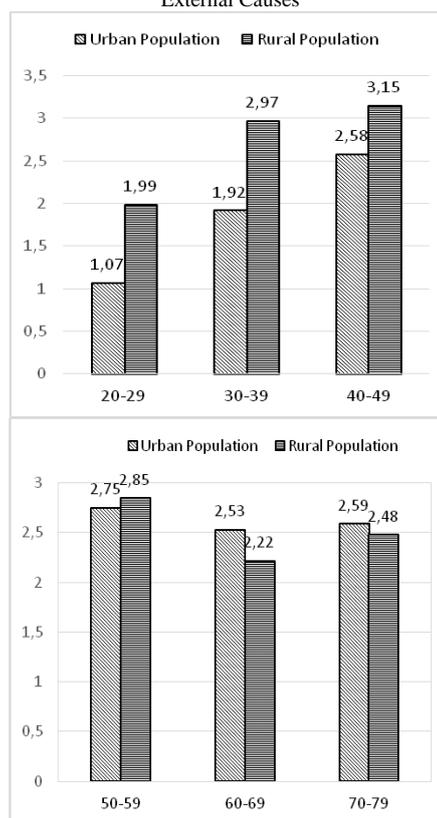
Figure 4 Mortality Rates in Urban and Rural Male Population of Orenburg Region Aged 20-49 Years and 50-79 Years from MN



Source: authors` own processing

The higher mortality rates in the urban male population from CSD and MN aged 50 and older can be explained by the accumulative long-term effect of technogenic pollution in urban areas, significantly higher amount of airborne pollutants emitted by stationary and mobile sources per unit of space, and a more intense life rhythm.

Figure 5 Mortality Rates in Urban and Rural Male Population of Orenburg Region Aged 20-49 Years and 50-79 Years from External Causes

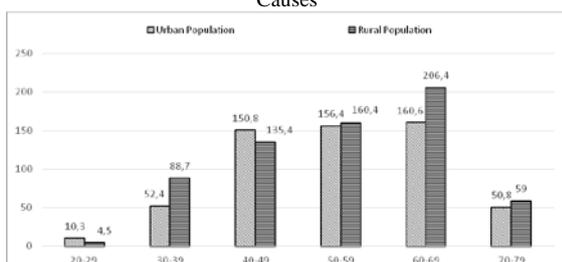


Source: authors` own processing

Among external causes, injuries are the major cause. As for death causes related to bad habits, the aggravation reflects the current situation of growing social tensions and the modern trend of seeking new sensations (Blinova et al., 2020; Report on the Implementation and Effectiveness of State Supervision and Control in the Field of Labor and Social Protection of the Population in 2012, 2014; Komleva et al., 2016; Pochitaeva & Lyutsko, 2015; Socio-Economic Indicators of Poverty, Regions of Russia, 2017; Smirnova, 2018; Yakovleva et al., 2020). As the data in Figures 6 and 7 show, in urban areas the mortality rate associated with the drug use is significantly higher than in rural areas. This can be explained by a more traditional way of life in rural areas. But as follows from Figures 6 and 7, in the rural areas the mortality rate among the male population 50 years and older from causes related to alcohol abuse is higher. Among all diseased in rural areas, 5.6% of deaths were from alcohol-related causes. In urban areas, this rate is lower, 4.9%.

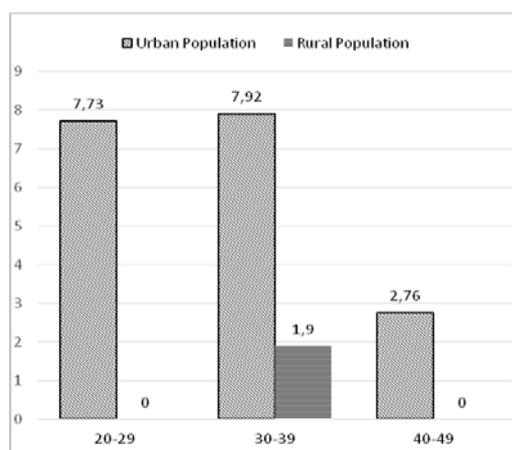
On the contrary, in the urban environment, mortality from causes related to the use of psychoactive substances in the male population aged 20 to 49 years is several times higher. In rural areas this cause of death was registered only in one age group: 30-39 years.

Figure 6 Mortality Rates in Urban and Rural Male Population of Orenburg Region Aged 20-79 Years from Alcohol-Related Causes



Source: author's own processing

Figure 7 Mortality Rates in Urban and Rural Male Population of Orenburg Region Aged 20-79 Years from Drug-Related Causes (ICD X Code: 102,281,287)



Source: authors' own processing

Thus, the population groups that differ significantly by a great number of socio-economic indicators reflecting the standard of living are the people living in rural and urban areas. Social differentiation between population in rural and urban areas is manifested in the employment, the structure of education, and the income levels related thereto. In addition, the proportion of people belonging to the middle class and more affluent population segments is higher in urban areas.

Back in 2014, the following was characteristics for rural areas: underdeveloped social and engineering infrastructure; limited labor opportunities, seasonal employment and hidden unemployment; insufficient reconstruction and modernization of existing production facilities in the agricultural sector, introduction of modern technologies and equipment; hazardous and dangerous working conditions in agriculture; relatively low income level (Komleva et al., 2018). The described differences in the socio-economic sphere affect state of health of population in the urban and rural areas of the Orenburg region, and despite the extensive efforts of the government aimed at the revival of Russian regions distant from the central region, rural areas and settlements, the situation continues to be alarming.

5 Conclusion

Mortality of male population aged 20-49 years in rural areas (Orenburg region) is higher than in urban areas.

The leading causes of higher mortality rates of male population in rural areas are the following: diseases of circulatory system, malignant neoplasms, external causes (77.0%). The social factor contributing to the higher mortality rate was, first of all, the high level of unemployment in rural areas (almost twice as high as in cities). At the same time, the rural areas are struggling with shortage of highly qualified personnel seeing to the social well-being of the population (teachers, doctors, workers of culture)

and undertaking the main labor in rural areas, which is the crop and livestock production (agronomists, veterinarians). On the one hand, this leads to higher social tension, while on the other, to higher social indifference. The traditional escape to "relieve tension" is alcohol, which induces certain diseases and increases the risk of fatal injuries.

Social pollution, in particular, longer working hours, lack of or excessive supervision over execution of work tasks, unfavorable social and psychological climate, downsizing, dismissal by the employer and other factors, contribute greatly to urban population mortality, resulting primarily in high stress, addiction to alcohol or psychotropic substances and family conflicts caused by the above mentioned factors. The high mortality rate in the urban male population is also due to the cumulative effect on health of xenobiotics and other harmful substances, the source of which is man-caused pollution to the urban environment.

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