

POSSIBILITIES OF SOCIO-CULTURAL ADAPTATION OF THE YOUTH OF THE MULTINATIONAL REGION: PROBLEMS AND PROSPECTS

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The paper analyzes the introduction of the pedagogical model of the socio-cultural adaptation of young students (12-18 years old) into the practice of basic and additional education of multinational regions of Russia. The conclusion is made that the formation of personality qualities which affect the increase in the level of socio-cultural adaptation presupposes several successive interrelated steps for modern growing man aimed at revealing the existing in the society behavioral patterns and moral ideals, support, first, his readiness to “abstracting” from individualistic goals, and, secondly, interiorization of socially significant goals and broader tasks of school and student collectives, including creative collectives. The paper shows the possibilities of socio-cultural adaptation through the development of such personality structures. Pedagogical patterns of sociocultural adaptation of young people of the multinational region are determined, related to age characteristics, as well as to the process of creative realization of world outlooks. The requirements for spatial and temporal boundaries of influence on students are formulated and the prospects for involving students of different ages in creative activities of a poly-national nature are presented. The article is intended for teachers, educators, researchers, social workers.

Keywords: socio-cultural adaptation, multinational region, creative activity, moral choice, personality structure, socially significant goals.

INTRODUCTION

The main features of the modern educational process include the use of new channels and mechanisms for the transfer of cultural values (Gershunsky, 1998; Golubeva, 2000; Kabkova & Stukalova, 2008). The more obvious becomes the fact that the values of culture are not transferred to the students in the ready form, but there must be a certain ascent of the individual to values. The path of getting acquaintance

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with the cultural values and norms of a humanistic society must be realized “... as an endless unfolding and formation of all new meanings of everyone – who enters into a dialogue” (Bibler, 1990). Of course, the process of socio-cultural adaptation of the individual, which is an integral part of personal development, professional development, the formation of cultural experience, etc. includes many aspects (Kan-Kalik & Nikandrov, 1990).

To develop the qualities necessary for organic socio-cultural adaptation, it is important to expand the cultural experience of each person. All this strengthens the focus of the educational process on the development of young people’s readiness for a constructive dialogue, for productive and positive communication. According to the thought of the outstanding Russian expert in Culture study Yu.M. Lotman (2000), “the collective benefit of participants in a communicative act is to develop the non-identity of those models in the form of which the external world is reflected in their consciousness”.

Studies show that the development of skills for acquiring cultural experience, empathy, reflection (Gordeeva, 2008; Dridze, 1998; Asmolov, 2000) contributes to the increase in the level of socio-cultural adaptation of students of different ages. The highest level of socio-cultural adaptation is determined, in particular, by the development of skills and high motivation to translate the principles of constructive dialogue to their peers and other people.

We agree with the opinion of the modern researcher that “... leaving the community, the personality takes away an attempt independently to reproduce the community” (Gromyko, 1992).

In this case, the pedagogical positions of Lev Tolstoy (1953) are actualized, emphasizing the need to abandon selfishness that can lead a person to the loss the moral concepts that make up the valuable basis of his or her being. The main goal of education according to L.N. Tolstoy is the formation of a need to bring benefit to the Other. Mastering cultural norms in the process of communication, the student also reveals the ways of his own socio-cultural adaptation, which subsequently allow him fully to reveal the creative potential of the individual, gradually including those who study in creative activity, during which conditions for constructive intercultural dialogue are unfold. In this process, the learner consolidates the forms of behavior, raises the level of the need to act in accordance with the moral patterns that act as motives governing constructive human relationships.

MATERIALS AND METHODS

Methods of research

The presence of signs of readiness for adequate and organic sociocultural adaptation of students of different ages was measured with the help of pedagogical observation, questionnaires, various psychological techniques (the methodic “Value Orientations” by M. Rokich and others)

Base and stages of research

The experimental verification of the effectiveness of the implementation of the model oriented on the socio-cultural adaptation of youth in the multinational region was carried out during three stages (Stage 1 - from 2005 to 2007, Stage 2 - from 2009 to 2011, Phase 3 - from 2013 to 2016).

The following creative groups were included the advanced group (stages 1 and 2): the choreographic collective “Inspiration” of the Southern District of Moscow (headed by I.O. Rodin); musical and theatrical staff of the Central Department No.1462 of the South-Eastern District of Moscow (headed by Ph d in Pedagogical Sciences, Honored Teacher of the Russian Federation I.B. Shulgina); listeners of a special course “Integrated Technologies in Modern Musical Education” of the Music and Pedagogical Faculty of the Taganrog State Pedagogical University named after A.P. Chekhov (lecturer - doctor of pedagogical sciences T.V Nadolinskaya), studio “Harmony” of the Jewish Cultural Center (Moscow), headed by the Ph.D., professor E.P. Kabkova.

At the third stage became the advanced ones: the theater group of the Moscow gymnasium No. 1279 (headed by - A.S. Zaitsev), the program “Charity Begins From Childhood”, which is held in pre-school educational institutions of complex No. 1468 of the Central Administrative District of Moscow (Teacher – A.I. Martynova), the project “School of Charity. Lifestyle “(curator - M.A. Lezhneva), which is held in 11 school units of the Bratislava Educational Complex in Moscow, students of Gymnasium No. 1 (Arzamas), students of the faculty of pre-school and primary pedagogy of the Nizhny Novgorod State University named after N.I. Lobachevsky (Arzamas Branch) - Dean, Ph.D. E.V. Gubanikhina, the projects “School Mediation” and “Dobrograd” (Stavropol State University), the head - Ph.D. V.V. Mitrofanenko. In just three stages of the study, more than 3,500 students of different ages were involved in approbation of various model units.

At the ascertaining stage of the study, a survey was conducted, which made it possible to identify the most significant parameters for determining the level of socio-cultural adaptation.

In particular, it was determined that in a large number of families in a multinational region - Moscow and Stavropol (about 30%), Russian is not a language of communication.

This increase the difficulties associated not only with academic achievement, quality of training, but also hinder communication between individuals, between small groups, which are formed, as a rule, in the place of residence, according to confessional or ethnic origin.

It was also noted that among teenagers one of the most difficult conflict situations was the clash of groups united by cultural codes (this primarily concerns the city of Stavropol).

Directions were identified that contributed to solving emerging problems. A comparative study has shown that participation of young people in creative teams optimizes the process of socio-cultural adaptation. At the same time, it was determined that the more successful was the creative team (such groups became the advanced ones), the more detailed was each participant's describing of the specific national features of the dances, songs, and folk games performed by the collective. The same participants, as a rule, found it difficult to answer the question which nationality their colleagues in the creative collective belonged to. Thus, it can be argued that the common goals and objectives that unite students in the process of artistic and creative activity contribute to their development in terms of studying the culture and art of different peoples and level out the national specifics at the level of everyday communication in the process of joint activity (Stukalova, 2011; Stukalova, 2012).

The table presents data collected during the 1st and 2nd stages of the model approbation in educational and cultural institutions of Moscow and Taganrog.

TABLE 1: DYNAMICS OF SOCIOCULTURAL ADAPTATION OF YOUNG PEOPLE IN A MULTINATIONAL REGION

<i>Components of socio-cultural adaptation, levels of formation</i>	<i>Dynamics of changes in the course of experimental work</i>				
	<i>The beginning of the experiment (2005)</i>		<i>The end of Stage 2 of the experiment (2011)</i>		<i>Level's change</i>
	<i>Absolute value</i>	<i>%</i>	<i>Absolute value</i>	<i>%</i>	<i>%</i>
1. The perceptual component					
<i>High level</i>	21	17,5	29	24,1	6,6
<i>Average level</i>	55	45,8	61	50,8	5
<i>Low level</i>	44	36,6	30	25	11,6
2. The emotional component					
<i>High level</i>	42	35	47	39,1	4,1
<i>Average level</i>	52	43,3	53	44,1	0,8
<i>Low level</i>	26	21,6	20	16,6	5
3. The cognitive component					
<i>High level</i>	21	17,5	31	25,8	8,3
<i>Average level</i>	50	41,6	52	43,3	1,7
<i>Low level</i>	49	40,8	37	30,8	10
4. Communication component					
<i>High level</i>	38	31,6	42	35	3,4
<i>Average level</i>	54	45	60	50	5
<i>Low level</i>	28	23,3	18	15	5,3

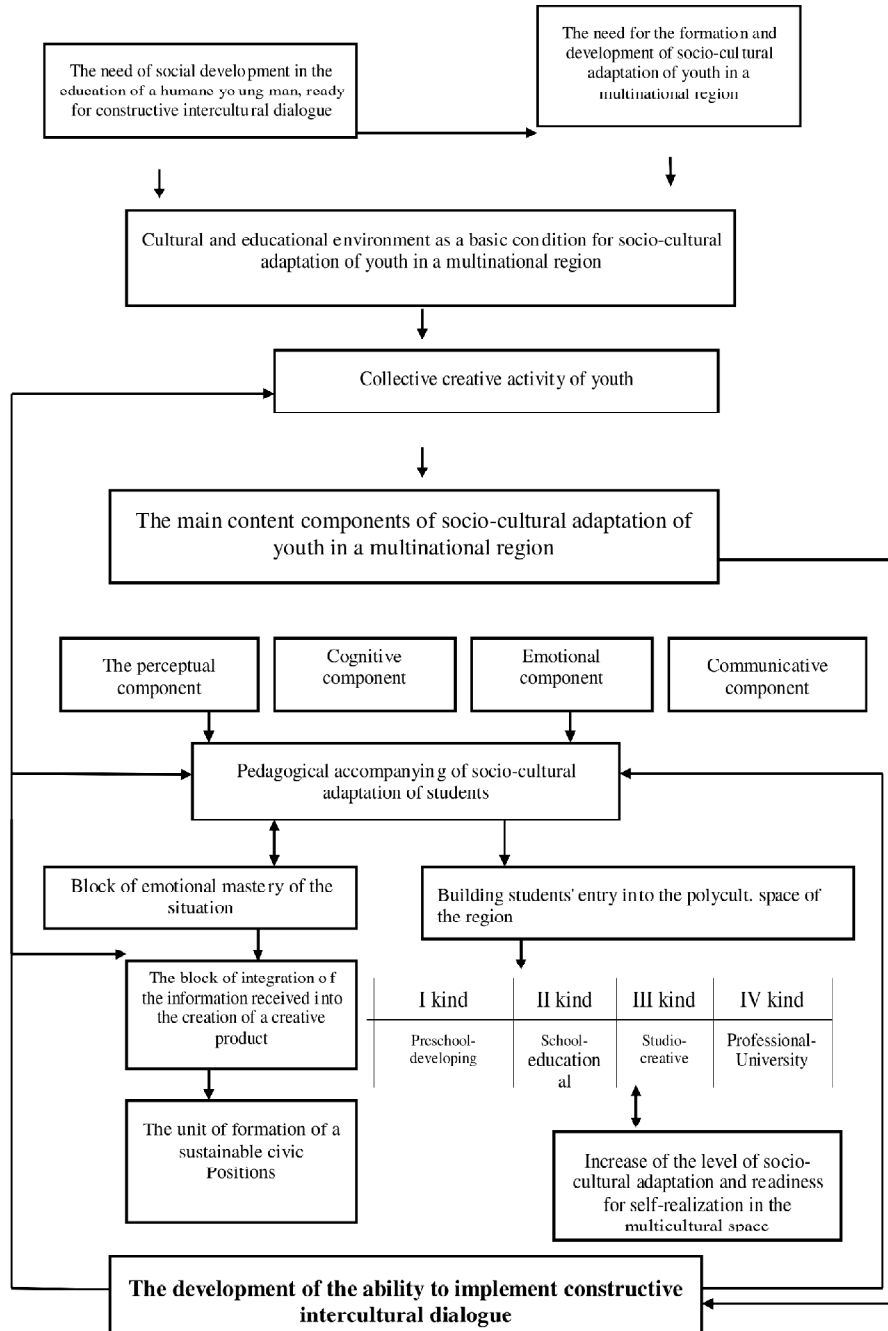


Figure 1: Pedagogical model of sociocultural adaptation of young students

RESULTS

The developed model is generalized on the diagram. The implementation of this model is based on a number of conditions: 1) problem-thematic structuring of the content of education; 2) reliance on innovative pedagogical technologies; 3) the correlation in the cultural and educational environment of the dynamics of culture and personal formation; 4) activation of the leading mechanisms of cultural self-development of the individual in the process of collective creative activity

Also in the course of the study, *general trends in the development of the qualities of socio-cultural adaptation* were revealed. Among them there are the following directions:

- cognitive (ensuring the conscious absorption of information);
- reflexive (which give students the opportunity to evaluate their actions “from the outside”, in comparison with the actions of other participants in the educational and cultural process);
- communicative (opening up the possibility of diverse and multilevel communication);
- emotional-perceptual (providing a sensually colored positive interaction in the process of creative actions).

As a result of advancing these directions, the cultural experience of students is accumulated and developed, which is one of the basic grounds of socio-cultural adaptation.

The interaction of several socio-cultural environments, which is a characteristic feature of educational and cultural institutions within which creative collectives are formed, leads to stirring of established social groups and brings to the fore front collective and creative goals that unite participants at a new level of communication, as a result of which collective creative groups of educational and Cultural institutions acquire a *poly-national character*.

In the process of research, it was noted that spatial and temporal boundaries of influence of these environments on students have great significance for increasing the level of socio-cultural adaptation. *Spatial boundaries* show where the patterns are formed, act and have an effect on the learners that are formed within the creative collective, which influence the manifestation of such qualities of socio-cultural adaptation as:

- interest in the culture of another people while preserving national identity,
- the priority of collective creative aspirations and values,
- the ability of productive communication with representatives of other nationalities in the process of creative activity.

The time boundaries of the regularities formed within the creative collective and influencing the manifestation of the qualities of socio-cultural adaptation can be presented as:

1. discrete - manifested only under the direct influence of the creative team;
2. short-term - having a short-term action outside of classes in the creative team;
3. long-lasting - acting for a considerable period of time, but showing signs of gradual weakening beyond the regularities' activity of the artistic and creative collective;
4. permanent - transforming into the motivational and need structure of personality and accompanying a person throughout life.

Of particular importance in the process of socio-cultural adaptation, as the long-term pedagogical observation shows, is the inclusion of students in organized creative activity, in the course of which conditions for constructive intercultural dialogue are unfolded, forms of behavior are fixed, and the need to act in accordance with moral patterns is formed.

The composition of creative collectives with different ages levels the tendency, which usually exists in the association of peers, to become isolated in a circle of group interests. In the creative team, in addition, there is often a positive psychological situation, allowing establishing between the participants a trusting, and open, warm relationship. In particular, such a team provides unity, friendship, partnership of older and younger participants.

Almost annually renewing, the creative team is able, nevertheless, to preserve the established traditions, laws of communication, customs, and requirements. Therefore, it can be called a constantly acting force that helps to create, stabilize, and develop qualities that are important for socio-cultural adaptation.

According to the results of the monitoring conducted in all three stages in two groups of teams - the advanced group (where all kinds of pedagogical accompany were introduced, and the corresponding components of the socio-cultural adaptation were formed) and the control group (in which special work was not carried out to introduce and develop these components, but the well-established KAS scheme - "knowledge-abilities-skills" - was applied), the levels of creative manifestation of students were distinguished, among which:

- the initial level was defined as spontaneous one,
- more advanced as a sustainable one,
- the highest - as a planned level of creative manifestation.

The results of the calculation of the obtained data showed that in the leading group there was a gradual but sure advance to higher levels of creative manifestation, and in the control group, if changes occurred, then they could be assessed as insignificant ones.

The analysis of the obtained results has proved the effectiveness of the selected components of this model, which allows creating conditions for the harmonious

TABLE 2: THE GENERALIZATION OF THE STUDY OF LEVELS' DYNAMICS OF STUDENTS' CREATIVE MANIFESTATION IN THE PROCESS OF CREATIVE COLLECTIVE ACTIVITY (IN% OF THE TOTAL NUMBER OF STUDENTS IN THE GROUP)

<i>Stages</i>	<i>Group</i>	<i>Spontaneous</i>	<i>levels</i>	
			<i>Stable</i>	<i>Planned</i>
I	Advancing	76	24	0
	Control	70	30	0
II	Advancing	31	48	21
	Control	68	32	0
III	Advancing	25	43	32
	Control	61	30	9

entry of students of different age groups into the poly-cultural environment of the region and the formation of their motivation and readiness for self-determination and self-realization in it, in other words, creating a foundation for organic socio-cultural adaptation.

The implementation of this model relies on the directions of pedagogical accompany that are formed in the educational space, which are created taking into account the age characteristics of the students. At the stage of *preschool childhood*, the most relevant developmental law is the collective nature of creative activity, the development of the child's ability to open, free and friendly communication with peers. Specificity of pedagogical accompany at the *junior school* stage is the priority of the emotional-sensory component, development of empathy, empathy in the process of mastering various forms of folk art.

Teenagers in their desire for isolation naturally turn to self-identification, a gradual realization of their belonging to a certain ethnic, social, cultural group. At this stage, the role of art is extremely great, with the help of which students have the opportunity to live different social roles. For *senior students*, it is not only the material which is offered for study is relevant, but the level of comprehension that becomes relevant, because at this stage the students are increasingly interested in philosophical generalizations, "eternal" human questions - about life and death, about love and hate, about the meaning of human life etc. In this regard, the most relevant is the direction of development of the components of socio-cultural adaptation, as a consistent disclosure of the common for all life principles, values and patterns of development.

The regularities that are applied to *student communities* in the space of university education are the following: along with the main forms and content of educational disciplines, a significant role is played by cultural, sports and other leisure programs, during which a special environment develops, and each student is given the opportunity to demonstrate their abilities in an informal creative environment (Khusainova *et al.*, 2016). At the stage of student youth

communities, the balance between cultural self-identification and cultural community is logical.

The pedagogical model of socio-cultural adaptation of young people studying in the multinational region presented in the paper is based on the proposition that the development of the skills of socio-cultural adaptation occurs in the course of independent participation of the individual in public practice. At the same time, the organization of pedagogical accompany of socio-cultural adaptation of the individual can be:

- aimed at adapting this process to the already achieved level of mental development of a growing person;
- based on the perception of the prospect of such development. In this case, the pedagogical accompany is based on the principle of approach to the mental development of the personality as a controlled process that can create new structures of personal values (Vygotsky, 1999; Leont'ev, 1975).

DISCUSSION

The results of the research proved that often the participants of creative collectives, showing within their team the readiness for mutual assistance, responsibility - significant qualities of socio-cultural adaptation, demonstrated these qualities beyond their collective. Moreover, they are able to translate the principles of constructive dialogue to their peers, without fearing to suffer for beliefs that run counter to the beliefs of their class, etc.

At the same time a member of the creative team:

- 1) is capable of self-determination and ethno-cultural identification, for he or she has mastered such important communication skills as understanding and reflection;
- 2) has an idea of the true position of another person, which enables to avoid the active rejection of another culture or condescending attitude towards it as primitive and undeveloped;
- 3) is ready to understand and recognize not only the existence of another cultural context, but also adequately decipher other cultural codes (it is necessary to stipulate that in understanding the essence of cultural codes we rely on the ideas of Yu.M. Lotman (1970) who claims that such codes are regulators of communicative mechanisms of culture. Such codes can be codes that stabilize the system and codes destabilizing it.

CONCLUSION

The formation of personality qualities that affect the increase in the level of socio-cultural adaptation presupposes several successive interrelated steps aimed at revealing the existing in the society behavioral patterns and moral ideals before

the modern growing man, support, first, the readiness to “abstract” from individualistic goals, and, secondly, the interiorization of socially significant goals and broader tasks of school and student groups, including creative groups.

The study determines that the organic unity of the personal and the public, which is certainly the fundamental basis for socio-cultural adaptation, is born in the process of collective creative activity, when the common goal unites not only the efforts of all participants in the direction of achieving this goal, but also in a certain way forms their mutual relations, adjusting the individual manifestations of each in such a way that, as a result of the association, the group as a whole would act most effectively.

In the process of creative work, personality qualities that are necessary for socio-cultural adaptation in a multinational region are formed and developed, such as a sense of responsibility for the task entrusted, the ability to listen to the opinion of the majority, to proceed from common interests, creative activity, the desire to help one’s colleagues, join forces, ability to obey the requirements of the collective, limiting their own desires and claims, empathy.

The presence of harmonious multinational associations at the level of small creative teams undoubtedly influences the condition of the multicultural environment of the multinational region as a whole, especially if such collectives can succeed, acquire fame, credibility in the society and attract public attention. The most important quality of such an association is the concentration of attention on the achievement of the artistic result of joint work while maintaining an awareness of their belonging to a particular social and ethnic group of the population and a benevolent attitude to representatives of other social groups and nationalities.

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