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Decorating

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Cover design

Veselovskaya M.M.

Our address:

129226, Moscow, Wilhelm Pieck street, 4,
building 1, room 312, 315

Contact phone:

8 (495) 255-67-67

(ext. 17-63, 17-71, 17-80).

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ECONOMY



Koroleva L.L.,

Lecturer, Russian State University of Tourism and Service;
Postgraduate Student, Russian State Social University, Moscow.
E-mail: lyudmilakoroleva@gmail.com
ORCID ID: orcid.org/0000-0002-6416-8422

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Prerequisites for Increasing the Turnover of Line Banking Personnel

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Annotation: *the article examines the objective and ideologically established prerequisites for the growth of the outflow of line banking personnel. In the realities of widespread digitalization and the development of remote technologies, the reasons for the increase in staff turnover are not sufficiently justified and clear. Of course, the profile of the most linear bank employee brings us back to the question of the Theory of generations of N. Howe and V. Strauss, as well as to the personalization of the approach of employee adaptation in the workplace.*

The methodological basis of these studies is the research and scientific works of Russian and foreign scientists. Separately, the author's research is presented, which allows us to establish a connection between employees and the reason for dismissal from the bank, as well as to analyze the current situation with the allocation of the most "acute" wishes of the bank staff when leaving the organization. The corresponding conclusions are made, and the assumptions of obtaining an effect when implementing a number of measures are put forward.

Key words: *generational theory, banking personnel, line employees of retail business, staff turnover, prerequisites for the turnover of banking personnel.*

JEL classification: *A100, A110, A130.*

Introduction

The banking system is an integral part of the economic system of any country. Banks are the link between industry and trade, agriculture and the population.

The modern credit system is a combination of a wide variety of credit and financial institutions operating in the loan capital market and accumulating and mobilizing income, consisting of several institutional links.

1. The Central Bank.
2. Banking sector: commercial banks, savings banks, mortgage banks.
3. Insurance sector: insurance companies, pension funds.

4. Specialized non-bank credit institutions [20].

The main part of the credit system is the banking system, which assumes a set of banking institutions. Currently, the following trends are typical for the Russian banking system.

1. Small and medium-sized banks predominate.
2. According to the form of ownership, banks are divided into mutual, joint-stock and mixed.
3. The main part of the banks is still concentrated in the Central District.
4. The number of branches and representative offices is increasing, both in Russia and abroad.
5. The Russian Federation is characterized by universal banks, and the network of specialized banks, such as mortgage banks, is practically not developed.
6. The main purpose of the banking system is lending to the economy in the person of three economic agents – the population, entrepreneurs and the state. In this respect, the domestic banking system is far behind the Western one.
7. In the structure of passive operations, the main share is occupied by ruble deposits of the population and legal entities [19].

Gradually improving, the banking system of the Russian Federation is increasingly beginning to become a developed system, and not only externally, but also in the essence of the operations carried out. The network of branches and representative offices both in the country and abroad is expanding, and the network of retail offices is increasing.

Today, the banking sector of the country is not only a set of credit and cash organizations, but also a significant employer of the Russian Federation. The total number of employees in the banking sector in 2019 is 566 thousand people. Of course, most of the jobs are held by PJSC Sberbank of Russia – 239,266 people, followed by VTB-50,439 people and all other banks (Table 1) [10].

Table 1

Top-20 banks by number of employees

Placeplace in the rating	Bank	Number of employees		Changes for the year	
		2019	2018	people	%
1	Sberbank of Russia	239 266	244 145	-4879	-2,0%
2	VTB	50 439	48 320	2119	4,4%
3	Rosselkhozbank	26 823	26 317	506	1,9%
4	Alfa-Bank	22 855	24 670	-1815	-7,4%
5	Bank " FC Otkritie "	22 245	13 981	8264	59,1%
6	Post Bank	17 327	19 384	-2057	-10,6%
7	Gazprombank	15 979	13 549	2430	17,9%
8	Sovcombank	15 074	14 877	197	1,3%
9	OTP Bank	13 221	13 362	-141	-1,1%
10	Home Credit Bank	12 011	12 500	-489	-3,9%
11	Tinkoff Ban	11 784	9741	2043	21,0%
12	Raiffeisenbank	10 285	10 033	252	2,5%
13	Rosbank	9969	9456	513	5,4%
14	Bank Uralsib	9311	9313	-2	0,0%
15	Renaissance Credit	8863	8480	383	4,5%
16	Vostochny Bank	8825	10 215	-1390	-13,6%
17	AK Bars	5319	5537	-218	-3,9%
18	Moscow Industrial Bank	5153	5378	-225	-4,2%
19	Credit Bank of Moscow	4978	5591	-613	-11,0%
20	Ural Bank for Reconstruction and Development of Regions	4 817	5 077	-260	-5,1%

URL: <https://www.banki.ru/news/research/?id=10919874> [10].

The rapid growth in the number of retail branches of commercial banks and online banking services over the past 10 years has created a shortage of qualified staff. Credit and cash organizations began to recruit employees “from the street” – without specialized education and without work experience. Therefore, the term “mass recruitment of line personnel” has appeared in the banking system. The main criteria for the candidate for the declared initial positions was the desire to work and fast learning ability. The jobs offered were the simplest – “consultant” or “junior specialist” with a minimum salary, no bonuses, but with a very clear career prospect.

The economic crisis of 2014 also had a significant impact on the personnel situation in the banking sector. The revocation of licenses from a number of banks from 2013 to 2014, as well as the reduction in the number of staff – led to a glut of the personnel market in the middle positions.

Staff turnover is the inverse indicator of the duration of work in the organization by an employee. Every major player in the banking market is interested in the growth and development of their employees. Therefore, a new employee is always offered an adaptation program, corporate training, a transparent system of motivation and all sorts of bonuses.

But, despite these events, the problem of turnover of line personnel in the retail business remains open for the TOP-5 banks. From the most significant, in our opinion, prerequisites for the formation of this problem, we distinguish the following:

- 1) high growth rate of demand for mass positions in the bank since 2012;
- 2) the complex, time-consuming and monotonous nature of the work of the linear person bank;
- 3) matching the profile of the vacancy – a young ambitious college graduate or a student of the last years of a higher educational institution who comes to find a job in a bank.

FC Bank Otkritie has been actively developing in the banking market since 2012. It is expanding its network of additional offices, and as a result, is actively recruiting staff. Every week, from 30 to 50 people come to the company for an interview only for mass specialties. The company's retail business employs 165 full-time bank line staff (excluding remote employees).

The bank drew attention to the problem of staff turnover in March 2019. Therefore, **the relevance of the study of the problem** is due to the acute situation of turnover of line banking personnel of PJSC Bank FC “Otkritie”. According to the available statistics of staff dismissals from the company, in the period from September to April 2018–2019, this figure ranges from 20% to 60% of the total staff of the bank's retail business. Layoffs of employees carry additional costs for the selection and training of new staff, as well as create reputational risks for the bank, as the quality of service provided decreases [17]. The new employee can't explain to the consumer in full how the banking processes work, because of this, there are erroneous and conflicting situations with end users.

Over the past 20 years, the problem of fluidity has been studied by a professor at the University of London Guildhall-Roger Bennett. In his works, the formula of labor turnover is presented, as well as the definition of this term: “Labor turnover is the movement of employees to / from the company's staff. Usually, staff turnover is tracked by registering those who leave and assuming that a new employee will be hired to replace the one who left [4]. Together with H.T. Graham, in his book “Human Resource Management”, Professor Bennett examines such issues as Teamwork and team building, Motivation and earnings, Leadership and leadership qualities [9].

In the works of Russian scientists, the problem of personnel retention is represented by the following works: Kulikova V.V., Zayarnaya I.A., Sidorenko A.V. – the impact of increasing the personnel potential on the competitive advantages of the organization [12]; Kondakova A.A. – staff turnover: approaches and classification of concepts [11]; Artamonova N.V., Ganieva R.M. – the problem of staff turnover at enterprises [3]; Lenskaya I.Yu. – stabilization and staff retention: a conceptual analysis [14].

The purpose of the work was to investigate the problem of turnover of line banking personnel in retail business on the example of PJSC Bank FC Otkritie, to identify the most common reason for the dismissal of an employee from the company, to understand what the prerequisites for leaving the bank are.

In accordance with this goal, the following **research tasks** are defined:

- 1) to consider possible prerequisites for the formation of the problem of staff turnover of linear banking personnel in retail business;
- 2) to study step-by-step the process of dismissal of a line bank employee on the example of FC Bank Otkritie;
- 3) based on the available data on layoffs of line personnel of the retail business of FC Otkritie, analyze the reason for employee layoffs;
- 4) compare the results of the research with the current established paradigms.

The object of the study is PJSC Bank FC "Otkritie".

The subject of the study is the turnover of line personnel in PJSC Bank FC "Otkritie".

Methods

The methodological basis of the research of this work consists of the theoretical part, namely, from the works of Russian and foreign scientists in the field of economics, management and banking. The information base of the study consists of the "Labor Code of the Russian Federation" of 30.12.2001 No. 197-FL (ed. of 31.07.2020) (with amendments and additions, intro. effective from 13.08.2020) [13]. The practical part of the study is a comparative analysis based on the materials of a sociological survey of line banking personnel of retail businesses when leaving the company with the current trends in the labor market. On the basis of these expectations, these data allowed us to draw fairly reliable conclusions and determine the prerequisites for staff turnover.

The theoretical and practical significance of the research results lies in the development of issues in the company's development zone in the direction of HR culture. Determining the reason for the departure of young specialists from the company, implementing measures to retain them. And, consequently, improving the quality of services provided to end users.

The results of the study can be used:

- when preparing recommendations for the purpose of retaining the line banking staff of the retail business;
- when implementing new programs in the process of employee adaptation and development in the workplace.

Possible prerequisites for the formation of staff turnover, a characteristic portrait of a modern bank employee.

The active expansion of the bank's branch network determined the formation of a new resource in the selection of personnel for initial line vacancies, which later became widespread in the banking sector.

The modern system of personnel policy of large banks is aimed at the growth and development of existing employees. Training at the expense of the company, all kinds of social benefits. But even a well-developed system of benefits could not keep an employee in one place. The answer to the question of why this happened was found in the character of the employee who is employed in the bank today. His desires and ambitions were very different from the "usual" set standards. These characteristics were presented to the Russian market in 2005 under the title – "Theory of generations".

Back in 1991, American scientists Neil Howe and William Strauss studied in detail the question of studying the characteristics of human behavior, which were associated with such factors as the junction of economies, demographic problems, as well as age contradictions. This theory quickly gained popularity under the name – "Theory of generations". For Russia, this theory was adapted by a team of scientists led by Evgenia Shamis [8].

The “theory of generations” is based on the fact that all people were born and raised at different times – before the Second World War, after it, the era of the “thaw”, perestroika and the modern digital world. Each time has formed different values in people, different needs and completely different desires. At the moment, the following generations are distinguished:

- The Greatest Generation (1900–1923);
- The Silent Generation (1923–1943);
- The “Baby Boomer” generation (1943–1963);
- The “X” generation or the “Key-on-the-Neck” generation (1963–1984);
- Generation “Y” (1984–2000);
- Generation “Z” or generation “thumb” (2000 – present).

Of course, there is a theory that generations are cyclical. And generation “Y” is very similar to the generation of “The Greatest”, which means that generation “Z” will be similar to the silent generation. Based on the “Theory of Generations”, you can imagine a typical portrait of a modern bank employee.

A typical portrait of a bank employee today looks like this: a young man or girl aged 20 to 25 years, a student or graduate of a higher educational institution with ambitions to grow up the career ladder in a year to the head of the department. [15] These are the same “Y” who get along well with changes, active and purposeful, not ready to wait long for a reward for their efforts. Coming to work in the Bank of FC “Otkritie”, “Y” gets all its desired advantages, namely:

- work in a large company;
- the possibility of rapid career growth;
- a good system of motivation (material and non-material);
- a young and friendly team;
- social benefits and corporate offers.

So why do young, promising specialists leave the company?

In our opinion, the prerequisites for the formation of this problem are the following factors:

- a wide range of possible vacancies in the banking sector;
- lack of a system of adaptation of the line banking personnel of the retail business;
- not the satisfaction of career ambitions (for the generation of “Y”).

Results

PJSC Bank FC “Otkritie” is the largest private bank in Russia, the fourth largest in terms of assets among all Russian banking groups. It has been successfully operating and developing in the financial services market since 1993. Until 2011, the bank was gaining momentum and becoming the most popular bank in Western Siberia and the Far East region. Since 2012, the bank has been actively developing under the Otkritie brand – setting uniform standards for the bank’s retail offices, forming a new team of specialists aimed at working with individuals. It is during this period of time that personnel changes begin and a mass selection of linear banking specialists opens up for vacancies.

In the period from 2012 to 2019, the bank united such large banks as Khanty-Mansiysk Bank, Petrokommerts, Nomos Bank, and Binbank.

Now Otkritie is a universal commercial bank with a stable diversified business structure and high-quality capital management. The Bank develops the following key business areas: corporate, investment, retail, SME and Private Banking [16].

And at the same time, there are some difficult moments that were formed by the merger of banks. Namely:

- lack of unified regulatory documents;
- lack of centralized technical support;
- lack of integrated banking software, which creates serious difficulties when working with clients;
- constantly changing work standards and much more.

The merger of banks has a great impact on the psychological state of employees. Therefore, the difficulties that arise in the process of merging companies are no less significant both for employees with extensive work experience, and for new employees who work in the company for 3-6 months. Therefore, a significant portion of employee layoffs may also occur during this time period [17].

The procedure for dismissing employees in PJSC Bank FC Otkritie is quite standard: an employee writes an application for dismissal two weeks in advance or, by agreement with the head, it is possible earlier.

In accordance with Article 80 of the Labor Code of the Russian Federation, an employee can terminate an employment relationship by notifying the employer of this no later than two weeks in writing [12], i.e., write an application for dismissal. Also, it is possible to terminate the employment relationship earlier than two weeks, provided that the employee agrees on this with the employer. Moreover, at their own request, an employee can withdraw their application for dismissal any day, that is, change their mind.

But the company, in this case, Otkritie Bank, can dismiss an employee only for a narrow number of reasons – constant absenteeism, inconsistency in the position held, reduction in the number of staff. All these reasons should initially be confirmed by explanatory notes, reprimands to the employee, and so on, and only after a long paper work – dismissal is possible. However, the employee has the right to challenge this decision in an employment dispute or in court.

Based on these facts, we can draw a very clear conclusion that the legislation is on the side of the employee. And, if an employee decided to leave the company, wrote a letter of resignation in two weeks, then it is almost impossible to keep him in the workplace.

On the last working day, each employee of Otkritie FC Bank signs a “Workaround List” [2] and fills out a questionnaire where the company asks the employee to indicate the reason for the dismissal.

As a rule, such questionnaires exist in many large corporations [7]. Moreover, these questionnaires are not only a possible source of statistical data collection; these questionnaires also act as some insurance for the employer. If, for example, an employee is “offended” by the company and sues, this questionnaire will undoubtedly be a significant argument. After the full completion of the bypass sheet and the questionnaire, the retiring employee submits these documents to the personnel employee, and he issues a work record book.

All stages are carried out in the standard mode, and the employee at the stage of leaving the company quite actively fills in all the documents that are necessary. It is worth noting that the questionnaire, in this case, is not a mandatory document. And, if the employee refuses to fill it out, then the personnel employee should not insist. The questions that are the main block in this questionnaire are devoted to the reason for the dismissal of employees. Thanks to the answers to these questions, it was possible to collect statistical data on employee dismissals for the period from September 2016 to April 2017, and to conduct an analysis, as well as draw conclusions.

So, the process of dismissal of a line bank employee of the retail business of PJSC FC Otkritie is standard. Among the features of the process, we note the “Feedback Form”, which the employee can fill out or not fill out at will.

Discussion

Analysis of statistical data on dismissals of line employees of the retail business on the example of PJSC Bank FC “Otkritie”.

For the period from 01.09.2018 to 30.04.2019, line employees of Otkritie Bank filled out questionnaires. The main and most significant question in this questionnaire was the following question:

- *What was the main reason for your departure? (specify no more than one reason):*
 - *Low pay;*

- *No career or professional growth;*
- *Large volume, intense work;*
- *Slowness in decision-making can't influence the result;*
- *No corporate culture, mismatch of personal and corporate values;*
- *No social benefits (voluntary insurance, corporate product rates);*
- *Move / change of residence;*
- *Health status;*
- *Change of activity;*
- *Other-specify: _____*

After analyzing the data, the following results were obtained (table 2).

Table 2

The total number of people who left Otkritie Bank

Month	Number of people
SEPTEMBER, 2018	27
OCTOBER, 2018	19
NOVEMBER, 2018	11
DECEMBER, 2018	19
JANUARY, 2019	15
FEBRUARY, 2019	19
MARCH, 2019	21
APRIL, 2019	9
TOTAL	140

Source: author's research.

In total, in the period from 01.09.2018 to 30.04.2019, 140 line employees of the retail business left the bank. Currently, the retail business unit consists of 160 line banking personnel. If we make a conclusion only by numbers, then during the analyzed period, the team of young specialists changed by 88%, that is, almost completely. This indicator is very high. Such personnel changes can significantly affect the quality of services provided to the end user. The chart clearly shows that the largest number of people left in September 2018 and in March 2019, October, December 2018 and February 2019 maintain the same high rates (Table 2, fig. 1.).

According to the questionnaire survey, the following reasons were identified for the departure of line employees of the retail business from PJSC Bank FC Otkritie. The most common reason for dismissal was "unsatisfactory level of remuneration" (table 3), namely, 26% of employees were not satisfied with the level of remuneration and the system of bonus accruals. It is not receiving a bonus reward (bonus), and not knowing the motivation system, that leads the employee to consider similar vacancies in other banks. When leaving the bank, many employees have not yet passed the probationary period – 3 months, so they have not yet "managed to earn their bonus". But they still leave, because in another bank in a similar position, this employee will receive a slightly higher salary.

In second place – "a large amount of work, high work intensity" – 19% of employees noted this as the main reason for leaving the company. And 14 % of line specialists chose the reason – "other", in particular, for family reasons.

Another reason worth noting is «inappropriate corporate culture [5], mismatch of personal and corporate values» [6], which was chosen by 10% of employees who left the company, as they found it impossible to combine work in a bank and study, as well as unwillingness to work with clients. All other reasons for dismissal scored less than 10%.

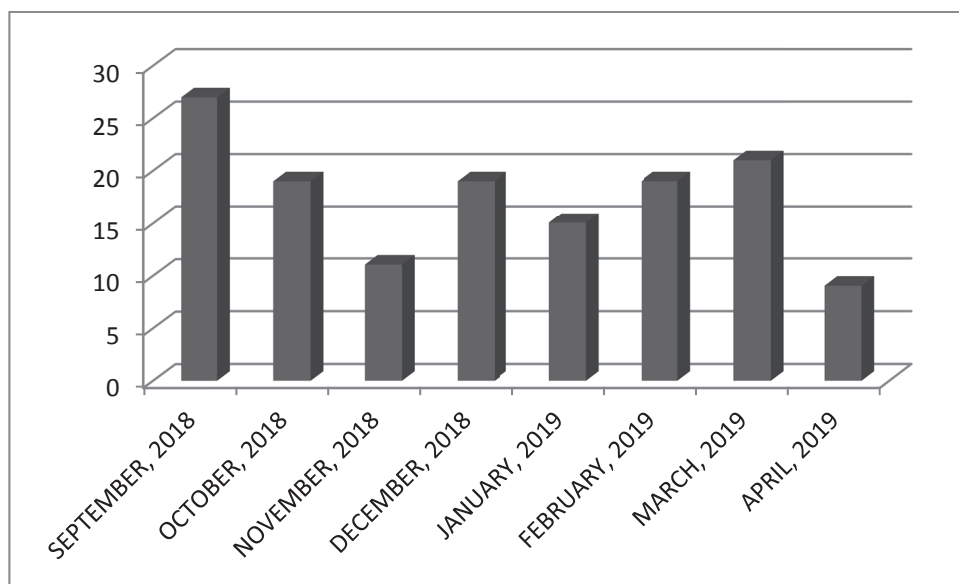


Figure 1. The number of retired line employees from Otkritie Bank in the period from 01.09.2018 to 30.04.2019

Source: author’s research.

Table 3

Answers to the questionnaire question: “What was the main reason for your departure» (specify no more than 1 reason)

Reason for leaving	Number of employees	% of the total number of employees
Unsatisfactory level of remuneration	36	26%
The lack of opportunities for career and professional growth	11	8%
Large volume, the intensity of the work	26	19%
Slowness in making decisions, the inability to influence the outcome	3	2%
Not suitable corporate culture, the discrepancy between personal and corporate values	14	10%
The lack of social benefits (voluntary insurance, corporate rates on products)	9	6%
Moving/change of residence	6	4%
Health	3	2%
Change of activity	13	9%
Other-specify	19	14%
TOTAL	140	

Source: author’s research.

When a person determines for himself the reason for leaving the company – «an unsatisfactory level of remuneration», immediately there is a question that I want to ask: «And what do you compare the level of remuneration with?» According to the data presented above, only 9% decide to change their activities, and another 2% of employees who leave the company due

to an unfavorable state of health can be ignored. The remaining 89% – change one bank to another. Taking into account these factors, we will conduct a comparative description of the systems of monetary motivation of large employers in the banking market [1].

Conclusion

All the goals set when writing the article have been achieved. The reasons for the turnover of line banking personnel in the retail business are identified and analyzed on the example of PJSC “Bank FC “Otkritie”.

To reduce staff turnover by at least 10–15% in Moscow, it is necessary to prepare a number of specific measures. At the same time, the quality of service provided due to the stability of the line banking staff can be increased from 75% to 85% according to independent experts (“Secret buyer” – an independent assessment of the quality of service in the additional offices of the bank). What can this give the Moscow division of the Bank FC “Otkritie”?

The result of an independent assessment of the quality of services provided in the Southern Directorate of Otkritie Bank is 85%, with a constant staff turnover of 10% to 30%. Therefore, if the Moscow Directorate shows a positive trend in reducing staff turnover by 10% – 15%, then Otkritie Bank will receive more loyal customers in the Moscow region. These customers will be interested in the services provided by the bank. And the increase in customer traffic and customer loyalty will lead to an increase in the net profit of the Moscow region by 7-10% (In comparison with the Southern Directorate of the Bank FC “Otkritie”).

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CONTACT INFORMATION:

Koroleva Lyudmila Leonidovna

Lecturer

Russian State University of Tourism and Service

Glavnaya str., 99

141221 Moscow Region, Cherkizovo village, Russian Federation

Postgraduate Student

Russian State Social University

Wilhelm Pieck str., 4, build. 1

129226 Moscow, Russian Federation

E-mail: lyudmilalkoroleva@gmail.com

PEDAGOGY



Afanasyeva O.O.,

Candidate of Pedagogical Sciences, Associate Professor, Faculty of Social Work, Russian State Social University, Moscow.

E-mail: kop_olga15@mail.ru

Scopus Author ID: 57219182091

ORCID ID: orcid.org/0000-0002-7433-8974



Karpunina A.V.,

Candidate of Sociological Sciences, Associate Professor, Faculty of Social Work, Russian State Social University, Moscow.

E-mail: karpunina@mail.ru

Scopus Author ID: 57207888450

ORCID ID: orcid.org/0000-0002-8302-0749



Anikeeva O.A.,

Candidate of Historical Sciences, Associate Professor, Faculty of Social Work, Russian State Social University, Moscow.

E-mail: olga-double@mail.ru

Scopus Author ID: 57201077451

ORCID ID: orcid.org/0000-0001-7558-3149

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Organizational Support for Training of Russian Sign Language Translators in Educational Institutions

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Annotation: *article contains materials for analysis of general principles of organizing training, legislatively enshrined conditions for organizing the process of training Russian sign language translators (RSL) on the basis of secondary vocational or higher education institutions, as well as the experience of implementing such programs in various educational organizations. Authors offer their own vision of the organizational aspects, the provisions of which are advisable to use in organizing training for RSL translators.*

Key words: *training of translators, Russian sign language, educational process, professional education.*

JEL classification: *I200, I290.*

Introduction

Sign languages are a consequence of the development of modern society, confirmation of its inclusiveness, social orientation, attention to each member of society, regardless of his possibilities. The needs of society for knowledge of sign language are great, and not only because part of it cannot communicate in another way. But because such a knowledge of sign language is designed to eliminate and compensate for numerous barriers of interaction.

Knowledge of sign language, the ability to understand and use it, is a useful skill for any person. Of course, first of all, for people with hearing impairments themselves. Secondly, their social environment. Thirdly, specialists who work with deaf people and their families, for example, doctors, social workers, teachers. And also everyone who works in the service sector. This indicates the importance of organizing training in sign language, and, first of all, training of translators on professional level.

Training of Russian sign language translators on higher level of education in just in the beginning of developing in Russia [9; 17; 19], a full description is not found in the scientific literature at the moment. At the level of secondary vocational education, training programs for specialists in the organization of signage communication have been implemented for several years [4], but we also did not find fundamental research in the scientific literature.

Our assumption that, in general, the preparation of RSL translators fits to the main outline of any educational program, however, there are a number of features dictated by the specifics of subject of study, teaching methods, such as a special mode of study.

Induction, deduction, literature analysis, comparative analysis, unstructured observation are used as research methods. The result of the research will be a number of proposals based on teaching experience and regulatory documents that are recommended for use in the educational process.

Methodology

Subject of our research is the organizational aspects of the educational process at different levels of education of translators of RSL.

The research objectives are:

- highlighting the basic pedagogical principles of training translators of RSL;
- identification of basic concepts based on the analysis of regulatory documents for organization of educational process;
- analysis of our own experience, as well as the experience of colleagues in organizing the training of RSL translators;
- formulation of author's proposals on the issues studied and their comparison with the regulatory legislation.

The empirical basis of our study is educational organizations of Russia located in its different regions. The main source of data was the Russian State Social University (Moscow), which is a recognized leader in social education and training of students with hearing impairments. This university has a laboratory of Russian sign language. It has 216 students with hearing impairments (2021).

Results

1. Normative regulation of educational process

Organization of the process of training Russian sign language translators should obey certain general didactic principles that can be formulated based on the norms of educational legislation [5–7; 10; 11; 15; 16].

General didactic principles are the principle of conscientiousness and activity, scientific nature, systematicity, connection between theory and practice, visibility, strength, accessibility and an individual approach.

Scientific principle determines the mastery of elements of scientific knowledge about the world around them on a sign basis and familiarity with the elements of knowledge about sign language as a sign system.

Principle of systematicity assumes the formation of knowledge in a certain sequence, the purposeful enrichment of the ideas already existing, as well as continuity in the development of speech and logical knowledge and skills (i.e., their step-by-step build-up).

Principle of connection between theory and practice guarantees the mobility of the acquired knowledge, their practical application, the demand for knowledge and skills in a variety of activities.

Principle of strength obliges to provide conditions for meaningful assimilation and variable use of educational material.

Principle of visibility is very important for lessons organizing. The special meaning of its implementation is the possibility of activating speech activity, creating a situation where everyday experience is in demand: a picture or a natural object facilitates actualization, encourages remembering, telling, asking questions, denoting a situation given by grammatical means with a gesture for the subsequent establishment of linguistic patterns of sign language. The teacher directs the thoughts of children, pushes them to the necessary conclusions, generalizations.

Principle of accessibility means creating conditions for supporting and developing sign communication in the classroom. This principle establishes not only the degree of complexity of the educational material, but also its optimal sufficient volume, without which the speech development of students is impossible.

Principle of consciousness and activity implies the stimulation of independent mental activity, encouragement to questions, independent statements, priority of the child's active position.

Individual approach in organizing experimental teaching of sign language has its specificity. The level of development of students' sign language is taken into account when determining the volume of theoretical information about sign language for assimilation.

Special principles are also implemented: principle of correctional orientation, the unity of teaching the basics of science, verbal speech and sign language, intensive development in activities, intensification of verbal communication.

System-forming principle is interactive teaching as a communicative dialogue with the use of methodological methods of speech development and familiarization with the environment known in the world practice.

An important role is played by the documents that determine the organization of the educational process: Federal State Educational Standard (FSES), basic professional educational program (BPEP), curriculum, and class schedule [13; 18]. When forming them, it is necessary to take as a basis the corresponding state educational standard and educational programs developed in relation to its content.

Curriculum is a splitting of content of educational program by academic course, discipline and year of study. In educational institutions, as a rule, two types of curricula are developed and approved: prospective (for the entire period of study) and working (for the academic year). In vocational education institutions, curricula are drawn up for each area of training (specialty).

2. Organization of the educational process

Duration of academic year in vocational education institutions is determined in accordance with the curriculum for certain areas of training or specialties. The start date of the academic year can be postponed in secondary specialized educational institutions for part-time evening education for no more than 1 month, for part-time education for no more than 3 months, and in universities – for no more than 2 months (by the decision of Academic Council). The minimum length of vacation is defined in the Model Regulations. So, students of secondary specialized

educational institutions are provided with holidays at least twice during a full academic year with a total duration of 8-11 weeks per year, including at least 2 weeks in winter. For university students, the duration of holidays during the academic year is at least 7 weeks, of which at least 2 weeks – in winter [10; 11].

Based on the curricula of educational process, a schedule of classes is drawn up for a certain period of it, for example, for a semester (in vocational education institutions). The main types of training are determined by the Standard Regulations on educational institutions and local acts of institutions. For example, regarding the direction of training “Organization of sign language communications” in secondary educational institutions, the following main types of training are established: lecture, practical lesson, test work, consultation, independent work, industrial (professional) practice, coursework (course design), graduation qualification work (diploma project, diploma thesis), as well as other types of training sessions can be conducted. Similar types of training are conducted in universities. For all types of classroom studies, a duration of academic hour is established. In institutions of secondary vocational education, it is 45 minutes, while in universities it can increase up to 50 minutes [13].

Regarding the sequence of modules or disciplines in semesters, the basic principle that should not be violated is the principles of logical consistency and continuity.

Legislation, local regulations of educational institutions, as well as agreements on the provision of educational services determine the specifics of the organization of the educational process in obtaining education in various forms (correspondence, part-time, self-education and external studies).

3. Requirements for institutions

Mastering educational programs requires considerable efforts and time from students [20]. According to the experience of teaching RSL, the duration of 1 lesson cannot be more than 1.5 hours. The break must be at least 15 minutes. After two 1.5 hour sessions, a break must be made at least 1 hour. A prerequisite for rest is distraction from the subject of study and switching attention. These provisions are especially relevant at the stage of the first acquaintance with the vocabulary. The maximum load in 1 day cannot exceed 4 one and a half hour sessions [12; 3].

In requirements for organization of educational process, one can also distinguish rules on the maximum occupancy of groups. Their observance is not only of medical and hygienic importance, but also allows to ensure the effectiveness of the educational process, good assimilation of the material, current control of knowledge, the organization of optimal interaction between students and the teacher during classes. In the case of organizing sign language training, the number of people in the group should not exceed 8-10 people. This norm is due to the fact that sign language is quite difficult to learn, because in addition to the auditory and visual, a great load falls on the motor and speech motor functions of the body. At the same time, sign language is a foreign language for students [2], therefore, the filling rate should be regulated by legislation related to the formation of foreign language learning groups. In the study of a sounding foreign language, only two are involved: the auditory and visual functions. In the study and practical application of the Russian sign language, 3 functions and 3 analyzers are involved: auditory, visual and motor and, accordingly, auditory, visual and motor memory [1; 8].

Learning process is not limited to the verbalization of the material. The teacher needs constant tactile contact with students: setting fingers (fingerprinting), practicing gesture components (configuration, location, movement and features of hand movement), controlling the correct demonstration of the gesture from several angles (like a 3D format), practicing correct articulation and non-manual components gesture. Moreover, it is necessary to develop and practice the receptive and expressive skills of students from the very first stage of training. In the case of an increase in the group, the quality of teaching decreases in a mathematical progression due to the fact that the individual-collective time for working out and controlling practical skills increases. Quizzes of all students at the same time (written work on the material)

in this type of training are not used. The same features of the study of sign language determine the obligatory circular landing of students – the teacher must see the synchronous execution of elements of a gesture, a phrase. In turn, students must see the teacher and his hands as close as possible, and also see each other and each other's hands, because in this case, eye contact of all participants in the educational process is required [2].

Training program for mid-level specialists should ensure:

- implementation of practical exercises;
- training in educational which fits to educational goals [4].

Regarding sign language, it should be noted that the use of distance technologies is impractical and has an inverse correlation with the quality of learning the material. Elements of e-learning (video) can be used as material for research, analysis by students, as an example of the work of a translator, but nothing more. Video training without feedback and the ability to observe students in different projections does not lead to a significant result [2].

4. Assessment of formed competencies

Assessment funds are created to monitor and evaluate the results of study. Forms and methods of control and assessment of the formed competencies of future Russian sign language translators can be testing for knowledge of the theoretical foundations of translation activities, a written examination for knowledge of the theoretical foundations of translation activities, demonstration of translation (direct consecutive, reverse consecutive, direct simultaneous, reverse synchronous), assessment of the submitted translations texts in a practical lesson, expert assessment of the implementation of translations of various types (forward sequential, reverse sequential, forward synchronous, reverse synchronous). The result of mastering the professional module should be an assessment of the student's readiness to perform a specific type of professional activity with the assessment «The type of professional activity mastered / not mastered».

Practical training of students on the profile "Organization of signage communications" can be organized:

- 1) directly in an organization that carries out educational activities, if students who are carriers of RSL study in this organization;
- 2) in an organization carrying out activities in the profile of the relevant educational program (hereinafter – profile organization), including in the structural unit of the profile organization intended for practical training, on the basis of an agreement concluded between the educational organization and the profile organization [16].

When implementing the training program for specialists in the field of organizing signage communications, the FSES for the following types of practices: educational and production.

Practice consists of two stages: practice according to the profile of the specialty and pre-diploma practice. Attestation based on the results of industrial practice is carried out taking into account (or based on) the results, confirmed by the documents of the relevant organizations.

Discussion

Professional education is a good base for training of translators. But what about specifics of educational process in universities? Higher education in Russia is free of charge and the annual competition for universities is very high. Many students want a college degree and hearing impaired students are a very sensitive group prone to many turbulences. Admitting a student with a hearing impairment is a responsible act for the university, requiring many efforts.

Structure of the bachelor's program includes a mandatory part (basic) and a part formed by universities (variable). It lets to implement bachelor's programs with a different focus (profile) of education within one direction of training.

University is obliged to form the socio-cultural environment, to create the conditions necessary for the comprehensive development of the personality of future translators. Competence-based approach should provide wide use of active and interactive forms in

combination with extracurricular work in order to form and develop professional skills of students. Within the framework of training courses, meetings with representatives of Russian and foreign companies, government and public organizations, master classes by experts and specialists should be provided [14].

The proportion of classes conducted in interactive forms is determined by the main goal (mission) of the program, the peculiarity of the contingent of students and the content of specific disciplines, and in general, in the educational process, they should be at least 20% (10%) of classroom lessons. Lecture-type lessons for the corresponding groups of students cannot be more than 40% (45%) of classroom lessons. In the total number of classes in disciplines related to RSL, the proportion of interactive classes should be at least 60%, lectures – no more than 20%.

The curriculum of each discipline (module, course) should clearly formulate the final learning outcomes.

Then the curriculum is developed; the schedule of the educational process, including the calendar schedule; list of practice bases; BRI staffing table; regulations on the organization of the educational process at the university using the credit system and regulations on the modular organization of the educational process.

An obligatory component of educational program is the practical training of students. Goals and objectives of practice are determined by federal state educational standards of higher education.

Conclusion

Training of Russian sign language translators is an important area of training that has not only practical but also social significance. But this educational process requires a special approach, compliance with special requirements, recommendations and conditions. Contemporary educational institutions are trying to make great effort to develop this area of training, to fulfill all the conditions and comply with the requirements for the organization of the educational process. These organizational conditions are provided for by the existing legislation, however, it should be noted that this is not enough for the high-quality organization of training for Russian sign language translators. For example, there are serious inconsistencies in the federal state educational standard "Organization of deaf communications", the elimination of which will inevitably entail changes in the organization of the educational process in colleges and universities. There are no normatively fixed norms for the size of student groups, which is extremely important in teaching Russian sign language translators. At the moment, the transition of the educational process to the online mode has become a serious problem, which catastrophically affects the quality of training of specialists in communication and translation. All the difficulties that arise make it necessary to continue developing recommendations for organizing training for Russian sign language translators.

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CONTACT INFORMATION:

Afanasyeva Olga Olegovna
Candidate of Pedagogical Sciences
Associate Professor

Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: kopninaoo@rgsu.net

Karpunina Anastasia Vladimirovna

Candidate of Sociological Sciences
Associate Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: karpuninaav@rgsu.net

Anikeeva Olga Aleksandrovna

Candidate of Historical Sciences
Associate Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: anikeevaoa@rgsu.net



Kazakova E.V.,

Associate Professor, Department of Pedagogy and Methods of Primary Education, Novosibirsk State Pedagogical University, Novosibirsk; Postgraduate Student, Russian State Social University, Moscow.

E-mail: elekta@nxt.ru

ORCID ID: orcid.org/0000-0003-0158-7264

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Interaction of a Primary School Teacher with Foreign Parents

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Annotation: *monitoring the process of teaching and educating migrant primary students, discussion with primary school teachers on the issues of education and school-adaptation of this category of students indicate the relevance of this issue and the necessity of further research. Despite the numerous scientific developments in the migrant pedagogy field, there are issues such as harmonizing relations and interaction between teachers and foreign parents. The successful adaptation of migrant primary students is associated with the necessity of effective communication between the teacher and students' parents. It is necessary to establish a process of communication and cooperation to harmonize the teacher-student-parent relationship. In order to accomplish this, the types of assistance to the teacher are presented, contributing to the psychological and pedagogical support of migrant students, efficient forms of work with the class team involving parents, including migrant parents.*

Key words: *primary school teacher, foreign parents, migrants, students, foreign primary students, adaptation, education, cooperation, interaction.*

JEL classification: *I200, I290.*

Introduction

In our days, the problems of interethnic communication, psychological, pedagogical, social support for migrant students is being researched, and considerable scientific experience has also been accumulated. The works of E.V. Bondarevskaya [3], G.U. Soldatova [16; 17], V.S. Kukushin [12], V.V. Konstantinov [11] take the important part in the formation and development of migration (migrant) pedagogy and psychology.

The works of S.N. Kirichenko [7], I.V. Babenko [1], E.A. Kochetova [9; 10], E.A. Trushkina [20], R.A. Orlova [15] and others, are devoted to the problems of ethnocultural interaction, formation of the culture of interethnic communication (including among primary students). They also expose the issue of the development and children's adaptation in connection with forced migration.

The issue of foreign primary students adaptation (Lat. Adaptatio – adaptation, adaptation) to the Russian school in modern conditions does not lose its relevance.

According to the definition by L.V. Mardakhaev, as "social pedagogy", "social adaptation means the person's adaptability to the conditions of the social environment, society. It creates the preconditions for its fullest, natural self-expression" [14, p. 122].

Teachers, psychologists and heads of general educational organizations everyday face the problems of psychological, pedagogical and social adaptation of foreign primary students. A special part in the child's successful school-adaptation is given to a primary school teacher.

The primary school teachers are versatile. First of all, they teach almost all academic disciplines (and in some schools also teach fine arts, physical education, music). They are also homeroom teachers. They create children's teams, organize the leisure for students, and often these teachers are also psychologists.

Primary students receive knowledge from their teacher, and also acquire the most important educational skill – the ability to learn. It is the primary school teacher who helps children to start exploring the world around, learn to analyze, experiment, draw conclusions – to gain general knowledge, which will later become the basis of any profession. The contribution of the primary school teacher to the spiritual and moral education of children is also valuable.

Methods

In recent decades, more and more multi-ethnic classes have appeared in Russian schools. Monitoring the changes of the polyethnicity in educational institutions shows that there are several schools in Novosibirsk with up to 70% of migrant students. In connection with this situation, one of the aims of an educational institution and a primary school teacher, is to help a foreign student and his parents to easily integrate into a new linguistic and cultural environment, taking into account and retaining their religious beliefs and national features: "Every nation preserves and strengthens in its ethnic memory its special values, behavior stereotypes and interaction, ethnic moral norms..." [4, p. 14].

There are many publications in the scientific literature regarding the formation of tolerance in society. Tolerance is a topical and even "popular" word in modern scientific works and everyday communication. Everyone knows and talks about tolerance in building relationships. But the problem of intolerance in society is still relevant, as good as the issue of interethnic tolerance at school. Interethnic tolerance is a tolerant attitude to people of other nations. This is the ability not to transfer the shortcomings of some nation representatives to other people.

Sometimes a primary school teacher faces intercultural, interethnic conflicts among students. In order to prevent or solve a conflict, the teacher needs to build relationships among students and parents, taking into account the features of interethnic tolerance.

Primary school teachers approve: unfortunately, some parents do not always welcome migrants. Their children copy this intolerant attitude and bring it to the class. Therefore, if the negative attitude of students towards the migrant child has been noticed, the teacher must respond to a specific situation. Better to prevent it. For example, to hold a meeting with parents in advance and draw their attention to a tolerant attitude towards migrants, and also to the inadmissibility of negative statements at home to foreign parents and their children.

Results

1. Interaction of primary school teachers with children and their foreign parents.

1.1 How to help primary school teachers working with foreign children.

The primary school teacher, as well as the middle and senior teachers, usually does not have special skills for teaching and educating the foreign children (mostly foreigners with poor Russian or not speaking Russian at all). The teacher faces a delicate situation. As soon as possible, it is necessary to help the child adapt to a different cultural and communicative environment (or at least begin the adaptation): try to include him in the educational process as soon as possible and ensure that the child slowly begins to communicate with the teacher and classmates.

The primary school teacher controls this complex psychological and pedagogical mechanism already in the process of teaching a particular child (or several students). At the same time, develop personal skills in the methodology of teaching Russian as a second language, and the pedagogy of interethnic interaction. During the educational process it is important for the

teacher to ensure humanistic communication between Russian-speaking children and foreign children.

It should be noted, recently there has been more and more scientific literature on psychological and pedagogical support and education of foreign students. Educational and public organizations of Novosibirsk, using the experience accumulated and described by scientists and teachers of educational institutions of St. Petersburg, Moscow and other cities (where the problems related to migration were identified much earlier), as well as the results of their own practice of interaction with children and foreign parents, suggest training manuals for teachers [5, 6], provide an opportunity for teachers to participate in conferences, round tables, meetings on the issues of interethnic interaction and education of migrant children.

Refresher courses for teachers, organized with the implementation of scholarships of various levels by teachers of the Department of Pedagogy and Methods of Primary Education (School of Primary Education, Novosibirsk State Pedagogical University) are very popular.

Another important part is the university training of future primary school teachers to work in multi-ethnic classes. The Department of Pedagogy and Methods of Primary Education of the NSPU decided to include the following programs in the curriculum: "Psychological and pedagogical education, subprogram: Psychology and pedagogy of primary education" and "Pedagogical education, subprogram: Primary education and foreign (English) language", subjects: "Teaching migrant children", "Teaching children-foreigners".

The practical training of bachelors of pedagogy education also forms the necessary skills for the future teacher to work with a multinational group of schoolchildren. Under the guidance of an experienced teacher and head of practice from the university, during practice in classes with different ethnic backgrounds, students gain experience of interacting with both bilinguals (bilingual children) and foreigners (children with poor Russian or even not speaking Russian at all). Students are trained in methods and techniques of working with foreign children in the process of monitoring the work of a coach-teacher, as well as working with children individually during classes and on overtime. For example, helping with exercises, homework, or involving children in active games between classes.

Thus, young specialists come to work at school with a general idea of the educational process organization in a multi-ethnic children's collective. They understand the necessity of building relationships among children and parents, considering the principle of interethnic interaction; they know some methods of teaching Russian as a non-native language.

Interaction of the primary school teacher with parents contributes to the successful school-adaptation of foreign children. Realizing the importance of the adult support for the foreign primary students, the teacher builds a unified educational environment.

1.2 Difficulties in interaction between the teacher and foreign parents and solutions.

Interaction between a primary school teacher and foreign parents is not limited to the traditional actions: drawing up documents, collecting information about the student and his family, the attendance of foreign parents at the parent's evening. Later, we will consider the various forms of effective pedagogical communication between primary school teachers and foreign parents.

The interaction between the teacher and foreign parents can be complicated by many different aspects: parents' poor Russian, their mistrust of school or the Russian speaking environment in general and (or) a particular teacher (including due to an unsuccessful previous communication experience); features of the parents' behavior related to national, religious, family traditions, etc.

In addition, migrants "are shaken by living in a new ethnic environment, and therefore do not seek contacts. Each migrant family is characterized by increased anxiety related to changes in the living conditions, low income, lack of a permanent place of residence, and sometimes even job" [18, p. 169].

The most common problem at the stage of acquaintance is parents' lack of Russian language skills (more often from the mother's side) or an extremely poor Russian. It creates obstacles in communication, and sometimes makes it impossible for the teacher to interact with parents, and also makes it impossible to help the child with homework.

Migrant families often cannot afford fee-based language courses. They live in the diaspora, communicate within and between families only in their native language.

Technically, a primary school teacher does not have to solve this problem. But the analysis of the experience of interaction between school teachers and parents of foreign children shows that teachers have no other options but to take part, as far as possible, in the development of the linguistic and cultural competence of migrant parents, to improve their educational and cultural level.

According to the results of a study of the personal qualities of a primary school teacher required to work with migrant children, "the most preferred features for students are kindness, fairness, and a sense of humor. Less significant features are demanding, faith in a student, responsibility, dedication" [8, p. 44].

"The priority features, from the parents' point of view, are justice, pedagogical tact, insistence, patience" [8, p. 44].

As we can see, the teacher's most important qualities for children and foreign parents are different. Fairness was noted by both groups of respondents. But for a primary student, due to psychological and age characteristics, support, approval by the teacher of his new educational activity is important. Obviously, this explains why children choose "benevolence". Primary students are just moving from one leading type of activity to another — from playing at preschool age to learning at school. Apparently, this is why they perceive the concepts of "sense of humor" and "play" as connected, because play is always fun for them. Children begin to appreciate the demanding teacher by the senior classes.

For a formed personality (parent), the relevant qualities of a teacher are completely different. Having, although not professional, but still pedagogical (parental) experience, they realize the importance of a tactful and patient attitude towards children, as well as exactingness.

It should be noted that qualities such as responsibility and dedication are more necessary in organizing professional activities for the primary school teacher himself.

That is why, from the very beginning, it is necessary to build relationships showing to foreign parents the primary school teacher's features: responsive, tactful, caring, friendly, competent, an assistant in the childrens' education and development.

It is important to find out a family's place and living conditions, financial situation, interests and problems. During the conversation, the teacher can easily determine the parent's level of speaking Russian. The first conversation should create a favorable climate for further effective communication and cooperation in the child's school-adaptation and in his education.

There are examples of activities promoting effective interaction between a primary school teacher and foreign parents:

- parents' evening (including trainings, team-building, round table);
- individual (or group) conversations about the traditions of the educational institution; about the child, his successes and difficulties, behavior at school, public places, etc.;
- school of the Russian language, including online classes (if the teacher knows the methodology of teaching Russian as a foreign language).

Parents of first graders may require additional attention, if it turns out that the child is not ready for school: psychologically (it should be recommended to immediately meet a school psychologist), physically – the child cannot do elementary self-care actions, does not know how to properly hold writing materials in his hands, the hand is not ready for writing, etc.

The listed points and other problems, for example, the unwillingness to accept general educational requirements: to listen to the teacher and students' answers during a set time

interval, to act in accordance with the teacher's assignments at school hours and during breaks – are often related to the fact that the first grader did not attend preschool. In this situation, the primary school teacher gives parents recommendations or instructions on how to solve these problems as soon as possible. It can be extra homework for a student by a parent under the guidance of a teacher or attending organizations of additional education (schools of child development).

The primary school teacher often takes on some tasks in solving problems: makes up individual conversations with a first grader, gives extra classes, where teaches the student how to handle writing utensils, prepares his hand for writing, etc.

Discussion

A primary school teacher should not be alone in solving the problem of foreign children's school-adaptation. A school psychologist, the administration of an educational institution, social services, public national organizations supporting foreigners on the territory of the Russian Federation should assist.

Nevertheless, the polyethnic nature of the class supposes the educational process involving the entire class. Russian-speaking and foreign parents are also supposed to be involved. Involving parents (both Russian and foreign) in joint activities helps to unite the team (both children and adults). This develops intelligence, creativity, contributes to building benevolent relationships in a multiethnic class.

There are some forms of "teacher – children – parents" interaction in a multiethnic class.

1. Class hour (Ethno-tolerance training [13].
2. Project activities: "I am proud of my ancestors", "My relative is a veteran of the Second World War", "The values of our family", etc.
3. Quiz: "Traditions of my people"; "Bатыр, Байатур, Богатыр ..." (a linguistic game to compare and find common ground in the language systems of the Russian and Turkic languages); Ethnofolklore [19].
4. Master-class by parents.
5. Exhibition of joint children and parents' artworks.
6. Environmental activities: "Save the tree" (collecting waste paper), "Plant a tree at home", "School garden", etc.
7. Family sports: relay races, cross-country skiing, tug-of-war, playing chess, etc.
8. Decorating the classroom.
9. Participating in school plays (parents take part in preparations as consultants, actors, costume designers, decorators, etc.).
10. Festivals of folk songs, national costumes; poetry reading, music concerts.

Having camps or trips is also a good way. In an informal environment, children and parents get to know each other better, communicate a lot. The teacher and parents plan activities so that each family can present their own culture: songs, dances, etc.; family sports; national children's games: "Dupy Tashar" (Uzb. – "Throwing a skullcap"); the folk Uzbek game "Ok terak, kuk terak" ("White poplar, blue poplar"), for example, it has a Russian analogue "Forged chains"; the Tajik game "Rescue the Caught" ("Zindakunak") is very similar to the Russian outdoor game "Chai-chai-vyruchai" (freeze tag); the Kirghiz game "Put a scarf" ("Zhoolukh tashtamai") – it is Zarya-Zaryanitsa in Russia.

At lunch, parents can present the national cuisine. Dishes are prepared in advance by them and their children at home. They can serve dishes wearing folk costumes. The dish presentation can be complemented with a short story in Russian about the history or reasons for the appearance of this dish in the national cuisine, the rules for serving and eating it.

By the fire or at an evening event, it will be useful for parents to tell about the traditions of their people; children also like to listen to legends, parables, adventure stories of the ancient times.

Some teachers make it a tradition for the class to celebrate some national holidays. On the spring holiday of the peoples of Asia "Nauryz" (Navruz), for example, on March 21 (the Spring equinox day), children and their parents are invited to a class tea party. Each family brings a sweet national treat at will.

Such events contribute both to the linguistic and cultural enrichment of the participants, and to unite the class and parents.

Conclusion

Despite the efforts of scientists, their numerous theoretical and practical developments, the problems of education, cultural, psychological and social adaptation of migrant children are still relevant in modern pedagogy and psychology.

A primary school teacher has a special role to play in this context. "It is the primary school teacher who can do a lot in maintaining interethnic and interfaith peace in Russia: it is easier to train than to retrain, to educate than to re-educate" [2, p. 9]. It lays the foundations of humanistic relations, interethnic tolerance.

Parents greatly appreciate the teachers' concern for their children. And when we apply for written permission for students to have extra classes with children on overtime (under the guidance of a teacher training university tutor), foreign parents gladly give such consent. Both pupils and students themselves are happy to interact. Many of them develop friendly relations with the primary students. A pupil Minaya, for example, became so attached to her tutor that she offered to call herself Nastya. We jokingly replied that we would not be able to distinguish them then. And Minaya is an unusual name meaning "happy moon", and no one among us has such a wonderful name.

"I am glad that every day Sevara speaks more and better, overcoming her shyness" (Margarita K.).

"Emin is a talented student and if he is being guided, he will achieve excellent results" (Maria F.).

"I was very interested in this work, it was pleasant to teach and take care of Minaya. She is a kind, friendly, diligent girl who really wants to learn. She dreams to become a doctor, and I think that her dedication and thirst for knowledge will help her achieve this goal" (Anastasia H.).

"Communication will unite us and make us a big multinational family, where everyone is important and necessary for the favorable development of our state" (Julia K.).

By engaging in interaction with children and foreign parents, students learn to understand the features of foreign mentality, religion, take into account the differences in national cultures, and accept foreigners as they are. They learn everything that a primary school teacher should be guided by in the professional activities when working in classes with a multi-ethnic composition.

The positive interaction of the primary school teacher and foreign parents will have a beneficial effect on a foreign student's school-adaptation.

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CONTACT INFORMATION:

Kazakova Elena Vladimirovna

Associate Professor

Department of Pedagogy and Methods of Primary Education

Novosibirsk State Pedagogical University

Viluyskaya, 28

620126 Novosibirsk, Russian Federation

Postgraduate Student

Russian State Social University

Wilhelm Pieck str., 4, build. 1

129226 Moscow, Russian Federation

E-mail: elekta@nxt.ru



Pereverzeva M.V.,

Doctor of Arts Sciences, Associate Professor, Faculty of Arts, Russian State Social University, Moscow.

E-mail: melissasea@mail.ru

Scopus Author ID: 57201882586

ORCID ID: orcid.org/0000-0003-4992-2738

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The Works of Contemporary Composers in the Teaching Repertoire of the Music Institutions: Mastering Problem

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Annotation: *the article's subject is avant-garde music of the 20th century and problem of its mastering in educational process in music institutions. The purpose of the work is providing the methodological recommendations for the mastering of avant-garde music in the training of music educators. The results of the work are follow: there have been detailed examination of the basic concepts and artistic and aesthetic principles, as well as the expressive means of this music, the problems of perception of modern compositions and its presentation in the educational process of institutions, the analysis and performance of avant-garde music, the theory of modern composition, the evolution of the piano performing style. Novelty of this article consists of scientific and practical results of music teachers' work achieved by researchers, develops advanced ideas of domestic and foreign authors, but first of all it is designed to solve the main dilemma of art and education: the stylistic restriction of music, mastered by future music educators; the availability of highly artistic musical works that require conventional performing skills, and their absence in the teaching and concert repertoire of musicians; insufficient use of educational potential of avant-garde music in the training of music educators. Conclusions: piano music of American minimalist composers provides a comprehensive education of future music educators in the field of history and theory of music, the evolution of the musical language and performing style, students' mastering of special competencies, thereby contributing to the formation of students' universal professional performing skills and abilities.*

Key words: *piano music, contemporary composers, teaching repertoire, minimalism, repetitive technique, musical institutions.*

JEL classification: *I200, I290.*

Introduction

The most important task of modern education is the formation of a wide range of competencies in students, giving them the professional versatility and diversity of artistic and aesthetic tastes and ideas during the learning process. Pedagogical observation showed that many students do not want to play an instrument because of the lack of interest in the performed pieces, which they encounter in every anthology, offered by teachers for years. Reason is simple: it is not studied in the history of music courses and music-theoretical disciplines; it does not enter into the number of mastered works in the performing training class.

Composers of XXth century used in their creative works avant-garde compositional techniques, genres and forms, so this is what makes this avant-garde and unusual-sounding music available in terms of complexity for students of music education institutions. The main idea of this work, which distinguishes it from previous studies, is the need and the real possibility of the

modern youth' mastering of avant-garde music through the activation of motivational-valuable, cognitive and practical perception of a new style on the one hand, and familiarizing with the artistic avant-garde in its most simple forms available to students, as in the pieces of American composers-minimalists, on the other. Already known and proven scientific and practical approaches to the problem of music educator's mastering the modern music are supplemented by a specific process model and pedagogical technologies of students training for performance of minimalist piano pieces, methodological recommendations for its mastering and presenting in teaching and concert repertoire, by introducing into the scientific usage the new theoretical and historical facts, performing principles, teaching methods and ways of familiarizing youth with the avant-garde academic music [1, p. 198].

A great contribution to the study of minimalist music was made by historians and theorists who have identified artistic and aesthetic principles and methods of composition of avant-garde musicians [3, p. 140]. The music of the fourth composers was called in different ways in the period of its emergence: minimalist, repetitive, meditative, pulsating, acoustic and ABC-art [7, p. 576]. The first term means the composers follow the principle of material reduction to some notes or chords, so minimum of means was used in minimalists' pieces [20, p. 239]. For example, Philip Glass in his cycle "Metamorphoses" uses patterns consisting of 2–3 notes.

At the forefront, they placed the sound like a basic element of the whole composition, based on the principle of repeated playing of rhythmic-melodic patterns without modifications or with gradual modifications. Patterns could be presented as a simple sound complex (low-volume scale or triad), repeated throughout the large part of the composition if not throughout the whole composition. This composition technique has been called as repetitive technique [6, p. 205]. It was the most common, but not the only technique of minimalist style [21, p. 65]. Composers also used methods of varying, adding new sounds to ostinate patterns, as well as shifting polyrhythmic and polymelodic cells.

Another feature of minimalism is the continuous rhythmic pulse that permeates the entire body of the composition, hence the term pulsating music. Acoustic music receives its name due to the repetitively leading principle in the composition that changes the timbre coloring of the sound of natural instruments. Minimalist created a single unique style based on synthesis of different, predominantly Middle East, African and Asian, musical and religion traditions [20, p. 239]. However, despite the commonality of trends and available close techniques of composition, each of the minimalists found his own creative way, breaking the boundaries of one musical direction.

Methodology

As can be seen from the review of historical and theoretical concepts and views on minimalist music, it can be described as complex, unconventional and unordinary in comparison with that children and youth learn in the classroom or listen to on the radio or on television. As notes Lazarev (2003), the perception of avant-garde music is a certain difficulty for students, due to the specifics of the music itself, which is very different from the traditional compositions, as well as due to the fragmentary nature of its inclusion in the education content of future music educators. In other words, if this music were included in the educational process of schools and colleges, were studied from the early childhood, then in the culture and arts institutions teachers would not face such a lack of understanding to avant-garde music, which has long become a classic. According to the researcher of the process of music educator training, the skill of perception of avant-garde works will be formed under the condition that, among other things, specificity of students' perception of avant-garde music is defined and technology aimed at preparing students to perceive avant-garde music is developed [15, p. 245]. Understanding of music, its form and content can enhance an aesthetic experience. Thereby intellectual activity is enriched with emotional one [11, p. 368].

Igotti (2011) develops methods of mastering modern vocal music, Nikolaeva (1986) works on methods of mastering of modern music in children's choirs, however, in respect of piano music of the XX century, such methods or recommendations have not yet been developed. Ivachenko (2001) considers that the comprehensive art and aesthetic development of student-musicians to be necessary. Balchitis (1967), following the same principle, offers a multidimensional approach to familiarizing children with modern music. Bogatov (1998) emphasizes the necessity of formation of spiritual and moral values of music teachers, and Komarova (1985) highlights the current views on the problem of perception and mastering the music of modern composers are narrowly centered on one: the need to develop and apply pedagogically appropriate methods, which would be effective and corresponding to the nature of modern youth's perception of music and their taste preferences that must be taken into account when teaching contemporary music to achieve results. With the approach of finding common ground between the XX century avant-garde music and the spiritual aspirations of the XXI century students, it is possible to avoid difficulties in solving the existing problems of musical education. Within the main problem – the lack of avant-garde music works of the XX century in the educational repertoire of higher music education institutions – we highlight the following unresolved problems: the lack of organizational and education environment promoting the presenting the minimalists' works in the educational repertoire of higher music education institutions, scientific and methodological aids on the theoretical and practical mastering of XX century avant-garde. This study is devoted to the solution to these problems.

Results

Methodologists believe that in the process of educational work it is important to widely use generalization at the initial stage of training, formed on the basis of a minimum number of appropriately organized observations [5, p. 232]. Before starting to develop a model of the skills and competence formation process to perform minimalists' piano compositions, which fully deserve the attention of higher education students, mastering the game on the piano, it is necessary to form a motivational-valuable attitude to it and cognitive perception. The path of development of these qualities in a person is quite traditional: studying of history and theory of different styles of music, including contemporary music; identification of their philosophical and aesthetic principles, moral and ethical values embodied in avant-garde music, universal ideas, highly artistic ideas and images. With the inclusion of minimalists' works in the music history courses students form at least the interest in this culture if not a serious hobby, the desire to study it deeper, to master the artistic style, which may be in tune with students' state of mind.

Composers were inspired by religious, including mystical teachings of the countries of the Middle East, Asia and Africa; the religious and philosophical principles of Buddhism were also reflected in the music of the minimalists [4]. The principles of musical improvisation directly during the performance of the piece here and now on the basis of repeated melodic and rhythmic structures were borrowed from the traditional music of India and the ritual folklore of African tribes. The creative process becomes meditation: the performer and the listener plunge into a state of spiritual balance and harmony. The author's self and the traditional idea of opus for European musical culture are denied.

As noted by A. Krom: there were two centers of gravity that influenced the musical language of the minimalists: this is a fascinating refinement of the Indian raga and the hypnotic regularity of the African drum technique <...> Improvisational nature of raga, its incompleteness and meditative contemplation were in tune with the minimalist aesthetic, initially gravitating to non-European forms of music-making [14, p. 218]. The minimalists spoke with the audience the today's language [13, p. 290], however, the most universal musical style has developed in Terry Riley and Philip Glass, and for this reason, and their pieces have become the most popular and performed among the minimalists and do not lose popularity until now. Therefore, there

are good reasons to start mastering the music of American avant-garde with pieces of these musicians. As practice has shown, this music is spiritually close for today's audience as well.

The diagnostic method (interviews, questionnaires and observation) helped to reveal the lack of students' knowledge and motivation to study modern music. Moreover, many students for several reasons have developed a strong rejection of avant-garde music. Summarizing of pedagogical experience allowed not only to identify these problems, but also to determine the way to solve them: a pedagogical experiment, having the stating, forming and control stages that aim at the presenting of the minimalist composers' works in the teaching repertoire. At the starting stage, there were identified the grounds of the current situation and were developed an organizational and educational environment to improve it.

Higher institutions teachers, who studied using the traditional methods (mastering the music from Scarlatti to Shostakovich, a study of the theory and history of music at best until the mid-twentieth century), excluding the study of avant-garde works, just are not able to transfer the needed knowledge to their students and to captivate them with the avant-garde works; they do not have the skills of performing minimalists' music and methods of teaching it others; in some cases they lack music sheets for these compositions. These data were obtained through interviews and questionnaires. Summarizing the experience led to the development of a plan for further work. The forming stage of the experiment involved the actual students' mastering of minimalist music in theoretical and practical ways, which enabled to increase the motivational-valuable level of its perception.

A key step in mastering the minimalists' music, as well as avant-garde art in general, was the development of cognitive perception, allowing students to understand the essence of this style, its artistic and aesthetic and even religious and philosophical principles [16, p. 350]. Finally, at the end of the experiment, the works of minimalists were studied in the performing training class of music educators, which allowed to select and include in the teaching repertoire of higher music education institutions such compositions that correspond to the level of students' training and are the most interesting for them and popular for audience (students played minimalist music on the exams in the disciplines Musical and performing styles and directions, Musical and performing training). Practical, personal, tactile acquaintance with avant-garde compositions gives grounds for it to become a part of the student's personality, to penetrate into student's consciousness and to cause an intellectual and emotional response.

Hereinafter we present the historical and theoretical material studied by the students in the history of music course and in the art club music of the XX century. In the study of Terry Riley and Philip Glass music, the students were given a specific problem task: to identify and formulate the minimalists' music artistic and aesthetic qualities and principles, with help of which this music was so popular at the end of the XX century and which current audience may find close to them. The students, who are not well familiar with avant-garde art, were given a simpler task: to express their opinion about the advantages and disadvantages of these opuses. Thus, students formed a motivational-valuable attitude and cognitive perception of the minimalist's music. It should be noted that disclosed to the student's fact that the minimalist's music captured the interest of the largest representatives of business, politics and art, including pop stars, both in Russia and abroad, instantly attracted the attention of listeners and inspired them to study what once was trendy and advanced.

In 1964, Riley created his most famous piece in C for several pianists, which is a typical pulsating composition where the change of accents, meter-rhythmic shifts and variations play the key role. This composition is more complex to perform, as 53 different phrases represent melodically and rhythmically much more developed motifs. They are tonally expressive and specific: firm rising motion is replaced by sad short repetitions, and rising growing motion takes pause as if hanging note C. Then disturbing repetitions balance meditatively-lasting sounds, and finally, the music is filled with energy, movement, eventfulness. The initial phrase varies

and gradually transforms, so that the process of development of the piece form, close to the Baroque one-part type of development, symbolizes the process of metamorphosis of the image-state. Riley sought to use a minimal number of sound elements, but when in the process of development more were required, he introduced new ones.

The duration of one state in *In C* is accompanied by a continuous change. However, it is carried out in the development zone of quite strictly fixed form-scheme, which is an important aspect in Indian improvisation music. In the construction of the composition, there is reflected an idea of comparing several loops of magnetic tapes of different sizes, running on different tape recorders, and the emergence of numerous options of their overlapping (these methods composers practically mastered in the work on music for magnetic tape, widely developed in the United States). As usual, all figures are equal, melodically important and should sound clearly and expressively. T. Riley in his score to *In C* indicated only the heights and sequence of 53 figures performed by musicians independently of each other: each musician independently decides the length and pace of each group of sounds, how many times to repeat it and when to move on to the next [19, p. 608], which leads to a mismatch of phrase boundaries. Remarkably that the author did not specify the instruments in this piece, but most of the interpretations belong to the pianists.

Thus, the piano pieces of Terry Riley reflect the author's intention to immerse a listener in sound vibrations, causing vivid emotional impressions that immerse into the acoustic process. Unusual means of sound transformations, concentration on the acoustic phenomenon as such, internal sonoric metamorphoses of the material instead of external changes of thematic. However, Riley developed individual methods of presentation and development of repetitive music, creating captivating, fascinating, alluring and hypnotizing effects on the listener. The aim of Riley as a composer was to cause the emotional vibrations in the listener, he was convinced that the music should move at its own speed, and the audience should be captured by its movement. This feeling is caused by many improvised piano pieces-meditation of Riley [8, p. 190]. However, the purpose of the composer's music is not in effects: the main purpose it fulfills, namely, it has a peaceful psychological and positive physiological effect, reflects the laws of the universe, in particular, the principle of continuous evolutionary variation in the repetition peculiar for nature. Short motifs or sound phrases are played for the gradual changes by analogy with genetic changes in biology. Motifs undergo metamorphosis, like some animals or plants. They also replace each other as representatives of different generations in society. Different phrases in such compositions-improvisations are very closely correlated with each other, like all members of society.

Repetition itself is meaningless for Riley, what it expresses is central-the emotional vibrations in the listener's mind. Riley believed that music must embody spiritual categories, such as philosophy, knowledge and truth, the highest human qualities, and to realize this, music must achieve balance and peace [17, p. 128]. One of the methods to achieve spiritual balance, according to Eastern philosophy, is the objectification of activities, including those in the field of creativity. Riley embodied in his art of composer and performer the idea of free improvisation as an important aspect of spontaneous self-expression, activation of creativity. Most of his piano compositions imply a certain degree of freedom of an interpreter, who has the right to embody his own concept of music, if it is consonant with the author's worldview.

Discussion

There is the undeniable positive result of the conducted pedagogical experiment. During their study of minimalist music in the music history class, students analyzed it in detail and performed it in the class and on the exam for performing training not just having got acquainted with a new piano style, but also have become interested in it and convinced of its great educational and artistic potential. Future music educators have discovered a new world that provides many opportunities for pedagogical, educational, enlightening and performing

activities. At the control stage, the method of survey and questioning revealed a significant increase in the motivational value, cognitive and practical components of the perception and development of the American minimalist's music. An inclusion of new works of the XX century to the system of professional training of music educators becomes important in view of the universal culture-congruent education replacing the professionally narrowly-focused education. In this regard, students training for the perception of the avant-garde music are certainly important [15, p. 245].

In-class learning of minimalist composers' piano works and performing them on the stage is one of the options of such training. Their inclusion in teaching repertoire will contribute to the formation of professional performing competencies of the future music educator, the education of a versatile specialist who on a practical level has the skills of performing music of different times and styles. It is always difficult to change the centuries-long system of instrument play teaching on the example of perfect images of the art of the past, focused on strict adherence to traditions. However, it is high time to update stuck in the past educational technologies in the field of music-pedagogical education with new styles and directions of music mastered by students. In the XX century, avant-garde academic music and artistic interests, spiritual needs of listeners for certain reasons went divergent ways, which led to the exclusion of academic music from the lives of people who turned mainly to the pop and entertainment culture. It is time to stop this process of oblivion by the majority of listeners of avant-garde music, especially since among avant-garde musical works there are not only highly artistic samples, but also quite accessible ones in terms of training of modern music-educators.

Conclusion

The works of minimalists, due to the algorithm of pattern deployment used in the composition, exist as if in itself; sound combinations are created and multiplied as it were without the intervention and control of the composer. It gives freedom for performer. The form of the minimalist pieces is reduced to the nullification of functionally and structurally identical sections. Repetitions of patterns with the minimum of changes and permutations make the music of minimalists easily perceived by ear, and the use of short and technically simple patterns make it easy for pianists to master this music.

Piano music of American minimalist composers is worthy to enter the teaching repertoire of higher music education institutions, as it provides a comprehensive education of future music educators in the field of history and theory of music, the evolution of the musical language and performing style, students' mastering of special competencies, thereby contributing to the formation of students' universal professional performing skills and abilities.

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CONTACT INFORMATION:

Pereverzeva Marina Viktorovna
 Doctor of Arts Sciences (Musicology)
 Associate Professor
 Faculty of Arts
 Russian State Social University
 Wilhelm Pieck str., 4, build. 1
 129226 Moscow, Russian Federation
 E-mail: melissasea@mail.ru

**Sizikova V.V.,**

Doctor of Pedagogical Sciences, Dean of the Faculty of Social Work,
Russian State Social University, Moscow.

E-mail: 1699636@mail.ru

Scopus Author ID: 56669791100

ORCID ID: orcid.org/0000-0003-3991-3168

**Egorychev A.M.,**

Doctor of Philosophical Sciences, Professor, Faculty of Social Work,
Russian State Social University, Moscow.

E-mail: chelovekcap@mail.ru

Scopus Author ID: 40461239700

ORCID ID: orcid.org/0000-0002-7497-4508

**Kvitkovskaya A.A.,**

Candidate of Pedagogical Sciences, Associate Professor, Faculty of
Social Work, Russian State Social University, Moscow.

E-mail: eangelina@yandex.ru

Scopus Author ID: 57200526364

ORCID ID: orcid.org/0000-0002-9505-6191

**Bereza N.A.,**

Candidate of Pedagogical Sciences, Associate Professor, Faculty of
Social Work, Russian State Social University, Moscow.

E-mail: n.b3r3za@gmail.com

Scopus Author ID: 57189322488

ORCID ID: orcid.org/0000-0002-0964-7981

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Social-Pedagogical Reasons for Organization of Inclusive Education at Academic Institutions

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Annotation: *this article is dedicated to questions of justification and feasibility of application of socio-pedagogical approach to the organization of inclusive education as well as to the need to develop appropriate technology and implementation of inclusive education in general education organizations. A set of socio-pedagogical conditions necessary for the development and implementation in general education organizations of the Russian Federation of inclusive education is also defined. At the same time we pay attention to stages of development and implementation of inclusive education. The authors of this article insist that the creation of a socio-cultural educational environment in a comprehensive school acts as a means and tool for organizing a new educational landscape contributing to the effective implementation of an inclusive approach in the Russian education system. An important task of the development of inclusive education is also the training of personnel: managers of inclusive educational institutions, teachers and specialists who implement the practice of inclusive education.*

Key words: *inclusion, inclusive education, inclusive educational environment, socio-pedagogical approach, regulatory and legal support of inclusive education.*

JEL classification: *I200, I290.*

Introduction

There is a growing need of the inclusive educational environment in the modern world. This environment should secure necessary level of education of different groups of children, including those with special resilience [2–4; 6; 7; 9].

According to the scientific literature inclusive education is a natural stage of the international educational system development, different approaches to the organization of educational and pedagogical activity of children with specific educational needs due to limited physical possibilities [14].

Russia ratified the UN Convention on the Rights of Persons with Disabilities in May 2012. The article 24 of the Convention declares that “all countries must secure inclusive education on all levels during the lifetime”.

This kind of education is recognized not only as basic but also the main means of realizing the right to education of persons with disabilities as well as developing and personality-oriented, humanistic nature of education in general is being emphasized. This article of the Convention sets out the framework for inclusive education intelligent adaptation of the environment and individualized support for the learning process [1].

Russia’s ratification of international Conventions indicates a change in the perception of the state and society about the rights of children with disabilities both with setting a practical problem maximum education coverage for all students from birth to 23 years of age, having different health conditions and different socio-psychological status.

The right of any citizen to receive an education meeting his/her needs, making full use of his/her development opportunities becomes legitimate. All that entails the need for structural, functional, substantive and technological modernization of the country’s educational system.

One of the main features of the modernization of modern education system in Russia is the need of creation certain conditions in general education institutions for development and realization of personal potential for any child, including children with identified disabilities. Currently the Constitution of the Russian Federation guarantees the right for general education for every child of the country. This is the basis for inclusive personally oriented education, availability of education in Russia for every child with exclusions regardless his physical and psychological health.

Russian Federal Law “On Education” declares the principle of accessibility of education for persons with special educational. The basic principle of the law is “the principle of priority of universal value”. Each child can have a different state of health, have different social statuses, therefore, have special educational needs that need to be met in modern mass schools.

Inclusive education in general school aimed at development of effective approaches to organization of mentoring and education, which will be more flexible and prosperous for satisfying different needs in education of children and teenagers with disabilities. Basically inclusive education stands on the government ideology, which excludes any discrimination of children, provides equal treatment to anyone and creates conditions for children with identified disabilities at any stage of education and in all education institutions. Thus, being a basis of the governmental policy, the idea of the realization of inclusive approach in the Russian education system has led to the need of securing the right for education of people with specific needs, but not just manifestation of equality of these rights.

Thus, the idea of implementing an inclusive approach in the Russian education system has become a principle of state policy has led to the need to effectively ensure the right to education for people with special needs and not just proclaim the equality of these rights [1].

The basic idea of the education for everyone concept is any child should have basic education. Thus the is need for creation and development in all general education organizations of the country a new inclusive educational environment. Such an environment should be inclusive in relation to children in all directions. It should be effective and friendly, healthy and safe [1].

Today, the phenomenon of “harmonious development of the individual” is understood as a condition for inclusion of children with special educational needs in an open social system, in which they will live, learn and work throughout their lives.

In case training and education become more effective as a result of changes which are implemented and fixed by specialists of inclusive education everyone will benefit, not just children with special needs. This will allow “ordinary” students not only to gain experience in tolerant communication but also to develop and consolidate the highest spiritual and moral feelings and qualities.

Education and mentoring children with disabilities in a regular school will become more effective in case of implementing special psychological and pedagogical support of the process of education and mentoring, which experts of inclusive education of organization will provide. This will provide children with special needs with higher quality education, social adoption and rehabilitation in society. This will provide benefits for everyone, not just children with special needs. “Regular” students will be able not just obtain experience of tolerant communication, but also develop and maintain higher moral and ethic feelings and qualities.

Methodology

The study was based on a theoretical and methodological basis, including scientific approaches (systemic, complex, humanistic, cultural, value). Presented analysis of the results of the study is based on the application of a set of methods: theoretical (analysis and synthesis, comparison and comparison, classification and systematization, modeling and design, system generalization); empirical (analysis of pedagogical experience, observation, including included, conversations, interviewing, questioning, testing, expert evaluation method, pedagogical experiment, etc.) as well as methods of mathematical statistics.

Results

Let’s turn to the official statistics. According to statistics from the Ministry of Education, every year in Russia the number of children with disabilities and children with disabilities (HIA) is growing by five percent. As of 01.01.2018, the number of disabled people in Russia is 11,750,000,0 per population of 146,800,000,0 people and this is about 8% of the population.

1 083 000,0 are citizens who have received disabilities since childhood, their number is 9.21% of the total number of disabled people in Russia. For children, statistics for 01.01.2018 show that disabled children under 18 years of age in the Russian Federation – 655,000,0 and this is 5.6% of the total number of disabled people, and children with disabilities – 751 thousand people.

Absolutely healthy can be considered no more than 10% of children of preschool age and 4% of children of adolescent age. Table 1 shows the data on the number of disabled children registered in the pension fund system of the Russian Federation.

Table 1

Number of registered disabled children in the pension fund system of the Russian Federation

Year	2011	2012	2013	2014	2015	2016	2017	2018
Quantity	541 000	560 000	568 000	580 000	605 000	617 000	636 000	655 000

The number of children with disabilities living in the Russian Federation is about 2 million and the number of disabled children is growing every year, in 2018 their number reached 651 thousand. 78% of them currently live in families, the rest in the residential system. In the Moscow region, the population is 7 423 470 people, of which the number of disabled children under 18 years of age is 23 325 people. Table 2 presents data describing the number of children with disabilities (HIA) enrolled in school; Table 3 shows data describing the number of disabled children studying.

Table 2

Number of children with disabilities studying (HIA)

Number (total) of students with disabilities			
Indicator	Urban settlements	Rural area	TOTAL
Establishments that implement general education programs			
Total students	285 317	285 317	405 510
Establishments that implement general education programs			
Total students	4567	2042	2042

Table 3

Number of disabled children studying

Number (total) of students with disabilities			
Indicator	Urban settlements	Rural area	TOTAL
Establishments that implement general education programs			
Total students	165 831	57 475	223 306
Establishments that implement general education programs			
Total students	1094	433	1527

Based on the given quantitative statistical data (Tables 2, 3), it can be concluded that at present the education of children with special educational needs is a priority task for the Russian state and society.

The basis of education for students from birth to 23 years of age with different health conditions, with different statuses it becomes an actual model of an inclusive approach which ensures the right of every person with different health conditions, with different statuses to education, proclaimed in the World Declaration of Human Rights.

In 2012, Russia legislated inclusive education as "equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities". This is a fairly progressive step in the development of education in Russia which requires a revision of the methodological foundations of social and pedagogical activity, those values that lie in the general education system of the country.

Discussion

Education for children with disabilities and children with disabilities in general education institutions is one of the main and essential conditions for their successful socialization and integration into Russian society, ensuring their full participation in its life. In this regard, ensuring the realization of the right of children with disabilities to education should be considered as one of the most important tasks of the Russian state policy not only in the field of education but also in the part of demographic and socio-economic development of the country [15–18].

Investment by the State and society of various resources (political, financial, economic, cultural, human, scientific, and other) in the education and upbringing of minors with different health conditions, with different statuses, it is important and necessary for the following reasons:

1) The Russian State has moral and legal obligations to protect and respect the rights of children and adolescents with special educational needs, as enshrined in the International Convention on the Rights of the Child as well as in various legislative acts of the Russian Federation. A positive solution to the development of inclusive education in our country will significantly affect the strengthening of Russia's authority, strengthening its image in the international community;

2) Ratification of International conventions (including Statement on the education of all disabled children, Salamanca, Spain, June 7–10, 1994) by the Russian Federation obliges state to change conceptions and approaches of the state and society to the rights of children with disabilities. Modern state and society should provide every child disregarding his physical abilities with a possibility to unlock his potential, benefitting society and grow up to be productive members of society;

3) Mass general education institutions focused on inclusive programs are the most effective facility to fight discrimination and to develop inclusive society and secure education for everyone. Introduction of the inclusive education will help to develop sound society and public consciousness on the principles of kindness, mercy, mutual assistance and support. This will have favorable consequences for the development of Russian society as a whole including local communities and individuals.

Currently, the socio-pedagogical position of all subjects of education (management, teachers, students, parents, etc.) in the construction of the process of education and training in an educational organization acts as a powerful factor that directly affects:

- to equal access in general education institutions for children with special needs in case of developing of basis for personally oriented pedagogics for satisfying these needs;
- on the formation and development of all components of the health of students (physical, mental, social, spiritual);
- on creation of a single friendly school team that includes all interested parties, especially children, teachers, and parents.

Any modern educational organization, based on the organization and implementation of its professional activities social and pedagogical position has huge advantages in implementing an inclusive approach. The socio-pedagogical position assumes not just the organization of high-quality education of schoolchildren. It involves the creation of a comprehensive educational system having its own unique purpose which is formation of a harmonious personality of the future citizen of the country, ready to live and work in the Russian society built on humanistic principles.

An educational organization that has a social and pedagogical position has all the possibilities to create an effective socio-cultural educational environment in the school which will facilitate the passage of "special" child critical periods of adaptation to learning, training loads, social contacts and will allow you to naturally develop a normal self-esteem and appropriate behavior.

An inclusive general education organization is an equal opportunities school where students learn from each other, help each other and all together become a single community (school team) members of which are capable of communication and interaction on values.

Inclusive socio-cultural educational environment in modern general education institutions – a multi-component system integrated into a single infrastructure with educational and educational process. At the same time, not only horizontally, but also a continuous and continuous vertical of education for the disabled and persons with disabilities is built: from the development of early care services for children of this category and their families, to the organization of comprehensive psychological, pedagogical, medical and social support for their education to vocational rehabilitation, through the creation of an inclusive educational environment including the provision of correctional and developmental pedagogical activities, psychological and pedagogical and medical and social assistance [10; 12; 13].

It should be noted that today the Russian society is in demand not only to improve the quality of education but also preserving and strengthening the health of students. According to the Ministry of Education of the Russian Federation, 85% of children are kindergarten and school students who need medical, educational or psychological assistance.

Inclusive socio-cultural educational environment is a kind of educational environment providing all subjects of the educational process with opportunities for effective self-

development, including children with disabilities. It involves solving the problem of getting education for students with different health conditions, with different statuses by adapting the educational space to the needs of each student, including reforming the educational process, methodological flexibility and variability, favorable psychological climate, redevelopment of educational premises in such a way that they meet the needs of all students without exception and ensure their full participation in the educational process [5, p. 3, 6].

Inclusive education supposes solving a problem with education of children with disabilities by means of:

- transformation of educational systems for satisfying needs of a wide range of children;
- adjusting of educational space of educational institution to the needs of every “special” child, including reformation of the educational process in general;
- securing flexibility and variability of methodology;
- development of health saving environment in the institution in general;
- development of prosperous psychological climate;
- redesigning of classrooms in a such manner they could satisfy needs of every child with no exception and secure full participation of “special” children in a general process of education.

The analysis of this problem allowed us to identify the main problems of the development of an inclusive educational environment in the existing system of general education organizations of the country:

- lack of effective methodological interaction between school teachers. The formation and development of education in each link is carried out without relying on previous education and without taking into account future prospects;
- autonomy of subsystems of the educational system, that is, maintaining the discrete nature of individual stages of education;
- insufficient level of training of teachers to work in the new modern conditions of the system of continuous inclusive education [11];
- weak management and organizational continuity, that is difficulties in the overall management of the entire process of education, training and development of students in both subsystems of the «kindergarten – school» complexes [11];
- lack of continuity in education. The gap between the final goals and requirements when teaching individual subjects at different stages of the educational process. Inconsistency between the «input» and «output» data of students with special educational needs, between requirements of the kindergarten and school;
- lack of effective interagency cooperation [11].

Solving existing problems and developing an inclusive environment in general education organizations can be the system of external influences that ensures the normal process of growth, development and formation of the health of the child’s body at the stage of its maturation which falls during the school period and change the “sign of the impact” of negative school factors on the child’s health from “negative” to “positive”.

In recent years, the number of inclusive classes and groups in Russia has significantly increased. So, we can say that there is a trend towards the active development of inclusive education.

Over the past 3 years, there has been an increase in the quantitative indicators of inclusive vocational education: increase in the number of students with disabilities and persons with disabilities under the programs of vocational education and training, increase in the share of professional educational organizations that teach disabled people and people with disabilities. Basic professional educational organizations are operating successfully – professional educational organization that provides support for the functioning of regional systems of inclusive vocational education for persons with disabilities and persons with disabilities in the constituent entities of the Russian Federation [18; 20; 21].

In total, more than 21 thousand people from among the disabled and people with disabilities are trained under the SPE programs, of these, about 14.3 thousand disabled people, disabled children. Compared to the previous academic year, the number of students in this category increased by 12.7%.

Persons with disabilities and persons with disabilities are trained in 2,109 educational institutions of secondary vocational education, which is 64% of the total number of such educational organizations.

Persons with disabilities and persons with disabilities are trained in 320 educational programs of secondary vocational education, which cover almost all enlarged groups of professions and specialties.

Currently education of youths' with disabilities is crucial for rehabilitation in the field of their future profession. This approach of the inclusive education implements the rule of equal opportunities for people with disabilities [18] on-line projects to expand distance learning networks are effective for solving the problems of education of young people with disabilities. Such training and subsequent employment allow persons with disabilities to realize the concept of independent life and provide independent earnings that is also economically beneficial to the state. Education creates the conditions to meet the many needs of young people with disabilities and it also reduces the process of marginalization of persons with disabilities. The readiness of universities to accept "special" students, to ensure the availability, safety and effectiveness of their training is a complex task that requires a comprehensive approach [18].

This leads to the full integration into the modern society in further life for people with disabilities

Conclusion

An inclusive educational environment provides for the creation of certain social and pedagogical conditions due to the needs of adaptation in it of specific categories of students with special adaptive needs, fixed in the regulatory, regulatory and recommendation documents. Such conditions can be divided into several groups, defining the areas of work of an educational organization that implements inclusive educational activities [8].

These conditions should include:

- development of the legal basis for creating inclusive education environment;
- development of open-ended health saving adoptive educational environment aimed at integration of children with disabilities;
- providing educational facilities with special equipment, organization of remote education;
- organizational and pedagogical supplying of education process as well as psychological and pedagogical support of students;
- special training of teachers for the work with children with disabilities and work in inclusive educational environment.

Organization of systematic training, retraining and upgrading skills for the wide range different employees of educational institution, who work on development of inclusive education, is an obligatory condition of effectiveness of inclusive education. It provides them with a special knowledge and pedagogic solutions for securing possibilities of qualified education of children with disabilities and abnormalities.

Resuming it is necessary to note that modern inclusive educational institution as a model of integration of children with disabilities and special needs in education into mass education institution and other educational organizations is utterly important task of development of education of the country and will support economic growth and sustainable development of socially oriented state.

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CONTACT INFORMATION:

Sizikova Valeria Viktorovna
Doctor of Pedagogical Sciences

Dean of the Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: 1699636@mail.ru

Egorychev Aleksandr Mikhaylovich

Doctor of Philosophical Sciences
Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: chelovekcap@mail.ru

Kvitkovskaya Angelina Anatolyevna

Candidate of Pedagogical Sciences
Associate Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: eangelina@yandex.ru

Bereza Natalia Aleksandrovna

Candidate of Pedagogical Sciences
Associate Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: n.b3r3za@gmail.com



Taranda G.L.,

Honored Artist of the Russian Federation, Director of the Imperial Russian Ballet; Postgraduate Student, Russian State Social University, Moscow.
E-mail: gedimin2@mail.ru

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Modern Dance As an American Alternative to Classical Ballet

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Annotation: *the article analyzes the features of the American modern dance, which formed in the first half of the 20th century as an alternative to the classical ballet of the United States, which had Russian roots. In the article there were formulated both the artistic and aesthetic principles of modern dance and the historical and cultural prerequisites for the formation of the US national choreographic school. The work uses theoretical methods: visual and text analysis of choreographic works and music for performances, comparison of the means of plastic expressiveness, movements and figures of classical ballet and modern dance, the principles of stage development of artistic images of performances. The basis of the empirical study was a generalization of the practical experience of staging performances by leading American dancers of the 20th century. According to the results of the study, it is noted that the features of modern dance are opposite to the classical ballet of the United States, testify to the desire of Americans to illuminate the problems of modern time and convey the unique national features of US culture, using elements of African or Indian dances, as well as movements that are not characteristic of classical ballet, but reflect the spirit of our time. The materials of the article have theoretical and practical value for specialists dealing with the problems of culture and art of the 20th century, including modern choreography.*

Key words: *modern dance, USA art, classical ballet, avant-garde, choreography, American culture.*

JEL classification: *I200, I290.*

Introduction

US choreographic art, as an American society and culture in whole, is a relatively young phenomenon. The complex and distinctive way of developing US culture is due to the historical, political and social conditions in which the country was located, and the independence of the searches of American thinkers and artists. The state structure, social norms, religious beliefs, and art had their specifics in America. In socio-political life and art, the main themes for Americans remain the themes of independence of the path of development of a multinational country, democracy, human rights, and the American dream. These values predetermined the direction of development of various types of art, including choreography. The culture of the USA was formed in a relatively short time in the conditions of interaction of traditions and customs of peoples of different continents, who lived and created the country all together, in a unity of desires and aspirations [12, p. 173]. In the USA, as in the melting pot, the traditions of the peoples of Europe, Africa, Asia, the indigenous inhabitants mixed, but formed an unusual alloy that had unique qualities. In general, American culture has formed a non-European appearance due to the many ethnic subcultures that have influenced its development no less than the traditions of European countries.

The first major ballet schools in the United States brought up a galaxy of famous American dancers and choreographers, such as M. Graham, R. Page, A. De Mill, J. Robbins, L. Christensen, H. Limon, Y. Loring, K. Littlefield, D. Humphrey, E. Tamiris, H. Holm, C. Weidman, K. Dunham, J. Butler, who represented two “branches” of national choreographic art – classical ballet and modern dance [13, p. 74]. Some staged and performed in classical ballet performances to the music of P.I. Tchaikovsky, I.F. Stravinsky, developing the traditions of Russian classical ballet, others performed modern dance, based on plots from American life and the music of modern US composers (often anti-war and anti-fascist). In their works, choreographers covered the problems of our time and transmitted the unique national color of American culture, used elements of African or Indian dances.

Despite many styles and directions of American choreographic art, classical ballet and modern dance were and remain alternative versions of choreography of the 20th century, differing artistic and aesthetic principles, the logic of the stage development of images, the nature and composition of dance movements and figures. Modern dance arose in certain historical and socio-cultural conditions and simply could not help but appear, since classical ballet with its traditions was not able to reflect the spirit of the era and the radical changes of the avant-garde sense that took place in American art. Therefore, studying the features of American modern dance, which formed in the first half of the 20th century as an alternative to the classical ballet of the United States and reflected the new era of American art, which is still ongoing, seems to be an extremely important task.

Methods

In order to study the features of American modern dance, an analysis of theoretical, historical scientific material, a synthesis of information from primary sources (statements by artists on the topic covered), a visual and text analysis of choreographic productions and music to performances from the point of view of organizing the work of art, a comparison of the means of plastic expressiveness, movements and figures of classical ballet and modern dance, the principles of stage development of artistic images of performances.

The tasks of the study were: analysis and comparison of the means of artistic expressiveness, performing technique, style features and the principles of composition of classical ballet performances and productions in the modern dance style; identification of artistic, aesthetic and compositional principles of modern dance based on the analysis of specific choreographic performances by M. Cunningham; identification of the prerequisites and sources of inspiration of modern dancers for the development of new principles of dance art; the search for concepts close to modern dance in the field of music, painting, literature and in American culture, as well as the discovery of the connection of modern dance with the latest trends in the art of the USA of the 20th century and the spiritual aspirations of the creators of that period.

Scientists paid attention and studied in detail such aspects of US choreographic art as the role of Russian dancers and choreographers in the development of American culture [4, p. 56], the development of Russian ballet traditions in the activities of emigrants [20, p. 282], the formation of national features and the search for their own ballet style in the work of large innovators [7; 17], the Americanization of neoclassical ballet in the work of Balanchine, the technical features of individual dance schools and styles [5; 10], the symbolic-semiotic system of classical ballet performance, in particular, “dancing body as a sign within a network of semiotic chains, such as the intersemiotic regulation of body of the dancer by principles coming from painting” [1] psychology and technology of classical ballet [16, p. 472], specifics of dance improvisation [9, p. 100], innovative plastic elements of modern dance [15, p. 160], stage design of modern dance, innovations in art pedagogy [14, p. 5], etc.

The specifics of American modern dance rarely became the object of research. One of article is devoted to choreographic aleatorics in the work of M. Cunningham (1919-2009) and the principles of his performances’ composition [12, p. 23]. Merce Cunningham is an avant-garde

American choreographer, an innovator whose style has developed under the influence of Dadaism, abstractionism, surrealism and other vanguard directions. Cunningham's involvement in the avant-garde conditioned his search for a new choreographic style, which is alternative to classical ballet and reflects the features of national American culture.

According to studies of American modern dance, this is a "multi-genre and aesthetically diverse phenomenon", in it "there is no strict sequence of movements, and the personal beginning in modern dance is of great importance" [15, p. 161]. M. Pereverzeva notes the expressiveness of the gesture and movement in modern dance, improvisation, the rejection of traditional ballet costume, the appeal to avant-garde music and independence from the canons of classical ballet [13, p. 88]. Other scientists emphasize the continuity of the development of dance improvisation, starting with the free dance of A. Duncan through the early modern dance of R. Saint-Denis to the postmodern dance, and the use by American choreographers of "pure," "natural" movements that "were born from the work of a particular person, hence such signs of modernism as random, transitional, fleeting", as T. Kudryavtseva notes; after all "each era creates its own model of dance thinking, as the choreographic language forms a dance consciousness in a given social environment, and it is inextricably connected with the historical processes of the development of various types of art" [7, p. 318].

Thus, certain aspects of American classical ballet and modern dance were investigated, however, the cultural and historical reasons for the formation of modern dance in the USA were not revealed, a comparative analysis of the artistic and aesthetic principles of both choreographic styles was not made, and the connection of modern dance with the latest trends in American art of the early 20th century was not discovered.

Results

Our research showed that the artistic, aesthetic and compositional and technical principles of modern dance are opposite to classical ballet in the USA, they helped Americans reflect the problems of that time, the features and national traditions of a multicultural society, convey the spirit of avant-garde art on the one hand and actively developing mass culture on the other. The appearance of modern dance was preceded by landmark events in the field of philosophy, science and art. Under the influence of scientific and philosophical conceptions, including relativistic paradigm, Heisenberg's and Einstein's theories in physics and mathematics, which turned over many traditional ideas about the universe and created new ideas in the field of art and culture. In the 1950s, aleatorics was developed in music as a composition technique that allows including a chance processes in the organization of a musical material or form [12, p. 12].

However, aleatoric concepts arose in architecture, painting, literature and choreography long before music: mobile, or open works-in-motion with an uncertain form and changing content appeared in the first half of the 20th century. The concept of mobile forms in literature and art has been developed in aesthetics. In Germany, Theodor Adorno developed the theory of the "open form" of works of the 20th century, which is characterized by semantic and structural variability, and in Italy, Umberto Eco, on the example of specific works of literature, comprehensively studied the phenomenon of "open work" and "works-in-motion" [3, p. 17]. Both phenomena contradict the centuries of the existing concept of opus perfectum et absolutum and the idea of form completeness, established in the last centuries. In this regard, the role of the performer in interpreting the composition increases. One of the examples of open and mobile form is the choreographic performances by M. Cunningham, which reflected a new vision of the world, characteristic of avant-garde artists of the 20th century [11, p. 843].

The style features of classical ballet are: the plot organization of dance, based on the display of successive scenes from myths, fairy tales, historical events, literary works; the presence of a libretto of a musical and stage performance; the use of historically established musical and choreographic forms: solo, duet, group (mass dances); belonging to a certain type (plot narrative, dramatical ballet, ignorant ballet symphony or miniature) and genre (comic, heroic, folklore);

careful development of different groups of movements and positions of legs, hands, body and head; the desire of movements for geometric clarity, following the principle of verticality [2, p. 22]. The main types of dance in ballet are classical and characteristic dances. An important role here is played by the pantomime, with the help of which the actors show the feelings of the heroes, their "conversation" to each other, the essence of what is happening; the harmony of music and dance, which are inextricably linked. At the same time, as noted by A. LaViers and M. Egerstedt, "language in classical ballet, i.e., sequences of movements, make up canonical warm-up routines" [8, p. 3840].

The founders of modern dance, R. Saint-Denis and T. Shawn fundamentally veiled these features of ballet, and later dancers avoided them at all. Pioneers of modern dance widely used new groups of movements and positions, introduced elements of gymnastics and acrobatics. Modern dance directors avoided the turn of the legs, the traditional positions of the hands, body and head, high jumps, the principles of the verticality of the body and the isolation of its various parts, as well as geometric clarity of movements. It all began with the appearance of new, sometimes unexpected elements of dance and a cardinal metamorphosis of the appearance of dancers. Famous US choreographers felt the conventions, stereotyping, exhaustion of plots, images and means of expressiveness of classical ballet, the lack of opportunities to demonstrate their skill, fresh ideas and modern images [13, p. 89]. Modern dance refused packs and pointes in favor of free, light, elongated dresses of ballerinas, creating an airy, refined image. Many dancers performed barefoot on stage. "Modern Ballet" considers the natural plastic of the body, which allows you to perform complex movements, modern trends of dance art, which gives freedom of variation and combinations, giving the dance special expressiveness.

The climax of the development of modern dance was reached in the work of the largest artist of the United States, Merce Cunningham, whose activities unfolded for 70 years and influenced the modern appearance of American choreographic art. In Cunningham's productions, the most important style features of modern dance are concentrated largely because he was sensitive to the latest developments in contemporary art and at the same time was a real American in the type of thinking, a kind of "patriot" of national culture. Cunningham staged choreographic performances on the music of the avant-garde American composers and decorations of the famous painters and designers [12, p. 156]. The scenery for Cunningham's performances was created by leading surrealist M. Ernst and his wife P. Guggenheim, abstractionists J. Jones, W. de Kooning, R. Rauschenberg and many others, the choreographer closely collaborated with avant-garde poets and writers of the United States. Thus, Cunningham combined in his work the latest trends in US art of the 20th century and reflected the spiritual aspirations of his contemporaries [11, p. 845].

The dancer was characterized by the desire to get away from the unidirectional logical sequence of the thought and the development of the artistic image during improvisation, as well as the idea of "randomness" as a way of creating a work. He used as elements of modern dance the usual, including sportive, bodily movements and gestures, which each person produces in our life activities, expanded the traditional repertoire of modern dance, allowed an element of chance in stage compositions. The new art's model was random combinations of daily sounds, facts, events. Cunningham likened the dance to the elements of nature (air, water, fire), hence the fluid, variable and mobile composition of the choreographic performance he created. Like life, Cunningham said, "dance constantly transforms the meaning of what is happening" [19, p. 21]. "One day I found Albert Einstein saying that" there are no constant points in time and space, "and I thought that if there is nothing constant, then any event or phenomenon is equally valuable, necessary and equivalent" [19, p. 39]. The idea of variability was expressed in his productions in the variety of movements, their arbitrary sequence, the fluidity of rhythms and pace, the lack of connections between them, the free combinatorics of soloists in the group and the aleatoric composition as a whole, which made it possible to show a multifaceted image

from several angles, consider the problem from different sides and introduce new semantic touches into what was happening on stage. Cunningham sought to ensure that each dance was individualized, so he used chance operation method, or statistical formulas and combined different plans, schemas and tables in order to select dancers' movements and gestures.

Discussion

Randomness did not matter absolutely in Cunningham's performances. He used in his works the periodic connection of all dancers to the group, which plays a structure-forming role, and dividing the group into duets or trios, when dancers perform different movements in different rates and directions; groups can break up and reunite in a certain rhythm or alternation, which creates the effect of a regular "pulse" of dance. The means of organization could also be a certain or specially "composed" number series, based on the principle of repeating numbers or gradually increasing them (like the Fibonacci or Luke series). Like minimalist composers, a certain type of movement or a characteristic figure could be repeated many times in a modern dance, and the entire performance could be built on its development. "It wasn't like synthesizing elements in one whole – it's not at all. It was a collage or assembly of coexisting, but not consistent components of the artistic whole. The result is complex, requires conscious audience participation, but also full of surprises, like no other known theatrical impression" [18, p. 112].

Thus, the basis of American modern dance was made up of artistic, aesthetic and compositional-technical principles opposite to classical ballet: natural human movements, including arbitrary gestures, elements of sports movements instead of classical "pa" and their combinations; free composition of movements outside a specific plot instead of a clear sequence of events that form a certain plot with the logic of image development; the independence of the artistic components of the dance performance (music, movements, scenery, costumes) instead of mutual conditionality and connection. Random combinations of movements and figures and their chance sequence in Cunningham's dance composition are not at all devoid of emotional influence on the audience and figurative-semantic content, but they require active perception and involvement in what is happening. Abstract artistic images of choreographic performances in the absence of plot and consistent eventuality give rise to multiple associative connections, allusions and analogies with other types of art, styles, genres [12, p. 129].

Conclusion

It follows from the results of the study that scientific discoveries and artistic innovations made obvious that classical ballet was beginning to be exhausted and was no longer able to embody modern themes. Modern dance arose in the wake of the development of the national political and artistic-creative identity of Americans as a whole, in the process of development by cultural figures of national musical, choreographic, poetic traditions, in the search for their own path in art. New styles and genres, due to the formation of original phenomena of national American culture, then arose in all types of art. With the beginning of the twentieth century, a period of formation of national artistic traditions begins in the development of American culture. In the wake of the "Americanization" of literature, music and painting, US dancers and choreographers found their own way to further develop plastic art, and this path was associated with modern dance. After the modern dance, different choreographic styles arose in America, one of the bright ones was musical and choreographic performance as an actual form of musical theater of the second half of the 20th century [6].

In the twentieth century, one of the main trends in the development of American art is the independence of searches not so much pushing away from European models as dictated by the real auditory and visual experience of the actual American artistic and creative environment [12, p. 117]. American dancers were looking for new ways to develop classical ballet, and many of them preferred the principles of new, avant-garde art of the United States to the artistic and aesthetic principles of European choreographic art, which certainly made a significant contribution to the world treasury.

The features of modern dance are opposite to the classical ballet of the United States, testify to the desire of Americans to illuminate the problems of modern time and convey the unique national features of US culture, using elements of African or Indian dances, as well as movements that are not characteristic of classical ballet, but reflect the spirit of our time. Modern dance served as the basis of many modern styles in the field of both academic and pop art. It was American dancers who for the first time “dared” to use non-classical movements and their extra-budget combination and sequence on the professional stage. In modern choreography, modern dance occupies one of the most important places among the leading styles of plastic art, since at one time it reflected the latest trends in art of the 20 century.

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CONTACT INFORMATION:

Taranda Gediminas Leonovich

Honored Artist of the Russian Federation

Director of the Imperial Russian Ballet

Shchepkina street, 25/20

129090 Moscow, Russian Federation

Postgraduate Student

Russian State Social University

Wilhelm Pieck str., 4, build. 1

129226 Moscow, Russian Federation

E-mail: gedimin2@mail.ru

SOCIOLOGY



Bassel Houla,

Postgraduate Student, Faculty of Sociology, Russian State Social
University, Moscow.

E-mail: basselhola@gmail.com

ORCID ID: orcid.org/0000-0001-6364-4960

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Social Tourism and Its Role in Domestic and Foreign Political Stability

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Annotation: *the study analyzes existing structures and structures in which people at risk of poverty, usually suffering from social exclusion, can participate in social tourism facilities, and indicates ways to improve the efficiency of social tourism provision. It refers to the role of this type of tourism in consolidating political stability Between Russia and foreign countries and the social benefits that accrue to societies from social tourism activity.*

Key words: *tourism, internal tourism, social tourism, political stability.*

JEL classification: *A140.*

Introduction

In light of the scientific, cultural and technological development witnessed by the world today, tourism is no longer just a luxury, as was believed in ancient times. But became a social necessity in the lives of peoples and one of the most important social events, economic and cultural in the countries and became a factor of political stability and stability of bilateral relations between many countries. And is considered one of the most important economic sectors that contribute to support the State Fund in foreign currencies. In view of this importance and the studies of the social segments, we find minors from low-income groups, large families, youth, retired, disabled and war-wounded. Those who do not have the physical ability to exercise their human rights in tourism, hence the idea of social tourism aimed at helping all groups of people to do Tourism and supporting domestic tourism, which in turn contributes to the political, social and economic stability of the country.

Methodology

The methodological basis of the research consists in a systematic approach to the study of social tourism and includes experimental and theoretical research methods – methods for

determining correlation, mass data analysis, methods of analysis and synthesis, induction and deduction, as well as methods of comparative statistical analysis.

Results

Russia is considered one of the leading countries in the world for the care of social support and it is one of the largest countries in the world that has contributed to the fact that it possesses various tourism resources that can be used in such a way to serve the process of tourism development in the country, however the pace of development of this type of tourism does not meet all the current needs and capabilities of the country.

The purpose of the work is to develop recommendations for the development of social tourism with the aim of sustainable development and political stability between Russia and foreign countries.

In accordance with this goal, it is planned to solve a number of research tasks: To generalize theoretical studies of social tourism and its contribution to political stability and sustainable development. Provide recommendations for the development of social tourism.

Social tourism and its types, forms and practices. Its main tasks are due to specific functions: social and cultural above all.

Social functions are implemented in recreational activities aimed at preserving and promoting health, restoring vitality, strength, which contributes to the harmonious development of a person and his creative self-expression. As a social function of tourism, adaptation and integration of individuals into the social life of society are highlighted.

The *cultural* functions of tourism contribute to raising the general culture level of the population as a result of education, upbringing, social exchange of initiatives, social and scientific and technical experience [5; 7; 8].

Definition of social tourism. In the Federal Law "On the Basics of Tourist Activities in the Russian Federation" social tourism is defined as "travel subsidized from the funds allocated by the state for social needs", while the state provides social benefits to certain categories of Russian tourists. The priority types of social tourism are: children and youth: amateur (sports); therapeutic and health; environmental and cultural awareness; family travel; tourism for youth and veterans; disabled tourism; tourist trips to Russia of foreign compatriots, international exchanges on social tourism [1].

The main benefits of social tourism. The ISTO presents the benefits of social tourism within four main axes [9–11].

1. Social tourism is "a shaper of society" as "holidays and travel can provide particularly apt occasions for personal enrichment, through the discovery of new places, cultures and civilizations, through physical, artistic, sport and leisure activities, by meeting people across educational or generation divides, and by other responsibilities taken on freely by tourists".

2. Social tourism is a promoter of economic growth: "tourism for all is a key to economic strength which generates a continuous flow of people and investment, which contributes to regional development".

3. Social tourism participates to the regional and local development by "reconciling tourism development, environmental protection and a respect for the identity of local communities".

4. Social tourism is a partner in global development programs: "tourism, when it is controlled and when it respects the natural and cultural environment and local communities, constitutes one of the economic, social and cultural hopes of many developing countries".

The role of tourism in international relations and political stability between peoples. There are many different ways to view tourism and its relationship with peace and political stability. In this piece, we will link the relationship of tourism with peace and political stability to paradigms in international relations. We will show that the schools of international relations play a key role in understanding the linkage between the economic activity of tourism and the social and political outcome of peace and political stability.

Political stability is the extent to which the political system is able to invest the conditions and the ability to deal successfully with crises to absorb the conflicts that take place within society, while not using violence, because violence is one of the most important phenomena of political instability. Political stability is something sought by nations and peoples because it provides the atmosphere and environment necessary for security, development and prosperity. The concept of political stability is a relative concept, some of which vary according to societies. Political stability is the state of stability and non-change in what is known as official and non-official political institutions that draw laws and constitutions and customs control and adjust the format and balance of the institution to reach the desired goals as well as to adjust the relationship with the rest of the political format that if any defect in part affected by the rest of the other parts and that have emerged From its predetermined state of stability to instability. The degree of internal stability in a given country is referred to as: the extent of the cohesion of the social groups within the state and their interdependence on the one hand and between them and the authority on the other and the institutions of this authority on the other. As a cohesive unit. If this is available in a particular country, we say that it has a national unity. National unity – as is known – is the basis of the existence and continuity of the State. States that lose or are exposed to their national unity of vibration are eliminated or defeated. Political stability in modern countries cannot be achieved through repression, arrogance and ignoring the legitimate needs and aspirations of people. Military arsenal is not the means to bring stability and preserve it. Many of the countries possess a huge military arsenal, sophisticated security apparatus, and all aspects of physical strength. However, their political stability is fragile and weak. With any pressure or change, we find deterioration, weakness and weakness. On the other hand, we find countries that do not possess large military weapons or sophisticated security institutions. However, their stability is solid and solid, capable of confronting the crises, resisting conspiracies, and preserving their stability and security.

Discussion

The issue of the relationship between the two concepts of political stability / peace building and tourism is not an entirely new concept to be brought up in the study of tourism, although there is an indication that it is becoming increasingly prolific.

The prevailing schools of idealist thought in International Relations, in contrast with realism, have much to say about tourism. Liberalism is a market-oriented view of the world, arguing that liberal markets and liberal democratic political institutions are the general organizing principles that will assist in creating a better world. Their view differs from the neo-Marxists in that they view markets and liberal democratic institutions as institutions that favour the class owning the means of production and these institutions (markets and liberal democratic social and political institutions) create economic, social, and political disruptions and distortions. Thus, while liberals may view markets, global governance structures (including international law) and multinational corporations as things bringing about wealth, progress, and democracy, neo-Marxists view these same institutions as vehicles of oppression, impoverishment, racism, sexism, and social and economic exclusion.

Tourism, as an economic, social, and (ultimately) political exercise is thus perceived as differently by liberals and neo-Marxists. Liberals, predictably, will see tourism as a positive thing, as it works largely on market principles, creating wealth, employment and social encounters that will lead to closer social relationships between peoples. The net social and cultural outcome of such economic and social exchange, for liberals, is mutual understanding. Thus, for liberals, the market transactions between people for tourism purposes lead to mutual understandings and peace.

As opposed to a liberal approach, neo-Marxists (and dependency theorists, as a subset of the neo-Marxists) concentrate on the negative outcomes of the market processes upon the majority of the world's population.

All-in-all, the idealist approaches to International Relations informs us best of the relationship between tourism and political stability. For realists, tourism is an afterthought, since it is an activity outside the realm of the central purposes of the state (security and war). However, the two major different strands of idealism (liberalism and neo-Marxism) illustrate that tourism may play an important role in either generating peace and stability (liberalism) or undermining them (neo-Marxism), depending upon which strand of idealism is followed.

Analysis of social tourism in Russia. According to local statistics, there are about 35 million pensioners and disabled people in the Russian Federation. The main source of funds to support these segments is the local federal budget [2].

The real problems of social support and tourism programs are mainly in finding sources of funding for these subsidized activities, and when they do arise, a new problem arises, which is an impartial system of allocation of financial resources among the segments that should be supported, as in the absence of support. Relevant legal regulations and financial and personal documents of social tourism can turn into an opportunity to exploit money by dishonest people.

Despite the problems and difficulties faced by social tourism in the Russian Federation, this did not prevent the creation of several projects that can be classified as important and successful in the field of social tourism support, in this study we will mention the Open South Program: Health Tourism – one of the most important types of social tourism, and here we present (the “Open South” program) as one of the interesting examples of social tourism in Russia [6].

The Open South program is a special resort program in Sochi, which allows Russian residents to relax and undergo a course of spa treatment in leading sanatoriums and boarding houses in Sochi during the off-season. The Open South program was created in 2004 on the initiative of the Governor of the Krasnodar Territory A.N. Tkachev for the health of residents of the Kuban on the basis of sanatoriums in the Krasnodar Territory. Since 2005, the Open South program has been operating only in Sochi.

Project advantages:

- dates of the program: from 01.10. until 31.05;
- duration: minimum stay 7 days;
- price: the price limit for the program for one person is from 1550 rubles;
- discounts: discounts on the ticket price for a client up to 50%.

What is included in the program:

- pool: there is a heated pool;
- accommodation grade: 3 stars or more;
- treatment: a standard set of medical procedures in accordance with the clinic’s data.

Every year the resort of southern Russia Sochi is open to everyone who wants to relax in winter and in the off-season. Winter in Sochi is a truly unique time for lovers of skiing and walking in the fresh air. In the sanatoriums of Sochi, the doors are always open for those wishing to improve their health. The time spent in the sanatoriums and boarding houses of the Sochi sanatorium makes it possible to escape from the daily hustle and bustle and relieve stress. Experienced staff and excellent balneological conditions of the Yug resort will help you with this. Extremely warm weather will help you forget about the frosts of Russia. In the off-season 2019-2020 Sochi Open program starts in Sochi. The aim of the program is the desire of Sochi residents to attract guests of the sanatorium for recreation and treatment at significantly reduced prices.

Low-income residents of Russia, retirees, young people and people with special needs who do not have money for tourist vacations will be able to receive significant discounts on prices under this program, which is considered one of the social tourism programs aimed at supporting this segment of society and providing he has the right to practice the activities of a tourist.

Recommendations for the development of social tourism.

Financial support: creation of a mechanism to stimulate economic companies to participate in social tourism activities; create a social support fund; providing public services to the private sector to support social tourism projects.

Amendments to laws: include laws requiring corporate and organizational management to provide financial support to employees for tourism activities.

Organization of tourist activities: dividing Russian society into groups according to interests and needs in order to fulfill them according to their type

Rehabilitation and training: rehabilitation and training of personnel working in tourism activities to have the right to take care of people with special needs.

Development of modern tourism reality: restoring tourism facilities and providing them with care requirements for people with special needs and the elderly; development and implementation of regional plans and programs included in the development policy of the administration of each region of the Russian Federation; focus on innovative methods in the administrative development of the tourism sector; enhancing the role of visual, audio and visual media in supporting social tourism [3; 4].

Conclusions

From a theoretical study of the literature and research in the field of tourism, it is noted that there are many definitions of social tourism, which is one of the types of tourism activities, and we have shown in our studies the importance of this type and the degree of its sensitivity and its relationship with other sectors, since it is not just entertainment, cultural or historical tourism activity that is aimed only at achieving tourism satisfaction. Rather, the sensitivity of this species lies in its enormous need to integrate the private and public sectors in order to succeed. And that these are activities that pursue social goals that far exceed their economic goals, and largely depend on their funding by non-profit organizations and financial support provided by the Russian federal budget.

Thanks to this study, we have obtained a more complete definition of social tourism, which was defined by the Federal Law "On the Basics of Tourism in the Russian Federation" as "Trips subsidized from the funds listed below." We also studied the relationship between tourism and political stability and the view of political intellectuals. schools on activities in the field of social tourism, as well as on how they reflect the state of political stability in the country, since the difference between the views on tourism activities shows us from the point of view of political theories. We have also identified the laws on social tourism activities in Russian legislation, the main categories of tourism organizations that can participate in social tourism, conditions for confirming membership in the General Directorate of Tourism and identifying target segments of society in the tourism planning process.

The study addressed the role of social tourism in sustainable development and the need to focus on the quality of tourism product and its achievement of tourism satisfaction and maximum efficiency, while taking into account the sustainability of managing tourism investment in a way that does not compromise the available tourism resources. We have also identified sustainable tourism goals and general guidelines to optimize sustainable tourism development.

The study included an analysis of the reality of social tourism in Russia and identification of the strengths and weaknesses of tourism activities, as well as the challenges facing the tourism administration, the most important of which is finding sources of funding for these activities and ensuring an equitable distribution of financial resources between sectors that should receive support. and through this analysis shows the need for the Russian tourist sector to find effective mechanisms to motivate large economic companies to support social tourism activities, as well as the need for more flexible laws that will allow workers to easily get their right to participate in these activities.

The Open South project was also studied in Sochi as one of the successful social tourism projects in Russia, and social tourism activities were analyzed at the regional and national levels, and it was found that, despite the need for the tourism sector in many aspects of development, it did not interfere. The presence of a number of successful pilot projects requiring only marketing support, development and multiplication of efforts to expand its activities in other regions of the Russian Federation.

As a result of this analysis, some recommendations were proposed for the sustainable development of the Russian tourism sector, strengthening laws and regulations supporting tourism activities, and seeking financial support.

In conclusion, I will summarize the following: Today in the world there are many global problems that have a direct impact on the world economy as a whole, in addition to its negative consequences for society in terms of psychological and production potential.

Through this study, we found that social tourism is considered one of the most important solutions that will support groups in society and reduce pressure on them in addition to establishing political stability.

Russia is currently suffering from the economic crisis associated with global pandemics (COVID-19), as statistics from the World Health Organization show, all these problems will ultimately lead to dire consequences that must be addressed in the next stage, and social tourism is considered the best solution to take Russian society out of these problems and return it to normal life.

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CONTACT INFORMATION:

Bassel Houla
Postgraduate Student

Faculty of Sociology
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: basselhola@gmail.com

**Firsov M.V.,**

Doctor of Historical Sciences, Professor, Deputy Dean for Science,
Faculty of Psychology, Russian State Social University,
Moscow.

E-mail: mihail_firsov@mail.ru

ORCID ID: orcid.org/0000-0003-0665-5852

**Chernikova A.A.,**

Junior Researcher, Institute for Demographic Research of the
Federal Center of Theoretical and Applied Sociology of the Russian
Academy of Sciences, Moscow.

E-mail: aanny@yandex.ru

ORCID ID: orcid.org/0000-0002-8125-7566

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Genesis and Transformation of Platform 1.0. in the Context of Social Work

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Annotation: *the articles analyses the platforms genesis and transformation against the background of globalization, as well as the changes in the sociopathogenic space of self-care. Depending on the socio-economic and sociocultural conditions, the evolution of the sociopathogenic platform 1.0 transformations is shown, starting from early Christian help to the 1980s. This concept was realized at the level of public administration, practice, in the development of the education system, and in the design of scientific approaches to the theory of social work until the end of the 20th century.*

Key words: *social work, platform 1.0, sociopathogenic space, self-care space, philoptochia model, public health police model, salutogenic platform 2.0.*

JEL classification: *A140.*

Introduction

A new model of social work is being formed in the context of globalization, which makes adjustments not only for public consciousness, but also for the global social functioning of a person, changing the value strategies of mass economic, pathogenic behavior, especially in a situation of pandemics. Pandemics changed the essence of aid models, influenced paradigm shifts, turned the ruling elites towards an archaic experience of social control, where help was supported by restrictive measures by free and right people, where development became a stigma for some and opportunities for others to distribute and redistribute, define stratification models, create new mechanisms of social control.

As it appears, a new platform for help and support, platform 2.0, self-care, is replacing the 1.0 platform, which has been formed over the millennia and today we are seeing its transformation.

The platform change is taking place against the background of globalization and for some countries the platform change is a leap forward, and for some states that are leaving the digital society 4.0, it is a brake that does not allow the transition to a smart society 5.0.

Materials and Methods

The Sociopathogenic Care Platform, Platform 1.0, was formed as a medical model of care and support, where in the process of its evolution principles, techniques and programs of work with socially vulnerable groups of the population were formalized. The “architects” of this platform at different stages of the historical path were the ruling elites, politicians, charities, various confessional and public organizations and their leaders.

This platform was formed long before the formalization of professional social work, and much earlier, when M. Richmond formed her principles of the medical model, theory and practice of individual case work, defining the technology of working with various groups of clients in the 20th century for decades [8, p. 7].

However, the focus of assistance technologies in this model will always be working with the “disadvantaged majority”, the search for solutions to problems in the logic of “control-correction” both at the level of administrative measures and group, and subsequently individual strategies when the difficult life situation of the client is being considered as a manifestation of one of the varieties of social illness.

Platform 1.0 in the historical perspective will have different versions, which will transform, depending on socio-economic and socio-cultural conditions, it was implemented in the context of the diversity of manifestations of forms, methods, institutions of assistance in national historical development.

We will focus on the general trends in the formation of this platform, touching on its individual manifestations in various countries. As we see it, the development and evolution of platform 1.0, the sociopathogenic paradigm went through several stages in its development:

- from early Christian aid to the middle of the 16th century, as part of the formalization of the theology of philanthropy and the practice of diaconia,
- from the middle of the XVI–XIX centuries, the period of the formation of the paradigm of “public health”, within the framework of state administrative control,
- from the 19th to the 80s of the 20th centuries, the development of a medical model within the framework of professional social work and the policy of supporting vulnerable groups of the population in social states.

The essence and difference between the philosophy of philoptochia and previous models of philanthropy. At the heart of the Christian paradigm of assistance, at the basis of its anthropological characteristics, there is a departure from the principles of kalokagaty, the return of a person to the path of harmony with the polis, clan, family, inherent in the polis system of assistance in Ancient Greece, or the principles of autocratic paternalism of imperial Rome based on state and civil priorities.

Philosophy of philanthropy, as we remember, conceptualized aid as a mechanism for supporting, protecting, including foreigners, as well as restoring the lost public roles and functions of free citizens. Philanthropy in Ancient Greece was a tool for achieving “equality” and for a person to regain the lost freedom of social functioning, this was seen as an ideological therapeutic, educational meaning of help in the conditions of ancient city-states.

The philosophy of autocratic paternalism conceived of aid as a tool for managing various strata of the population, which had their own “permitted freedoms,” the right to satisfy needs, and economic behavior that was regulated by law and the economic capabilities of the authorities. Population assistance was limited, targeted at select segments of the population “on the civilian lists,” and was subordinated to the public interest rather than the needs of groups or individuals.

The philosophy of philoptochia was formed in the context of previous paradigms. However, new meanings were put into the formed reciprocal ties by Christian ideologists and practitioners, and the practices were transferred to groups that were not included in the sphere of the legal space of power.

The strategies of help in the paradigm of philoptochia are aimed not at searching for lost connections, lost harmony with the world, as was observed in Ancient Greece, and not at manipulating a person based on his basic needs or “social instincts” as in Ancient and Imperial Rome, but towards “care” of the God person, who, according to John Chrysostom, “alone is the true physician of souls and bodies” [12, p. 416].

All living people, according to Christian teaching, were his children, and therefore they needed, like children, care and help. Recognizing the imperfection of a Human not only on the basis of social characteristics, but also spiritual and psychosomatic ones, the practice of philoptochia expands the area of help, which extends to the disabled, socially limited, sick, disabled, various nosologies. Limitations, incapacity, illness – became that normative space for formatting the aid paradigm, which changed the reciprocal relations of the established world practice of support.

The practice of philoptochia was not limited only to the framework of assistance, “feeding and maintenance”, so traditional and characteristic of supporting a person in the ancient world. The specificity of the clients’ subjectivity, their “difficult life situation” can no longer be comprehended only in the discourses of sociality and social belonging.

Anthropological dualism, “souls and bodies”, formed in the paradigm of the help of autocratic paternalism, when the practice of supportive social interaction was built on the basis of the principle of “bread and circuses”, opened new discourses of human needs, not only material, but also spiritual. Moreover, the satisfaction of “spiritual needs” are becoming the main priorities in the philosophy of helping philoptochia.

In fairness, it should be noted here that the paid “spiritual needs” of the demos, choregiya, lyrical and dramatic, were known in Ancient Greece since the time of Pericles, but in the Roman Empire they acquired a systemic character, which was maintained for centuries, and formed a specific “binary” approach to “meeting the needs” of the powerless majority [9, p. 280].

At the same time, it is necessary to clarify that in the philosophy of philoptochia, it is not spiritual needs, as was observed in the early paradigms of help, but the spiritual principle of a person determines all strategies of help. Psychosomatics is an application to the spirit, sociality is just the context of the problem, the “environment of existence” of the disease. This approach defines new perspectives of support, subjects of assistance and institutional forms of implementation of assistance.

Results

The police paradigm of assistance has consolidated in the mass consciousness the attitude towards the working person; he becomes a central figure not only of the economic well-being of the state, but also of mass exploitation under the conditions of emerging capitalism. From here, a new vision of both his problems and the ultimate goals of patronage over this priority group of clients begins to emerge.

The discourses of the sociopathogenic platform of assistance begin to change, if in the police paradigm the focus was on the “lumpen-proletariat”, which was controlled by the state and “forced” through correctional institutions to be involved in labor activities, then the new paradigm was aimed at supporting the life of employees, the proletariat, and prevent them from being marginalized despite their employment and the actions of the authorities to reduce their level of poverty, as well as their organized forms of protest.

A. Solomon, a German researcher and founder of the national school of social work in Germany in the 1920s and 1930s, analyzing the development of educational programs for social workers, found interesting correlations between the design and formation of a new paradigm of assistance. In particular, she revealed that at the beginning of the twentieth century there was an increase in hired workers in the main European countries and the United States, which influenced the change in the content of training programs for social workers,

where the sanitary and hygienic aspects of training professionals, as well as knowledge “about working conditions and spiritual life of a worker class” was a priority in European schools [16, p. 430].

Such attention to the working class was not accidental, so in France by the 20s of the twentieth century, the number of hired workers was 4 million, people, in Great Britain 73% of the population were “hired workers”, in Germany 61% of the working population worked in factories and factories. Immigrants from 1880 to 1914 in the United States amounted to 22 million people; in 1914 alone, 1,200 people entered the country, who replenished the labor market. Management, maintenance, control, including over the changing needs of this population group, are becoming urgent problems of the current policy of that time [9, p. 280].

The system of shepherding in the police model of assistance under the influence of new realities begins to change both at the level of management and at the level of “case work”. This occurs in the context of the formation of administrative management in nation states, when not “representatives of aristocratic families” began to come to power, but politicians and economists who determined the vectors of social development of the state in the context of market institutions.

S. Patten, in his works of the 1900s, suggested that it is necessary to change “not the faces of poor people, but the political environment and the economic situation”, in this regard, he believed that the goal of social work should be “the creation of democracy” [17, p. 495]. Considering social workers as the conductors of state social policy, it was through their activities that he saw the possibility of implementing the “obligation of the state to take care of the health of the citizen and his well-being” [17, p. 495].

One of the pioneers of social work, J. Addams, who proceeded in her views from the direct practice of working with the poor and immigrants, although she differed from economists in views on methods of improving the welfare of workers, was in solidarity with the reformists in the need for “health work”, which should cover all spheres of “their life” [20, p. 364].

At the end of 20th century, the French philosopher M. Foucault, evaluating the role of social workers at the initial stage of the development of the profession in the context of the policy of “supervision-correction”, comprehending their place as actors of social policy together with other subjects of assistance, the church and primary school teachers, determined their specificity of actions ... Social workers not only implemented social and medical assistance in society, which significantly distinguished them from other helping figures, but also performed the functions of mentors, educators, in addition to “extinguishing tuberculosis and suppressing venereal diseases”, they played the role of mentors [5, p. 27].

It was these features of functional activity, social education that allowed P. Natorp, a classic and one of the founders of social pedagogy at the beginning of the 20th century, to see general discourses of actions in social pedagogy and social work, and through social education, which he considered as a platform for changing social relations, reforming society in a non-violent way. P. Natorp substantiated this proposition in the following form: “... the self-worth of a person develops most of all precisely in a modest impersonal devotion to a cause, namely, to a public cause; that it is precisely the striving for the liberation of the individual, individuality that should lead to social work, which in its ultimate meaning will always be work on social education” [13, p. 149].

Thus, we can come to the decision that “Health and Wellness” is becoming the focus of Sociopathogenic Platform 1.0 in the new century. This concept will be implemented at the level of public administration, practice, in the development of the education system, and in the design of scientific approaches to the theory of social work until the end of the 20th century.

Discussion

At the management level, the concept of “health and well-being” will be implemented in the 20th century in the logic of social policy of the welfare states.

Considering in a historical perspective the typology of societies proposed by M. Foucault, it seems to us that the previous societies in which the policy of philanthropy and philoptochia was implemented, were more consistent with the “societies of slaughter and ritual murder”, while the police paradigm of aid was implemented in the “society of exile and confinement” [6, p. 265].

The capitalist society of the twentieth century, especially after the Second World War, philosophically, it seems to us, is nevertheless closer to the “society of therapy”, despite the existing elements of the “society of exile and confinement” in which “various modes of social welfare” were implemented.

The social policy that has been and is being carried out in modern social states through the mechanisms of social policy provides, using the terminology of M. Richmond, not direct, but indirect control of the behavior of various groups to achieve the interests of the ruling elites.

New forms of social control, related to the control of the behavior of both productive and unproductive groups, as in previous historical societies, are carried out at the macro and micro levels of management, at the level of management of social structures and the level of “work with chance”, in the existing archetypal system of public administration.

The macro-level of management of socially necessary behavior is carried out through various social institutions: medical, education, social security. It is at this level that social policy is implemented by the ruling elites, and the “well-being” of the population as a whole is achieved [15, p. 132].

Each of these institutions, in addition to their direct functions, based on the distribution of social labor in the state, has, according to R. Merton [10, p. 158], latent functions that are implicitly included in the forms of government, and within their institutional boundaries form the normative behavior of an individual and groups. based on a political order authorized by the state.

Educational institutions, according to P. Bourdieu, allow reproducing the necessary pro-social behavior that is beneficial, despite class differentiation and property inequality in society. They “consolidate the social idea of the bourgeoisie, the rise of the social ladder”, allowing you to control the reproduction of social positions, and restrain claims for equality of income and fair distribution of national wealth [11].

The Institute of Public Health, according to T. Parsons, allowed the implementation of socially deviant forms of behavior, to which he attributed: the release of self-care, release, in a state of illness, from social responsibilities, seeking professional help, add from oneself, which over time turned into demand [2, p. 170]. They also controlled the forms of evasion from production activities of persons who sought to manipulate their ailments and receive material rewards, without any legal basis.

Social institutions provided assistance and support on the basis of the current legislation defining social groups in need of assistance and support, in accordance with state priorities. At the same time, the state regulated the situations in which it was involved in providing assistance and support, localized difficult life situations through the professional community of social workers. It is this pattern, when political power “can influence and manipulate official aid organizations, while a social worker has practically no influence on the political machine”, R. Metronome noted [10, p. 158].

Individual service, individual service, authorizes, as in health care institutions, not only socially deviant forms of behavior acceptable from the point of view of social norms, but also any individual forms of protest and “civil disobedience”.

Through the tools of “sincere service”, “tolerant attitude”, “empathic listening”, “mediation technologies”, “technologies for solving problems” and other personality-oriented tools of assistance, social workers allow clients to implement their individual aggressive behavior in situations that were determined as environmental and personality-group factors. The main goal

of the actions of professionals in this context is the correction of the psychosocial-emotional state of a person and the prevention of the development of individual forms of protest into mass forms of disorganization based on collective forms of solidarity.

At the micro-level, working with a case, the concept of "well-being" is consistent and implemented both with the imperatives of the market, individual obligations and individual concepts of moral self-regulation [15, p. 132], which actually determined the modes of individual human behavior.

However, in both cases, the concepts of psychotherapy of social behavior were implemented. An organized environment at all levels within the framework of the discourses of "well-being" and "well-being", managed by professionals, in this case social workers, at a new level could exercise social control in the form of "clinic and therapy", the kind of control that escapes "perception as individuals and the team" [5, p. 16].

It is precisely this connection between environmental therapy and an individual life situation, only within the framework of mental health problems, was discovered by the classic of German psychiatry G. Ammon, in particular he wrote when "the therapeutic environment covers the patient's life situation both in the temporal aspect and in the aspect spaces ... living and therapeutic environments merge" [1].

Thus, at the micro-level, an organized social environment is a therapy for social ailments, an environment of social control, an environment that shapes the behavior of the masses, at a conscious and unconscious level, which is necessary for the ruling elites. Without strict declarations and legislative regulations of punitive institutions, on the basis of "soft skills", soft skills of professionals, the functions of "supervision and correction" were implemented in the new paradigm of case management in the "therapy society" of the 20th century.

Conclusion

The processes of globalization have changed the vectors of the social policy of individual national states at the end of the 20th and beginning of the 21st century. Today, Humanity is increasingly entering the dimension of the global "Big Society", despite the fact that some of them are at the stage of its agrarian or industrial version, while others are approaching 5.0 society, artificial intelligence, such as the Japanese, which has been living for a decade now beyond the digital society that the world's leading powers are only approaching [7].

The classification of M. Foucault, G. Esping-Andersen of the relative regimes of social states begins to stall, because in the Big Society, various images of globalization dissolve, they fancifully format space at the level of economies, politics, cultures and classification, and analysis of "images of the real world" in many respects determined by the point of reference of the researchers [3].

It can be noted that modern post-modernist thinking reveals a new logic of understanding social reality, the limits of which are not limited to a separate territory or continent, the prevailing political system or radical reforms of the young European states that have left the fold of socialist integration.

In this regard, the description of modernity in the logic of the principles of Heisenberg's theory of uncertainty is today no less important for understanding global social reality than the theological discourses of Basil the Great or John Chrysostom for understanding the principles of world order at the beginning of the last millennium.

A multidimensional view of world economic systems is no less bizarre and diverse, as are the scientific schools that define them. This is how the Swedish economists Kjell A. Nordström and Jonas Ridderstrale confidently argue that there is no single image of the capital world. They believe that capitalism is represented, in spite of the commonality of market attitudes, in relation to surplus value, exploitation of hired labor, etc., by its various types, in particular, they distinguish the following models:

- The European model of capitalism, socially liberal, with a strong state apparatus that “can regulate the market”;
- North American capitalism, with a minimal role of the state;
- Asian collectivist capitalism, built on mutual trust and a strong state apparatus [14, p. 51].

Global transformations have not only reformatted the centuries-old established ties, the traditional system of management and control, but also the social institutions themselves have changed the functional discourses of interaction with the state. Global transformations have changed, not only the essence of state and public institutions, but also the principles of thinking, defining new vectors of rationality, which are more correlated with the paradigm of post-modernism than modernism, which could not but affect the understanding of the place of theories and practices of social work in the system of global coordinates in the system of global social policy of the “world village”. The paradigm of postmodernism made it possible to determine such systemic characteristics of modern social work as:

- a wide range of approaches to understanding its subject boundaries;
- acceptance of the existence of «multidimensionality of the studied realities»;
- reflexion of the multifaceted nature of its phenomena and phenomena, and other features of both practice and cognitive discourses, which, from the point of view of the British researcher F. Williams, are the essence of postmodern approaches [19].

Drawing on theories of social work, social sciences and humanities, specialized knowledge, social work involves people and structures in solving vital problems and improving well-being [4, p. 24].

The focus of approaches to mission, practices, society and the place of a person in the system of social coordinates in the new century differs significantly from the ideas of the fathers and mothers of the founders of social work at the beginning of the last century.

S. Patten, who stood for the social-fabianist positions of gradual reform of society, saw the prospects for the activities of social workers in the twentieth century in “teaching moderate consumption of the lower classes” and joint activities of social workers and “lower classes” in defending their rights “in increasing wages and shorter working hours” [18].

Today, these requirements are not only archaic, but they do not reflect the essence of the intentions of the disadvantaged majority, which have changed not only socially, demographically, politically, but also the value orientations of the “needy” are associated not only with material needs, but no less with existential and transcendental feelings of a needy person that require their satisfaction.

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CONTACT INFORMATION:

Firsov Mikhail Vasilievich

Doctor of Historical Sciences
 Professor
 Deputy Dean for Science
 Faculty of Psychology
 Russian State Social University
 Wilhelm Pieck str., 4, build. 1
 129226 Moscow, Russian Federation
 E-mail: mihail_firsov@mail.ru

Chernikova Anna Andreevna

Junior Researcher
 Institute for Demographic Research
 of the Federal Center of Theoretical and Applied Sociology
 Russian Academy of Sciences
 Fotievoy str., 6/1
 127083 Moscow, Russian Federation
 E-mail: aanny@yandex.ru



Nguyen Huu Hoang,

Postgraduate Student, Russian State Social University, Moscow.

E-mail: hoangnh@hcma2.edu.vn

ORCID ID: orcid.org/0000-0003-2296-214X

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Formation and Development of Policies to Facilitate the Improvement of Elderly Persons in Vietnam

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Annotation: *in 2011, Vietnam officially entered the period of “population aging” but is still a poor and developing country. The current policy approach towards the Vietnamese elderly differs from the prevailing one in which the state should have the responsibility to improve quality and provide social protection for the lives of the elderly; by making them relatively passive beneficiaries of their policies. This research brings a relatively new perspective when realizing that the elderly are an important resource in the development of the country. To adopt policies to promote the maximize their role in all areas of public life with the goal of creating a generation of the elderly “actively adapting” to the rapidly aging population. Through research and analysis of historical and legal documents, these results show that the current “positive” and “active” elderly policy approach in Vietnam is necessary.*

Key words: *Vietnam, active aging, role of older people, history, law, politics.*

JEL classification: *A140.*

Introduction

Vietnam’s elderly are projected to make up about 20% of the total population by 2038 – having tripled in 24 years, the country will be “super-old” by 2050 [9, p. 13–14]. Most elderly people in Vietnam still have the mindset that “when old age, out of talent”, “when old age, need to rest”, spend time with their children, take care of gardens; or must be cared for by their descendants mind, respected by the state and society. This has a strong impact on not only the elderly themselves, their families but also society, managers and policy makers on social security for the elderly.

Leaders, managers and politicians are not fully aware of the position and role of the elderly. In Vietnam, with a large but poorly qualified workforce, the proper use of human resources – the highly skilled elderly is necessary and reasonable for sustainable socio-economic development. According to the assessment report of the World Bank for the 2015–2016 period, the competitiveness of Vietnam’s human resources index was only 3.39/10 points. Out of a total of more than 53.4 million workers aged 15 and over are working, about 49% have been trained, of which vocational training for 3 months or more is only about 19% [3]. Therefore, the study of ethnic historical documents and typical legal documents will provide valuable and convincing evidence, arguments to help policy-makers for the elderly in Vietnam to renew their thinking and ways’ policy-making approach promotes the role of the elderly in the context of “active aging”.

Vietnamese elderly still need conditions to continue participating in their work, transferring knowledge, the quintessence of experience, and making positive contributions to society.

According to a 2007 poll conducted by the National Committee on the Elderly, 15.4% of the elderly attend local committees and 60.3% of the elderly participate in meetings with local residents; 3.7% of the elderly participate in community governance [17, p. 98, p. 107–108]; 28.9% of the elderly are still directly producing and providing services [17, p. 107–108]. These reflect the change the thinking of the elderly; as well as their position and role that is especially important to the work of the country. Therefore, the state needs to have timely policies to maximize these roles.

Recently, studies and evaluations of policies to promote the role of older people in Vietnam are practically absent; research on this topic, based on historical and legal evidence is less common. As the French researcher, Simone de Beauvoir (1973) said that: “Studying the lives of older people overtime is not an easy task” [14, p. 28]. This situation has created a large gap in the formulation, adjustment, and addition of policies in order to increase the role of this group in the system of policies for older persons.

Methodology

The author chooses a historical and legal approach. Through the research and analysis of historical documents, state management documents, and legal documents related to the elderly, the paper gives a clearer view of the process of formation and development of policies to promote the role of the Vietnamese elderly.

The paper also uses the “successful aging theory” published by the United Nations and WHO published in 2002. This theory emphasizes the positive aging process in the future. Active aging is considered to optimize health opportunities, participate in social inclusion and ensure the safety of the elderly to improve their own quality of life [18, p. 12]. Elderly people have the potential to participate in social, economic, cultural, spiritual, civil fields, according to needs and social responsibility; ensure the elderly have a healthy, independent, and safe life [16, p. 12–13].

Main results

In Vietnamese history, the state and village have both cared and valued the elderly [2, p. 28]. This has become a custom and ingrained in the hearts of all members of the village since ancient times, but according to the records that are still preserved, it is only briefly mentioned in the law from the Ly dynasty, into specific laws of the state. The law was from the early Le dynasty (15th century) and was meticulously recorded in the conventions from the 17th to the 18th centuries to the beginning of the 20th century [11, p. 23–24].

1. Policies to promote the role of older persons in Vietnam: The period from the Vietnamese feudal dynasties to the 30s of the 19th century

Ly Thai To was the first king to adopt a policy of caring for the elderly and subsidizing them. Immediately after taking the throne, in the spring, in February of the year of Canh Tuat (1010), Li Cong Uan King went to Co Phap to see the queen and “distribute money and silk to the elders” [6, p. 268]. The first fine Vietnamese tradition of “silk for the elderly” still exists up to now. At the same time, in December of the same year, the King pardoned the people for three years “orphans, widowed, old and frail, and long-term lack of taxes are all forgiven” [7, p. 242]. In 1042, Ly Thai Tong King issued the “Hinh Thu” law. It assumes that people over 70 years of age must atone for sins with money if they do not commit crimes in the “10 of the great evil”. In 1051, Ly Thai Tong King stipulates that the heads of literature and martial arts who work for a long time will be conferred on different ranks if they do not commit crimes [13, p. 252]. In 1162, Ly Anh Tong King issued a regulation that people aged 60 and over, called “seniors”, would be exempt from hard labor [12, p. 12–13].

Under the Tran dynasty, in 1242, Tran Thai Tong King allowed the reform of the local government, set up a household registration book, decided to recognize the 60-year-old as an “elder” and over 60 years old as an “old dragon”. In 1262, when building Thien Truong Palace in the Tran Dynasty before, Thuong Hoang paid tribute to the elders and ladies. In particular, in

1285, during the resistance war against the Nguyen-Mong invaders, Tran Thanh Tong King opened a conference in Dien Hong to invite elders to Thang Long capital (Hanoi capital now) to consult and decide policies, encouraging the entire people to fight the enemy. Many elderly over 90 years old enthusiastically expressed their opinions, shouting in unison “Sat That”, contributing to forming the spirit and strength of the nation, helping Tran King to defeat Nguyen – Mong army three times.

Until the Ho Dynasty (1400–1407), Ho Qui Li still distributed money and conferred the title to the elders in the country. The elders of the capital were ordained and given food and drink [1, p. 55, 243].

By the time of the early Le dynasty, the spirit of “respect for the religion” continued to be formalized and spread in the villages. In the “Hong Duc Thien Chinh” clearly states: “In the village with an elderly person, if everyone dares to eat and drink from the same tray and sit with a mat, they will be charged with disrespect, a fine of 300 sticks” [8, p. 164]. In addition, when an elderly person commits a crime but “is 70 years old or older, he or she will be atonement”. If at least 80 years old, committing treason, murder worthy of death, should also ask the king for trial; the crimes of stealing, or beating injured people shall be atoned for; in other cases, it will be exempt from crime” [15, p. 41].

At the time of Le Thanh Tong King (1460-1497), a parable (24 contents) was published about the change in village customs, including the provision of the elderly as chief. In the village’s administrative work, elders are also invited to participate in the election of positions. They are also considered voters and have registered to vote. In addition to participating in rural work, during festivals, the elderly are always seated higher than other members.

During the reign of Emperor Minh Mang (Nguyen Dynasty), the position and role of the elderly began to be respected because “Age is the jewel in the world. Royal politics must mainly take care of the elderly” [6, p. 263–264]. In June of Nham Ngo year (1822), Minh Mang King said: “It is said that the hundred-year-old is a good omen for the country. When the king respects the elderly, people will not dare to be filial to their parents, that is to teach their children to be filial ...” [6, p. 222]. In addition, the 70-year-olds apply for retirement, but the king does not agree, hoping they stay to work, and will enjoy the court’s privileges, especially those who live for a long time [4, p. 79]. In addition, the 5th year of Tu Duc (1852), the king ordered to reward the mandarins and the elderly as follows: from 70 years old and up 2 pieces of cloth; from 80 years old and over: silk and cloth given separately; retirement (literature, martial arts) by rank and age from 70 to over 100 years old [5, p. 27, 354].

2. Policies to promote the role of older persons in Vietnam: The period from 1930 to 1945

In the first 30 years of the 19th century, although the tradition of respecting the elderly still persisted in the endless flow of national history, the state policies were not very typical, clear, no history books any collectible.

On June 6, 1941, at the Vietnam War Zone, Ho Chi Minh president wrote a letter “Respect for the compatriots” and began with the sentence: “Together with the elderly”, then declared: “Everyone, please stand up fast. Please unite, unite together to drive out Japan and France ... May you imitate the old father of the Tran’s Kings in the face of the Nguyen invasion and warmly call your children and grandchildren to participate in the cause of national salvation”. That proves that Ho Chi Minh attaches great importance to the position of the elderly in society. Also in June 1941, Nguyen Ai Quoc – Ho Chi Minh sent a private letter to them in Chinese with the very respectful title: “Old man Nguyen Ai Quoc sent you throughout the country, June 1941” ... This is a call for solidarity and mobilization for the elderly. In the letter, Ho Chi Minh president emphasized the position and role of the elderly, telling: The responsibility of his father to the national mission is very important. A prosperous country built by the elderly. The country survives with the help of the elderly.

3. Policies to promote the role of older persons in Vietnam: The period from the founding of the Democratic Republic of Vietnam (1945) to the present

3.1. From the founding of the Democratic Republic of Vietnam to the renewal period (1986)

Since the founding of the country in 1945, the rights and political status of older persons have been recognized in constitutions – this is the strongest and highest legal basis for the implementation of policies towards older persons. Article 14 of the Constitution 1946 stated: “The elderly or disabled who cannot perform their work will receive assistance”. Although it is concise in a single word of 17 words, the highest legal ideology and declaration for the elderly is of particular importance.

The Constitution 1959 contained a very progressive legal perspective on the position, role, and system of policy in relation to the elderly. Article 32 of the 1959 Constitution states: “An employee has the right to material assistance if he gets old, gets sick or becomes unable to work. The state is gradually expanding the capacity of social insurance, health care, and medical organizations to ensure that workers have the right to ensure that workers enjoy these rights”. In terms of policies to promote the role of older persons, compared to the Constitution 1946, the Constitution 1959, although not clear-cut, initially focuses on “providing conditions” for older persons to exercise their rights, and also indirectly reaffirmed their role in these areas. Article 59 of the Constitution 1980 states: “Employees and employees who retire, become old, weak, sick, or become disabled are entitled to social security benefits. The state gradually expanded the scope of social insurance in accordance with the level of development of the national economy and provided workers with the opportunity to enjoy such benefits”. With regard to the connotation of policy on older persons, the Constitution 1980 continues to be inherited from and in line with previous constitutions.

3.2. Policies to encourage the elderly from the renovation period (1986) up to now

Since 1986, the elderly policy has been placed in the new context of the country. During this period, the elderly policy had the following main features:

First, the Constitution has many progressive regulations on policies for the elderly. Article 61 of the Constitution 1992 states: “Citizens have the right to a health protection regime. The state develops a regime of payment for hospital services, a regime of exemption from payment for hospital services and reduction of costs”, Article 67 says: “The state and society help the elderly, the disabled and the young, orphans with no support”. Through the Constitution 1992, we can see many signs of progress in the policies towards the elderly in our country during this period:

- the Constitution clearly defines the subjects and subjects participating in the implementation of the elderly’s policies are “citizens”. This has many meanings because as a citizen – the elderly, in addition to full citizenship, the elderly’s right to welfare is still guaranteed. Therefore, the Constitution 1992 inherited the progressive and rational nuclear nature of the Constitution 1946;

- the most remarkable point is the Constitution 1992 clearly defines the role of responsible actors in the realization of the basic rights of the elderly in the state and society.

However, compared to previous constitutions, the Constitution 1992 has not updated thinking and forecasts in policymaking to enhance the role of the elderly – still seeking to ensure welfare and distribution into revolutionary results and economic growth for the elderly are promoting this vital force’s role.

After the establishment of the Vietnam Association for the Elderly (May 10 th, 1995), the Secretariat of the Party Central Committee issued Directive 59/CT-TW on the care of the elderly, which emphasized: “Association for the Elderly Vietnamese age needs to quickly stabilize the organization and expand the grassroots level of operations”.

In particular, in 2000, for the first time, there was a document with the highest legal value – the Standing Committee of the National Assembly issued the Ordinance on the Elderly. This

officially affirms the position and role of the elderly, and at the same time puts the responsibility of the state and society for the care of the elderly in our country at a new stage in the development of the country. Right at the beginning of the Ordinance, there is the paragraph: “Elderly people have merit to give birth, nurture, have merit in teaching and educating their children about personality, having an important role in the family and society”; and Articles 2, 4, Chapter 3., ... also clearly mention the content promoting the role of the elderly in the revolutionary cause. After that, the Government issued Decree No. 30/2002/ND-CP dated March 26, 2002, regulating and guiding the implementation of a number of articles of the Ordinance on the Elderly, ensuring the above consistency and feasibility reality.

It can be seen that the policy for the elderly in this period has made more progress than the previous period, especially promoting the role of the elderly, which is legalized in legal documents law.

On March 26, 2006, the Prime Minister issued Decision No. 772/QĐ-TTg annually, taking June 6th as “Vietnamese Traditional Day”, which mobilizes the entire population to join the movement. take care and promote the role of the elderly, encourage participation in care of the elderly in the community, create conditions for the elderly to live happily, healthy and useful lives.

In particular, in 2009, the Law on the Elderly came into effect from July 2010, creating a solid foundation for the activities of the Vietnam Association for the Elderly, contributing to the promotion of the role of the elderly in the new period. The Law has devoted many contents in building synchronous policies to promote the position and role of the elderly in modern society in Articles 4, 5, 7 and 3 every year; choose June 6th every year as “Traditional Day of the Vietnamese Elderly” and is also the day “the whole society cares and promotes the role of the elderly”. In addition, the Prime Minister’s Decision No. 1781/QĐ-TTg dated November 22, 2012 approving the Vietnam National Program on the Elderly for the period 2012–2020 with general and detailed purposes emphasizes: Highlighting the role of the elderly in accordance with the country’s potentials and socio-economic development is the leading factor in implementing the national policy on the elderly in the coming time.

In particular, Clause 3, Article 37 of the Constitution 2013 clearly and consistently shows the elderly policy in terms of civil rights and human rights: “Elderly people are entitled to the state, their families and society respects, cares for and promotes its role in the cause of national construction and defense”. This clause is important because:

- for the first time after more than 75 years of building the country and building the Constitution, the rights of the elderly are set as a separate section, separate from other subjects such as the disabled, orphans, ... are the Party and State’s statements on the superiority and the increasingly important role of the elderly in national construction and development, meaning that the time is right, the position and role of the elderly must be correct, commensurate with its inherent meaning;

- for the first time, the rights of the elderly are fully regulated, not only with material values but most importantly, to care for their health, respect for civil rights and other human rights, and at the same time guaranteeing spiritual values – respect, recognition, recognition, and recognition their role in society;

- for the first time, the Constitution fully and clearly reflects Ho Chi Minh’s thought on the role of the elderly in society, especially in modern society. This means strongly opposing the old-fashioned thinking “the old run out of talent, the old have to stop working” and that the elderly play an important role, and that this role requires national policy to operate.

Discussion

Firstly, the policy of promoting the role of the elderly in all areas of public life has originated from the history of Vietnam. Therefore, the authorities need to have thoughts, policies, and ways to awaken, mobilize, collect and promote the potential values and strengths of the elderly to contribute to solving the problems. Problems arise in the process of country development.

For Vietnam today, this policy is associated with a solution to an extremely difficult political problem: "Where will the elderly and occupy any position in the sustainable development of the country?" The high-quality workforce as Vietnam is about to change transforms into a "super old" country, but at the same time is "poor" and there are cultural barriers.

Secondly, looking back at the very long way of the policy promoting the role of the elderly in our country, we can confirm a strong change in thinking, opinion, and legalization in the implementation of this policy. This is a very good signal in our country. However, all that deserves attention, as the author has more or less mentioned in this article, is: (i). The extent of implementation (integration) of this policy into the general policy on the elderly in our country in recent years and (ii). The level of implementation and effectiveness of the implementation of goals, decisions, and content promoting the role of the elderly in accordance with the law are in fact very important. Currently, the implementation of policies for the elderly in our country still faces the following problems, which are challenges for policies to promote this subject role in the coming time, such as:

- the State still seems to be struggling, has not found the most harmonious and effective solution to have preferential treatment for the elderly so that both traditional culture and suitable with the trend and needs of the new era. This is reflected in the difficulty in proposing a social policy system for the elderly in the context of placing the elderly as a "passive" or "active" human being in the general elderly policy system;

- there seems to be a "deviation" in the purpose, content, and priority of resources to implement the elderly policy in Vietnam. In fact, over the past time, most policies for the elderly are aimed at increasing the provision and improving the state's welfare for the elderly through insurance policies, social protection policies, health policy or finance... Meanwhile, policies to promote the role of the elderly are not currently focused (as analyzed above), often easily forgotten or not fully integrated into other policies for the elderly.

Thirdly, it should be reaffirmed that the policies promoting the role of the elderly have existed throughout history and have had positive and significant effects, affirming the correctness of the undertakings and policies in the country. This research helps us realize that the early application of policies aimed at enhancing the role of the elderly in all areas of public life is urgent, urgent, and decisive in the path of sustainability development, at least in the second half of the 21st century.

Fourthly, the study of policies to promote the role of the elderly in the historical and legal aspects of national history contributes to consolidating and clarifying the theoretical, historical, and legal framework to strongly promote the process of formulating, disseminating, and effectively implementing this policy in the near future.

Conclusions

Researching national policies, including those that promote the role of the elderly from a historical and legal perspective, is not always an easy task. Because history has come a long way with very different ups and downs and here the law is a container of values, the spirit of the policy is expressed through different dynasties and historical periods (though under many different political forms). From detailed statistics on historical and legal documents according to dynasties and typical periods in Vietnam, for the first time, the author has systematically analyzed a general and quite detailed way, before – after, logic to highlight the importance of policies promoting the role of the elderly over the past 1000 years. From historical evidence, laws, and new national contexts, fostering innovative thinking and action to help policymakers have more documentation to build, design, and organize policies to promote the role of the elderly in a practical, complete and feasible way, successfully building an "active aging" society in the near future.

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CONTACT INFORMATION:

Nguyen Huu Hoang
 Postgraduate Student
 Russian State Social University
 Wilhelm Pieck str., 4, build. 1
 129226 Moscow, Russian Federation
 Academy Politics of Region II
 (Ho Chi Minh National Academy of Politics)
 No. 99 Man Thien Street, Hiep Phu Ward, Thu Duc City
 Ho Chi Minh City, Vietnam
 E-mail: hoangnh@hcma2.edu.vn

**Starovojtova L.I.,**

Doctor of Historical Sciences, Professor,
Faculty of Social Work, Russian State Social University,
Moscow.

E-mail: starovojtova@list.ru

Scopus Author ID: 56669809800

ORCID ID: orcid.org/0000-0001-8660-4101

**Demidova T.E.,**

Doctor of Historical Sciences, Professor,
Faculty of Social Work, Russian State Social University,
Moscow.

E-mail: ted-05@list.ru

Scopus Author ID: 56609978000

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On the Problem of Social Adaptation of Migrant Families in the Host Country

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Annotation: *the article deals with the problems of modern migration, which affects all spheres of public life, the prospects for sustainable socio-economic development of the state, maintaining stability, ensuring national security, human and civil rights and freedoms. Migration creates multiple problems that need to be solved. One of the ways to solve these problems is the social adaptation of migrants to the way of life in the host country. Special attention is paid to the analysis of family migration, the organization of the process of socio-pedagogical support of social adaptation of children in the Russian educational environment.*

Key words: *forced migration, social adaptation, adaptation resources of children from migrant families, socio-pedagogical support, socio-cultural environment, educational space.*

JEL classification: *A140.*

Introduction

The purpose of this article is to analyze the problems that face forced migrants in the host country, to form the main directions in providing them with assistance in social and pedagogical adaptation to the life in the host country.

In recent years, due to the ongoing processes of globalization, political, economic and social changes, the processes of population migration have been increasing. The increase in the number of military conflicts all over the world, natural disasters, economic, social and political instability in a number of states have led to an escalation of migration, an increase in the number of migrants: voluntary and forced; legal and illegal, family and single, etc.

Migration affects all spheres of public life, the prospects for sustainable socio-economic development, state stability, national security, human and civil rights and freedoms.

Thus, according to data for 2019, the number of people who left their homes due to various reasons reached 71 million, which is a record number after the end of World War II: 25.9 million of them are refugees, and 3.5 million are temporary asylum seekers [18].

It is important to note that this situation has already become protracted and complex, often destroying the social and cultural infrastructure of countries, leading to conflict between indigenous residents and displaced persons, loading the already well-established system of public administration in various spheres of life.

The complexity of the constructive resolution of problems associated with migration, also lies in the inability of most states, attractive for migrants, to take systematic measures for the integration of migrants and addressing their life issues when moving to a new place of residence and acceptance of migrants, indigenous people, and migrants themselves to integrate into society with the cultural, social, political and economic system.

Migrants and their families join the ranks of residents of large cities. People tend to seek a better life for themselves and their families. According to the United Nations report, the Russian Federation ranked fourth in the world in terms of the number of migrants in 2019, after the United States, Germany and Saudi Arabia. In general, the migration flow across the country is steadily increasing, especially in cities with a population of more than a million people, as they have certain resources that are necessary for the immigrant. These are, first of all, jobs, access to education and the possibility of long-term development.

Family migration is gaining momentum, raising new questions for legislators, government agencies and society. Special attention should be paid to the children of migrants, who are the most vulnerable in the new living conditions. Moreover, parents are not always able to explain in advance to their children that people in the world speak different languages, i.e. differently than they do, that the names of objects, requests and commands sound different, that it is useful to know many languages in order to be able to talk to people living in different countries. The transition from one social community to another, a foreign language, other cultural traditions, a possible negative stereotypical attitude of the ethnic majority, creates a crisis of entering a social community that is new for migrant children. In this regard, children of an ethnic minority may develop negative attitudes towards their own ethnic community, including dissatisfaction with their own ethics, a sense of humiliation, a sense of inferiority, or even a denial of their own ethnic identity, a desire to hide it.

Among the most significant problems that should be addressed by the efforts of the international community and states is the problem of adaptation of migrants and refugees.

Methods

This study is of an analytical nature. It is based on the works of Russian scientists dealing with this issue. In the Russian scientific literature, the problem of social adaptation of migrant families and their children is reflected in the studies of Makarova V.A. [7], Ivanova Z.I. [5], Starovoitova L.I. [20], Zabavnova M.V. [25; 26], Sinyakova G.A. [19], Mutaev U.K. [9], Volobueva N.A. [24], Portnova T.V. [13], Zborovsky G.E. [27], Proskurni I.A. [16]), etc.

To achieve the goal of the study, we used theoretical research methods (analysis, synthesis, comparison, comparison and generalization of various scientific and methodological materials).

Results

Migration is a natural process that plays both a positive and a negative role in the life of the host country. The positive role is to improve the demographic situation in the country, to balance the economic, social and political spheres of society, and for migrants to find a stable job, safe housing, improve their social situation and living conditions, the opportunity to use the services of health care institutions. For migrant children to get an education and be able to plan their future. The negative side of migration is characterized by conflicts and unrest in the host country, caused by misunderstanding between local residents and migrants, whose initial expectations did not coincide with the reality that they face in the process of adapting to living conditions in a new culture, which led to the negative socio-psychological states of migrants.

It is important to draw a clear line between voluntary and forced migration. Scientists, using the criterion of "reasons", define voluntary migration as the movement of people who

voluntarily leave their place of permanent residence and move to a new place of residence in their own or another state [15]. As a rule, they have already formed a motivation for the very fact of migration, which greatly facilitates the process of adaptation to the conditions of the new country and the adoption of the norms, values and culture of the host country.

A generalizing concept for such categories of people as internally displaced persons, refugees and asylum seekers is the concept of forced migrants [15]. So the term "refugees" is applied to people, families who have experienced forceful displacement and did not even have time to make a decision about migration [23]. Refugee status is defined as the mass abandonment of the inhabitants of their native places due to war or natural disasters. War is the most negatively colored event, the consequences of which force people to leave their homes urgently, often taking only documents with them [12]. Internally displaced persons are people who have actually experienced the effects of push factors or are afraid to experience them, but they do not leave in such extreme circumstances as refugees, and have the opportunity to prepare their departure to some extent [23]. We consider the concept of "forced migrants" as generalizing, as noted above, to refer to both refugees and internally displaced persons.

This group is characterized by a life situation in which a person suffers from violence, serious violations of human rights and freedoms defined by international law, conflicts and persecution based on nationality, religion, political views, is constantly at risk for his life and the lives of his loved ones, which pushes him to make a decision to leave his home, country in hope of salvation, and this salvation is not regarded as one of the possible options, and as the only option to keep individual and his loved ones alive and build a safe existence and life [18; 23; 8]. However, on the way of modelling their life in host country, forced migrants face a number of serious problems, from which children suffer more.

The situation with the children of forced migrants is a global problem of our time, characteristic of many countries and peoples. At present, this problem has become particularly acute.

Obtaining refugee status allows them to lead a completely full-fledged life in a new territory, but still outside of their native home, their usual life, formed social ties, etc. All these circumstances aggravate already difficult social and psychological picture of the life of refugees [12] and prevent successful socio-psychological adaptation.

Discussion

Social adaptation of migrant families to the new conditions takes place in active and passive forms. The active form of social adaptation is characterized by the fact that the subject of adaptation seeks to change the social environment, adjust it to the norms and values in his worldview. The passive form of social adaptation is characterized by the adoption of norms and rules of behaviour of the social group in which the individual has been rendered.

Social adaptation is aimed at improving the individual's relationship with the environment. Adaptation consists in assessing the situation and correcting on this basis both human behaviour and the state of the surrounding social environment [9]. The main way of social adaptation is the individual's acceptance of the norms and values of the new social environment and the forms of social interaction that have developed here. This acceptance is revealed through the categories of social norms, values, subjective and public interests, and social functions.

Adapted children are children who are adapted to the comprehensive development of their intellectual, physical, personal and other potentials in the new educational environment provided to them [26].

Russian scientists especially highlight the conditions of the educational environment as the most important factor for the successful adaptation of migrant children, since it is there that the child first encounters the host society and learns the features of the new socio-cultural environment. The school not only give education, it is a unique mechanism for the adaptation and integration of a young citizen, and in particular a foreign one, into society.

In addition, the school is the only social institution that migrants trust [20]. Therefore, the adaptation of adults, especially mothers of such children, can take place through the school. Experts believe that a conflict-free environment and high academic performance will ensure such a ratio, when children from migrant families in school are – no more than fifty percent of the total number. In mixed classes, both categories of students have a beneficial effect on each other. Foreigners learn Russian faster and absorb the values of the new community. To some extent, they “pull up” some representatives of the titular nation, since migrant schoolchildren often have a higher motivation to study than their local peers. At the same time, visitors are less prone to risky behavior. So, among children from migrant families, the percentage of those who have never tried alcohol and cigarettes is much higher than among children from citizens.

Among the tasks of educational institutions that act as a host, the main task is to form a comfortable process of psychological and social adaptation of a child, since, and scientists note this, children from migrant or internally displaced families are more susceptible to neurotic disorders, emotional and behavioral disorders, as well as violations of cognitive processes, which in turn can cause other disorders [21].

Speaking about migrant children, it should be noted that they have their own cultural characteristics, as they were born and raised in a completely different socio-cultural environment, and the new society, sometimes is radically different from the previous socio-cultural environment. As Nesterova A.A. notes [10; 11], one of the main tasks of development of children from migrant or internally displaced families is to master two cultures simultaneously. The factor of cultural differences can cause children to feel alienated, as a result of which they may have problems with self-esteem, which will significantly complicate the adaptation process. Some sociologists who have studied the features of socio-psychological adaptation of migrant children, especially highlight the fact of the presence of “low self-esteem” in their environment. The children, finding themselves in a new socio-cultural environment, having their own cultural characteristics laid down by the previous environment, experience a state of “cultural shock” and cultural alienation, as well as a possible rejection of the cultural norms and rules of the host society. Thus, it can be determined that children, finding themselves in a new socio-cultural environment, face certain difficulties or barriers of adaptation.

Having analyzed the studies devoted to the problems of adaptation of migrant children, we can distinguish three adaptation barriers that face children from migrant families:

- cultural barrier, which manifests itself in “cultural shock”, distance from cultural identity, isolation from the relatives of the host country, non-acceptance of norms and value orientations of the new society, cultural differences, isolation and deprivation;
- social barrier – social instability, loss of previous social ties, rejection of a migrant child in a new society;
- psychological barrier: low self-esteem, high level of anxiety, impaired cognitive processes, neurotic reactions and functional disorders, emotional and behavioral disorders, communication problems, identity disorders.

It is worth noting that the barriers of adaptation are often interrelated with each other: the presence of cultural barriers can lead to social barriers of adaptation, since the child is cut off from the previous society and, due to cultural differences, risks being rejected in the new society. The social barrier, in turn, can lead to psychological barriers: the child develops self-doubt, isolation, anxiety, neurotic reactions, behavioural disorders, including aggression towards others. All this leads to difficulties in communication, as well as reduces the adaptation and further integration of the migrant child into the new socio-cultural environment.

Let us highlight the most important directions of social and socio-pedagogical assistance to children from migrant families.

A clear system of organizing social and psychological assistance to children of forced migrants can mitigate the emerging difficulties of social adaptation and ensure their smooth

and easy integration into the host society. To do this, social and psychological assistance should be aimed at:

- the world community's awareness of migration as a natural process and its acceptance. Pooling resources and establishing cooperation between countries hosting forced migrants and sharing the accumulated extensive experience in providing assistance and assistance to this category of people;
- changing attitudes towards forced migrants by moving away from existing negative stereotypes about refugees. Formation of opinion in society about the multiplicity of perception of migrants, according to the level of education, talent, social adaptation. Understanding the high level of motivation of migrants to actively build their work, education, and family life in the host society, from which they expect to be given the opportunity to legally stay in the country and legally work and study;
- availability of social and economic conditions of acceptable living. The presence of a secure home, according to many researchers, is an important protective factor that provides a basis from which children of forced migrants can successfully adapt and integrate in the host country [3];
- inclusion of children of forced migrants and members of their families in various social groups at the place of residence and in an educational institution [20]. This allows children to accumulate their social capital, develop a sense of belonging in the host country [3], and activate the internal resources of children of forced migrants and their parents;
- implementation of active social and psychological readaptation, building and using an inclusive approach, both in the educational organization and in social and psychological services for the purpose of positive socio-psychological adaptation of children of forced migrants and their family members [4];
- development of the volunteer movement, in particular, from migrants who have successfully passed adaptation, formation of volunteer advisory points;
- building an effective system of joint work of the family, school, social and psychological centers and diaspora organizations.

Conclusion

The Covid-19 pandemic in 2020 has made its own adjustments to the situation with the social adaptation of migrants to the living conditions in the host country especially children from migrant families.

The analysis made it possible to identify the problems of children from migrant families, determined by external factors (the situation in the country of origin and the country of reception, family status) and internal factors (features of the psycho-emotional state of children, determined by the need to leave their usual social environment, and personal characteristics of refugee children). Among them are difficulties in social adaptation, which can affect the psychological state of the child (the appearance of anxiety, depression, emotional and behavioural disorders). Also, many scholars draw attention to the fact that despite the right to education of migrant children in Russia, protected by the Constitution of the Russian Federation and normative legal documents of Federal and regional level, starting with the law "On education" and the international Convention on the rights of the child, General in the Russian system of educational institutions do not exist sufficient conditions for successful adaptation and integration of migrant children.

It is important for the world community, for each of us, to understand that forced migration is a natural process of development of modern states, the decision to leave did not depend on the individual, but on the hard circumstances, the migration process cannot be stopped, but it can be managed through the joint efforts of state and public organizations, indigenous and residents, and migrants themselves, and directed towards constructive acceptance and assistance to forced migrants, primarily children, in positive adaptation and integration into

the host community. It is also important to understand that the process of adaptation and integration of children of forced migrants is not a process that occurs with one child, but a process that is based on constant interaction with others, which forms various types of social interaction that children of forced migrants will have in the host society [2].

Discussion and development of social and socio-pedagogical assistance to children from migrant families proposed by authors allows to minimize the difficulties of adaptation period of the child, as well as to adjust them through the development of his personal and creative potential that will allow you to succeed in adapting to the new environment.

This work should be expanded, focusing on the problems of the life path of the younger generation growing up in migrant families. International organizations are making great efforts to address the problems of migrant families, taking into account the pandemic, children, as noted in UN documents, "make up more than half of the world's refugees and 42 percent of all internally displaced persons. COVID-19-related lockdowns and the economic downturn are putting many families on the brink of survival, disrupting children's learning, diets, and compounding protection risks for many children on the move. 1.5 billion young people, more than 90 percent of all students in the world, in 188 countries were deprived of the opportunity to get an education. For children and young people on the move, these violations exacerbate already precarious access to education. Even before the pandemic, refugee children were twice as likely to be out of school as other children" [22].

We need a comprehensive program of socio-pedagogical and socio-psychological measures aimed at organizing communication and interaction in the new socio-cultural environment, at integrating migrant children, taking into account their individual abilities, without losing their national identity, into Russian society.

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CONTACT INFORMATION:

Starovojtova Larisa Ivanovna

Doctor of Historical Sciences
Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: starovojtova@list.ru

Demidova Tatiana Evgenievna

Doctor of Historical Sciences
Professor
Faculty of Social Work
Russian State Social University
Wilhelm Pieck str., 4, build. 1
129226 Moscow, Russian Federation
E-mail: ted-05@list.ru

PSYCHOLOGY



Polyakova O.B.,

Candidate of Psychological Sciences, Associate Professor, Faculty of Psychology, Russian State Social University, Moscow; Associate Professor of the Chair of Pedagogy and Psychology, Open Humanitarian and Economic University, Moscow.

E-mail: pob-70@mail.ru

Scopus Author ID: 57205426592

ORCID ID: orcid.org/0000-0003-2581-5516

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Features of Coping Professional Behavior of Social Workers Providing Assistance to Clients During the COVID-19 Pandemic

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Annotation: *the features of coping professional behavior of social workers who provide assistance to clients in the context of the COVID-19 pandemic have been identified – above the average degree of building interpersonal interaction (models of prosocial coping nature of activity, maintaining loyalty and contact with colleagues and clients, establishing positive mutual relationships of a personal plan); design and problem solving (analytical approach to problem solving, voluntary problem-focused efforts to change stressful situations); seeking social support (a prosocial model of coping behavior, efforts to find effective, informational, material and emotional support and help from colleagues and clients); self-control (efforts to self-regulate actions and feelings). It was found that the higher the search for social support, positive reevaluation and acceptance of responsibility, the higher the building of interpersonal interaction, prudent coping behaviors and acceptance of responsibility and problem solving. It has been proven that the higher the search for social support, positive reappraisal and problem solving, the lower are aggressive and manipulative actions, assertiveness and problem avoidance.*

Key words: *clients, COVID-19 pandemic, behavior, coping professional behavior, social workers.*

JEL classification: *A130, A230.*

Introduction

Coping behavior is a sequence of actions of a subject wishing to reduce the degree of influence of psychological stress and threat with the aim of further effective adaptation in the current stressful situation [16; 20].

Table 1

Scaling indicators of coping professional behavior social workers assisting clients in the context of the COVID-19 pandemic

Component levels of coping professional behavior	level low	level below average	level average	level above average	level high
Coping questionnaire (arithmetic mean)	0–0.6	0.7–1.2	1.3–1.8	1.9–2.4	2.5–3
Coping strategies indicator questionnaire (points)	0–2	3–4	5–7	8–9	10–11
Test of ways to prevent stressful situations (points)	6–10	11–15	16–20	21–25	26–30

Coping behaviors are separate components of conscious socially adapted behavior that make it possible to cope with the problems and difficulties of life [2, p. 47; 19].

The formation of a full-fledged strategy of coping behavior includes a set of stages of the subject's activity: orientation in the problem by connecting the cognitive and motivational components; definition and formulation of the problem by describing the specifics; generating alternative approaches to solving the problem by developing a variety of options; selection of an effective solution to the problem; active actions to implement the decision with verification and confirmation of success [17].

Coping professional behavior – purposeful actions that allow specialists to cope with stressful work situations, which makes it possible to adapt to the requirements of professional activity and transform stress conditions by applying a problem-oriented style of coping and leveling avoidance and an emotionally-oriented style: establishing the specifics of the situation and determining its significance for oneself; manifestations of reaction to the demands of the situation and attempts to resist it; maintaining relationships with colleagues and clients who can provide problem-solving support; maintaining the balance of the emotional-volitional sphere, managing negative feelings and emotions; preservation and maintenance of the professional self-image, professional identity, self-confidence as a specialist [12].

The coping professional behavior of social workers assisting clients in the context of the COVID-19 pandemic involves the use of adequate and adaptive actions to cope with the stress state: building interpersonal interaction, designing ways to resolve problems, reviewing a stressful situation from the position of gaining positive experience, demonstrating self-control, responsibility and support of others [13].

Organization and methodology

The goal is to identify the features of coping professional behavior of social workers who provide assistance to clients in the context of the COVID-19 pandemic.

The study involved 60 social workers helping clients amid the COVID-19 pandemic.

To identify the characteristics of coping professional behavior of social workers providing assistance to clients in the context of the COVID-19 pandemic, we used:

1) coping questionnaire R.S. Lazarus & S. Folkman to identify the features of the components and style of coping professional behavior (escape – avoidance, distance, coping with a confrontational nature, designing ways to solve problems, reviewing a stressful situation from the perspective of gaining positive experience, demonstrating self-control, responsibility and support of others) [9], the author of the modification of the interpretation of the results – O.B. Polyakova (table 1);

2) coping strategies indicator questionnaire J.H. Amirkhan to determine the dominant coping strategy (avoiding problems, seeking social support, solving problems) [7, p. 554–555]; the author of the modification of the interpretation of the results is O.B. Polyakova (table 1);

3) test of ways to prevent stressful situations S.E. Hobfoll to identify the features of coping behavior strategies (aggressive, asocial manifestations and actions of an assertive plan; building interpersonal interaction; avoiding problems; impulsive, manipulative and cautious actions; seeking social support) [11, p. 311–321], the author of the modification of the interpretation of the results – O.B. Polyakov (table 1).

Results

The results of identifying the features of coping professional behavior of social workers who provide assistance to clients in the context of the COVID-19 pandemic showed (table 2):

1) according to the coping questionnaire:

- above average: 2.3 – planning problem solving (an analytical approach to solving problems; studying the problem as a whole and in parts; not reducing a complex problem to a simple one; not mixing the problem and its components; discussing the problem with everyone concerned; defining the boundaries of the analysis problems; voluntary problem-focused efforts to change stressful situations; taking into account existing experience); 2.0 – seeking social support (seeking recommendations from colleagues, clients, acquaintances; expectations of loyalty, recommendations, sympathy; concentration on mutual assistance of colleagues and clients; domination of social resources in the design of ways to resolve difficult situations; need for help with specific actions to resist and cope with stressful production factors); 1.9 – self-control (attention for conscious efforts; performing complex and emotionally intense actions and reasoning; the ability to achieve desired goals; the ability to control their own thoughts, behavior and emotions; efforts to self-regulate actions and feelings) (table 2);

- medium degree: 1.8 – positive reassessment (inclusion of problems in a wider range of working conditions; focus on transpersonal, philosophical rethinking of problem situations; positive rethinking of problems; attempts to overcome negative experiences in connection with stressful working conditions; consideration of stressful situations as stimuli for personal and professional growth; efforts to create positive value, focus on the growth of their personality); 1.6 – acceptance of responsibility (readiness to analyze one's own behavior; a distinct component of self-criticism and self-blame; search for the cause of emerging difficulties in one's personal and professional shortcomings and mistakes; recognition of responsibility for solving professional issues; recognition of one's own professional role in the occurrence of production problems; recognition of one's own role in the problem, attempts to resolve stressful situations; striving to understand the relationship of their professional actions and their consequences); 1.5 – removal (devaluation of problems with methods of an intellectual nature, concentration on other matters, consistency, use of humor of an aggressive, affiliated, self-sustaining and self-deprecating orientation); cognitive efforts to separate from a stressful situation and reduce its importance; attempts to overcome negative experiences by reducing the subjective significance and involvement of the emotional plan); 1.4 – escape and avoidance (mental striving and behavioral efforts to escape or avoid problems; avoidance of problems by denying and fantasizing); 1.3 – confrontational coping (aggressive efforts to change the situation, hostility, willingness to take risks; impulsivity in behavior; conflict; unjustified persistence; attempts to resolve the problem through purposeful active actions; ability to resist difficulties; difficulties in planning actions, predicting their results, behavior correction; the ability to defend their interests, overcome anxiety, energy and enterprise in coping with stress factors) (table 2);

2) according to the coping strategies indicator questionnaire:

- above average: 9 – solving problems (choosing an alternative; diagnosing the current situation; correcting coping actions; modeling decision-making; identifying alternative ways of coping with stressful situations; determining the advantages and disadvantages of alternative options; evaluating alternatives; ranking alternatives in importance; implementing the solution problems; formulation of decision-making criteria and limitations in achieving the

goal); 8 – seeking social support (striving to be listened to, to receive an empathic response, to share their experiences with colleagues and clients; efforts to find effective, informational, material and emotional support) (table 2);

- lower than average: 4 – avoidance of problems (withdrawal from contacts under stressful conditions; switching attention to other matters; self-deception in the absence of difficult situations; avoidance of decision-making) (table 2);

3) on the test of ways to prevent stressful situations:

- above average: 22 – seeking social support (pro-social model of coping behavior, seeking effective, informational, material and emotional help from others); 22 – building interpersonal interaction (models of prosocial coping nature of activity, maintaining loyalty and contact with colleagues and clients, establishing positive personal relationships) (table 2);

- medium degree: 20 – prudent variants of coping professional behavior (models of a passive plan for overcoming difficulties, design of activities and situations of communication, attentiveness and alertness); 20 – actions of an assertive plan (models of the active nature of coping, behavior of a direct open orientation, defending one's views); assertiveness is understood as independence from influences and assessments from outside, independent regulation of one's behavior and coping with stressful situations by: listening and understanding others; demonstrating self-respect, respect and confidence; reaching compromises; taking responsibility; manifestations of positive attitudes; successful communication; 18 – manipulative actions (indirect model of overcoming behavior, imposing one's views on others); manipulation as a protective form in a stress state is a specific approach of social interaction and leadership, the active use of means of hidden coercive influence on others; 16 – impulsive actions (direct model of behavior, overcoming, a tendency to act without self-control); impulsivity manifests itself under the influence of an affective orientation and is described as sudden, inadequate, unexpected, most often destructive actions; 16 – asocial actions (asocial model of overcoming behavior, behavior contrary to the norms and principles of society); asociality is characterized by social indifference and lack of motivation to interact with others; 16 – aggressive actions (models of asocial coping, motivational-destructive behavior, mental and psychological discomfort); aggressive actions of a verbal, hostile, proactive, intellectual, indirect, defensive, direct and physical nature can be directed outside or at oneself (auto); aggressive actions as destructive manifestations serve to: achieve an important goal, switch activities, obtain relaxation, self-realization, self-affirmation, satisfaction of needs (table 2);

- lower than average: 15 – avoidance (models of passive coping, attempts to avoid contact with reality, avoid external negative factors and the need to resolve problems), the reasons for the avoidance behavior can be: an uncomfortable situation, a serious problem; protective actions are: the desire to postpone the solution of a difficult life task for some time; finding arguments to stop active actions; inability to accept change as a natural process; fencing yourself off from negative factors; the desire to avoid depression, frustration and anxiety; an increase in the period of reflection due to the inability to choose the right decision; avoiding the search for additional opportunities and disclosing their potential; forming a loser complex (table 2).

The results of mathematical processing using the K. Pearson correlation criterion and the Chaddock table indicate the presence:

1) a positive moderate connection between: confrontational coping and manipulative (+0.328) and aggressive (+0.301) manifestations (coping with a confrontational nature, reinforced by aggressive and manipulative manifestations, negatively affects relationships with colleagues and clients and leads to dissatisfaction with professional activities); finding social assistance and aggressive (+0.353) and cautious (+0.495) manifestations (aggressive and prudent manifestations determine the search for social assistance in the person of colleagues and clients; there is a feedback – emotional return from clients, and not to them from a social

Table 2

Feature identification results coping professional behavior of social workers, helping clients amid the COVID-19 pandemic

Names of techniques and components of coping professional behavior		Component levels of coping professional behavior											
		level low		level below average		level average		level above average		level high		by sample	
		NP	%	NP	%	NP	%	NP	%	NP	%	AM	L
Coping questionnaire	coping with a confrontational nature	0	0	34	57	21	35	3	5	2	3	1.3	LA
	dismissal	2	3	13	22	31	52	14	23	0	0	1.5	LA
	demonstrating self-control	0	0	0	0	23	38	37	62	0	0	1.9	LAA
	building interpersonal interaction	0	0	9	15	11	18	31	52	9	15	2.0	LAA
	responsible action	3	5	9	15	39	65	4	7	5	8	1.6	LA
	avoidance and flight	5	8	12	20	33	55	10	17	0	0	1.4	LA
	designing ways to solve problems	0	0	2	3	8	13	29	49	21	35	2.3	LAA
revision of a stressful situation from the perspective of gaining positive experience	0	0	6	10	21	35	33	55	0	0	1.8	LA	
Coping strategies indicator questionnaire	coping in problematic conditions	0	0	34	57	21	35	3	5	2	3	9	LAA
	finding social assistance	2	3	13	22	31	52	14	23	0	0	8	LAA
	evading complexity	0	0	0	0	23	38	37	62	0	0	4	LBA
Test of ways to prevent stressful situations	assertive plan actions	0	0	0	0	33	55	23	38	4	7	20	LA
	building interpersonal interaction	0	0	0	0	13	22	42	70	5	8	22	LAA
	finding social assistance	0	0	5	8	16	27	34	57	5	8	22	LAA
	prudent coping options	0	0	14	23	15	25	27	45	4	7	20	LA
	impulsive plan actions	7	12	20	33	25	42	8	13	0	0	16	LA
	escaping action	3	5	31	52	23	38	3	5	0	0	15	LBA
	manipulative actions	2	3	19	32	17	28.5	17	28.5	5	8	18	LA
	antisocial actions	9	15	22	37	18	30	7	12	4	6	16	LA
aggressive actions	5	8	28	47	11	18	9	15	7	12	16	LA	

Note: NP – number of people, AM – arithmetic mean, L – level, LBA – level below average, LA – level average, LAA – level above average.

worker); taking responsibility and entering into social contacts (+0.376) (the professional motivation of social workers is reinforced by their responsible actions and professionally competent building of interpersonal interaction);

2) negative moderate connection between finding social assistance and actions of the assertive plan (-0.426), and avoiding problems (-0.38) (the search for professional social help and support helps to reduce the severity of actions of the assertive plan and the desire to avoid solving problems);

3) a positive borderline moderately weak relationship between: cautious actions and acceptance of responsibility (+0.265) and avoidance (+0.268) (prudent coping options force social workers to be more responsible and avoid stressful situations); seeking social support

and solving problems (+0.286), and accepting responsibility (+0.249) (finding social assistance from colleagues and clients contributes to professional responsibility for the results of problem solving); positive reassessment and problem solving (+0.264) (awareness of the importance of daily redesign of motivation, that is, the revision of stressful situations from the standpoint of gaining positive experience, acts as a determinant of effective resolution of production and personal problems);

4) negative borderline moderately weak connection between: a positive overestimation and manipulative (-0.274) and aggressive (-0.278) actions (revision of stressful situations from the perspective of gaining positive experience leads to a decrease in the manifestation of aggressive and manipulative actions); problem solving and avoidance (-0.252) (effective problem solving reduces the desire to avoid difficulty).

Discussion

The results of the study correlate with the conclusions of studies of foreign and domestic psychologists and sociologists, which focus on: optimizing the entry into social contacts [10], designing ways to resolve problems, finding social assistance [1], revising a stressful situation from the perspective of acquiring positive experience, responsible manifestations and demonstration of self-control [14]; on the prevention and leveling of aggressive actions, assertiveness, avoidance of problems, manipulative actions [4], as well as depressive symptoms [6], decreased stress resistance indicators (transition from stress-resistant and stress-trained types to stress-unstable and stress-inhibiting types) [8] and professional motivation (false motivation (quasi), focus on other things) [18], psychosomatic manifestations [15] and emotional exhaustion [3; 5].

Conclusion

Thus, the main features of coping professional behavior of social workers who provide assistance to clients in the context of the COVID-19 pandemic include: a higher average severity of such components of coping professional behavior as: building interpersonal interaction (pro-social coping behavior model, establishing friendly relations with others, conformal acceptable personal ties); planning and problem solving (analytical approach to problem solving, voluntary problem-focused efforts to change stressful situations); search for social support (a pro-social model of coping behavior, efforts to find effective, informational, material and emotional support and help from others); self-control (efforts to self-regulate actions and feelings).

It has been proven that the higher the search for social support, the higher the acceptance of responsibility and problem solving; the higher the positive reevaluation, the higher the problem solving; the higher the acceptance of responsibility, the higher the building of interpersonal interaction and prudent coping options; the higher the search for social support, the lower the assertiveness and avoidance of problems; the higher the positive overestimation, the lower the aggressive and manipulative actions; the higher the problem solving, the lower the avoidance.

Psychoprophylactic measures carried out by practical psychologists with social workers should be aimed at maintaining a high degree of expression: building interpersonal interaction, demonstrating self-control, finding social assistance, prudent coping options, responsible actions, reviewing a stressful situation from the perspective of gaining positive experience, designing ways to resolve problems and coping in problematic conditions.

Psychocorrectional classes with social workers should help to reduce and level: flight; actions of an aggressive and asocial orientation; actions of the assertive, impulsive and manipulative plans; actions to avoid problems; avoidance; removal; coping with a confrontational nature and avoiding difficulties.

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CONTACT INFORMATION:

Polyakova Olga Borisovna

Candidate of Psychological Sciences

Associate Professor

Faculty of Psychology

Russian State Social University

Wilhelm Pieck str., 4, build. 1

129226 Moscow, Russian Federation

Associate Professor of the Chair of Pedagogy and Psychology

Open Humanitarian and Economic University

Taganskaya street, house 31/22, room No. 27

109147 Moscow, Russian Federation

E-mail: pob-70@mail.ru

LABOUR PROTECTION



Kurbatov S.A.,

Chief Specialist-Expert of the Department of Water Resources of the Moscow-Oka Basin Water Management of the Federal Agency for Water Resources; Postgraduate Student, Russian State Social University, Moscow.

E-mail: s.kurbatoff@icloud.com

ORCID ID: orcid.org/0000-0002-1395-3260



Zubkova V.M.,

Doctor of Biological Sciences, Professor of the Department of Technosphere Safety and Ecology, Russian State Social University, Moscow.

E-mail: vmzubkova@yandex.ru

Scopus Author ID: 57188717378

ORCID ID: orcid.org/0000-0002-0713-7646

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Chemical Composition of Medicinal Plants Growing Under Conditions of Anthropogenic Load (On the Example of the Kursk Region)

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Annotation: *in the conditions of the Kursk region, the analysis of soil samples and plant samples for the content of heavy metals was carried out. It is established that the soils of the studied areas are classified as having a high level of pollution in terms of their content. The priority pollutants of the soil are Pb, Zn, Cd, Cr, Ni, and Cu, the supply of which is mainly associated with the enterprises operating in this territory. The content of heavy metals in medicinal plant raw materials is estimated.*

*For the first time, depending on the biological characteristics of *Tilia cordata*, *Betula pendula*, *Plantago major*, *Urtica dioica*, *Achillea millefolium*, data on the content of biologically active substances in conditions of technogenic pollution are presented, and the antioxidant activity of plants in areas characterized by various anthropogenic loads is studied.*

Key words: *heavy metals, soil, antioxidants, medicinal plants, plant quality, biologically active substances.*

JEL classification: *J190, J280.*

Introduction

Plant resistance to adverse abiotic and biotic factors is ensured by the functioning of a large number of diverse mechanisms operating at all levels of the organization. At the same time, different plant species have specific characteristics of the absorption of pollutants and specific responses to pollution.

A large number of works are devoted to the study of the mechanisms of plant resistance to pollutants such as heavy metals, which is caused by a significant increase in environmental pollution due to the rapid development of industry, a sharp increase in the number of motor vehicles, an increase in the amount of mineral fertilizers introduced into the soil, etc. [1; 12].

This problem is becoming particularly relevant in areas with diverse and multicomponent man-made impacts.

The Kursk Region is a region with one of the technogenically transformed territories of the Russian Federation, where a large number of diverse industrial enterprises are concentrated. One of the largest among them is the nuclear power plant (Kurchatov) (study area 1) and the Accumulator plant (study area 2) (Fig.1), which specialize in the production of electricity and lead-acid and sealed nickel-cadmium batteries, respectively.

The main pollutants in the operation of the Battery plant are lead (Pb) nickel (Ni) and cadmium (Cd). Lead and cadmium belong to the group of heavy metals, and according to the degree of exposure to living organisms, they are classified as highly dangerous substances along with arsenic, mercury, selenium, zinc, fluorine and benzopyrene. These metals are particularly dangerous due to such properties as the formation of various compounds and accumulation in the body. During the operation of nuclear power plants, the following polluting chemicals are formed: phenols, cyanides, petroleum products, cadmium, lead, copper, zinc, arsenic [13].

Among all environmental pollutants, heavy metals occupy a special place. They are unevenly distributed in the environment. With a relatively low natural content of them in natural environments in the areas of ore deposits, the concentrations of some of them (Zn, Cu, Mo, Pb, Ni, and others) can be hundreds of times higher than the background values [17]. The intensification of the development of industry and agriculture provokes an artificial increase in the concentrations of heavy metals [4]. It is important to note that the increase in the concentrations of heavy metals in the environment is global, so not only the pedosphere, but also the hydrosphere and the atmosphere are exposed to pollution [15].

Natural sources of heavy metals are primarily rocks, from the products of weathering of which the soil cover was formed [14]. Heavy metals in the earth's crust are part of many natural chemical compounds – phosphates, sulfates, sulfides, carbonates, etc. In the deposits of polymetallic ores, whole complexes of heavy metals are found (lead ore deposits are accompanied by Cu, Zn, Ag, Hg, Cd, Bi, Au, Se, and a number of other elements). Lead is also a constant companion element in the ores of many other metals-Mo, Sn, Cu, W, Au, U. As a result of the weathering process, heavy metal ions can be introduced into clay minerals, bind to soil organic matter, or enter the atmosphere and hydrosphere [6;11].

The natural content of heavy metals in the soil is also subject to fluctuations, and the determining factor is their content in minerals and parent rocks, as well as the climate and terrain [16]. In addition, the concentration of metals in the soil can be affected by various processes: weathering and soil formation, natural flows of elements in landscapes, and heterogeneity of vegetation cover. But in general, the background concentrations of heavy metals vary slightly.

In the course of anthropogenic impacts, heavy metals constantly enter the pedosphere and background concentrations can only be considered conditionally, since this total background has both a natural and anthropogenic component.

Natural concentrations of heavy metals in the environment are usually insignificant, and the main reason for their increase is anthropogenic activity. In regions with developed industrial

and agricultural production, the probability of air, water and soil contamination with excessive amounts of heavy metals increases dramatically, which in turn creates the risk of increased intake of them into living organisms, including plants.

In various ways, heavy metals or the products of their partial biological transformations, most often of a toxic nature, are concentrated in the biosphere in colossal quantities and significantly affect the ecological balance [19].

Due to the fact that heavy metals are one of the most dangerous classes of pollutants for living organisms (Bandow N), there is a need to study the degree of contamination of various components of the biosphere and, first of all, plants of natural ecosystems as the main component of plant resources and the initial link in the biogenic cycle of trace elements [3].

However, in recent years, as a result of anthropogenic activities in the environment, there is an excess of individual elements-pollutants, which contributes to the emergence of specific diseases.

Interest in herbal medicine methods has been growing again in the last decade. Phytobars and the use of phytococktails are becoming increasingly widespread in medical and preventive institutions. It is known that about 80% of the world's population uses medicinal plants to treat various diseases [15]. At the same time, due to the increase in man-made environmental pollution, especially in the suburban areas of large cities, not only the quality of medicinal plant raw materials decreases, but it can also pose an ecotoxicological danger, including the content of heavy metals in it, the distinctive feature of which is the ability to accumulate along the food chain. The determination of the level of metal content (biophilic elements and heavy metals) in wild (medicinal and forage) herbaceous plants growing in different areas of technogenic load is relevant in the field of practical environmentally safe use of plant resources.

Many plants have the ability to accumulate heavy metals, the content of which in them can be many times higher than the concentration of these elements in the environment. There are two groups of plants with different ability to accumulate heavy metals: excludors (accumulate heavy metals mainly in the root system), and accumulators (in aboveground organs) [2; 14]. However, there is practically no information in the literature explaining what features of plant morphology and physiology are responsible for this distribution of heavy metals.

To understand the mechanism of hyperaccumulation, it is necessary to know the role of tissues in the migration and accumulation of metals in hyperaccumulators and excludors. Then the hyperaccumulator plants can be used for recultivation and phytoremediation of soils, and the exclusives will be useful for agriculture due to their physiological features that limit the supply of heavy metals to the aboveground part of the plant. When metals enter the cell, they interact with functional protein groups and other compounds, this process can be one of the mechanisms of detoxification (metallothioneins and phytochelatins), but at the same time entails numerous metabolic disorders and determines the high toxicity of heavy metals. The binding strength of biopolymers to metals may not be the same, which is one of the possible reasons for the different toxicity of heavy metals [7; 12].

The purpose of our research was to study the environmental safety of medicinal raw materials based on the content of heavy metals, as well as the main organic compounds that determine the quality of medicinal plants.

Methods

The research was conducted in the Kursk region in the conditions of 2020. The Kursk region is a region with one of the technogenically transformed territories of the Russian Federation, where a large number of diverse industrial enterprises are concentrated. One of the largest among them is the Kurchatov nuclear power Plant (study area 1) and the Accumulator plant (study area 2), which specialize in the production of electricity and lead-acid and sealed nickel-cadmium batteries, respectively (Figure 1).



Figure 1. Sampling sites for plant and soil samples

The geographical coordinates of the studied plots correspond to: 1 plot- NL51°40'5" E 35°37' 20 "and 2 plot-NL 51°40 '5" EL 35°37'20".

The main pollutants in the operation of the Battery plant are lead (Pb), nickel (Ni) and cadmium (Cd). Lead and cadmium belong to the group of heavy metals, and according to the degree of exposure to living organisms, they are classified as highly dangerous substances along with arsenic, mercury, selenium, zinc, fluorine and benzopyrene. These metals are particularly dangerous due to such properties as the formation of various compounds and accumulation in the body. During the operation of nuclear power plants, the following polluting chemicals are formed: phenols, cyanides, petroleum products, cadmium, lead, copper, zinc, arsenic.

As medicinal plants, the following have been studied: *Tilia cordata*; *Betula pendula*; *Plantago major*; *Urtica dioica*; *Achillea millefolium*.

The soil cover in the study areas is represented by: meadow-chnozem soils of heavy-loamy granulometric composition (plot 1) and typical, thick, heavy-loamy mechanical composition (plot 2).

The assessment of the degree of soil contamination in the study areas was carried out by comparing them with background values.

Soil sampling was carried out according to GOST 17.4.4.02-2017 by the diagonal envelope method in the same areas as the plant sampling [9]. The total content of Cu, Zn, Cd, Pb, Ni, and Cr was determined in them.

For the studied areas, the coefficients of heavy metal concentrations (K) and the total soil contamination index (Zc) were calculated):

$$Z_c = \sum_{i=1}^n K - (n - 1), \rightarrow$$

K – is the concentration coefficient determined by the ratio of the element content in the soil to the background content of this element.

where C_i – is the concentration of only those elements whose content in the soil exceeds the background;

C_f – concentrations of chemical elements in the background area;

n – is the number of chemical elements included in the analysis.

Plant samples were taken at the sites of their growth. Samples were taken in 6 places, a combined sample weighing 1 kg was packed in plastic bags, and an average sample was taken from it.

The content of heavy metals in medicinal plants and soils was measured using an atomic adsorption spectrophotometer. In accordance with GOST 30692-2000 [10].

The mass concentration of phenolic antioxidants in plant raw materials was determined by the amperometric method according to TU MEKB. 414538.001 based on the standard – quartzine. The quantitative determination of the ascorbic acid content was carried out by the titration method. The carotenoid content was determined spectrophotometrically.

Results

The priority environmental pollutants of the Kursk Region are Pb, Zn, Cd, Cr, Ni, and Cu. They are highly toxic, widespread, and accumulate in food chains [5; 12].

The analysis of the content of heavy metals in soils showed that the content of cadmium in some points exceeded the background value by 53.3; nickel – 1.14; lead – 9.48; copper – 3.95; zinc – 2.34; chromium – 0.86 times (Table 1). The assessment of the ecological state of the soils based on the total pollution coefficient calculated for the six studied elements makes it possible to classify the study areas as having a high level of pollution [8].

The soils of the studied areas have high concentrations of heavy metals in comparison with the background content and the maximum permissible concentration. Large areas of this zone are classified as dangerous.

Table 1

**Content of heavy metals in the soils of the studied ecotopes,
mg / kg**

Region / Element	Zn	Pb	Cr	Cd	Ni	Cu	Zc
1. (NL 51°40'5» EL 35°37'20»)	$\frac{61,2 \pm 5,8}{1,17}$	$\frac{62,4 \pm 6,1}{3,9}$	$\frac{34,6 \pm 2,1}{0,42}$	$\frac{0,954 \pm 0,01}{31,8}$	$\frac{11,4 \pm 2,4}{0,35}$	$\frac{83,4 \pm 4,1}{3,79}$	36,5
2 (NL 51°39'53» EL 36°6'1»)	$\frac{121,7 \pm 1,0}{2,34}$	$\frac{151,5 \pm 2,8}{9,48}$	$\frac{71 \pm 2,1}{0,86}$	$\frac{1,60 \pm 0,08}{53,3}$	$\frac{47,6 \pm 1,9}{1,44}$	$\frac{87 \pm 6,3}{3,95}$	$\frac{66,4}{}$
background content of the element**	52	16	82	0,3	33	22	

Note: * – In the numerator-mg / kg; in the denominator – excess of the background; * * – for the background content of elements, the number of elements established in the soil of the Kursk Chernozem of the standard sample (certificate SP-1 No. 901-90) within the entire region is accepted.

The average concentration of heavy metals in the studied medicinal plants is shown in Table 2. In accordance with the State Pharmacopoeia, the maximum permissible concentrations of heavy metals in medicinal plants are set only for Pb and Cd and correspond to the level of 6 and 1 mg/kg of dry matter, respectively [18]. The assessment of the content of heavy metals in medicinal plant raw materials is carried out in accordance with the PC for medicinal plants and herbs.

In all the studied samples of plant raw materials, the concentration of Zn, Pb, Cr, Ni, and Cu content exceeded the limits of normal concentrations.

The Cd content in *Urtica dioica*, *Achillea millefolium*, *Tilia cordata* and *Betula pendula* collected at site 1 did not exceed the PC and varied in the range of 0.65–0.96 mg / kg and were lower than the Cd concentrations for plants collected at site 2 in 1.12 – 1.56 mg/kg. The PC for Cd is set at 1.0 mg / kg of dry matter.

The highest absorption capacity with respect to Cd, Zn at site 1 was found in *Plantago major*, with respect to Pb, Cr, Cu in *Achillea millefolium*, *Betula pendula* had the highest storage capacity with respect to Ni. *Urtica dioica* had the lowest absorption capacity in relation to Zn, Pb, Cr, Ni, and Cu, and in relation to Cd – *Tilia cordata*.

Plantago major has the highest absorption capacity in site 2 in relation to Zn, Cd, Cu, and in relation to Pb, Cr, and Ni – *Achillea millefolium*. The lowest absorption capacity with respect to

Pb, Cr, Ni, Cu was found in *Urtica dioica*, with respect to Cd – *Tilia cordata*, and with respect to Zn – *Betula pendula*.

Table 2

**Average concentrations of heavy metals in medicinal plants,
mg / kg**

Re- gion	Zn	Pb	Cr	Cd	Ni	Cu
<i>Plantago major</i>						
1.	31,7±3,2	7,1±1,1	19,5±3,1	1,29±0,4	24,3±1,2	18,9±2,7
2.	51,1±5,4	12,9±1,4	26,1±3,7	2,15±0,1	35,9±2,4	49,4±4,9
<i>Urtica dioica</i>						
1.	18,3±1,6	5,4±0,8	15,7±1,4	0,96±0,1	16,7±1,5	11,8±1,1
2.	41,2±4,8	8,3±1,0	22,7±4,8	1,56±0,6	30,3±1,3	34±2,4
<i>Achillea millefolium</i>						
1.	26,4±2,6	9,7±1,9	21,2±1,9	0,68±0,1	27,4±4,2	29,5±1,6
2.	44,1±5,1	16,2±2,7	29,6±1,7	1,4±0,4	54,9±5,4	43,5±4,3
<i>Tilia cordata</i>						
1.	24,9±1,8	6,1±0,9	19,6±1,9	0,65±0,1	23,3±2,1	17,6±1,9
2.	46,4±4,6	16,3±1,4	24,0±2,4	1,12±0,3	35,1±1,8	33,6±2,4
<i>Betula pendula</i>						
1.	28,7±2,7	7,6±0,5	20,1±2,6	0,89±0,2	29,4±3,0	25,4±1,1
2.	39,7±4,2	14,1±1,1	27,6±2,7	1,26±0,4	41,2±3,8	36,7±4,3
PC*	15-150**	6,00*	1***	1,00*	<1,0**	5-30**

Note: * – by PC (OFS.1.5.3.0009.15) (mg / kg); ** – PC for Chertko, *** – PC for Prokhorova.

The highest total amount of heavy metals is accumulated by *Betula pendula* at site 1 and *Plantago major* at site 2.

With an increase in the concentration of heavy metals in the soil in general, an increase in the absorption capacity of the studied plants was noted.

Discussion

In the flora of the Kursk region, there are about 1338 plant species, of which 178 species belong to the category of medicinal plants. The pharmacological value of medicinal raw materials is determined by the concentration of biologically active substances. In this work, the total content of phenolic antioxidants, carotenoids and ascorbic acid in medicinal raw materials growing in the industrial areas of the Kursk region was studied.

The results of determining the content of phenolic antioxidants are presented in Table 3. The maximum level of phenolic-type antioxidants was typical for *Tilia cordata* collected at site 2. The level of antioxidants in this zone decreased in the following series of plants: *Tilia cordata* -> *Plantago major* -> *Achillea millefolium* -> *Urtica dioica* -> *Betula pendula*. At the same time, the phenolic type antioxidants content in these plants was 24.3-0.98 mg / g of dry matter. The phenolic type antioxidants content in the plant samples grown at site 1 varied in the range of 14.6-0.98 mg / g of dry matter, and was the highest in *Tilia cordata*.

The content of another important antioxidant, ascorbic acid, is shown in Table 3. The highest content was found in dioecious nettle (site 1), its amount was found in all the studied samples and decreased in the series *Urtica dioica* -> *Plantago major* -> *Tilia cordata* > *Betula pendula* -> *Achillea millefolium* (site 1). Of the plant samples collected at site 2, the highest content of ascorbic acid was found in *Urtica dioica* and the lowest in *Betula pendula* and was 1100.2 and

169.8 mg%, respectively. The ascorbic acid content in these plants was 1856.4-625 mg%. A fairly high content of ascorbic acid is characteristic of *Plantago major*.

Vitamin C is a powerful antioxidant. It is directly involved in the regulation of redox processes, and also participates in the synthesis of procollagen and collagen, in the exchange of vitamin B9 and iron, in the synthesis of steroids and catecholamines. It regulates the process of blood clotting, normalizes the permeability of capillaries, and is necessary for hematopoiesis. It has an anti-allergic and anti-inflammatory effect [21; 22]. Therefore, medicinal plants with a high content of ascorbic acid can be used as a source of natural antioxidant.

Table 3

The content of biologically active substances in medicinal plants

Place of study	<i>Tilia cordata</i>		
	Phenolic type antioxidants (mg / g)	Ascorbic acid, mg%	Carotenoids (mg / g)
1.	14,6±1,3	1191,5±61,3	1,93±0,2
2.	24,3±1,9	412,6±34,6	1,61±0,2
	<i>Betula pendula</i>		
1.	1,3±0,015	921,5±44,3	1,88±0,1
2.	0,98±0,07	169,8±11,6	1,77±0,2
	<i>Plantago major</i>		
1.	12,5±1,0	1589,4±51,5	1,35±0,1
2.	20,3±1,45	386,3±24,5	1,69±0,2
	<i>Urtica dioica</i>		
1.	0,98±0,01	1856,4±61,1	1,1±0,1
2.	3,4±0,6	1100,2±59,4	0,98±0,01
	<i>Achillea millefolium</i>		
1.	9,0±0,9	625,5±28,6	2,1±0,2
2	11,3±1,1	256,4±19,2	1,51±0,15

The maximum level of carotenoids was typical for yarrow collected at site 1. The level of carotenoids in this zone decreased in the following series of plants: *Achillea millefolium* – > *Tilia cordata* – > *Betula pendula* – > *Plantago major* – > *Urtica dioica*. The content of carotenoids in these plants was 1.1-2.1-mg / g of dry matter. The phenolic type antioxidants content in the plant samples growing at site 2 varied in the range of 0.98-1.69 mg / g of dry matter, and was the maximum in *Plantago major*.

According to the structural and functional features of carotenoids, they belong to the group of natural pigments of the polyene type [20; 22]. They are ubiquitous, present in all organisms capable of photosynthesis – the process by which the sun's rays are effectively converted into chemical energy. Carotenoids are the most important components of the photosynthetic organelles of all higher plants, mosses, ferns and algae. Although they are not synthesized by mammals, they are also found in their blood and tissues. They are the main precursors of retinol (vitamin A); at the same time, their main function is protection (in all non-photosynthetic organisms). They are effective physical and chemical scavengers of singlet oxygen, as well as powerful scavengers of other reactive oxygen species. This is of particular importance, since the uncontrolled formation and concomitant increase in the level of ROS in the body leads to «oxidative stress», which makes a significant contribution to the pathogenic processes of many diseases. Carotenoids and some of their metabolites are thought to play a protective role in a number of ROS-mediated diseases. However, due to the many factors that affect

the bioavailability, absorption, transport, metabolism, or storage of carotenoids, the exact mechanisms of their functioning in vivo are still far from being fully understood.

Conclusion

The chemical transformation of the biosphere under the influence of pollution is expressed in the redistribution of natural elements, their concentration, and disorganization of the biogeochemical cycles of migration of substances. Against the background of anthropogenic impact in the biosphere, there is a violation of the chemical balance between biophilic and biophobic elements that have developed during the ontogenesis of our planet. Heavy metals and radioactive elements included in the migration in the surface layers of the lithosphere disrupt the susceptibility of ecosystems until their complete elimination. Also, xenobiotics – artificial substances that have no analogues in the natural environment and for which there are practically no destructors-penetrate into the biosphere. Even in the case of extremely slow destruction of homeotic compounds under the influence of exogenous factors and microorganisms, extremely toxic dissociation products are formed, i.e., the process of toxification proceeds.

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CONTACT INFORMATION:

Kurbatov Sergey Andreevich

Chief Specialist-Expert
 Department of Water Resources
 Moscow-Oka Basin Water Management
 of the Federal Agency for Water Resources
 Postgraduate Student
 Russian State Social University
 Wilhelm Pieck str., 4, build. 1
 129226 Moscow, Russian Federation
 E-mail: s.kurbatoff@icloud.com

Zubkova Valentina Mikhailovna

Doctor of Biological Sciences
 Professor of the Department of Technosphere Safety and Ecology
 Russian State Social University
 Wilhelm Pieck str., 4, build. 1
 129226 Moscow, Russian Federation
 E-mail: vmzubkova@yandex.ru

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