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(Un)Making Europe: Capitalism, Solidarities, Subjectivities: View from Russia is a collection of papers of Russian sociologists from different regions of the Russian Federation. The papers present achievements of the Regional Affiliations and Research Committees of the Russian Society of Sociologists, which are dealing with problems of social life under conditions of the processes of the transformation, modernization and the prospects of development of the Russian society. In the chapters the book considers the methodological problems of contemporary sociology; the problems of the youth, education and labor market; the important sociological aspects of Health and Ecology; the sociology of professions and professionalism; actual problems of the social communications and Internet opportunities, religion and so on are in a focus of theoretical discussions of the social sciences.

The book will be of interests for scholars, scientists, postgraduate students, students, lecturers and teachers and for the experts in the sphere of the social forecasting and analyzing.

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Chapter I. General Problems and Methodology

Example of Interfacing Sociological and Psychological Data in the Sociology of Professions

(Distribution of Groups on Results of the Nominal Answers)

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Abstract. The article deals with an example of interfacing sociological and psychological data set in the research of professional self-determination of students. Represented a description of the respondent groups based on the distributions (within the framework of the multiple comparison algorithm) of responses to questions of sociological questionnaire with nominal responses for 14 types (interval data) of J. Oldham and L. Morris personality typology. The results of the application of multiple comparison (author's method) with the representation of groups on nominal responses within the scales of psychological types.

Keywords: motive; personality type; career choices; multiple comparison; nominal and interval parameters

The positivistic sociology is focused on actions of people, sees objective reality "outside", inclines towards quantitative data (quantitative measurements of social behaviour). This maintains the detachment of scientists conducting the measurement.

The interpretive sociology is focused on the sense people give to behavior, prefers qualitative data (perception of the researchers concerning, how the people understand the environmental world). The researchers communicate with people, finding out what the meaning they fill their daily lives.

In the formulation of these approaches again we see the opposition of quantitative and qualitative methods. Although this is not necessary. In case of interpretive sociology we in essence understand as high-quality research "subject-subject" perceptions of respondents (objects) and researchers. And those and others in every particular case - this is a personal psychological portrait.

Two problems arise:

- 1. How respondents estimate the reality according to their psychological characteristics.
- 2. How researchers (subjectively) perceive the respondents understanding of the world, based on their psychological characteristics.

In such a manner, "quality grade" of method is a most likely its "subjectivity" which can be studied by quantitative methods for various typological "subject-subject" interactions realizing quantitatively the content of so-called "qualitative research", when the study is a part of a single "subject-subject" interaction, and the subjects did not specify, except one - the researcher, and another - the respondent.

Let's consider the first problem (we will not consider researchers as subjects), as a traditional scientific approach to the use of our statistical methods reveals the psychological

characteristics of respondents groups answered one way or another on the question of sociological profiles with nominal issues.

In total, the task considered four questions with nominal responses of sociological questionnaires, which were used to build the groups being compared for psychological parameters of personality test (in the problem, the results of which we present, used other interval data - the results of the responses to the questionnaires and surveys).

In sociological studies among survey data are often present simultaneously two types of variables (responses to the two types of questions): nominal, which can be converted into dichotomous, and interval (ordinal) variables. Here, without the use of additional information, assign tasks of empirical research of local classifications when both are treated as external (criterion of classification) and the internal characteristics of the investigated classes, which provides more opportunities in the description of the survey results.

In contrast to the multi-dimensional classification methods (cluster analysis), when the division into classes is obtained from the algorithms that use the interval set of parameters, describing objects liable to classification, selected by a researcher, our method examines the great variety of differences between the classes generated from the responses to the questions (one or more) with nominal responses, based on an interval parameters set describing the same objects.

Remembering that the classes - is the result of the partition (grouping) of empirical objects into separate groups of similar objects for a criterion, given by a sociologist, you can define classes from the responses to one question with nominal responses as the result of an one-dimensional classification, and the classes simultaneously generated from the responses to several issues with the nominal responses as a result of a multi-dimensional classification. In this article, we will consider the multiple comparison procedure for such a classification.

The relation among the interval-valued variables and nominal variables does not make sense, but it is possible to compare the groups on the basis of a nominal multiple comparisons of these groups on interval parameters. Nominal responses allow a choice to refer the respondent to a particular group classification according to an answer. Classes on the responses to the question (with nominal responses) may differ on many other parameter intervals.

Subsequently nominal variables will be regarded as external factors caused research objects are divided into overlapping or non-overlapping groups, which may be subjected to multiple comparison procedure describing the set of all available (or meaningfully selected) interval parameters.

Local empirical classifications allow to consider internal (meaningfully selected by the questions of issues) the structure of a subset of empirical research data that show how heterogeneous is the set of responses to the questionnaire, where it is represented with interval variables, and how this heterogeneity highlighted and strengthened with external factors presented with nominal variables, giving it a certain typological structure.

To illustrate the proposed method, we used data obtained in research of the process of students professional self-determination. In the research at same time was used a sociological inquiry form and psychological tests. We elaborate on the description of groups of students answered one way or another, to the questions with nominal responses from sociological surveys as a part of the procedure of personality typology J.Oldham and L.Morris.

The object of the research was full-time 1-5 year students from Kurgan State University - for the general population of our research. In the research was used the method of cluster sampling

- a kind of sampling, in which the objects are selected represents groups or cluster of smaller units. A cluster is called a unit of selection of the highest level, consisting of smaller units of lower stage. In our case - is an academic group. It is much easier to carry out the selection and examination of several compact groups than tens or hundreds of individual units.

Primary selection of clusters produced by random selection from all academic groups for full-time education of. The selection was made on the list of academic groups at Kurgan State University. In the selected academic groups was conducted a continuous survey (we interviewed those who attended lectures or seminars in the day of the interview). Thus, as a result, there were interviewed 300 students - representatives of 24 academic groups of all areas (departments and specialties of humanitarian, technical and natural science profiles). One of the goals of our research is to compare the degree of influence of various factors on the choice of specialty of different educational profiles. Accordingly, the proportions were observed and interviewed approximately equal number of respondents - representatives of all three of the above-mentioned educational profiles.

The method of cluster sampling can provide science-based sociological information in this research, because selected clusters (academic groups) are homogeneous in the main feature - all of them are representatives of Kurgan State University students, and their entrance to the university was influenced by certain factors (external and internal, explicit and latent).

The method of multiple comparisons (three variants) [Basimov, 2008, 2012], now is under consideration in the framework of sociological problems are a structural component of our statistical approach, developed for building typologies with external criteria.

Let's show four questions with nominal responses from sociological questionnaires, which were used to build the groups being compared for psychological parameters of personality test (in the task, the results we present, used different interval data: the results of the responses to the questionnaires and surveys).

Question 2. You go up to university:

- 1. By competition for free education at a university (G02-01)
- 2. By means of a targeted referral (G02-02)
- 3. Out of competition
- 4. According to the interview for chargeable education (G02-04)
- 5. Other

Question 3. What were your main motives for entrance to the university? (You can select up to 4 variants):

- 1. Implementation of abilities, inclinations (G03-01)
- 2. A way to temporarily "escape" from military service (G03-02)
- 3. The wish to learn a profession (G03-03)

- 4. Easy or no competition for free education at a university (G03-04)
- 5. The prestige of studying at this institution (G03-05)
- 6. Increasing employment opportunities after training (G03-06)
- 7. There was a free education entrance to university (G03-07)
- 8. The uniqueness of the specialty which offers the institution (G03-08)
- 9. A way to temporarily "rescue" of unemployment
- 10. Opportunity to engage in intellectual work in future (G03-10)
- 11. The educational institution was close to home (G03-11)
- 12. Continuation of a family tradition
- 13. Low cost of education at this institution (G03-13)
- 14. There were personal arrangement with the administration (teachers) of university
- 15. No place to go up after graduating a school (G03-15)
- 16. Do not know (G03-16)
- 17. Another reason

Question 4. What were the motives of choice for your future profession? (You can select up to 4 variants):

- 1. Interest in future work (G04-01)
- 2. The prestige of the profession (G04-02)
- 3. It is easier to learn this profession because of free education (G04-03)
- 4. The demand in the future, the availability of professional work (G04-04)
- 5. Low cost of education (G04-05)
- 6. I wanted to have some specialization, what kind of did not matter (G04-06)
- 7. This is a well-paid profession (G04-07)
- 8. Parents demand (G04-08)
- 9. Coincidence (G04-09)
- 10. The wish for self-actualization, to prove (G04-10)
- 11. It is a profession of my parents (G04-11)
- 12. Do not know (G04-12)

13. **Other**

Question 8. How did you know about the profession, you are studying now?

- 1. From promotional leaflets of Kurgan State University (G08-01)
- 2. From friends, relatives, acquaintances (G08-02)
- 3. Thanks to the work of career guidance at school (G08-03)
- 4. When applying for admission to selecting committee (G08-04)

5. Other

Four considered question contain 40 questions (40 possible ones to compare groups of respondents). There were selected 32 (out of 40) non-degenerate groups for the multiple comparison procedure. In the remaining 8 groups, the number of respondents is very low or even non-existent, they (the responses are in bold).

The psychological portrait of respondents was determined by the method of J.Oldham and L.Morris definition of "personality type" and "probabilistic disorders" of this type. In the proposed method are 14 categories of personality types. The test determines the "norm" and "accentuation" of a certain type of personality. Personal type - an unique blend of 14 types.

All fourteen styles are normal and universal, and although every person has strengths and weaknesses, there is nothing abnormal in the dominance of one type or another deficiency. "Personal Self" - an illustration of the richness and diversity of differences between all of us. The following are 14 types and corresponding disorders (in brackets):

Num- ber	Types of personality (appropriate disorders)	Abbreviation
1	Type (A) Alert (Paranoid)	TL-A
2	Type (B) Hermit (Schizoid)	TL-B
3	Type (C) Idiosyncratic (Shizopatiya)	TL-C
4	Type (D) Adventurous (Asocial)	TL-D
5	Type (E) Active (Activity on the verge of collapse)	TL-E
6	Type (F) Dramatic (Unnatural acting)	TL-F
7	Type (G) Opinionated (Narcissism)	TL-G
8	Type (H) Sensitive (Dodge)	TL-H
9	Type (I) Devotee (Dependent)	TL-I
10	Type (J) Diligent (Obsessive-forced)	TL-J
11	Type (K) Idle (Passive-Aggressive)	TL-K
12	Type (L) Aggressive (Sadist)	TL-L
13	Type (M) Altruistic (Self-deprecation)	TL-M
14	Type (N) Serious (Depressed)	TL-N

We present the results of multiple comparisons - distribution groups on the results of the nominal response for the 14 parameters of personality typology.

Table 1: Type (A) Alert (Disorder: Paranoid):
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19) (213) G02-01 3 18) (212) G04-03 2 17) (210) G03-13 0 16) (208) G03-01 -2 15) (204) G03-02 -6 14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	21) (224)	G08-02	14
18) (212) G04-03 2 17) (210) G03-13 0 16) (208) G03-01 -2 15) (204) G03-02 -6 14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	20) (215)	G03-08	5
17) (210) G03-13 0 16) (208) G03-01 -2 15) (204) G03-02 -6 14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	19) (213)	G02-01	3
16) (208) G03-01 -2 15) (204) G03-02 -6 14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	18) (212)	G04-03	2
15) (204) G03-02 -6 14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	17) (210)	G03-13	0
14) (203) G08-04 -7 13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	16) (208)	G03-01	-2
13) (201) G04-10 -9 12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	15) (204)	G03-02	-6
12) (196) G08-03 -14 11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	14) (203)	G08-04	-7
11) (192) G04-05 -18 10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	13) (201)	G04-10	-9
10) (181) G04-07 -29 9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	12) (196)	G08-03	-14
9) (171) G04-02 -40 8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	11) (192)	G04-05	-18
8) (166) G08-01 -45 7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	10) (181)	G04-07	-29
7) (164) G04-06 -47 6) (154) G04-09 -57 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	9) (171)	G04-02	-40
6) (154) G04-0957 5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	8) (166)	G08-01	-45
5) (112) G03-15 -108 4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	7) (164)	G04-06	-47
4) (107) G03-05 -121 3) (86) G03-11 -161 2) (34) G04-11 -453	6) (154)	G04-09	-57
3) (86) G03-11 -161 2) (34) G04-11 -453	5) (112)	G03-15	-108
2) (34) G04-11 -453	4) (107)	G03-05	-121
	3) (86)	G03-11	-161
1) (32) G02-04 -490	2) (34)	G04-11	-453
	1) (32)	G02-04	-490

(Continued) Table 1: Type (A) Alert (Disorder: Paranoid):

Grouped on the questions with nominal responses versin of the same distribution:

Grouped on the questions with nominal responses versin of the same distribution:				
Level	Groups	Comparative weightiness		
31) (390)	G02-02	415		
19) (213)	G02-01	3		
1) (32)	G02-04	-490		
30) (301)	G03-10	108		
28) (250)	G03-03	40		
26) (237)	G03-06	27		
25) (236)	G03-04	26		
24) (230)	G03-07	20		
23) (229)	G03-16	19		
20) (215)	G03-08	5		
17) (210)	G03-13	0		
16) (208)	G03-01	-2		
15) (204)	G03-02	-6		
5) (112)	G03-15	-108		
4) (107)	G03-05	-121		
3) (86)	G03-11	-161		
, , ,				
32) (402)	G04-08	590		
29) (271)	G04-01	64		
27) (246)	G04-04	36		
22) (228)	G04-12	18		
18) (212)	G04-03	2		
13) (201)	G04-10	-9		
11) (192)	G04-05	-18		
10) (181)	G04-07	-29		
9) (171)	G04-02	-40		
7) (164)	G04-06	-47		
6) (154)	G04-09	-57		
2) (34)	G04-11	-453		
21) (224)	G08-02	14		
14) (203)	G08-04	-7		
12) (196)	G08-03	-14		
8) (166)	G08-01	-45		

Table 2: Type (B) Hermit (Disorder: Schizoid)

Level	Groups	Comparative weightiness
26) (279)	G02-02	73
25) (256)	G02-01	46
1) (102)	G02-04	-129
29) (343)	G03-06	173

(Continued) **Table 2: Type (B) Hermit (Disorder: Schizoid)** Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative
	202.40	weightiness
27) (282)	G03-10	76
21) (228)	G03-02	18
20) (220)	G03-16	10
18) (204)	G03-01	-6
16) (199)	G03-05 G03-13	-11
13) (193)	G03-15	-17
11) (183)	G03-03	-27
10) (176)	G03-08	-34
9) (171)	G03-07	-40
5) (148)	G03-11	-63
3) (140)	G03-04	-72
30) (399)	G04-12	580
24) (241)	G04-08	31
23) (239)	G04-04	29
22) (234)	G04-03	24
19) (208)	G04-06	-2
17) (202)	G04-11	-8
15) (197)	G04-05 G04-10	-13
8) (169)	G04-01	-42
7) (168)	G04-07	-43
6) (154)	G04-02	-57
2) (129)	G04-09	-86
28) (341)	G08-02	171
14) (196)	G08-03	-14
12) (190)	G08-01	-20
4) (146)	G08-04	-66

Table 3: Type (C) Idiosyncratic (Disorder: Shizopatiya)

Level	Groups	Comparative weightiness
29) (311)	G02-02	119
15) (214)	G02-01	4
2) (41)	G02-04	-334
31) (335)	G03-16	163
28) (290)	G03-06	86
27) (272)	G03-04	65
24) (254)	G03-02	44
22) (231)	G03-07	21
21) (230)	G03-10	20
18) (223)	G03-01	13
16) (217)	G03-13	7
12) (193)	G03-05	-17

(Continued) Table 3: Type (C) Idiosyncratic (Disorder: Shizopatiya)

Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
9) (172)	G03-15	-38
6) (163)	G03-03	-48
3) (56)	G03-08	-238
1) (22)	G03-11	-569
32) (369)	G04-12	288
26) (259)	G04-03	49
25) (256)	G04-08	46
23) (240)	G04-01	30
20) (226)	G04-09	16
19) (224)	G04-04	14
14) (209)	G04-10	-1
13) (202)	G04-11	-8
11) (192)	G04-05	-18
10) (189)	G04-07	-21
5) (99)	G04-02	-136
4) (96)	G04-06	-142
30) (320)	G08-02	131
17) (218)	G08-03	8
8) (171)	G08-04	-40
7) (165)	G08-01	-46

Table 4: Type (D) Adventurous (Disorder: Asocial)

Level	Groups	Comparative
		weightiness
15) (208)	G02-02	-2
11) (199)	G02-01	-11
4) (135)	G02-04	-77
31) (349)	G03-05	200
30) (324)	G03-15	138
27) (270)	G03-02	62
24) (250)	G03-16	40
23) (245)	G03-10	35
22) (237)	G03-01	27
21) (225)	G03-04	15
18) (215)	G03-08	5
16) (211)	G03-13	1
12) (203)	G03-11	-7
10) (198)	G03-06	-12
6) (164)	G03-07	-47
2) (114)	G03-03	-105

(Continued) Table 4: Type (D) Adventurous (Disorder: Asocial)

Level	Groups	Comparative weightiness
28) (299)	G04-03	105
26) (266)	G04-09	56
25) (259)	G04-02	49
20) (217)	G04-06 G04-10	7
19) (216)	G04-12	6
17) (213)	G04-08	3
14) (207)	G04-01	-3
8) (188)	G04-05	-22
7) (182)	G04-11	-28
5) (152)	G04-04	-59
3) (126)	G04-07	-89
29) (322)	G08-02	135
13) (206)	G08-04	-4
9) (189)	G08-03	-21
1) (86)	G08-01	-161

Table 5: Type (E) Active (Disorder: Activity on the verge of collapse) Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
24) (247)	G02-01	37
23) (244)	G02-02	34
1) (21)	G02-04	-603
28) (278)	G03-08	72
27) (275)	G03-10	68
26) (258)	G03-16	48
25) (251)	G03-05	41
22) (243)	G03-02	33
16) (212)	G03-13	2
15) (211)	G03-03	1
14) (201)	G03-04	-9
13) (195)	G03-15	-15
12) (194)	G03-06	-16
10) (183)	G03-07	-27
5) (140)	G03-01	-72
2) (23)	G03-11	-565
30) (306)	G04-09	114
29) (303)	G04-03	111
21) (231)	G04-06	21
19) (228)	G04-08	18

(Continued) Table 5: Type (E) Active (Disorder: Activity on the verge of collapse) Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
18) (219)	G04-04	9
17) (216)	G04-12	6
11) (189)	G04-02	-21
9) (174)	G04-01	-36
8) (166)	G04-10	-45
7) (162)	G04-05	-49
6) (145)	G04-11	-67
4) (132)	G04-07	-82
31) (326)	G08-04	144
20) (229)	G08-02	19
13) (195)	G08-03	-15
3) (101)	G08-01	-134

Table 6: Type (F) Dramatic (Disorder: Unnatural acting)

Level Groups Compart weighting 13) (208) G02-02 -2 12) (206) G02-01 -4 4) (139) G02-04 -73 27) (375) G03-08 312 25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38 3) (106) G03-11 -122	
13) (208) G02-02 -2 12) (206) G02-01 -4 4) (139) G02-04 -73 27) (375) G03-08 312 25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
12) (206) G02-01 -4 4) (139) G02-04 -73 27) (375) G03-08 312 25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	ness
4) (139) G02-04 -73 27) (375) G03-08 312 25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
27) (375) G03-08 312 25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
25) (258) G03-16 48 22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
22) (245) G03-07 35 21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
21) (241) G03-02 31 20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
20) (227) G03-05 17 18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
18) (224) G03-15 14 17) (217) G03-04 7 16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
16) (215) G03-03 5 15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
15) (214) G03-06 G03-13 4 10) (199) G03-10 -11 6) (172) G03-01 -38	
10) (199) G03-10 -11 6) (172) G03-01 -38	
6) (172) G03-01 -38	
3) (106) G03-11 -122	
, \ ,	2
26) (260) G04-03 50	
24) (255) G04-08 45	
23) (254) G04-04 44	
19) (226) G04-02 16	
14) (211) G04-09 1	
13) (208) G04-12 -2	
11) (204) G04-10 -6	
9) (195) G04-01 -15	
8) (179) G04-06 -31	

(Continued) **Table 6: Type (F) Dramatic (Disorder: Unnatural acting)** Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
7) (176)	G04-05	-34
5) (143)	G04-07	-69
1) (4)	G04-11	-1063
18) (224)	G08-02	14
17) (217)	G08-04	7
16) (215)	G08-01	5
2) (42)	G08-03	-317

Table 7: Type (G) Opinionated (Disorder: Narcissism)

Level	Groups	Comparative
		weightiness
23) (253)	G02-02	43
13) (215)	G02-01	5
9) (185)	G02-04	-25
28) (329)	G03-06	149
27) (271)	G03-05	64
26) (270)	G03-01	62
19) (232)	G03-08	22
18) (228)	G03-10	18
16) (225)	G03-07	15
15) (219)	G03-04	9
14) (218)	G03-13	8
12) (213)	G03-16	3
11) (211)	G03-02	1
8) (150)	G03-03	-61
7) (140)	G03-15	-72
2) (54)	G03-11	-244
25) (266)	G04-01	56
24) (254)	G04-03	44
21) (237)	G04-04	27
17) (226)	G04-02	16
14) (218)	G04-11	8
13) (215)	G04-12	5
12) (213)	G04-07	3
10) (191)	G04-08	-19
6) (112)	G04-06	-108
5) (111)	G04-10	-110
4) (66)	G04-09	-206
1) (28)	G04-05	-503
, , ,		

(Continued) **Table 7: Type (G) Opinionated (Disorder: Narcissism)** Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
22) (252)	G08-04	42
20) (235)	G08-02	25
11) (211)	G08-03	1
3) (62)	G08-01	-215

Table 8: Type (H) Sensitive (Disorder: Dodge)

Level	Groups	Comparative weightiness
28) (358)	G02-02	248
9) (177)	G02-01	-33
5) (120)	G02-04	-97
27) (308)	G03-16	116
24) (257)	G03-06	47
23) (252)	G03-03	42
22) (250)	G03-05	40
21) (248)	G03-02 G03-04	38
17) (219)	G03-08	9
14) (206)	G03-07 G03-13	-4
12) (204)	G03-15	-6
10) (198)	G03-11	-12
7) (155)	G03-10	-56
3) (83)	G03-01	-164
29) (413)	G04-08	880
26) (294)	G04-04	97
25) (263)	G04-03	53
20) (236)	G04-06	26
19) (234)	G04-10	24
18) (230)	G04-12	20
15) (212)	G04-07	2
13) (205)	G04-05	-5
8) (163)	G04-02	-48
6) (121)	G04-01	-96
2) (68)	G04-11	-204
1) (43)	G04-09	-302
22) (250)	G08-02	40
16) (213)	G08-03	3
11) (201)	G08-04	-9
4) (112)	G08-01	-108

Table 9: Type (I) Devotee (Disorder: Dependent)

Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
20) (230)	G02-01	20
15) (215)	G02-02	5
1) (35)	G02-04	-451
-) ()	502 7	
27) (354)	G03-16	220
26) (295)	G03-04	98
25) (288)	G03-07	83
24) (268)	G03-10	59
19) (225)	G03-06	15
17) (217)	G03-03	7
16) (216)	G03-13	6
12) (201)	G03-02	-9
11) (198)	G03-11	-12
9) (178)	G03-01	-32
7) (172)	G03-15	-38
6) (169)	G03-05	-42
3) (79)	G03-08	-170
28) (408)	G04-03	715
23) (249)	G04-06	39
21) (239)	G04-10	29
19) (225)	G04-12	15
18) (222)	G04-01	12
14) (212)	G04-08 G04-09	2
13) (205)	G04-11	-5
12) (201)	G04-05	-9
8) (173)	G04-04	-37
4) (133)	G04-02	-80
2) (52)	G04-07	-256
22) (243)	G08-02	33
10) (196)	G08-03	-14
5) (163)	G08-01 G08-04	-48

Table 10: Type (J) Diligent (Disorder: Obsessive-forced)

Level	Groups	Comparative weightiness
22) (251)	G02-01	41
7) (187)	G02-02	-23
3) (59)	G02-04	-220
28) (330)	G03-08	150
27) (320)	G03-02	131
25) (287)	G03-06	81

(Continued) **Table 10: Type (J) Diligent (Disorder: Obsessive-forced)** Grouped on the questions with nominal responses version of the distribution:

Orouped on the quest.	ions with nominal responses version of the distribu	uon.
Level	Groups	Comparative
		weightiness
24) (282)	G03-04	76
21) (232)	G03-01	22
17) (213)	G03-13	3
14) (206)	G03-16	-4
13) (204)	G03-03 G03-05	-6
11) (200)	G03-10	-10
10) (197)	G03-07	-13
8) (191)	G03-11	-19
2) (33)	G03-15	-477
26) (319)	G04-10	130
23) (278)	G04-04	72
20) (229)	G04-01	19
18) (217)	G04-02	7
16) (209)	G04-08	-1
15) (207)	G04-06	-3
12) (202)	G04-12	-8
9) (196)	G04-07	-14
6) (177)	G04-03	-33
5) (148)	G04-05	-63
4) (76)	G04-09	-176
1) (6)	G04-11	-1042
19) (219)	G08-02	9
14) (206)	G08-03	-4
11) (200)	G08-01	-10
7) (187)	G08-04	-23

Table 11: Type (K) Idle (Disorder: Passive-aggressive):

Level	Groups	Comparative
	•	weightiness
17) (210)	G02.02	
17) (219)	G02-02	9
11) (189)	G02-04	-21
10) (188)	G02-01	-22
29) (419)	G03-16	983
28) (405)	G03-02	660
25) (295)	G03-07	98
23) (249)	G03-04	39
21) (238)	G03-05	28
20) (235)	G03-13	25
16) (218)	G03-10	8
15) (216)	G03-08	6
14) (204)	G03-15	-6
13) (200)	G03-11	-10

(Continued) Table 11: Type (K) Idle (Disorder: Passive-aggressive):

Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
7) (162)	G03-03	-49
5) (154)	G03-06	-57
3) (91)	G03-01	-153
, , ,		
30) (421)	G04-12	1044
27) (352)	G04-03	205
26) (335)	G04-08	163
23) (249)	G04-09	39
19) (234)	G04-06	24
18) (224)	G04-04	14
15) (216)	G04-07	6
12) (194)	G04-05	-16
8) (170)	G04-02	-41
6) (155)	G04-11	-56
4) (109)	G04-10	-116
1) (54)	G04-01	-244
24) (262)	G08-02	52
22) (243)	G08-04	33
9) (173)	G08-03	-37
2) (64)	G08-01	-211

Table 12: Type (L) Aggressive (Disorder: Sadist)

Level	Groups	Comparative weightiness
26) (244)	G02-02	34
9) (186)	G02-01	-24
4) (148)	G02-04	-63
31) (374)	G03-05	310
30) (367)	G03-02	282
29) (346)	G03-04	182
27) (285)	G03-06	79
25) (243)	G03-16	33
24) (242)	G03-15	32
22) (233)	G03-08	23
15) (203)	G03-13	-7
14) (201)	G03-10	-9
10) (189)	G03-01	-21
7) (178)	G03-07	-32
6) (175)	G03-03	-35
3) (145)	G03-11	-67
28) (328)	G04-03	148

(Continued) Table 12: Type (L) Aggressive (Disorder: Sadist)

Grouped on the questions with nominal responses version of the distribution:

Laval	Casyas	Commonative
Level	Groups	Comparative
		weightiness
21) (232)	G04-10	22
18) (222)	G04-08	12
17) (217)	G04-04	7
16) (215)	G04-09 G04-11	5
13) (198)	G04-12	-12
12) (193)	G04-06	-17
11) (190)	G04-01	-20
8) (184)	G04-05	-26
5) (169)	G04-07	-42
2) (113)	G04-02	-106
23) (234)	G08-02	24
20) (228)	G08-04	18
19) (223)	G08-03	13
1) (92)	G08-01	-152

Table 13: Type (M) Altruistic (Disorder: Self-deprecation)

Level	Groups	Comparative weightiness
30) (386)	G02-02	397
9) (180)	G02-01	-30
1) (57)	G02-04	-229
29) (325)	G03-05	140
28) (321)	G03-06	133
27) (314)	G03-08	125
26) (311)	G03-02	119
25) (309)	G03-16	117
18) (224)	G03-10	14
16) (220)	G03-15	10
14) (213)	G03-03	3
12) (205)	G03-04 G03-13	-5
7) (145)	G03-07	-67
3) (82)	G03-01	-166
2) (63)	G03-11	-214
23) (279)	G04-02	73
22) (246)	G04-04	36
20) (233)	G04-07	23
19) (228)	G04-12	18
17) (223)	G04-09	13
15) (219)	G04-06	9
13) (212)	G04-08	2

(Continued) Table 13: Type (M) Altruistic (Disorder: Self-deprecation)

Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
12) (205)	G04-01	-5
11) (201)	G04-10	-9
10) (187)	G04-05	-23
8) (156)	G04-03	-55
4) (116)	G04-11	-103
24) (295)	G08-04	98
21) (239)	G08-03	29
6) (127)	G08-01	-88
5) (122)	G08-02	-94

Table 14: Type (N) Serious (Disorder: Depressed)

Level Groups 25) (275) G02-01 20) (242) G02-02 1) (14) G02-04 30) (298) G03-16	Comparative weightiness 68 32 -798
20) (242) G02-02 1) (14) G02-04 30) (298) G03-16	68 32 -798
20) (242) G02-02 1) (14) G02-04 30) (298) G03-16	32 -798 102
1) (14) G02-04 30) (298) G03-16	-798 102
30) (298) G03-16	102
, , , ,	
, , , ,	
20) (205)	98
29) (295) G03-06	
27) (282) G03-04	76
26) (279) G03-08	73
23) (256) G03-02	46
22) (252) G03-10	42
19) (238) G03-07	28
16) (210) G03-03	0
9) (144) G03-15	-68
8) (135) G03-13	-77
7) (121) G03-11	-96
6) (118) G03-01	-99
3) (80) G03-05	-169
32) (411) G04-12	785
28) (294) G04-03	97
21) (249) G04-09	39
18) (228) G04-08	18
17) (215) G04-04	5
15) (198) G04-10	-12
13) (183) G04-07	-27
12) (171) G04-01	-40
11) (159) G04-02	-52
10) (149) G04-06	-62
4) (90) G04-05	-155
2) (47) G04-11	-287

(Continued) Table 14: Type (N) Serious (Disorder: Depressed)

Grouped on the questions with nominal responses version of the distribution:

Level	Groups	Comparative weightiness
31) (315)	G08-04	126
24) (261)	G08-03	51
14) (191)	G08-01	-19
5) (113)	G08-02	-106

Weber believed that the key to the interpretive sociology imprisoned in a German word Verstehen, which means "understanding" because the task of the followers is not only to observe people, but also to enter their understanding of the meaning of the world, to assess why they are doing so, and not otherwise.

And that understanding can be "measured" it is necessary to examine the psychological nature of the respondents and as a consequence - the probability of a response to the questions of sociological survey.

On the basis of the author's method of multiple comparison we develop the new approach of studying in one problem of statistical dependences of the various form, in which is used a method of multiple comparison for quintile splittings (a triads, a quarters, a quinters) of the data on each parameter.

Nonlinear properties of the psychological (sociological) phenomena basically dominate in a difficult psychological (sociological) reality. It is demonstrated by our researches in the various areas of the psychology [22-47] and sociology [48-55].¹

The yours offer for tasks of analysis of statistical relations (linear and elementary non-linear dependences) in sociological research, E-mail: basimov_@mail.ru

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Social Space of Russia: Measuring Tension

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Abstract. Absence of acute tension in the social space and certain level of consolidation preventing the society from losing its stability are very important for social development. Social space is viewed in the article as a sort of metaphor meaning social positions of actors and their hierarchy. Four groups of indicators are suggested: 1. Material standard of living and material differentiation of population; 2. Social structuration of the population; 3. Processes dealing with formation and development of middle class; 4. Social identity and relationship with social institutes. The use of these indicators for analyzing the empirical material has shown that there is tension impeding the consolidation of society in Russia.

Keywords: social space; middle class; social institution; social consolidation; Social structuration of population

The social scientists and administrative elite are still making attempts to find the magic crystal ball capable of consolidating the Russian society. For this purpose, they suggest various national ideas capable of rallying the society, make retrospective journeys deep into the history, look for common cultural background, etc. The progress, however, has been rather moderate so far. The society is slow in responding to the attempts of suggesting a new consolidation platform that does not take into account the changes that have taken place in social structure. These changes have been so quick that they are still perceived as unfair. Moreover, they are not considered legitimate, though many social groups have come to terms with the new economic mechanism. As a result, rather stable tension exists in the society. This tension sometimes translates into protests of various types, yet more often it is accumulated and swept under the carpet making people uncertain about the stability of their everyday life, as well as about positive prospects for themselves, their families and the country in general.

The disunion of people that has happened is not just psychological alienation, but a conflict of interests developed with regards to the distribution of public property, one's place in social hierarchy and prospects of rising mobility, place in the labor market, education and employment for children, relationship with authorities, bodies of local government and law enforcement agencies, etc. In a word, these are rather tangible relations that are filled in with incompatibility of financial interests and dissatisfaction with the activities of authorities on the part of population, as well as dissatisfaction with the behavior of people and general feeling of insecure existence on the part of authorities. These sentiments may escalate into social instability at a certain moment.

How can such a disjoint state of society be studied? What role does the modernization carried out in the country play in the process of social consolidation? From the viewpoint of

methodology, these problems can be solved by way of addressing the sociological theories of social space.

Social space is a sort of metaphor meaning dynamic social positions of actors and their hierarchy on different levels of the society. The interaction of actors may take place with mutual trust/distrust and consolidation/hostility up to the feeling of ontological hazard. As Anthony Giddens clearly stated, "space is not an inane dimension around which social groups are structured, but should be viewed from the position of its participation in the establishment of interaction systems." [Giddens, 2006]

When one is setting up the practical problem of consolidation in the Russian society, the task of measuring social space tension becomes relevant. This tension does not come down to political tension (the latter actually reflects the rate of strain in social space), but exists and is constantly reproducing itself in the system of interrelationships among social groups and individuals representing them. *The social space tensions* arise when actual social positions of actors do not meet their expectations, or in case of adverse changes in these positions under the influence of various circumstances. The change of social system, like the one we have seen in Russia over the past two and a half decades, has upset the balance of interests, eroded social development benchmarks, and changed the society structuration. Social distances between strata and groups have increased excessively, while the country has faced the split into the oligarchic-authoritative stratum and the rest of the society. The social space tension has risen to an extremely high level. Currently, the task of bringing the social identities of groups together and shortening the social distance between them becomes especially topical.

The reduction in social space tension may contribute to the society consolidation in both horizontal and vertical directions. *Horizontal* consolidation extends to such forms of people's interaction as family, professional organizations, affinity groups, etc. These are the communities that any individual is routinely involved in. *Vertical* forms of social consolidation pertain to the position of strata in the social hierarchy, as well as relationships between the society, on the one hand, and the bodies of authority, on the other hand, between the society and the state. These interactions are currently weakened and distorted to such an extent that one may talk about hostility in relations between the governing structures and the society, and complete alienation among different social strata that come into contact with each other neither on the societal level, nor in terms of everyday communication. The signs of solidarity among social groups, individuals and social institutes are almost cut to a minimum. The connections based on the historical and social memory of generations, as well as the feeling of destiny and country being common for all, are being lost. Meanwhile, *social consolidation* is the key force cementing and rallying the society, as well as fusing social groups into a single whole. It emerges as a logical consequence of social

division of labor and is capable of creating the social environment of a new quality. If it is missing, it may lead to "war of everyone against everyone" posing a threat to the social stability.

Currently, the studies of social space tension problems look very relevant, both in theoretical and empirical contexts. Many ideas for solving these problems can be found in the works by sociologists and social philosophers developing the concept of social space: solidarity (Durkheim); social distances, social circles (Simmel); interaction networks (Moskovich); bonds and contacts inside the local community and the ones with outer world (Znaniecki); social control, mobility and marginality (Park); "concentric zones and concentric circles" (Burgess); hierarchically positioned social strata (Sorokin); interaction of structured social relations, as well as individual and collective practices (Giddens); influence of routine social practices on the general organization of social systems (Hagerstrand); genesis of social space as a result of public production represented not only by things, but relations as well (Lefevre); totality of fields with control over them giving ownership of capital (economic, cultural, social, symbolic), which makes the social space multidimensional (Bourdieu).

I dare to assume that the problem of social space tension in the aforementioned context is brought up for the first time in the modern literature, so I insist on importance of studying this issue not only theoretically, but using empirical indicators as well. It will allow us to perform the comparative analysis of regional problems and assess properly the importance and priority of solving them. Below, you will find several indicators of social space tension, developed with theoretical provisions taken into account, as well as their empirical verification.

Indicators of Social Space Tension and Their Empirical Verification

Social space of a country or region formed by the statuses of social actors has many vectors of development. It is not a frozen space, but the one with continually changing balance of forces and relations. In communities (regions) demonstrating intensive development, the social space is infused with more intensive impacts, while in the ones showing poorer development the lines of interaction are less frequent. However, even the latter regions may see the accumulation of energy capable of performing both creative and destructive actions in social space.

The currently achieved stabilization is supported by oil and gas export revenues, which are used by the ruling elite as payment for loyalty on the part of population. Yet, these revenues cannot serve as a drastic solution to the problem. The country requires economic diversification and secondary – informational – modernization. One can come fore with an assumption saying that informational modernization development is capable of defusing the social space tension both in the regions and the country in general as it will contribute to improvement of the quality of life, closing of the gap in incomes between social groups, formation of a modern labor market,

democratization, development of empathy and consolidation of society. This assumption relies on the experience of European countries that are now passing through the period of second modernization. Nevertheless, it remains to be verified whether this outlook is true for Russia.

The problems of *vertical* consolidation of the society look currently very acute, yet they are hardly being solved. The relative balance created by today is very unstable and may be upset in case of decline in living standards of individual social groups, which is inevitable in the conditions of crisis. Thus we definitely need theoretical and empirical studies of all social space tension levels, both in the regions and the country in general. The most relevant of them are the ones that hamper vertical consolidation. These will be discussed below with regard to Russian regions that are at different stages of second modernization.

I would suggest the following four groups of indicators that reflect the extent of social space tension: 1. Material standard of living and material differentiation of population; 2. Social structuration of the population; 3. Processes dealing with formation and development of middle class; 4. Social identity and relationships with social institutes.

Material standard of living and material differentiation of population

Empirical indicators:

- 1. Share of the population with incomes lower than minimum subsistence amount.
- 2. Self-assessment of living standards by the population.
- 3. Level of material (financial) differentiation (the Gini coefficient).

The correlation and cluster analyses show that the regional modernization level achieved in Russia features no pronounced relation with the level of financial stratification and presence of poor population groups. It is obvious that the social policy pursued in the regions, as well as the budget policy of the federal and regional authorities, play a more important role. In 2015, the Gini coefficient was estimated at 0.410 in Russia on a nationwide level. If we compare the Russian regions with the European countries passing through relatively similar stage of second modernization – like Slovenia, Greece, Estonia and Czech Republic – we will see that these states can boast of a much lower material differentiation level: 0.312 in Slovenia, 0.343 in Greece, 0.360 in Estonia, and 0.251 in Czech Republic. Moreover, the poverty rate in these countries is much lower if we take the self-assessment of local population (data by ESS).

Such a high differential level as Russia demonstrates is typical for Asian countries performing modernization, like China (0.415), Singapore (0.425), and Turkey (0.412) [Russia and Countries...]. However, our way to modernization is worlds apart from the one chosen by the aforementioned states. The main difference lies in the fact that Russia was completing the first

modernization and entering the stage of the second one with rather low level of material differentiation 25 years ago. In 1991, the Gini coefficient was estimated at 0.260 in the country.

Such an abrupt change in material differentiation encourages social space tension in Russia and its regions. It is relaxed by way of maintaining living standards at the expense of oil and gas export revenues so far, but such opportunities will obviously reduce in number in the absence of economic diversification and acceleration of second modernization.

Continuing income concentration and large share of citizens with low incomes constitute a direct way to the build-up of social space tension.

The attention should be focused on the self-assessment of living standards by the population. Discontent with financial standing and the feeling of unfair distribution of incomes lead to social space tension in the regions and the country in general.

Let me also present a number of empirical indicators dealing with other possible areas of heightened tension in Russia's social space.

Social structuration of population

Empirical indicators:

- 1. Socio-professional population structure.
- 2. Availability of social lifts, openness of upper social strata.
- 3. Balance of migration flows in the region.

The analysis of empirical material for the first two indicators shows that reduction in the number of industrial enterprises has had a negative impact on the skilled strata of economically active population, quality of workforce and prospects of economic upgrade. The development of information technologies and knowledge-based industries in general in the social environment where unskilled and low-skilled workforce dominates is obviously a risky undertaking. *In this case, the social space becomes distorted and features accumulation of tension caused by the difference in the levels of culture and education, lifestyle, social norms and values.* The aforementioned processes are constituent elements of a global trend – the one reducing the possibility of vertical social movements for large population groups in modern Russia.

The third indicator deals with social space tension caused by the flow of migrants with different dominant culture and rules of conduct. Over the recent years, Russia has been receiving up to 600,000 migrants annually, so their total number, according to different estimates, currently amounts to 7-12 million people, i.e. 5-8% of the country's population. Substantial difference in the religious and cultural traditions between the population of the country and immigrants prevents the multicultural society from being formed. Unfriendly social environment and risks of living in

Russian that the immigrants face have caused the drop in inflow of skilled workforce speaking the Russian language. Thus, the migrants who come to Russia are mainly people from rural regions who are ready to accept unskilled jobs with low salaries. Moreover, they often have to work in the fields of shadow or criminal business and are overly dependent on the corrupted personnel of law enforcement agencies. All these factors generate substantial tension in the social space of Russian regions.

Processes dealing with formation and development of middle class

Empirical indicators:

- 1. Size and dynamics of middle class.
- 2. Professional composition.
- 3. Employment by industries.

The monitoring and studies carried out in the regions over the recent years demonstrate that the growth in size of the middle class has almost stopped in Russia. It currently accounts for 12-24% of adult population in the regions and 20% on the average in Russia in general. This stagnation shows that the reserves of growth have been exhausted as to the mode of development that we have observed in the country over the past years. The process of modernization is evidently slow as any successful upgrade is accompanied by growth in the share of middle class, which is a loyal supporter of modernization capable of consolidating the society provided the middle class has sufficient size. The occupational structure of the middle class is changing, as managers enhance their presence, while the representatives of small and medium business reduce in number, which is not at all typical of a society in the process of modernization.

The mass middle class is created inside the industrial society, yet it starts losing ground in case of deindustrialization and insufficient development of secondary modernization. The situation, when the middle class is weak and reducing in number, cannot eliminate dangerous tensions in the social space of the regions and does not help smooth out the differences between the upper social stratum and the rest of the population. On the other hand, when the middle class holds steady positions and is growing in size due to self-reproduction, it becomes the evidence of stable social development along the way of modernization. Unfortunately, it is not the case of Russia today.

Social identity and relationships with social institutes

Empirical indicators:

- 1. Self-identification with communities of different level.
- 2. Trust in key social institutes, including law enforcement agencies.

The past two decades have been marked by the weakening of social and human bonds, as well as changes in the people's self-identification. The horizon of this self-identification has actually "narrowed down" to one's family and circle of closest friends. It is an inevitable consequence of crises and groundbreaking changes in the economic system. All other groups of immediate communication – colleagues and friends – less often belong to a modern Russian's close setting. The reason behind it probably lies in the weakening of friendly relations caused by the shortage of spare time and competition at work. These data of public opinion poll are the evidence of growth in individualism and alienation from other members of society.

What looks especially alarming in the self-identification of Russian people is the loss of intimacy feeling towards one's compatriots. Within just four years, from 2006 to 2010, the number of those who have the feeling of intimacy towards Russian residents reduced by 16%. Currently, such people account for less than 40% of Russia's population. Moreover, the share of these people is even smaller among the Russians with higher education background, residents of large cities and Moscow, and citizens at the age of 25-35 years.

Trust among people is one of the empirical indicators showing the extent of tension in society. According to the European Social Survey, Russia falls behind the majority of European countries as far as this indicator is concerned. Meanwhile, social consolidation is impossible without having confidence in each other. It is the consolidation on the level of continuous communication in everyday life. In the socio-psychological context, weakened social integration may lead to threshold values of distrust indictors, which do not necessarily translate into mass protests as it is rather a very personal self-sentiment that impacts individual behavior. Another marker of anxiety and tension in society is the credibility of law enforcement institutes. In terms of credibility, the institute of police falls behind all other law enforcement agencies. It is a Russian nationwide trend. On the average, about 50% of adult Russians in the regions have no confidence in police. This value can be considered as a critical level.

It is obvious that the studies of social space tension in Russia and the regions are required not only for preventing social incidents, but for using the opportunities granted by modernization for consolidation of the Russian society as well.

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Double Standards and Soft Power in Mathematical Model of Cross-Cultural Interaction

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Abstract. The article presents the results of mathematical modeling of cross-cultural interaction by the competition equations. Study of the model finds the possibility of a paradox situation, when one of the cultures positively treats the other, though this other one is actually quite harmful to it. Conversely, in some cases, quite a harmless culture can be treated as very negative one.

Keywords: cross-cultural interactions; double standards; soft power; mathematical modeling; humanitarian analysis

Introduction

Double standards are characterized by different application of the principles, laws, rules, estimates to the same actions of various subjects, depending on the degree of loyalty of these subjects to the estimator or other reasons of benefit for him. As for the soft power - this term was for the first time introduced in 1990 by Joseph Nye of Harvard University [Nye, 2004], but something similar can be found also in works of Antonio Gramsci and even in the ancient time - in Laozi's Tao Te Ching. It is possible to say, that the cultural values capable to induce others to want what is wanted by you, are the cornerstone of the concept of soft power.

In the work [Brodsky, 2011] an interaction of two cultures was modelled by A. Lotka and V. Volterra competition equations.

$$\frac{dN}{dt} = \alpha N (1 - \frac{N}{N^*} - m \frac{M}{M^*}), \quad \frac{dM}{dt} = \beta M (1 - \frac{M}{M^*} - n \frac{N}{N^*}). \tag{1}$$

Here we treat a culture on its household level - as a certain method of behavior, i.e. as a set of standard reactions to standard requests of the environment. In our elementary model (1) we select from this set only two factors: an attitude to compatriots and an attitude to strangers.

In the same work [Brodsky, 2011] it was shown that the behavior of this system of equations first of all depends on coefficients of intolerance n and m. ;It would also be possible to call these coefficients by double standards factors – they show in how many times the competition in the culture more or less than its competition with the foreign one.

Double Standards and the Soft Power

We shall distinguish the following ranges of these double standard coefficients:

$(-\infty,0)$	[0,1)	1	(1,∞)
Supertolerance	Tolerance	Treatment without prejudices and preferences	Intolerance

It occures [Brodsky, 2011], that if the double standard coefficients are lesser than one (tolerance), the cultures are friendly - they can exist together. If the double standard coefficient of a culture is greater than one (intolerance) - this culture constitutes a real danger to another - may force it out from the system.

Besides, the capability of social systems to change the behavior on short times in response to current situation, turns the dynamic system (1) into a position differential game [Brodsky, 2014], where the double standard coefficients n and m become the controls of players.

That is why double standards are so popular in the interstate relations. Nevertheless, in the work [Brodsky, 2011] it is shown that if the rivals are equally strong, uncontrolled increase in mutual intolerance (use of double standards), becomes equally dangerous to both players. In this case there are other interesting strategies of the game [Brodsky, 2014].

Now let us look at a situation, for example, from the position of culture N representative. First, the value $\frac{N}{N^*}$ is well-known to him, because this value is a way of attitude to compatriots in the culture N - a way of good behavior which is taught since the childhood. Secondly, the value $m\frac{M}{M^*}$ is also known - it is a cometition pressure of the culture M, which the representatives of the culture N directly observe, because they are under this pressure. Most likely, these values are not identical $\frac{N}{N^*} \neq m\frac{M}{M^*}$ - because the cultures are really different.

Further, it is quite natural to assume that if $\frac{N}{N^*} > m \frac{M}{M^*}$, then it is pleasant to the representative of the culture N - usually it is pleasant to anybody, when the pressure upon him weakens. Perhaps, he assesses this situation approximately so: "Ah, what darlings, these well-mannered people of M - not that my rough compatriots!" On the contrary, if $\frac{N}{N^*} < m \frac{M}{M^*}$, then the representative of N does not like this fact - very few people like the pressure bigger than usual. Most likely he will think: "Well and how savage are these M! It is quite impossible to live nearby them! They are not able to behave at all!"

Actually, both as the first, either the second estimate can be deeply wrong - in the system (1) nothing depends upon the ratio between the values $\frac{N}{N^*}$ and $m\frac{M}{M^*}$, as well as from the ratio between $\frac{M}{M^*}$ and $n\frac{N}{N^*}$. The behavior of the system (1) depends only upon the double standard factors n and m [Brodsky, 2011].

For example, if $\frac{N}{N^*} >> m \frac{M}{M^*}$, but at the same time m > 1 - the situation can be dangerous for the culture N, it can disappear completely over a time, because of the neighborhood with "lovely and well-mannered" people, especially if it puts $n \le 1$, having been under illusion of the first inequality.

On the contrary, if $\frac{N}{N^*} < m \frac{M}{M^*}$ and even $\frac{N}{N^*} << m \frac{M}{M^*}$, but m < 1 - there is no danger for the culture N to disappear near the culture M. Moreover, if n > 1 - the culture N forces out the rival trough a time.

However, if the system (1) becomes a differential game, the double standard factors n and m are not observed directly. For the representative of the culture N to define m, is necessary to compare given him in feelings $m\frac{M}{M^*}$ with $\frac{M}{M^*}$, but the last value, as a rule is unknown to him: studying of foreign cultures is a destiny of rather narrow circle of specialists.

Summary

Thus, this elementary model learns us that it is incorrect to measure one culture by the gauge of another – such a measurement is not valid. The only true yardstick for the culture is this culture itself, i.e. the competitive pressure of a foreign culture is to be compared with its own internal competition, but by no means with the internal competition of the native culture.

At the author's subjective view, this paradox illustrates why our cutting through a "window to Europe" during the last 300 years is not too successful. The Slavs once lived in Europe, but little from them remained. At the same time, under the Horde Yoke we survived, and under the Ottoman Empire the southern Slavs did, though very unpleasant memoirs about these History periods remained in the folklore of survivors.

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Extreme as a Social Phenomenon in the Modern Society

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Adstract. The article deals with the analysis of extreme as a social phenomenon in the modern society. Social demographical portrait of extreme seeker is demonstrated. Types of extreme seekers are given. Career of extreme seeker in modern society is considered.

Keywords: extreme; extreme seeker; risk; lifestyle; sports; motivation

As known, technical progress of the modern society strongly affects the casual lifestyle of a person, city bustle puts pressure on physical and emotional human condition and, in connection with this he needs his emotions let go, need in adrenaline becomes inherent part of his life. Each of us is under pressure of social norms, principles, directives, but a person sometimes wants to control situation. Extreme situation helps a person to take decisions and being in such situation only he himself is responsible for himself and his actions.

Extreme popularity is growing and this can be explained as year after year extreme becomes more and more approachable and popular. Society promotes fashion on extreme activities. Mass media more often promotes and displays extreme events. Today there are many TV show on extreme, different extreme channels on TV, many films which promote extreme activities are being made [Malygina, 2006, p.18 - 20].

In recent years, a healthy lifestyle is gaining popularity, sport is becoming an integral element in the lives of most people. Such popularization of sport contributes to the development of extreme activities and extreme tourism. It must be understood that extreme seekers are attracted not only by the desire to show the physical capabilities of their bodies. They want to look at the world differently, feel the fragility of life and realize its value and its importance. Extreme seekers challenge the whole society and want to show that, risking their lives, they feel really happy. Extreme helps them to get rid of accumulated aggression, negative emotions and helps to escape from everyday problems.

Scientists of different practices try to understand the motivational characteristics of people enthusiastic about extreme sports. Medical workers talk about useful properties of adrenaline, explaining this by the fact that fear can not only have an unpleasant effect, but it can also trigger the renewal of our body. Psychologists also talk about useful features of extreme activities. They

believe that fear can become a signal for us that at the moment we can learn something new, increase our self-esteem and even assert ourselves among others. Sociology scientists see the positive side of extreme that people engaged in extreme activities are much easier to overcome domestic and professional difficulties. Extreme can help to move significantly in terms of personal development [Lubysheva; 2014, p. 20-28].

The relevance of this topic is due to the fact that a new global society increasingly dictates the patterns of behavior to people. The rapid rhythm of cities presses on people, the need for self-actualization increases several times. Extreme is more than suitable for self-affirmation and self-realization of personality. Most people inclined to extreme are creative, aspiring to freedom ones. Risk makes them feel alive and gives them creative inspiration for further victories. Many types of extreme activities are practiced in nature and connected to the conquest of various nature forces. In this difficult struggle a person argues with himself, checks his physical capabilities of his body, strengthens his spirit, makes a step into the unknown.

But it is important to understand that a significant part of society negatively perceives extreme activities and negatively treats an unjustified risk to life for the sake of enjoyment. Many simply do not understand people jumping on spotting from bridges and buildings, setting up unnecessary records such as passing on a rope over a lin, etc. And some people even speak out about extreme as an attempt to commit suicide, explaining this by saying that if we know that doing extreme activities is very dangerous for our life, and if we consciously, for example, jump with a parachute, where you can not insure against that the parachute will necessarily open, and still we continue to do it - then this involuntary suicide [Khalikova].

The empirical basis of the article is the results of his own sociological study "Extreme as a social phenomenon", made by the author of this work. The study used the method of in-depth interviews and the method of traditional document analysis.

Analyzing different definitions, we came to the conclusion that by extreme we mean active actions that are accompanied by a splash of emotions and are associated with a real danger to life.

The history of extreme activities development, which in the 21st century there are several dozens, has western roots. It was abroad originated in the first half of the 20th century, and in the early 1950s various kinds of extreme sports began to develop actively.

As known, throughout almost the entire 20th century, Russian society was under full control of the authorities and was placed in a strict framework. The authorities tried to equalize each person in rights, and in this connection it was very difficult to stand out from the masses. But at the end of the 20th century there were no totalitarian regimes, all prohibitions on the way of life were lifted and, a man finally was able to be liberated and feel free in his thoughts and his actions. This is the moment, when we can talk about the emergence of extreme events in Russian society.

Within the development of democracy, a person has many opportunities. There is a possibility of conscious choice of this or that (dangerous, safe) way of life, i.e. a person has the opportunity to take risks. He already decides how to act, what to do, what to be involved in, where to go. It is with the development of democracy that extreme begins to actively develop in society. Feeling freedom, a person wants to stand out from the crowd, express himself, gain self-fulfilling, show their abilities and their talents. It is the extreme that can help him to do this, the extreme will let him feel those emotions that he can not get anywhere else.

A person who is consciously looking for extreme, i.e. extremely difficult and dangerous situation and plunges into it, is called an extreme seeker. Extreme seekers are bright, creative people who know what real life is and never lose interest in it. For many extreme seekers extreme is just an entertainment, and not even a received dose of emotions, but a way of life in which they want to prove to themselves and the whole world that nothing is impossible.

If we talk about the reasons that encourage people to voluntarily take risks, we can distinguish the following:

- 1. Striving for self-improvement, overcoming fears, depression hindering social and career growth. Here you can say that the risk allows you to create a sense of self-actualization and pride in your newly discovered abilities. Risk helps negative emotions to get out and discharge. When you have problems at work, relationships with a loved one do not work, then a person tries to get out of emotional tension and resorts to risks.
- 2. Striving to unite with other people. If a person has an appetite for risk, then subconsciously he wants to communicate with other people his own kind. The pleasure from taking risks is largely due to the general "collective excitement", which, according to E. Durkheim, is caused by the intense emotionality produced by the activity of the group.
- 3. Overcoming Borders. Extreme is often practiced to overcome the boundaries of their own bodies. Keeping balance and control of the basic instincts is checked in risky situations.
- 4. Respect. The motivation of extreme seekers is connected with the achievement of the goal and competitiveness. The most important thing for many extreme seekers is a healthy dose of respect.
- 5. Control and physics. One of the main reasons why extreme seekers risk their lives is that extreme, usually, are practiced in an uncontrolled environment. Thanks to the extreme you can see all the beauty of our surrounding world, which is hidden behind boring and gray everyday life. It is for this reason that understanding the laws of physics, as well as knowing how to apply them correctly, is very important for success.

6. Excitation. Surge of a large dose of adrenaline is one of the main distinctive features of extreme sports from other sports. Excitation which occurs when dealing with extreme activities, is the strongest [Lukaschyuk; 2011, p. 130].

Extreme performs in the modern society a number of functions, which include:

- 1. Recreational one replenishing, preparing for overcoming, satisfaction through the received sports skills and experience of different needs: from biological to social and higher, being creative fundamentally.
- 2. Competitive-reference one various classification standards and established records receive worldwide recognition and act as peculiar indicators of personal and universal human capabilities.
- 3. Heuristic-achievement-search activity which is related to the individual's knowledge of the capabilities of his body and his moral qualities and the finding of various ways to implement them.
- 4. Sporting and health one is associated with the positive impact of extreme activities on the work and functional capabilities of the body.
- 5. The function of social integration and socialization of the individual extreme can be one of the most important factors in involving people in social life, familiarizing with it and developing their experience of social relations.
- 6. Communicative function universal attraction makes extreme sports an important factor in strengthening international relations, represent a powerful impact for the growth of mutual understanding and cultural cooperation of peoples [Krasavchik].
- 7. Educational one extreme can have a strong impact on the formation of the personality of people, their worldview, character, volitional sphere.
- 8. Aesthetic ones extreme sport carries aesthetic qualities that appear in harmony of physical and spiritual qualities of a person, and in this respect it adjoins with art [Khalikova].

The series of in-depth interviews allows to form a broad picture of the extreme way of life in all the diversity of its elements, to identify those elements that are rated by respondents as the most important and to draw preliminary conclusions about the reasons that motivate them to be involved in extreme activities.

The task of the first section of the interview was to identify the sociodemographic characteristics of the extreme seeker. This section is important in order to form a portrait of the extreme seeker, to determine its most significant signs and traits, to understand to which age group extreme sportsmen can be attributed.

The task of the second section was to identify the motivation of the extreme seekers. Questions that were asked helped to reveal to us the reasons why people are consciously risking their lives, and questions that could answer us the question of what most like such people in extreme. Issues related to the attitude of the family and close people to engaging in extreme sports were covered. This section asked questions about the impact of extreme sports on the formation of a person's personality.

In the third section we talked about the career of an extreme seeker. It was proposed to name the most memorable competitions, tell about the awards. Extreme seekers were asked to describe how they combine such dangerous activities with study, work, family. In this section, we would also like to learn about the sports plans of extreme seekers for the near future and find out if extreme seekers want to link their further life or work with extreme things.

And finally, the fourth section was aimed at identifying the prospects for the development of the extreme in the future. Questions were asked about the development of the extreme, its features. Extreme seekers were asked to talk about why these sports are becoming so popular, what role they play in society, what difficulties extreme seekers face most often. Questions were asked about supporting the development of extreme sports by the ministry of sport and issues related to media propaganda.

As a result of the research, it can be concluded that among extreme seekers the proportion of men and women is approximately equal. This tells us that in today's society appetite for risk predominates in both men and women. Women in the 21st century are becoming more independent, they are increasingly choosing men's professions and no one is surprised at the fact that women are engaged in hazardous activities, including extreme ones. In acknowledgment of the fact that both men and women are engaged in extreme sports, the following statements of the respondents can be reported: "Many people think that only men are engaged in extreme sports, but I can tell you that this is not true. Among my acquaintances there are a lot of young girls who are engaged in various dangerous forms of extreme sports, and I am included", "... in an extreme environment there are a lot of girls, sometimes it seems to me that there are more of them than boys; many girls want to prove to themselves and their surroundings that they are capable of more, are able to overcome themselves and their fears", "... I think that sex does not greatly affect the extreme activities, in an extreme environment there are enough guys and girls, the main thing is temperament and character, and it has no difference if you are a guy you or a girl".

Age characteristics of extreme seekers will allow us to draw conclusions about the activity and features of extreme behavior of various population groups. An analysis of the data obtained showed that the majority of people engaged in extreme sports are young people aged from 16 to 35 years. This can be explained by the fact that people of a young age are actively seeking their place in life. Extreme sports provide an excellent opportunity to realize this desire. Young people master new social roles, trying to find an activity that they like. With the help of extreme activities

they can overcome their fears, establish themselves among their peers and friends, and prove to themselves that they are capable of more than other people can afford. In confirmation, we propose the respondents' statements: "... I heard that among extreme seekers there are people of the older generation, but personally I was never acquainted with them; all my friends who are engaged in extreme sports are 20-25 years old, "... extreme seeker can be any age, but most often - these are young people, although I met extreme seekers who are over 40 and they performed very dangerous and complex tricks and they had nothing inferior in to the younger generation, but I think that there are much less of such people"," ... if you take the range from 30 to 60, then I do not know a single person."

The extreme seeker's family and their close people in most cases are negative about extreme sports. For them extreme is always a danger to life and wild actions. The practice of extreme sports can become a reason for constant disagreements and disputes, which will not contribute to the strengthening of mutual relations and mutual understanding in the family. Constant race of extreme seeker for new sensations and emotions, constant training can also negatively affect the atmosphere in the family relationships.

Despite the popular belief that extreme seekers are insane, crazy people who commit rash acts, it has been revealed that they are well-educated people who clearly understand what they are doing and are responsible both to themselves and to others people. During the interview it was found out that people who are keen on extreme activities are very miscellaneous and creative personalities and, despite their dangerous hobbies, they are not engaged only in this type of activity, but realize their potential in other areas, including educational activities. From this we can conclude that extreme activities do not affect the level of education of people keen on extreme activities. Extreme seekers during the interviews told that they have enough time for study, work and education and extreme activities, and that all these activities are equally important for them.

If we talk about the financial situation of extreme seekers, then we can say with certainty that extreme is not a cheap pleasure. Almost all interviewed respondents classified themselves as middle-class, they all have stable incomes, someone has personal income, someone has their parents help. Extreme training involves the purchase of expensive equipment and equipment. In the course of the research it was found out that the extreme seekers do not rent equipment, but in most cases have their own. They explain this by the fact that rental does not guarantee security and very often their inventory is not subject to safety standards. Being engaged in extreme sports, first of all, a person should feel confident and good equipment here is the key to success. In addition to expensive equipment, it must be said that extreme seekers travel very often, and such trips cost a lot. And starting to do extreme sports professionally, the extreme seeker will need constantly improved equipment and outfit.

If we reduce all of the above, then we can say that extreme seeker is a young man aged from 16 to 35 years, with an incomplete higher or higher education, living in a large megalopolis, having a stable and relatively high income and engaged in other than extreme activities. In addition, it is important to say that extreme seekers are very sociable and communicative people, who usually do not just one kind of extreme activities, but several. Extreme seekers are very miscellaneous people, many of them are very talented. They are talented not only in one area, but in other areas too. Extreme seekers are people with a special mindset. The extreme helps people to open up, become more confident in themselves and even those who are loner become very sociable.

Speaking about the career of extreme seeker, it is impossible not to say about the motives that induce people to risk their lives. An analysis of the data showed that motives that induce extreme seekers to risk their lives can be divided into several groups:

- 1) Striving for improvement and testing your own capabilities of your body. Many types of extreme sports involve daily physical training, which helps the extreme seeker to maintain himself in good physical condition. Extreme is a kind of check that helps to open up opportunities that you did not notice before.
- 2) The need for self-expression, self-affirmation and public recognition. Extreme seekers do not hide the fact that extreme helps them to gain respect from their friends and acquaintances. In addition, extreme is a great way to attract attention from the opposite sex. For many people this motif is one of the most important.
- 3) Overcoming their own fears. Almost all extreme seekers state that it is extreme sports that help a person overcome their own fears. Only in difficult and extreme situations a person opens a second wind and he can find the strength to overcome himself. He becomes more confident and ready to make more and more victories.
- 4) Fight with stress. While engaging in extreme sports, a person experiences incomparable emotions that help him cope with stress and throw out all the negative emotions that he has accumulated.
- 5) Love for nature. Many kinds of extreme sports are practiced in nature and due to this, thanks to the extreme, one can know the beauty of the surrounding world. Almost all extreme seekers noted in the features of extreme the possibility of learning the world around them.
- 6) Getting adrenaline. Many extreme seekers run the risk only for the sake of getting unforgettable emotions and getting adrenaline. They receive new energy and freshness of mind.

During the production of adrenaline, a person gets the potential for all kinds of achievements. Adrenaline helps a person to exercise power over mind and body.

Thus, as a result of the analysis carried out, the hypothesis was confirmed that an important place is occupied by the testing of opportunities and the pursuit of self-improvement and self-affirmation among the motives that induce to extreme activities. Here are excerpts from the interviews, confirming the conclusions: "... I am motivated not so much by the desire to test fate for strength, as the desire to paint life with bright colors. Life is beautiful only when you do what you want."; "... I am driven by adrenaline, emotions and fear"; "... an extreme for me is a kind of check. Extreme lets me open up opportunities in you, which you just did not notice before"; "... I am personally moved by a sense of freedom. I like to feel as if separated from the whole world. This emotion that I get during the jump is very short, but it stays in memory for whole life and I want to get it again and again. "

Now we need to talk about how the extreme seekers began their careers, how they came to extreme sports. In the course of the interview, it was found that the extreme seeker's appetite for risk they obtain in childhood. Almost all the extreme seekers said that from an early age they differed from their peers by hyperactivity and vigor. They were very uneasy children, often naughty and indulging. Parents from the very childhood noticed their athletic abilities and tried to develop them.

In the detailed review of this issue we revealed a certain relationship between the age of the extreme seeker and the reason for choosing the extreme activity that they are engaged in. So, the extreme seekers, who are 18-22 years old, indicated that they are engaged in all kinds of extreme sports, which they have enough time and opportunities for. Extreme seekers aged 25-35 years fixed on some one kind of extreme, which they are engaged professionally in and devote most of their free time. This can be explained by the fact that young extreme seekers have not yet determined themselves in their choice, they want to try themselves in everything and find exactly the kind that will give them greater pleasure. And older extreme seekers have already found themselves and then the kind of extreme activity that they like.

In this paragraph an important point is being touched upon is the identification of the main components that the extreme seeker like most in the extreme. The extreme seekers were asked what they liked most about the extreme they were doing. Data obtained during the analysis can be presented in Table 1:

Table 1:Main extreme elements which attract extreme seekers the most

Respondent sex	Extreme elements which respondents like the most				
Female	- Ability to overcome their fears;				
	- Feel yourself a winner: the winner of your body, your thoughts;				
	-Testing yourself and the possibilities of your body;				
	- Feeling of happiness				
	- Feeling of physical and mental freedom				
	- Rapprochement with nature				
	- Clarity of thoughts				
	- Feeling of risk				
	- Rapprochement with other people				
7.7					
Male	- Relieve stress and tension;				
	- Overcoming a sense of fear;				
	- Learning of the world and the beauty of nature;				
	- Feeling of freedom and a sense of inspiration;				
	- Getting unexplored emotions;				
	- Admiration from other people;				
	- Attraction of the opposite sex;				
	- Unity with nature and forces				
	- Feeling courageous and strong				
	- Feeling young again				

Continuing speaking about the career of the extreme seeker, it is important to note such an element of extreme activity as competition. The analysis of the obtained data showed that half of the interviewees participate in extreme competitions, while the other half does not participate in the competitions. Extreme seekers that take part in competitions told that they like the process of competition, like to come to the finish line first and prove to others that they are better and stronger. Here are excerpts from the interview: "... when there is a possibility, I always take part in competitions, without them any sport becomes unexciting, including extreme one", "... two times I took part in the parachuting competition in the discipline" spot landing" In this discipline, it was necessary to perform a jump in a place reserved for it"; "... competitions only add adrenaline, it is always nice to prove to yourself and others that you can show good results."

The presence of sports plans for extreme seeker depends on the availability of his free time. Almost all the extreme seeker are not going to refuse to do extreme activities in the future, and many plan to try themselves in something new and unknown before.

One of the tasks of this research was to identify the types of extreme seekers. The data obtained during the analysis can be presented in Table 2.

Table 2: Types of extreme seekers

Types of extreme seekers	Characteristics
1. Amateur extreme seeker	This type of extreme seeker is a typical representative of an adventure lover. For such people, extreme is a hobby, a way to distract from everyday worries and spend time usefully. Such people are not going to associate their lives and their careers with extreme sports. Extreme for them will never be in the first place. An amateur extreme seeker is a person who loves life and enjoys it with the help of extreme sports in his spare time from study and work.
2. Extreme seeker and traveler	This type of extreme seeker is a person who can not live without traveling. Such people are engaged in extreme sports just to see all the beauty of the surrounding world, to enjoy the secrets of human nature. They travel around the world, travel to the most beautiful corners of our planet and engaged in various types of extreme activities. Extreme for them is a way to get closer to nature and feel as a part of our vast planet.
3. Professional extreme seeker	This type of extreme seeker is a person for whom extreme is a way of earning. Such people are engaged in dangerous activities for the sake of receiving money. Extreme for them is a work. They almost every day risk their lives. This type of extreme seeker can be attributed, for example, to stuntmen who perform complex and dangerous stunts or animal trainers who train dangerous and rapacious animals for people to have fun in the circus.
4. Crazy extreme seeker	This type of extreme seeker is a person who makes rash and risky activities associated with a greater risk to life. Such people do not think about the consequences, commit insane acts without any explanation. They completely neglect their safety, perform all tricks without insurance and special equipment. Hooks that cling outside to the cars' various handrails, ladders, can ride on the roof, on the brake platforms, on the sides of the cars can refer to them.
5. Enthusiast extreme seeker	For such people, extreme is the meaning of life. This type of extreme seeker differs from all others in that he sees the essence of existence in the extreme. He devotes most of his life to extreme sports, but extreme is not a job for him and does not bring him money. Such people do not commit rash actions, they carefully plan all their new tricks and elements, choose rather safe places. Extreme for them is not a hobby, but their life, their everyday way of life, their way of existence.

According to the data given in the table, it can be concluded that the types of extreme seekers are directly related to the degree of risk. So amateur extreme seeker tries to be cautious in his actions and tries to minimize risks. Professional extreme seeker has a very high risk level, he almost every day exposed himself to danger, which can harm his health. Extreme seeker and traveler has an average level of risk. In most cases, he tries to reduce the risk, but this does not always happen. Crazy extreme seeker has very high degree of risk, it is difficult to guess the consequences of his actions, they can cause very serious harm to health or lead to tragic actions.

Enthusiast extreme seeker lives with extreme, and his actions are very dangerous and risky, but he tries to choose the safest risk.

Speaking about the extreme as a social phenomenon, one can not help talking about the prospects for its development in the near future. It will be necessary to note such points as: popularization of extreme sports in Russia, problems of extreme development in Russia, peculiarities of extreme distribution. The extreme seekers noted that after the Olympics in Sochi in 2014 winter kinds of extreme sports began to develop: snowboarding and downhill skiing. Especially these kinds of extreme sports are popular among young people and children. Among the other extreme types that are popular in Russia, the extreme seekers noted the following: skydiving, base jumping, paragliding, parkour, wakeboarding, zorbing, rope jumping, skateboarding, mountain climbing, rock climbing, windsurfing, diving, skydiving.

The analysis of the data showed that the respondents identified the following points that could contribute to the development of the extreme in the future:

- 1) Investing in extreme sports.
- 2) Attraction of young people at the level of schoolchildren.
- 3) Recognition of extreme sports official.
- 4) Support from the state, state financing.
- 5) Creating special conditions for extreme sports.
- 6) Propaganda by the media.

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Values Transformation in Conditions of Multiculturalism

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Abstract. The aim of present study is to analyze the values that are significant for the functioning of social institution of the international society. Method: while working on present study, we used the following methods of documents analysis: traditional (primary) analysis of documents, as well as secondary comparative analysis, specialized qualitative content-analytical methods. Therefore, we used "triangular approach" for studying the processes of the development of migrants' values. Conclusion: the importance of migrants accepting the values of the host country is stated.

Keywords: transformation, value; value consciousness; international community, multiculturalism

Introduction

One of the main problems in achieving a "better world" becomes the problem of migrants' values as the reflection of social, political, economic and cultural structure of the society of the host country, as well as of the country of migrants' origin. Migrants' values act as the main differentiating factor that reflects individuals' ideas about different chances and opportunities of satisfying the needs.

In Russia, the problem of migrants' values is also significant. The majority of researchers lean towards the opinion that the defining characteristics that develop migrants' values are cultural (ethnical/social) origin of an individual and/or his parents and social-economic conditions of life [Rudney, 2012: 581-594].

The head of Federal Migration Service of Russia, Konstantin Romodanovskiy does not exclude the possibility of migrants' flow from Europe to Russia. He points out that "European countries are not able to deal with the flow of migrants, and because of this, in the nearest future, Russia can expect the flow of migrants from Middle East and African countries, who previously requested asylum in European countries" [Tulin, 2016]. On the other hand, K. Romodanovskiy stated that "because of the flow of refugees and decline of social-economic situation, Europeans might leave to other countries; in the future, it is possible that they will arrive in the Russian Federation. Therefore, it is necessary to work through all possibilities, including the mechanisms of governmental program, for integrating such category of citizens in Russian society" [Zhandarova, 2016]. Therefore, the problem of migrants' values becomes relevant in Russia.

Among the classifications of values, the one most suitable for migration processes is the paradigm proposed by D.A. Leontyev: 1) social ideals: an initial form of values, because each

value is produced by a certain social community, from family to humankind in general. In this case, social value is concentrated manifestation of collective experience of a group or community in form of ideal, i.e. an idea about perfection desired in certain areas of social activity; 2) object-embodied values: social ideals are not given to us abstractly, but through their embodiment in works (artifacts) and acts of certain people, in whom the value finds its most visible existence; 3) personal values: objectification of values happens only by the activity of people who conduct these values, being urged by them. Therefore, it is necessary to admit the existence of values in the structure of personality motivations [Leontyev, 1998, 2000].

The problem of transformation of migrants' values is defined by three theoretical directions: 1) acculturation that includes not only changing behavior and affirmations, but also values that change upon the contact of two cultures; 2) feeling of shared values is one of the components of ethnical identity, along with self-identification, feeling of affiliation to a group, affirmations about one's own ethnical group; 3) theory of axiological differences that explains the occurrence of cultural shock by the collision of different systems of values: it is considered that the extent of differences in the values between migrants' country of origin and country of residence is in direct proportion from the amount of difficulties that a person experiences during adaptation [Kinunen, 2008: 118-119].

Methodology

There are different paradigms of defining migrants' values that were developed in the works of S. Schwarz, G. Berry and R. Inglhart. However, in the context of studying migrants' values from the perspective of social consequences of migration processes, it is necessary to consider the factors that develop migrants' values. Therefore, we will address economic, political, social-cultural and territorial factors of transformation of migrants' values. Moreover, specific focus should be directed at social-cultural factors that define institutional instability of Russian society in general and cause the differences in access to the resources in Russian society, in dependence from the territorial place of residence: Moscow, as Russian capital and a metropolis, large and small cities of Russia, as well as small villages and country compounds.

The main characteristics and groups of characteristics that define the tendencies of values development are the values of the country of origin, values of the country of residence, time of residence in the country, cultural heritage, political regime in the country of residence, social and economic conditions of individual's residence, social-demographic characteristics (gender, age, language, citizenship, etc.). Moreover, a predisposition for establishment and development of migrants' values are social-cultural processes in global community in general.

Within studying migrants' values, it becomes significant to explore migrants' perception of the differences between two cultures (their ideas about the values of country of origin and host country), as well as the extent of similarity of their own values with the values of the two cultures.

Results

Transformation of migrants' values takes place along the "integration" in the new community. G. Berry calls this process "acculturation" and proposes a model of acculturation. Its parameters include: 1) Maintenance and development of one's own ethnical originality in the society (is it a value and is it necessary to preserve it?); 2) Individual's wish to contact with representatives of cultural and ethnical majority (is it a value and is it necessary to establish cultural communications?). Berry separates four strategies of acculturation: 1) Assimilation – answering "no" to the question about the value of one's own self-awareness and identity, and answering "yes" to the question about the value of the contact with another ethnical group. An individual integrates in the other culture; 2) Separation – "no" to the value of contact, "yes" to the value of one's own. Such individuals maintain their traditional lifestyle regardless of the majority. They create their own culture and speak their own language; 3) Marginalization – answering "no" to both parameters. It is a certain indecisiveness, both personal and collective, therefore, it is difficult to define it. It is a certain separation and loss of identity. People have not found themselves and are stressed and uncertain; 4) Integration – answering "yes" to both questions. An individual belongs to the majority, but not completely, and supports both own values and values of the majority.

Realization of this model in Europe more and more corresponds to the second strategy of acculturation.

Migrants from the countries of the Middle East are trying to establish the value of their "yes." Regarding the family as a social institution, the Imam of a mosque in Denmark expressed the opinion that "the government must accept the existence of young girls who become wives, as this practice exists in the culture of migrants arriving in the country; Migrants flooding Europe usually take girls as wives and Western countries must accept it "[Carthaldo, 2016]. Therefore, marriages with minors as a cultural norm of migrants contradict the European norms of marriage.

Polygamy is prohibited by law in Russia, however, labor migrants, for example from Tajikistan, have a "temporary wife" in Russia. Often they consider it as "temporary", because they try to save parallel relationships and socio-economic ties with their family and wife in Tajikistan [Ryazantsev et al., 2015: 136-154]. Thus, polygamy as a form of a marriage does not correspond to the Russian norms of marriage, which also indicates more separation as a model of acculturation.

Models of migrants' integration in the host community are explored and systematized as models of complete integration and models of partial integration [Iontsev & Ivakhnyuk, 2013]. Assimilation is defined as a process, within which the migrants, who differ from the population of the country of residence in axiological orientations, traditions and culture, transform their self-identification by adapting to the surrounding society, up to the complete rejection of the feeling of their originality [Iontsev & Ivakhnyuk, 2013]. In turn, assimilation can happen naturally or violently. Partial integration is related to such concepts as "adaptation" and "adaptability". V. Iontsev concludes that migrants' integration is a two-sided process aimed at assimilation and adaptability of migrants in the host society, which can facilitate both economic and demographic development of this society itself. *Assimilation* implies migrants' rejection of their culture, morals, traditions and practices of casual public behavior, and acceptance of norms and values of the majority [Drobizheva, 2013].

The cultural polarity causes the contradiction of the process of migrant's assimilation in Europe. On the one hand, "the demonstration of religious affiliation in Europe is punishable," and on the other hand "same-sex marriage is permitted," and how to explain all of this to migrants - incomprehensible [Filimonova, 2015].

This implies, on the one hand, the responsibility of the host society for the fact that the formal rights of immigrants provide them with the opportunity to participate in economic, social and cultural life, on the other hand, that immigrants are inclined to respect the norms and values of the host country and participate in the integration process without loss own identity [Guidelines for Developing Effective Labor Migration Policies in the Countries of Origin and Destination of the OSCE, 2006: 166 - 167].

The concept of "social integrators", created by A.S. Akhiezer, under what he understood the institutions, constantly aiming at people to reproduce the integrity of the corresponding (co) society, including its relations, (sub) culture, the reproduction process itself. As the most important integrators, he distinguished the culture, the moral ideal, the state, the bureaucracy, the mechanism of prestige, money, ideology.

Within sociological science, there are two competing theories of values development: theories of socialization and institutionalization. Theory of socialization implies that individual's value affirmations develop at an early age in the process of socialization, and remain unchanged in adulthood. They depend on the environment, in which a child finds himself during his development. Changes in life values of the societies proceed slowly, only upon the change of generations. Theory of institutionalization states that the development of person's values is affected also by various institutions, in which a person finds himself in the adulthood – work, school, family, etc. [Kataeva et al., 2016: 2315-2325]. Values change much more rapidly – within

one generation. According to the theory of institutionalization, in order to successfully adapt, immigrants certainly have to acquire axiological models implied by the institutions of the host country. They are such values, as family, form of state structure, linguistic and cultural homogeneity of the nation [Migrant workers accept the values of the new environment, 2013].

From the point of marriage and family relations in Russia, the number of marriages with migrants has increased due to an increase in the migration flow. Analyzing the dynamics of those arriving to Russia from the CIS and far abroad for the period 2009-2014, we can say that it has doubled: from 279907 people in 2009 to 578511 people in 2014 [Federal Service of State Statistics, 2015]. Marriages with migrants are mostly fictitious. The market of fictitious marriages in Russia is actively developing: on the one hand, this is due to an increase in the number of foreign migrants, and on the other hand, it is a business that is in greatest demand in major cities and megacities. For example, the monthly income of a small organization specializing in fictitious marriages of citizens wishing to become Russians is about 800 thousand rubles [Koludarova, 2015: 47].

According to the vice-chair of Duma committee on the questions of family, women and children, Alexander Bednov, "80% of foreigners that applied to the Federal Migration Service for obtaining the documents for temporary residence apply on the grounds of marriage [Kataeva et al., 2015: 2813-2820].

Thus, marriages with migrants transform the value of love in marriage, which is historically given to Russians and forms the basis of the spiritual values of the family. In the Russian philosophical of the late XIX - early XX century it was noted that "love between a man and a woman" exercises a function of immense moral importance, leads to unity of the male and female principle, restores the integrity of the human personality" [Solov'ev, 1991, p. 43]; "Love receives realization in such a social form as marriage; But it should be remembered that a marriage without love is immoral "[Berdyaev, 2007. p. 10].

The attitude towards fictitious marriages, including with migrants, in the Russian society is improving, which also stimulates their development. According to Russian Public Opinion Research Center, the proportion of respondents who positively relate to fictitious marriages and consider them admissible has increased 1.9 times compared with 1990 [Crisis of marriage... 2007]. Thus, marriages with migrants change the historically established spiritual values of the love of Russians.

Researchers mention different types of axiological interaction, especially axiological conflicts – collision of values of the community of the host country and the migrant community [Apanovich, 2010: 315-319]. H. Werner defined the factors that influence migrants' integration. Firstly, it is the duration of stay in the new place of residence, moreover, change of generations is necessary for complete integration; secondly, it is the nature of residence and number of migrants;

thirdly, it is the level of education and social and economic status of the immigrants. Highly professional migrants try to reside not according to the nationality but to the social level and status. Fourthly, it is religious basis of the ethnical group. Integrational processes proceed very slowly, if the migrants follow a different religion than the majority of the country's population. Fifthly, it is the perception of migrants as a hostile element, which exists in many countries [Stoker, 1995: 54–67].

Integration is opposed to a rather common phenomenon nowadays, namely, the isolation of migrants, creation of secluded migrants' communities or ghettos, separation of specific city districts – Chinatowns, Arabic or Latin-American quarters. The concept of integration itself, regarding the migrants, was introduced by E. Nitoburg, who addressed this phenomenon on the example of integration of Jews in the civil society of the USA [Nitoburg, 1995].

It is possible to imagine examples of successful introduction by migrants of their values and way of life in the country of resettlement. This in many respects relates to national cuisine or the growth of the number of religious temples, where migrants could follow their traditional beliefs. All this is typical for large cities and megacities. There are mixed different cultures, value systems, the differences between the man of the eastern warehouse and the western one are not so evident in view of the mosaic nature of the residence of those very migrants. On the other hand, in small towns, especially those far from the center, are more wary of migrants [Apanovich, 2010: 315-319].

The image of undesirable migrants in Russia is often created upon the entrants from the republics of North Caucasus; in fact, it primarily includes the Chechens. This is a result of past conflicts of the 1990s and the beginning of the 2000s, as well as of the trace of historical memories of Caucasian wars and repressions of Stalin's time. The Chinese, who cause equal amount of concern (73% in 2005), are related to the long-lasting ideas about their claims of Russian Far-Eastern territories. Certainly, there are also historically developed ideas about compatibility/incompatibility of cultures, which is mostly directed to the entrants from the republics of Middle Asia [Drobizheva, 2013].

In the conditions of migration chaos, Russian Federal News Agency conducted an online survey (5595 respondents) and revealed how the countries of the European Union should react to the migrants' flow [Federal News Agency, 2016]. Over the half of respondents (56%) stated that "it is necessary to completely close the borders to preserve European identity and culture". 20% of respondents said that "it is necessary to accept a small number of migrants, but only those who have the required work qualification or possess financial resources sufficient for investing in the European economy". The minority of respondents replied that "it is necessary to accept all migrants and keep them in special labor camps under police supervision, where they should be

taught the basics of tolerance and behavior in a civilized society, and after that they can be granted freedom of transportation" (8%), or "it is necessary to leave everything as it is now – migrants will assimilate on their own and will become proper Europeans, and those who think otherwise are xenophobes or Nazi" (3%). Therefore, the majority of Russians do not approve of migrants' integration in the European society because they disrupt the axiological basis of the European culture.

In the context of migrants' integration in Russia as the host country, the survey revealed that 51% of respondents give positive evaluation to the flow of migrants that are "qualified and spiritually close", i.e., Russian-speaking specialists, mostly from the CIS countries [Federal News Agency, 2016]. Such migrants do not disrupt the axiological nature of Russian society due to the proximity of their culture. 50% of Russians have rather negative attitude towards migration amnesty for work migrants-foreigners, which allows legitimizing and, at the same time, strengthening their rights [Amnesty for migrants: for and against, 2013]. Apart from migrants taking jobs of the host country (26%), they "act arrogantly and do not respect our laws" (12%), and, in general, "there are too many migrants in Russia" (15%).

In the Soviet past, nationalism was interpreted as negative hostile attitude to other nationalities and equaled to ethnical selfishness. It was discouraged by the official propaganda and the society. Abroad, and currently in Russia, nationalism is comprehended as a more complicated phenomenon. It has many definitions, but almost all "classics" in this field of studies agree that:

- There should be recognition of the existence of such unity as a nation (ethnical nation) that has a specific quality;
 - Its interests and values are more important than any others;
 - A nation has to be as politically independent as possible.

When the national majority is concerned, this urge usually manifests in demands to make political decisions according to the interests and wishes of the majority, to deny others' access to privileges and resources. According to E. Gellner, nationalism is a political principle that requires correspondence between the borders of the national unity and the state [Gellner, 1991: 23].

As an opposing point of view, there is a model of a "melting pot" that was declared in the USA before the change of strategy in favor of integration on the basis of multiculturalism after ethnical and racial challenges in the 60s and 70s of the last century. It is a variation of the second type of the assimilative strategy. Routine practices of ethnical groups mix, therefore creating new models of culture. Moreover, immigrants' traditions can remain partially, for example, in family routine. Variety is created in the society, and ethnical groups, including accultured migrants, adapt to a wider social environment where they act [Giddens, 2005].

Conclusions

It is necessary to take governmental and social measures for regulating migration processes, because such phenomena, as social tension, have to be considered in the development of civil society in Russia. Socialization processes also depend on other social institutions, but tolerance and conformity are the most important for the development of a healthy society.

From the positions of traditional institution of the Russian society, Russian Orthodox Church, one of the directions in working with migrants for their integration in new social-cultural environment is teaching them the language of the host society, its history, ethics, culture, spiritual traditions, laws and rules of behavior. Apart from other things, it is defined by the legal system of a number of countries. The church sees acceptance of migrants by countries as a virtue and an obligation of a Christian, especially in light of the fact that in modern society the majority of migrants are one of the least socially-protected categories [Principles and directions of working with migrants in Russian Orthodox Church, 2016].

Regarding the solution of the situation with migrants in Europe, many European political parties speak out about the positive experience of Russia, which "conducts a very competent policy both in the field of interethnic harmony and in the social and cultural sphere in general. And Brussels has much to learn from Moscow "[Filimonova, 2015].

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Households and Children

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Abstract. The article examines the methodology for determining the quality of life and a statistical model for assessing the living standards of households with children in Moscow. The main purpose of the article is to reveal the characteristically features of the indicators of the quality of life of families with children and to determine their differences from other households and individuals. This will allow us to determine the nature of the relationship between the economy of households and the social needs of families.

Keywords: households; household needs; a statistical model for assessing the quality of life of families with children

As it is known, households are an economic agent, as enterprises and the government, and the family implies family ties or special relationships. At the same time, the family is a household if its members live under the same roof and have a common budget. In this article we will talk about children (persons under 16 years of age), and therefore about households - families, not singles and not groups of people.

The main differences between a family member and an individual are the possibility and a vital necessity to build certain strategies aimed at protecting the family. The incentives for the implementation of protection are very powerful and vary little throughout the life of a family member. We can also assume that the family, as a small group, has a number of unique characteristics, has its own needs and values that are specific for the family.

The family saves due to the economies of scale in consumption within the household (because people can share some goods and services), creates social guarantees, investing in human capital and accumulating resources. This can be used to redistribute and pool resources within the family, and thus manage socio-economic risks. We can talk about the special needs of families in certain goods and services (for example: family cars, furniture, tourism, education and health services). As mentioned above, we view the family as a social concept within the household as an economic agent. Further we will determine the main parameters that characterize the quality of life of children in the family.

In previous works [Kalugina, 2017], the main differences between the indicators of the standard of living of households and indicators of the standard of living of the population were revealed. Based on the methodology of interstate analysis of the quality of life of the population

[Ayvazyan, 2001], qualitative indicators that characterize the life support of households were heuristically determined:

- Family development index (human development index in the context of households);
 - ✓ The level of material welfare of households:
- The index of livability (social barriers, infrastructure development, culture and sports);
 - ✓ Level of social tension (working conditions, safety);
 - ✓ Quality of the environment (ecological and climatic conditions).

The family development index includes indicators such as: the number of children in the family, morbidity and mortality level (including the cost of medicines), life expectancy of family members, nuptiality and divorce rate, levels of development and education (Including duration of studies, expenditures on the education), qualifications and labor efficiency.

The level of material welfare of a household is characterized by indicators of the real income and expenditure of households, the provision of housing, the amount of savings. The index of livability consists of the provision of families with health, culture, sports, recreation, education, food provision, provision of communication, energy and information technologies.

The level of social tension indicates the quality of working conditions (characteristics of employment), family legislation and the level of physical and property security.

The quality of the environment is a parameter that characterizes the living conditions of households from the point of view of the biological environment, including compliance with environmental standards, provision of natural resources, climatic and natural conditions.

The first two indicated aggregated indicators of the quality of life of households: the index of family development and the level of material Welfare contain variables closely related to family members and their ability to make decisions. Based on the results of the Household Budget Survey of Moscow in 2014, we consider several statistically significant and available variables that characterize the quality of life of children in the family (Table 1).

To unify scales for measuring quality categories, the values of variables with a monotonically increasing dependence are converted to a scale where the maximum value of the variable x_i corresponds to the normalized $\tilde{x}_i = 0.99$, and the minimum value $\tilde{x}_i = 0$, the exception is the indicator "expenses for medicines" (costs do not imply Improvement of welfare), here the minimum value of the indicator corresponds to the maximum normalized value. Standardized values are also given in Table 1.

Table 1: Indicators of the development of households in Moscow, depending on the presence of children under 16 in 2014

Varia	The name of indicators	Households which consist of:			
ble X _i		1 child	2 children	3 children	4 or more children
X ₁	Expenses for food products, rubles per year (an average for 100 persons)	7 030 266	5 663 764	6 634 994	-
	The standardized index $\vec{x_1}$ (food)	0,99	0,00	0,70	-
X ₂	Expenses on the purchase of medicines, rubles per year (an average for 100 persons)	786 353	641 532	577 648	-
	The standardized index $\vec{x_2}$ (medicines)	0,99	0,30	0,00	-
X ₃	Expenditures on the education of children, rubles (average per year for one child)	24 146	28 481	7 247	-
	The standardized index $\vec{x_3}$ (education)	0,79	0,99	0,00	-
X 4	The presence of durable goods, pcs. (an average for 100 people, the end of the year)	1818,0	2292,0	1852,0	-
	The standardized indicator $\vec{x_4}$ (durables)	0,00	0,99	0,07	-
X_5	Average per capita size of occupied housing space, sq. m.	11,0	7,0	8,1	-
	The standardized index $\vec{x_5}$ (space)	0,99	0,00	0,25	-
X_6	Total expenditure, rubles per year	33 653 607	24 237 412	19 373 415	-
	The standardized indicator $\vec{x_6}$ (expenditure)	0,99	0,34	0,00	-

Characteristics of the quality of life of the family, depending on the presence of children (one to four or more children, families with four or more children were not included in the sample of 1,380 Moscow families in 2014) are analyzed. Variables characterize the level of well-being of families with children, in particular:

- ✓ Annual expenses for food and non-alcoholic beverages, excluding meals taken away from the home, the share of food expenditures is closely related to the reciprocal dependence on income, the higher the level of income, the lower the share of food expenditures;
- ✓ Annual expenditure on the purchase of medicines;
- ✓ Annual per capita measures of expenditure on education, as most children are in the process of education, they include per capita household expenses related to education in an educational institution, preschool and in additional education institutions;
- ✓ The presence of durable goods at the end of the year;
- ✓ Average per capita size of occupied housing space in square meters;

✓ Total household consumption.

Individual indicators of the quality of life of the population differ from the quality of life of a family member [Kalugina, 2017], the quality of life of a family member without taking into account the economies of scale in Moscow decreases with an increase in size of the family, the exception was the indicator "availability of durable goods".

At the same time, the quality of life of families with children does not have a unique linear dependence on the number of children in the family. Families with one child are leading in terms of expenditure (including food) and per capita size of the occupied space (low figures are due, among other things, to high accommodation cost in Moscow), in these families the highest spending on medicines, the indicator "The availability of durable goods" is minimal. Families with two children spend more on the education of each child and here we get the maximum number of durable goods. In families with three children, the minimum expenditure on medicines among all families with children, and the minimum expenditure on education. In addition, a sample of 1380 families did not include families with three children, in which children attend additional classes in educational and cultural institutions. While there are many children who attend additional classes in families with two children (Table 2).

Table 2: Number of children attending educational institutions in households of different composition for 2014

№	The name of indicator	Households which consist of:			
		1 child	2 children	3 children	4 or more children
1	Number of children attending pre-school educational institutions	201 234	25 755	57 821	-
2	Number of household members who attended additional classes in educational and cultural institutions	267 491	499 043	-	-
3	Total number of students studying in households in an educational institution	543 077	773 374	81 987	-

Thus, households with children have their own developmental peculiarities, not always related to income indicators. For example, an obvious leader in terms of income in 2014 was a family of Muscovites with one child, while families with two children spent more on education for each child than families with one child. The task of further research can be to identify indicators of the dynamics of these and other available and significant indicators to determine the more precise patterns of the consumption typology of households of different composition and, ultimately, to identify the needs of families.

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Deviantology As A Sociology Of Evil: Methodological Reflections²

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Abstract. In this article the question of opportunities and boundaries of scientific research of the evil is considered. It is emphasized that the notion "evil" is widely used in politics and journalism for the description of the most vital issues of the present, for instance, international terrorism. It induces social scientists to the methodological reflection of scientific and philosophical attempts of conceptualization, description and analysis of a complex of the phenomena and processes determined by the term "evil". A brief review of such attempts in science and philosophy of the XXth century is carried out.

This issue is to be regarded just as an introductory attempt to give an insight into the matter and get involved into the interaction on the subject.

Keywords: evil; deviantology; positivism; postmodernism; objectivity

In spite of the fact that the concept "evil" seems outdated,
A remnant of the past, far from the present <...>,
Nevertheless, the evil is for us a reality.
We see the evil, we create the evil and we are exposed to the evil.

Lars Svendsen "A Philosophy of Evil"

Today, international terrorism is considered to be the world's main evil. This is what the President of Russia said in his annual address, drawing parallels between the fight against terrorism and the one against Nazism – the main scourge of the twentieth century [Epistle, 2015]. As a matter of fact, the term "evil" quite frequently sounds in the speeches of politicians and journalists: let us recall the notorious phrase "evil empire", which is so relished by American presidents. Hence, a vital methodological question occurs: whether what is defined as "evil" can be the subject of a scientific rather than philosophical and journalistic analysis?

"Good" and "Evil" from the viewpoint of the 19th century positivists are considered in the social sciences and humanities to be incorrect notions. Undoubtedly, such direct assessment and value judgments should be excluded from the "truly scientific" text. Following Max Weber's advice, they need to be replaced with reference to value: in a certain society, at a particular time people supposed that "X" stands for Good, while "Y" – for Evil [Weber, 1990]. These impersonal

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formulas, concealing the subjective position of a scientist, entirely permeated the minds of the modern humanities. The scientist must be objective, and thus, not putting forward a personal attitude to the subject, follow the facts. This sounds positive in theory, but an extremely difficult and controversial in practice – the principle borrowed from the experiential scientists (perhaps there have been some reasons at first, but then they were obviously lost) which was finally brought to an end by postmodernism. After all, it was vital to abandon the "subjective" attributing the phenomenon to the category of Good or Evil for the sake of objectivity. It was postmodernism which destroyed objectivity. There is simply none – penetrate into the works of Jean-François Lyotard or Jacques Derrida (as well as Julia Kristeva, Gilles Deleuze, Pierre-Félix Guattari or Paul-Michel Foucault) that contain no objectivity, no notions of Good or Evil. There is only the infinite variety of phenomena (even not phenomena), and an infinite number of interpretations, which is called "the death of meta-narrative" [Lyotard, 1998]. Any objectivity observed here?

However, our goal is not to clarify the dispute between positivism and postmodernism. The main thesis of this article is equal to the opposite of both of them and implies the approval of the real (and quite objectively comprehensible) existence of Good and Evil. Let remember that these categories are very important for the spirit level of human reality [Ostapenko, 2014]. We strongly believe that these notions are not just real (i.e. having an objective, "material" and the absolute nature), but the fundamental parameters of social and personal being, which requires the introduction of these categories in the space of social and humanitarian knowledge not only philosophically, but also on the conceptual and scientific level. This undoubtedly controversial statement is required to deploy the argument.

Let us begin with the assumption that Evil (as well as Good) is extremely difficult to define on the terminological level. However, this doesn't imply that we cannot conceptualize it by all means. The science, of course, tends to adhere to obvious definitions which in terms of logic have the "A is B and C" form. However, a great amount of things, to a huge regret of intellectuals of all types, don't reflect such definitions, being at the same time crucial for us. They are as follows: "Love", "Justice", "Happiness" or "Seeking Life Fullness" as well as "Person", "Man". "Good" and "Evil" are likewise. However, for such difficult realities we can exploit *ostensive* (to show) or *contextual* (to discuss) definitions. At the same time some advocates of strict science will argue that the things defined in this way are inevitably subjective and can't be used as facts. However, anyone who has suffered from "subjective" love or "subjective" consciousness of their own sin (fault) is perfectly aware of the fact that this suffering was of quite an objective, real nature. It has been caused by Love or Sin, but not "subjective experience of sentiments". Here we deal with the empirical law, well-known not only to writers and playwrights, but also to all of us through life experience: the human soul suffers from unfortunate love and from a committed sin. And this

phenomenon, in our opinion, is quite objective. On the contrary, the illusion of subjectivity is created by the fact that different types of mental organization, depending on upbringing, experience, hereditary constitution and other conditions, can endure and reveal this suffering in a different way. To put it briefly, the Evil can be conceptualized, or it is possible to show some of its forms and to argue about its nature.

Any research starts with an attempt to review the reference sources. In our case the similar step will turn out to be inevitably fragmentary for several reasons. Firstly, we don't claim for an extensive research of such a difficult subject in any way. This article is rather an attempt of a dialogue, sometimes an attempt to discuss the most widespread approaches in modern sociology and psychology of deviant behavior. Therefore, our purpose consists in the statement of a problem rather than in its thorough analysis. Secondly, we can come across the main and the deepest attempts of understanding and the analysis of phenomena of Good and Evil in religious and philosophical texts as well as in the works of art. The review of at least of the most part of the above mentioned texts could demand the independent scholarly monograph. Hence, some of them will be mentioned below. Anyway, the fragmentary nature of bibliography and reference foundation of our introduction to a problem is obvious, and can be justified only by the fact that we present no more than the first step in the designated direction to a reader.

In our viewpoint, the fundamental coordinates of modern scientific approach to the understanding of a perspective of the Evil issue have been laid in the works of Karl Marx, Émile Durkheim, Karl Popper, Sigmund Freud and Friedrich Nietzsche. Herewith, Marx and Nietzsche in their treaties have set the polar ideas of Evil phenomenology on the social and philosophical level.

Marx has formulated the idea of the class nature of moral discourse. Durkheim has contributed to it with the idea of collective consciousness as the carrier of the moral authority, emphasizing that collective consciousness never covers all the community members, but only the majority. Respectively, the understanding of norm in sociology was approved as a statistical phenomenon – what the majority in this social community at present do (sometimes – with the reservation of adaptability of such behavior) is considered to be normal. These ideas, which are often rather freely interpreted, have given way to constructivism – the theory according to which the concepts of "good" and "evil", "norm" and "deviation" are a product of social constructing and accord. This, though making a start from objective reality of primary individual and social needs, has a huge historical and cultural variability. The treatise of Peter Berger and Thomas Luckmann "The Social Construction of Reality" [Berger, Luckmann, 1995] became the most famous and deep sociological achievement of this idea. Amongst modern works of Russian scientists on the subject of deviantology "The Construction of Deviance" under Yakov I.

Gilinsky's edition [Designing, 2011] stands out. In terms of classical constructivism the main form of Evil is an anomy – the so-called state of abnormity – being in fact the interpretation by Durkheim of Hobbes' "wars of all against all". "The law is changeable, but it is the Law and without it life turns into chaos" – that is the credo of classical constructivism.

Postmodern interpretations of the idea of constructivism (mainly by Michel Foucault [Foucault, 2010] and Jacques Derrida [Derrida, 1997]) have brought it, in our opinion, to the point of absurdity. We will refer to this subject again later on. For the time being we will only make a notice that even "moderate" constructivism is in difficult correlation with social reality, constantly solving a dilemma what elements of this reality are ontologically caused and a little changeable, even in different forms, and which of them are purely an essence of any and easily changing social scenery.

In psychology the understanding of evil (deviation) has been substantially reduced to a problem of unadaptation, in many respects due to psychoanalysis and behaviourism, i.e. Sigmund Freud and John Watson's ideas which are quite different at first sight, yet, deeply similar when it comes to profound understanding of a person and motives of his or her behaviour.

John Broadus Watson followed by Burrhus Frederic Skinner have actually proved and spread a view of morals (as well as on other mental structures) as the conditioned-reflex formation gained within the course of adaptation of the individual to environmental conditions under the influence of positive and negative incentives. What we call "evil" is only the destructive forms of adaptation to the environment. This thought has formed the basis of numerous strategies of "a training of the adaptive forms of behavior" which have become the main direction of psychocorrective work in a behaviourism scenery.

Sigmund Freud's ideas (one of the most influential thinkers of the 20th century) about the origin and essence of Super Ego – a moral component of personality, which is in charge of "knowledge of good and evil" – represents the psychological version of evolutionary constructivism. The moral, according to this point of view, is like a new type of mentality which has succeeded instincts and is designed to secure human herd against the most destructive manifestations of individual aggression and sexuality.

Freud actually declared that there is no "evil" per se – there are unadaptive forms of receiving pleasure, the process of relieving tension, which in itself is normal and natural to all animals, including the human. This idea of "the naturalness of Desire" has exerted a very deep impact on all European and world culture of the 20^{th} century. The "natural" human strives for pleasure, the main forms of which are connected with sexuality, while "artificial and repressive" morals prevent him "to find oneself". This collision has caused a huge number of works of modern art in the 20^{th} century and was pondered about by their creators in terms of Evil dually. The first

interpretation came down to denying evil, denouncing it as a "sanctimonious" invention and glorifying unlimited sexuality. The only form of something similar to an "absolute" Evil is deformed sexuality (sadism, first of all). This "enlightened hedonism" inspired the European cultural drive of "the roaring 20s" and found its reflection in fashion and the general atmosphere of emancipation of that time. It is worth mentioning in a few words that de Sade considered those forms of receiving pleasure, which have since been called by his name, as a natural consequence of the emancipated Desire which is running away from Boredom – the eternal persecutor of pleasure.

Another interpretation is more "pessimistic" and at the same time more "human"; it is based on the recognition of an idea that evil can't be eliminated, provoked by the animalistic, wild and deep-rooted human nature lying behind a thin cover of rationality and morals. It is regrettable, but the person remains an aggressive and perverted animal even if one tries to overcome this wildness in cultural space. This interpretation has in turn generated two branches. First, the European existentialism with its stoical focus on hopeless, but necessary fight against the evil, and hope to find sense in the senseless, presented in literature by Erich Maria Remarque, Jean-Paul Sartre and Ernest Hemingway. Second, pessimistic nihilism which is represented most vividly, for instance, by Louis-Ferdinand Celine ("Voyage au bout de la nuit") with his hopeless capitulation of Good to Evil.

Anyway, both branches of this literary and philosophical discourse proposed no convincing approaches to the solution of the problem of Evil.

Friedrich Nietzsche made the idea of relativity and artificiality of the evil absolute. His criticism of the "morality of the weak", which leads to "the other side of Good and Evil", proclaims a traditional moral discourse even more radically artificial. The Good is the realized aspiration to power, to free self-establishment of a personality struggling against the world and others, while the Evil is the constraint to this will. Nietzsche's huge influence on postmodernism was revealed in the works of its most prominent representatives, including Foucault with his analysis of the interconnection between power and sexuality as well as Derrida with his idea of "eternal return" to the Babel towers.

Nietzsche's ideas set one – nihilistic – aspect of the understanding of Good and Evil in the intellectual area of the present times. What we usually call "evil" is only the repression of "willingness to power" (which in essence is the will to live) carried out by the weak in relation to the strong. However, the genuine reality of life lies "on the other side of Good and Evil".

Another aspect, the soteriological one, is set by Marx's ideas. In all his criticism of social forms and their peculiar types of morals Marx does not actually get down to denying moral as it is, but only shows its partial conditioning by a social class. The law, formally equal for all, allows

some humans to luxuriate with a feeling of moral righteousness, whilst condemning the others to hopeless wretched existence. These forms of the evil have been very brightly and thoroughly described, practically on the borderline of sociology and literature, by Jack London ("The People of the Abyss"), Maxim Gorky ("At the bottom", "Mother") and other realists at the turn of the 19^{th} - 20^{th} centuries.

The main forms of Evil (quite real and tangible in terms of traditional moral), according to Marx, are alienation and exploitation. Besides, alienation is considered by him as a more dangerous, "evil" and metaphysical phenomenon. Exploitation is an obvious evil and therefore is easier to cope with. Additionally, alienation can also take latent forms. Alienation of goods from their cost, of a person from work, eventually there are singular forms of more general alienation – a form from its contents, existence from its embodiment, phenomenon from essence. This interpretation of Marx has been subsequently deeply developed by the theorists of Frankfurt school, primarily Erich Fromm and Herbert Marcuse, whose works we will refer to again later on.

While Nietzsche actually encourages to take Evil for Good and to accept "morals of the strong" (i.e. actually immoralism) instead of "morals of the weak", Marx calls for a fight against the evil. Actually the whole history of the conflict theory development, including its latest versions (e.g. Paul J. Taylor, Paul Walton, Juliette Young) [see: Gilinsky, 2013, p. 116-120], was inspired by the idea of overcoming Evil whose roots can be found in the wrong social structure that makes exploitation and alienation possible, which in turn are the reasons for the individual evil. However, the field of scientific and philosophical discourse on the evil topic is not yet complete with the opposition of Marxism and postmodernism (or better to say, of soteriology and nihilism).

Another direction of theorizing on the subject of Evil is set by critical rationalism and, first of all, by its most famous representative – Karl Raimund Popper. In "The Open Society and Its Enemies" Popper, likewise Marx, argues about the need to overcome Evil [Popper, 1992]. Similarly to Marx, he finds the reasons for it in the wrong social structure together with the "wrong" thinking (but if, following Marx, this is incorrect class-consciousness, according to Popper – it's the lack of critical rationality). Yet, the main form of the social Evil for Popper is "totalitarianism" (which is inevitably connected with violence to an individual) and he apparently compared collectivism to it in all manifestations. This is the first fundamental contradiction between Popper and Marx: for the latter collectivism acts as one of the conditions of eradicating Evil (social exclusion); the former, Popper, considered individualism to be the absolute social benefit (though its grounds are not quite logical and explanatory) associated with mercy and rationality. At the same time, Popper's instruction for overcoming Evil is directly opposite to Marx's guideline: one must not fight Evil taking "big steps" – it inevitably generates the bigger Evil. It is necessary to improve rational and technological devices so as to "eradicate Evil in small

portions", gradually changing the separate aspects of social reality. The conflict of the ideas "Marx vs. Popper" caused the main political opposition of the 20th century between liberalism and communism, which demonized each other, announced each other "the empires of Evil" and managed it from the related methodological positions of Enlightenment and belief in Mind.

However, even if we neglect the political aspects, the Popper-Marx argument (also with Plato) is an acute modern debate about the values of science. Should science take up the "world-saving" mission, as if inheriting that from its foundation ancestor – theology? Or is its major mission – the impersonal and pure world discovery? Is there any place for values within the boundaries of science? If there is, then which way of manifestation does it take? And is that true to life that the road to hell is paved with good intentions, or can this road possibly lead to some other place? Was Popper right when he said: "Nowadays I see more clearly than any time before that even the greatest of our mischiefs come from something equally inspiring and dangerous, namely – from our burning desire to make the life of our fellow men better" [Popper, 1992]. These implied, though obvious in the first place, questions need a careful and steady approach, as well as a process of separate consideration which cannot fit in the space of this article.

Further, in the primary case study, we will try to describe the most successful experiences of scientific reflection of the evil at the first approximation.

One of the main directions of the scientific and philosophical studies of the problem of Evil is linked to existential psychoanalysis of Viktor Frankl. In fact, secular existentialism with its stoical pathos on the whole gave in to the Absurdity of the 20th century and did not succeed, in our opinion, in understanding and overcoming the Evil matter. However, Frankl's logotherapy is quite different – it comes from the determination of the scientist to survive in the Evil laboratory (a concentration camp) and has probably become the most thorough and productive of all the attempts to tackle intellectually "the defiance of Auschwitz".

Speaking about purely scientific approaches to the consideration of Evil in the 20th century, first it is necessary to note some kind of "stiffness" of the very formulation. As it is considered to be, science is not engaged in studying Evil: that is the destiny of theology, art, and philosophy as a last resort. Science investigates problems. A similar approach at once splits up a colossus of Evil into a set of such problems – the objects of study are as follows: "inequality problem", "crime problem", "xenophobia problem", "unadaptation problem", etc. There are certain advantages connected with transition from the general reasoning to knowledge and technologies, but disadvantages do also exist. The main one is connected with the risk of losing a valuable position of a scientist when the ruthless attempts of decision-making are allowed due to the impersonal analytics of problems, such as abortions, promotion of debauchery (for example, in the form of support of LGBT communities) or euthanasia. Another drawback is the "erosion of Evil" which

conceals itself behind particular problems that seem much less acute than "Evil" in all severity of their perception.

Meantime, some scientists have come rather close to what could be called the scientific research of Evil. These include first and foremost the works of social psychologists Stanley Milgram and Philip Zimbardo – the creators of perhaps the most famous and controversial psychological experiments of the 20th century. Zimbardo's experiment to simulate a prison sentence at Stanford University [Zimbardo, 2000; 2013] as well as destructive subordination research at Yale University conducted by Milgram [Milgram, 2000] in a quite scientific way allowed to reveal the "ordinariness of Evil". Its carriers can easily become "ordinary people" – the participants in their experiments. Despite the abundance of the results interpretations of their experiments, the main outcome is apparently the results themselves which are the following: Evil is present in every one of us and easily manifests itself in appropriate conditions, exposing the fragility of our morals that seem untouched in everyday life. This should not deprive us of courage and hope in the fight against Evil, but, of course, should be a reminder of the fact that Evil must be taken seriously.

In sociology, the most profound examples of research that we used to name "Evil" in daily life refer, in the first place, to the name of Pitirim A. Sorokin (his analytics of "sensual culture" is a perfect example of "sociological theory of Evil") [Sorokin, 1992]. Then the works of Robert King Merton [Merton, 1992], Charles Wright Mills [Mills, 1959] and Edwin M. Shur [Shur 1977] are to be mentioned, which are dedicated to the study of war, crime and inequality – the most obvious forms of social Evil in postwar America: "The problem of war and the problem of crime show a striking similarity. The society has always had quite a strong desire to differentiate all people into those who bring evil and those who cause it. <...> This approach well corresponds to a common American approach to divide everyone into "good guys" and "bad guys." <...> Wars and crimes have always existed. However, unlike in the past, in both cases the behavior deviating from the accepted standard now seems uncontrollable" [Shur, 1977.S.13, 14].

Speaking about the immanence of evil, its rootedness in everyday life of a market society, he is echoed by one of the most impressive modern representatives of critical sociology – Michael Hoffman, "The ideals of the 60s – high morality, social responsibility, the right to personal freedom – lost their appeal, lost their social and moral pathos. <...> The scope of criminal offences is just the top of the iceberg – they are the index of the desire to find the shortest path to success which is widely accepted in the society. <...> All segments of the population are involved in the business game, everyone exploits everyone. In the dynamics of the transition of banknotes from one hand to the other, they find themselves in the most vigorous, the most shameless, the most

flexible people in achieving personal success. They advance the economy, increasing its efficiency in general, throughout the country" [Hoffman, 2015].

Finally, it is worth mentioning the widely known scientific papers which are directly aimed at the subject considered. In the first place these are the works by Jean Baudrillard, who identifies Evil with the repressive artificiality of consumer society that is inhumane and destroys the reality of genuine existence:

"Thus, all our categories have entered the era of unnatural where the matter doesn't concern desire, but forcing to desire, it doesn't concern action, but forcing to do it, it doesn't concern cost, but forcing to cost (this can be exemplified by any advertisement), it doesn't concern cognition, but forcing to know, and, at last, the last but not the least – it doesn't concern pleasure but forcing to enjoy. Strong motives or, in other words, positive, selective, appealing impulses have disappeared. And the complex of Evil will, rejection and disgust, on the contrary, have become brighter. Perhaps, it is some new form of the Evil principle. Evil principle.

This is quite an acute description of manifestations of Evil in consumer society, but unfortunately, it doesn't correspond to a somehow distinct strategy of its overcoming. On the contrary, the logic of Jean Baudrillard about "metaphysical inseparability of Good and Evil" [see the same place, page 156] leads eventually to the acceptance of "normality" of the evil:

"An illusion that makes us think that it is possible to separate Good from Evil so as to develop one thing or another is just absurd (it dooms those, whose objective is to retaliate evil with evil, to weakness because eventually they do good)" [see the same place, page 163].

Moreover, there is a profound and thorough research of an issue of Evil that was undertaken by Lars Svendsen in terms of critical rationalism [Svendsen, 2008]. Svendsen, along with all liberal individualists, obviously accepts a prejudiced approach to the facts of the Soviet-Russian history – for example, when talking about "the most serious war crimes committed by Russians in Chechnya since World War II" [see the same place, page 297]. However, he is much deeper and more "humanitarian" than his scientific colleagues Karl Popper and Friedrich Hayek. Consistently studying the problems of theology and anthropology of Evil, observing violence and cruelty as its main forms, Svendsen defends the praxeological aspect of his approach in researches of the evil:

"It is also clear that, basically, none of us is insured against a nuisance of committing evil by oneself. <...> Evil is not "others", but also "we" are ourselves. <...> Evil, first of all, is a practical problem, but not theoretical. . <...> First of all evil should be referred to spheres of personal morality and politics. < ...> The necessity of fighting Evil is an axiom of any moral, it also has to be the same for politics" [Svendsen, 2008, pages 247, 292].

In conclusion to this fragmentary and inevitably superficial review of literature on the subject of the research (or rather the most noticeable tendencies of its development in the 20th century) some Russian scientists should also be mentioned.

First of all, the works of Yu.N. Davydov – perhaps, the most prominent of the domestic social scientists, who touches upon the issues of Evil [Davydov, 1975; 1989; 2002].

Interesting ideas about human Spirit and conflict Good and Evil in it we faund in works of Andrey A. Ostapenko [Ostapenko, 2014].

The works of Alexander Panarin written with a profoundly Orthodox approach are qualitative theoretical papers and they are considered as a very serious research in the field of "political nature of the Evil" [Panarin, 2002].

Undoubtedly, the major theoretical and methodological achievement of the last several years are the scholarly writings of Sergey E. Kurginyan that correspond a profound analysis of forms and roots of Evil with praxeology and politics [Kurginyan, 2009].

The works of Sergey V. Gerasimov [Gerasimov, 1999] and Valeriy G. Gitin [Gitin, 2006] with their catchy titles and an obvious "marketing" way to present the information are also vividly interesting (but rather in the sense of a factual account than conceptualization).

To sum up such an extended introduction to the problem, it should be pointed out that the subject under speculation is immense, as well as the number of scientific reference sources on this topic. In our opinion, the original issue of Evil in deviantology lies in the pure ignoring of this subject, in its transformation into a marginal one. Meanwhile, without studying the Evil, it is impossible to fight against it. As the theologians of Modern age said: "The major victory of the devil is that everybody believes that it doesn't exist". The "pure" science, which disregards an issue of Good and Evil and is looking only for the dispassionate Verity, became problematic in the world shaken with passions already at the level of physics: let us remember Oppenheimer's tragedy. All the more, it is problematic at the level of sciences about society and a person. A person is a being that is not able to remain a person beyond the values, so can the science, which studies the one, remain beyond them? However, we realize that the issue of introducing an evaluative discourse to science is by no means easy and it requires a careful and diplomatic dialogue. Thus, this article is an attempt to start this dialogue.

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Smart-Shopping as a new Consumer Practice in the Context of Limited Budget of Russians

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Abstract. The article analyzes the reasons for the emergence of new consumer practices related to the ability to make prudent purchases, e.g. to be a smart shopper. The realization of this consumer practice is possible due to the activity of the Internet savings-platforms and discount aggregators for the purchase of branded goods. In the context of the limited budgets of the households caused by the global financial and economic crisis, the economical behavior of Russians relating to the goods and services consumption is realized through the practice of smart shopping.

Keywords: consumer practices, economical behavior, smart-shopping

The global financial and economic crisis of 2008 gave rise to a tendency to increase the gap between expectations and achievements in obtaining per capita income of the population. Of course, Russia was not the only country where this trend occurred. According to Russians, the main problems of Russia are concentrated mainly in the economic sphere. Low salaries (15%) and economic difficulties (14%) top the rating of the country's problems [Problemniy; 2016]. Accordingly, the basic behavioral strategies that Russians have in acquiring goods and services at the present time are related to budget savings. Two-thirds of Russians live in a regime of constant economy. Pensioners and people who estimate their incomes as low are the first ones who are to supervise expenses. Even among Moscovites, whose financial situation is better than those who live in the periphery, 71% of the population began to live in the economy mode in the last year [Setevye; 2016].

The population began to buy more carefully. Russians try to do shopping during promo activities and look for sales and discounts. A modern Russian prefers a store with more attractive prices compared to competitors. The availability of loyalty programs, special offers and bonuses even increases the popularity of the trading brand.

At the same time, the volume of the Internet-trade market in Russia in 2016 increased by 21% compared to 2015 and amounted 920 billion rubles. The Association of E-Commerce Companies (AECC) predicts that in 2017 the volume of this market will be more than 1.1 trillion rubles. When analyzing the market of the international online-trade it becomes clear that it's far ahead of the national one in terms of growth rates. The volume of the cross-border trade market in 2016 increased by 37% compared to 2015 and accounted 301.8 billion rubles, which is 33% of the total Internet market in Russia. In 2017, according to AECC forecasts, the volume of cross-border trade will exceed 400 billion rubles. The number of incoming international shipments with

consumer parcels is growing at an enormous rate. In 2016, their number increased by 102% (at the same time, the number of orders in the domestic market grew by 6% only) and amounted to 233 million items. AECC expects that in 2017 the number of incoming shipments will be about 400 million pieces [AKIT; 2016]. The question arises: why in the period of crisis and the desire of Russians to save e-commerce and profits of online stores are growing?

The main driver of the Internet market growth was the growth of Internet users' experience of using the Internet. According to Data Insight's evidence of 2017, for the last three years online sales in Russia have doubled [Internet; 2017]. The Internet offers the user to buy a favorite product anywhere in the world with delivery to their country, buyers are attracted by a wide range and affordable prices. At the same time, the purchase of goods through online stores allows people to carefully assess their expenses, overcome the accidental purchase effect and most importantly to compare goods more closely at a cost. The Web got more convenient to compare the cost of the same product with different sellers.

However, there are new ways to save money when making purchases on the Internet. If earlier the consumer saved at the expense of an opportunity to quickly compare the goods at the price and quality in the Network, now there is an additional opportunity to save money for the purchase. One way to save money is promocodes or discounts for the goods of a store which one can find on special coupon platforms and discount aggregator websites. Initially, online shops published promotional codes for a discount on their products on their site in order to encourage the visitor to purchase. Today the stores have moved further and started cooperating with coupon platforms. With the help of such partner marketing promote their offers through an additional communication channel. This is both profitable for both the buyer and the retailer, which provides a discount to a wide audience through partner coupon platforms. In times of crisis the shop with special deals sells more than one without them.

At the same time, buyers become more sophisticated and take advantage of discounts when shopping online. The number of so-called "smart shoppers" is growing on the Internet: these are buyers who know how not to overpay for the goods. They are aware of acute discounts and sales, use cashback services, buy goods and services at a certain time.

The consumer research association defines a smart shop as a tendency to invest considerable time and effort in finding and using information related to promotion to achieve price savings. This new consumer practice is based on three interrelated components: (1) market knowledge, (2) behavior aimed at obtaining information related to promotion, and (3) the consequences of using price incentives-discounts. Smart shopping is a specific behavioral design, which is studied in sufficient detail in the scientific literature. This consumer practice attracted attention, both economists and psychologists, who compiled a map of the motives for saving when

buying. Firstly, it is important for the consumer how long it will take to find a favorable price and how this will affect the distribution of time between work and leisure. Secondly, the search for a favorable price in itself has value for the buyer. Savvy shopping forms self-esteem, which becomes the driving mechanism of prudent purchases [Schindler; 1998].

Studies by American Retailmenot show that in the US, 33% of coupon service users are looking for discounts one week before the purchase, 18.8% during the week before the purchase, 33.3% on the same day before shopping. The availability of a discount does not just prompt the user to purchase, but also determines his choice. However, it is not a question of choosing between price and quality. It proves that retail online stores can offer equally good products at different prices. Choosing a smart phone or brand-name clothing in different online stores and being aware of the quality of the goods, the "smart shopper" will prefer to make a purchase using coupon platforms, which will allow him to spend less money. In this situation, individuals attribute a decline in prices to their skills and shopping efforts, and "smart purchases" have a positive effect on shopping satisfaction. Discount promotional codes and coupons allow the buyer to buy more goods for less money and get a pleasant impression of the purchase. Another advanrage of savings when buying on the Internet is the lack of queues during sales, as in outlets offline.

The desire to "consume but save" is actively manifested among Russians. The consumer style of smart shopping is supported and covered by Internet portals, magazines and blogs. On request "how to save on online shopping" the search engine offers 625,000 results. More than half a million articles are written on the theme of life-hacks when shopping and contains calls to spend less. At the moment only in RuNet there are more than 30 websites that collect discounts and stocks of online stores. The most popular according to Yandex. Wordstat data are Biglion, Picodi and Cuponation [Rossiane; 2017]. According to the data of ACIT, Moscovites and St. Petersburg dwellers are most successful in the search for discounts and all sorts of one-day sales of. This is not surprising: most of the warehouses of major online stores have self-delivery points in Central Russia, so residents of this region can save easily.

Thus, the emergence of new consumer practices helping to make prudent purchases manifests itself in Russia quite brightly. The growth in sales of online stores in a crisis indicates that the Russians are successfully mastering the practice of smart shopping. According to Yandex. Wordstat, the volume of the request "promotional code", "coupon" and "discount coupon" has increased more than twice since 2015. The opportunity to get the goods in one click at a discount attracts an increasing number of consumers. This causes an increase in visiting websites that collect discounts online stores and encourages the expansion of e-commerce. We can say that smart shopping is becoming a mass phenomenon, which earlier characterized online trading solely.

Consumer activity is stimulated by the message that the brand carries to its audience, which in turn changes the consumer practices of Russians.

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Features of image Formation of Russia (Cultural and Geopolitical Aspect)

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Abstract. In article the concept "image" which is used by experts in the field of foreign policy is analyzed; practicians of image technologies on the example of the countries are considered; problems of formation of image of Russia in the context of culture and geopolitics are investingated.

Keywords: image; image of Russia; linguocultural measurement of image; geopolitics

It would be desirable to clear up a concept "image" which is used in a political lexicon of experts in the area of foreign policy in many countries of the world. The concept "image" was introduced by the American economist Baldwin in the 1960th, having proved its importance for conducting business negotiations; and in the 1990s this term began to be used widely in the field of advertising, media and policy. Thus, the phenomenon of image became an object of a research of the political scientists, sociologists and psychologists who managed to attach it applied significance.

The floor "image" is taken from English where it designates several concepts: 1) image; image; reflection in a mirror; 2) statue (Saint) idol; 3) similarity; 4) metaphor, image; 5) icon; 6) shape (political party, movement, etc.). In the Thesaurus of Sociology dictionary a concept "image" reveals as follows: "image is an effective mode of work with mass consciousness, result of information processing, the most economical way of generation and recognition of difficult social reality, the approved way of identification of an object therefore it becomes recognizable, or its idealization is a way to indulge in wishful thinking" [The thesaurus on sociology, 2009: 136].

In modern word usage a concept "image" can be used in different meanings, for example, "image of the country", "image of the political leader", "image of the organization". Studying of image, features of its designing are connected with G. Lassuell, U. Lippman, Georgy Pocheptsov, F. Webster's names. One of professionals in the field of image technologies in policy whose books are demanded in the states of the CIS and abroad, G. G. Pocheptsov focuses attention that "each organization has image which wants to transfer to the public. It can include efficiency, care, speed, work in national scales or any other of a set of aspects" [Pocheptsov, 2001: 349].

From the image point of view technologies any of researchers of political processes of the past and the present have to be engaged in symbolical communication and its results — "the imagined myths", images (figure) of the countries, political leaders, the authorities in general. Positive image is "built" by all countries of the world and Russia has unique historical experience of image creation. The political leader is a symbol for all nations worldwide and Russia is not an exception. Image of the leader for Russia is an image of the winner, father (patriarchal symbol), the defender.

Since a political policy of "reorganization" in the 90th Russians faced a number of political and culturological mythemes in which keywords "market", "quality of life", pointing to the western way of life, were demanded by political elite of Russia, but resulted in opposite (negative) results and social inequality in society; "the justice model constructed on equal rights and opportunities, social protection from the state is represented today the demanded most part of Russians" [Urgent concepts of the present: Christian and orthodox approach, 2015: 111].

In creation of image of Russia a special role is played by language, the Russian culture and political traditions. In the context of considered issue it is obviously necessary to address article of the academician of RAS O. N. Trubachev about importance of use of national and language attributes in modern conditions, in particular to pay attention to the language party of occurrence in the 18th century of Russia into Europe, it, so to speak, at that period of the European integration [Trubachev, 1995: 30-31]. O. N. Trubachev considers a duty to specify "conceptuality of attribute Russian (Russian, the Russian literature, the Russian language picture of the world, the Russian language union) ..." [Trubachev, 1995].

Russians are interesting to the rest of the world by the spiritual view of life, this spirituality is reflected in key concepts of Russian – conscience, happiness, nobility [Urgent concepts of the present: Christian and orthodox approach, 2015: 41]. In Russia in 2016 the Society of the Russian literature inheriting the organizations, operating from 1811 to 1930 is created. In the performance at the enlarged meeting of Patriarchal council for culture the Head of ROC Kirill reminded: "our predecessors understood that the native language and literature participate in formation of cultural self-identification of the personality, provide communication with history of the native people, with the previous generations. Without this communication valuable continuity collapses cultural, so, ..." [To read in Russian, 2016:1-2].

We consider necessary to emphasize that the language policy connected with the geopolitical status of the country and exerts impact on preservation or loss of geopolitical space.

In modern Miro - the political relations, according to N. V. Kovalevskaya, is even more often used the principle of the "soft force" allowing to increase appeal of this or that state on the world scene; the author calls "among the most important components of "the soft force" - culture,

spirituality. Traditions and identity of this or that nation are the peculiar "business card" allowing to do the state more attractive in a peace political context" [Kovalevskaya, 2015: 141]. It is necessary to agree with the author claiming that language, acting as the factor of worldwide policy, acts not only as culture today, but provokes the conflicts, including all space of the CIS.

One of striking examples is the conflict in modern Ukraine concerning the ban of Russian on which equation with Ukrainian – a state language – Hugo's inhabitants - east Ukraine and many other areas insist. The wave of spontaneous performance of the Russian songs of the Soviet period in Zaporozhe, Kharkov, in Dnipropetrovsk, in Kiev became a song cathedral, the anthem of resistance of the Russian people in November, 2016.

In modern international information streams image of Russia takes the important place. Being a symbolical concept, image substantially makes impact on the political and geopolitical status of any state. Modern technologies of creation of positive image of the state were included into practice of activity of politicians of the USA and the EU, China and Russia.

For image of the European model both social justice (France), and the qualitative economy assuming merging of banking capital and the industrial enterprises with use of the mechanism of innovations (Germany) and one of effective in modern Europe system of social protection of the population (Sweden) are demanded.

Loan of vital standards of the EU as the Russian economic practice showed, without development of own latest innovative technologies and system of social protection of the population was inefficient. It is difficult not to agree that "continuous "inflow outflow" of the western influence characterizes all history of Russia (in the same plane also last "reorganization" is explainable [Pocheptsov, 1998: 64].

And finally we see in regard to Russia, despite repeatedly declared European values, orientations of ruling elite for decades on the western models of economy, economic and political sanctions are applied; and sociologists are forced to state an unjustified gap in the income of the population, corruption of bureaucracy, poverty of the population, leakage of "brains" abroad.

Essential danger for image of the country including lack of effective legal regulation and control from the state of lobbist activity in Russia as illegal lobbying circumvents laws and from the moral point of view is corruption [Zhdanov, Kuznetsova, 2016]. Image of any country exerts impact on its geopolitical status in the world and on the relations between the countries as well.

Modern Russia in the opinion of the American republicans is still depicted as the enemy; stability of "an image of the enemy" created from 1980th promote including the views of some American republicans constructed on interpretation of bible prophecies according to which the place of a pole – the Center of Earth - America, and the USSR - Russia, on the contrary, - "a role

of the world evil" - the countries of "Roche, Meshach and Thubal" is allocated [NG-of religion, 1998: 5].

Professing "war philosophy", military operation of the USA in many regions of the world, in particular, Iraq led to the fact that the southern half of Iraq does not belong to it any more (in the ancient time the state of Sumer was located there); escalation of the conflict in the east pursues in the long term as the purpose formation of the state Kurdistan, located in the territory of three countries: Iraq (South), Iran (the western part) and Turkey (southeast) that in turn will lead to violation of sovereignty of these countries and to territorial repartition. Modern Turkey, building the image as a regional superstate, stakes on the special status of "The watchman on Bosphorus".

One of the most sensitive issues of the Black Sea region is the Black Sea passages (under this general name the Bosphorus Straits, Dardanelles and the Sea of Marmara connecting them means), fight for which different means was conducted within several centuries by the leading world powers [Lavrova, 1997], was settled in 1936 by "Convention Montreux" which provisions have to be observed by all states it signed.

The Chinese expression "san qi Kai" (to separate three from seven) is quite applicable to measurement of experience of history of the Russian-Chinese relations: 70% of the positive contents have to be separated from 30% of negative. Andrey Devyatov, the military Sinologue in the article "New Horde instead of the Third Rome", opening an essence of geopolitical problems which Russia in 2016 faced writes: "the military alliance of Russia and China will not be – they have no general enemies", Russia appeared the third world war involved in operation of an initial stage and in the Syrian conflict Russia plays others game in which benefit from war with the Caliphate will be received by China and Vatican. [Devyatov, 2016: 4].

In this regard there is clear and transparent "an image provocation" of the German chancellor Merkel who in March, 2014 gave the Chinese President Xi Jinping a symbolical gift - the German card of 1735 with the image of the territory of Siberia in empire borders Qing [Devyatov, 2016: 4]. The interests of China and Russia which are exposed to pressure from the USA in the long term at the strategic level will coincide though each of great powers has national interests in the Pacific triangle.

You should not expect for Russia of simple situations in a world geopolitical alignment of forces. If the American and European culture applies for exclusiveness, then why Russia by all means has to renounce all national and be dissolved in the EU or to become the province of China?

Why Russia, acting as the independent geopolitical subject not to enter on the terms of mutual benefit keeping national identity of the state, in the unions both with China and with India and with Turkey, including with other countries, creating as opposed to the American "axis of the evil" - "an axis of good and justice in relationship between the countries".

Russia by option at least should execute in the future a role of a geopolitical barrier between the West and the East and in this way the concept of "A new Horde instead of the Third Rome" with high probability will be demanded.

Reality in the modern global world are the states combating for preservation of the state, national and cultural identity and image; civilization super system ("the world government", Financial International, Germany, Vatican) represent conventional transparency — "friendship to the first trouble". To look forward in XXI century, means to form positive image of the country, without forgetting at the same time about preservation of cultural, national and geopolitical identity.

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Space Image : the Case of Lagolovo

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Abstract. The article is based on the results of the pilot case study (May-June) 2017 held in Lagolovo, a settlement in Lomonosovsky district of Leningrad region. The aim of the study was to identify the semantic of symbolic categories through which Lagolovo residents described the images of their village. The results showed that the historical categories do not exist in respondent's descriptions of the settlement image. Therefore, Lagolov's society belongs to the type of young societies, focused on urban transformation in the future.

Keywords: image of the place; village community; symbolism of the image space; narrative; interview

Perhaps the only thing that separates the social space of megalopolises, small cities and villages from each other is the important places that define their symbolism, convey the feelings of the inhabitants, forming in their minds the residence image. G. Zimmel was the one who stressed this idea. [Zimmel G., 1996, Zimmel G., 1908].

The space is given to men in the whole range of sensations: physical, emotional, mental etc. Human being actively interprets the reality around him just through sensations of the geographical and social spaces. So the space is always filled with meanings. The work of human consciousness in understanding the space of constantly struggling with the state of unawareness of what is happening, so characteristic of lazy minds of the layman. Artistic images locations – these are products especially trained artistic consciousness. Images of regions, cities and villages created by sociologists, political scientists and philosophers are the cognitive models of the surrounding reality. Residence place images, formed by ordinary people obtains the forms of symbolic constructs.

The aim of our pilot study in 2017 was to identify the semantic of symbolic categories through which Lagolovo residents described the images of the village. The overarching goal of this research was to describe Lagolovo society as the compiler of the historical memory of the population of the Nevsky region. Why we undertook the development of this topic? Because after Jacques Le Goff;, G. Zimmel, D. Urry, A. Filippov, A. Vedenin, D. Zamyatnin we believe that there is a close connection between interpretations of space and the descriptions of a society living within the boundaries of this space. We were concerned with the question: is Lagolovo society is the society of the people like "Ivan, not remembering kinship", or the people, honoring the sacred traditions of their ancestors.

The research program included 6-th sets of questions relating to demographic portrait of the settlement, intergenerational linkages residents, views of respondents about the structure and socio-cultural dynamics of the social landscape of settlement, ethno-cultural characteristics of people's lives, opinions of the respondents about its history and present state. In this article we publish the analysis of materials of second to sixth sets of questions. In second and sixth sets of research program questioner (gide) we asked our respondents about cultural and historical characteristics of Lagolovo. Also we were interested in their opinion about Lagolovo image.

According to our hypothesis, history of habitual space is crucial for the characteristics of the place of residence to our respondents, creating not only a mental map, but the image of the settlement as a whole.

The answers to these guide were supposed to find out how intuitive our respondents formed a particular image of their place of residence. The symbolic constructs that defined this way was very diverse: from the aesthetic and poetic, to geopolitical and economic. Regardless to the category of scientific analysis in which these images of places could be included all of them wore a latent, i.e., hidden in the consciousness, implicit with regard to the daily reflection for the respondent's character. The image of the place gradually and naturally evolved in the mind of the respondents. This image was immersed in a description of his life, the historical memories associated with the history of the village, thoughts about his family, relatives to him people. In other words, image of the village came before us in the course of the narrative interviews. Sometimes we became co-creators of the symbolic meaning of Lagolovo image with our respondents during the interview.

Our Lagolovo respondents were mainly women in the age from 15 to 92 years. All our study involved 34 persons (8 men) and (26 women). Mostly they were people of working age and pensioners. We created sample with two methods: method of "available cases" and "snowball" method. The availability of the cases in our case was determined by the goodwill of Lagolov Administration, whose members collaborated with us in the person of Deputy Chairman of the Lagolov Deputy Council S. V. Rogacheva.

Our study showed that one of the most common ways of mental mapping of Lagolovo territory for our respondents was a functional one. They prefer to understand the surrounding space as a business and economic landscape. So 52% of respondents chose the zoned-topographical method of describing the territory of the Lagolovo. 15% of respondents chose a poetic method, 9% – narrative-biographical, 9% chose critical method, 9% – were ignorant. 6% respondents chose ethical-regulatory method to describe Lagolovo territory. It means that respondents reflected Lagolovo area as a "cultural" landscape. Predominant characteristics of the landscape settlement for our respondents were economic and geographic. Agriculture is a common form the rural landscapes of the Nevsky region of the XIX century. Now Lagolovo landscape belong to the developing type. This type of rural landscape of Central and Northern Russia have undergone

powerful changes in 1930-1990. But so far it have kept the species composition of forests, the contours of the land, structure of road networks and many other features, formed during the XVII–XIX centuries [Chernov S.Z.].

The second method of mental mapping of habituated spaces for the Lagolovo residents was the emotional one, namely, the positive-romantic/critical. Critical or negative ways of mental mapping of the settlement territory to our respondents indicated their ability to objectively assess the pros and cons of residence. The second way is represented by our respondents of their emotional connection to area of residence. In third place was the way the historical mapping, i.e. determination of Lagolovo territory by identifying important markers for them such as important historical milestones in the history of the settlement. The majority of respondents answered negative to the question about village's resources. They think that there is nothing worth in Lagolovo to be shown to the tourists. Some of them mentioned monuments of the Soviet era. Such monument were Raski's house where in 1930-th was opened the first school, first club, and monuments related to the history of the Second World War.

With regard to the level of the historical memory of the respondents, it was, alas, small. So, as the most archaic resources of the territory they mentioned the quarry near the Telesi village, the fragments of paved roads (XVII century), located nearby (so called Narva road). They mentioned also the most geographically close to Lagolovo historical monuments such as Longterm Fire Point (in Russian - DOT) of the Second World War, a stone in memory of the War of 1812, old Church at the crossroads on Tallinn autobahn, house Raski (old school). Our respondents did not preserve in their mined any information about the saint or venerated places in pre-Peter the Great time, the more revered places and places belonging to the culture of the Izhora and Vod (vad'd'alaizõd –self name) tribes, as well as the rituals associated with them. Migration processes of the twentieth century has led to radical changes in the ethnic map of the region. Migrations has led to cultural mutation of the Lagolovo population due to political and economic processes. Archaic layer of ideas associated with the culture of the Izhora and Vod tribes today is, on the one hand, the interests of archaeologists and historians, and, on the other hand re-enactors from different directions (from the esoteric to the game re-enactors and creators of different types of markers of an archaic cultural and historic landscapes)[Okladnikova, E.A., 2016a; 3, Hylten-Cavallius, S.]. Thus, the volume of historical memory and the depth of our respondents is very small. The lack of depth and volume of the historical memory of our respondents is related to the general level of education and breadth of outlook. For example, the greatest difficulty they have while answering to questions about what they understand under the concept of "culture" and "globalization". Culture for the vast majority of our respondents is the local "House of Culture" and "globalization" is something "global, widespread".

We hoped that our respondents ideas about the origin of their residence place name supplemented their idea about the image of their village. In other words, we hoped that onomatologic Lagolovo landscape in its historical perspective must be reflected on the image of the Lagolovo. But it turned out that greatest part of our respondents were sure that the name of the settlement has not changed over time. But in fact the name of the Lagolovo has undergone numerous changes over times. We were able to identify two approaches to the interpretation of the name Lagolovo in the views of our respondents. One interpretation suggests Vodian (old Russian) origin of the name of the settlement. The second suggests Finnish origin of the name of the settlement rising to the period of the Swedish protectorate. Most of our respondents (88%) stick to the version Vodic origin of the name Lagolovo, defining it as old Russian, and raising it to the word Russian word "log"(vally). Only 10% of respondents believed the Finnish origin of the name Lagolovo. 2% of respondents are undecided in their opinion. Probably, the choice of point of view on the origin of the etymology of the name of Lagolovo of our respondents highlights their latent ethnic ethnoidentification.

Social space implements its genesis in several spatial forms. These forms of organization of Lagolovo settlement reflected the layout of the rural landscape. They are perceived as natural and difficult for reflection. They are self-evident for members of Lagolovo society. Not surprisingly, most of our respondents found it difficult to rationally or emotionally describe the territory of Lagolovo settlement.

The first form of Lagolovo social space organization is economic for our respondents. Therefore, most of our respondents began to describe the Lagolovo territory with Poultry farm. Poultry farm was city-forming production center in Soviet period.

This way of describing social space draws the Lagolovo society values and norms both of Soviet and modern historical periods. Labor and its values were very significant for Lagolovo residents in Soviet times. Now the value of labor has gone from the minds of our respondents, giving place to such values as well-fed, relax, life not focused on the state or self achievements. Only in the minds of some respondents who called themselves "Soviet people" preserved the idea that the youth of today ready: "...the hut to leave, to go to war, the land in Granada peasants to give"³. In this case, respondents added: "...they will go, if need be", without specifying to whom and when it will be. However, none person of young generation among our respondents wanted s "to leave the hut..." as we learnt.

The second form of Lagolovo social space organization is a local structure that reflects the ways of domination (power relations). This so-called fixed locality (social clusters, which are

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³ Svetlov M. Grenada(1926)// http://www.world-art.ru/lyric/lyric.php?id=9630

localized in Lagolovo on family level, recreation center, kindergarten, schools, libraries, Administrations, Poultry farm and several firms located on its territory now). Social organization is the pattern for relations of subordination/domination principal. This principal reproduced itself in the spatial organization inhabited by specific group of people in certain territory.

The third form of social space is the so-called empty space (no one owned land of the Apple orchard and the land of ploughed fields between Lagolovo and Krasnoe Selo – metropolises territory).

Symbolic formulas expressing functional perception mental map of the place of residence which expressed the sense of the Lagolovo image for our respondents were the geographical elements of the landscape: "field", "puddle", "the border with St. Petersburg", as well as systems of functional guidance: the limits of economic and social areas (industrial zone, recreation zone, residential zone).

Symbolic formulas that express the emotional attachment of the Lagolovo residents to the settlement became the concept of "Small Motherland", "Apple orchard", "peace", "comfort". It turned out that the feeling of home, cozy, quiet Lagolovo as the most beautiful place on earth is composed not of such components as the name of the settlement and its changes in time, the earth rich in resources, area relief and areas of natural beauty. A sense of Homeland for Lagolovo residents was not formed even from such subjects as "paternal graves", the glorious military history of the territory or ancient Vod and Izhora aboriginal culture with its tangible and intangible heritage. This feeling is formed from other components. Such components for our respondents were a "good kindergarten", "favorite school", "sense of calm", "the smell of cut grass", "the Soviet childhood", as well as their memory of the "close-knit family, which has spread to neighbors in the stairwell, to neighbors in the street..", i.e. the human, spiritual, private feeling, which are today deprived residents of large cities. So, our hypothesis was not confirmed. The depth of historical memory of our respondents is low. The minimum border of our respondents historical memory is Soviet period, the maximum – epoch of Peter the Great. Scope and depth of the historical memory of our respondents did not affected the description of Lagolovo image. For 26% of our respondents the concept of "Small homeland" became the main characteristics of Lagolovo image. 19% of our respondents describe this image in the terms of "peace" and "comfort".

For 48% of respondents Lagolovo image included such as concepts as "village", "settlement", "working settlement", "field", "swamp", "puddle", "border", i.e. the totality of economic, administrative-economic and geographical characteristics. We failed to find any historical or historical-onomastic reminiscences in Lagolovo image descriptions of our respondents. On this basis we can conclude that Lagolovo society refers to the type of young, not

developed in terms of the historical consciousness. Lagolovo society is now future-oriented to urban transformation.

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The Role of Science and Scientific Elaborations in the Terms of Establishing and Developing of Informational Society and Economic Knowledges

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Abstract. This article deals with the history of science development in Russia and its special role in modern postindustrial society. Its basic features are globalization and society of knowledge as well as the development of convergent technologies and science absorbing industry.

Keywords: informational society; society of knowledge; science in the terms of Russian society; the role of scientific elaborations in society

In the condition of global adjustments and large scaled changes which have taken place in the history of society for the last several hundred years, one of the most essential and significant event has become the role of transformation of science in society's life. The engrossed attention has been dedicated to engagement and motivation of youths in scientific field. As youths are the most dynamic and creative thinkers, hardworking groups of society make for the main strategic resource of the governmental development.

Nowadays science is essential part of individual of everyday life. It is becoming the usual sphere of human activity align with trade, industrial production, agriculture and etc. G. Behmann stressed that the relation between the science and society has been changed for the last decades. There is a new evaluation of science and scientific potential in the way further fundamental investigations should be relevant and subjected to the interests of society. The production of scientific knowledge should be integrated in the process of economic and political decision making.

Science is considered as social institute which provides production, accumulation, practical usage and sharing of scientific knowledge. It has a form of common work, which suggests integration of a group in respectively independent scientific community and ensures social control under personal exchange and collective achievements.

Taking science from the point of society view it is dedicated to accomplish particular functions: cognitive; educational; social-managerial; cultural sight; practical one.

The main aim is directed to elaborate cognitive and available innovations for all society, developments, conceptions and theories. The development of the country and its place in the

international area depend on the scientific progress and motivating of youths to innovative researching activities.

Despite all the negative consequences of the revolution dated 1905, Civil War of (1917-1922), starvation, terror, deportations and huge scholars migration of 1922, science and scientific activity had been developing increasingly in 20th century. The common process of industrialization of the country had been taking place. There had found scientific schools and institutes in the most fields of industrial construction. The government of the country clearly realized that science and technic were the main components to bring economic, military, social and political aims of communism into action.

In 20th century there were lots of scientist who had been awarded by Nobel Prize for immense contribute to the development of world science; for instance, such scholars as P.L. Kapitca (the discovery of superfluid helium liquid in 1978), L.D. Landay (theoretical physic of 1962), G.I. Alferov (physic of semiconductor of 2000).

Since 1950 there had been established new evaluation of science in the terms of increasing threaten of using nuclear, bacterial and chemical weapon. Huge attention was payed to the development in the sphere of space. In 1961 of 12 April Juryi Gagarin conducted the first human space flight around the earth.

At the end of 20th century and beginning of the 21st century is characterized by scientists as the turning period of country development and scientific field accordingly. The adjustment of political regime (Soviet breakup in 1991), large scaled social distress, mental crisis of society has reflected on the modern condition of science and scientific knowledge. The science was accused in ineffective waste which was connected with the providing of military field in UUSR. The science becomes demilitarize, having no ideology and more opened world after Russia transferred to market economy.

The process of globalization spreading the majority of the country all over the world has a significant impact on both on the development of modern Russian: the formation of the single world economy is happening to be, the boarders between different countries are dissolved, the world is becoming single. This process is able to form new approaches to solve emerging economic, political, social and scientific issues.

The main approach of postindustrial society is the adjustment of science directions and its role in people's life. To ensure responding reaction towards transformation of society processes happening to be now there is a need to constantly elaborate new scientific knowledge concerning actual macro and micro changes. To provide these changes we should engage and motivate young and talented generation to scientific activity.

Science is becoming the productive power. The basic of industrial construction is growing the releasing of goods by means of intellectual technologies. Social field of society has been changing as well. The new elite is specific to informational society, based on qualification, obtained by individuals during the process of education. "The elite in postindustrial society is the one which is intelligent, according".

In the modern conditions of globalizing world a great diversity of mechanisms for different social process are being launched. On the one hand they enable to increase opportunities for society development, but on the other hand destabilize and disorganize it. In such terms, scientific knowledge is called for keeping the stability of society and provides its further progress.

Scientific knowledge is directed to research real worldview by scholar and students. It should reflect the law of development of society. In modern world, it is the result of reality investigation and has a high range of confidence.

Scientific knowledge is becoming the main strategic resource and defining factor of economic development of the country. In 1959 P. Draker introduced a special term "knowledge worker". In 1966 R. Lein presented the idea of "society of knowledge" to demonstrate the influence of scientific knowledge on political and managerial decisions. According to D. Bell since 1970 the knowledge has been the basic principle of new social transformation. Canadian sociologist N. Shter suggested that modern postindustrial society could be characterized as the society of knowledge according to the fact that science was expanding through all spheres of human life. In the terms of engrossed role of scientific knowledge the motivation of youths to innovative scientific activity has becoming one of the basic purposes of the government.[Alferov, 2005, p.240]

At the heart of the society of knowledge concept there is a possibility to find, produce, handle transform, modify, spread and use the information with the aim to get innovative scientific knowledge for human development.

Different authors emphasize three basic priority of the concept:

- Valid and confident value of existing knowledge in a society to fight against digital, cognitive, and linguistic division in informational society;
- Broad competition of interested persons in order to decide the question of equal access to knowledge;
 - More successful integration of political acts in the field of knowledge.

Nowadays, Russian science has been adjusted from academic science to applied one, directed to finding a decision of internal and global governmental issues, also innovative elaboration for economic development of the country. Exchanging relation between science and society has reflected negative impact on fundamental investigations, which are not able to perform

the necessity of outgo development of scientific production. According to the figures of Federal Service of State Statistic the government spends three times more to applied researches than to fundamental one. There has been budgeted 110,6 billions of rubles to fundamental, but 306,6 billions of rubles to applied one. Due to the high difference in financing the controversy has emerged. The final results are hard to be explained after applied researches as fundamental science has a lack of financing, so it develops slower.

In accordance with refocusing of financing and adjustment of science, today's investigating activity yields to project one. Scientific projects are emerged to which students and teachers can be engaged in scientific organizations and universities. Unlike the scientific investigations which is initially directed to create innovative intellectual product, the scientific project is referred to elaboration and creation of planned in advance object or its certain forms or conditions.

In the scope of organizational staff structure of university a special system is organized in order to launch scientific projects. [Arytunov V.S., Strekova L.N.,2003, p.200] The specific of launching of scientific processes in university suggests array structure of government, which means grating structure, where the governmental organization is performed by executive persons in charge. This structure is based on the principle of dual submission of executors. Firstly, it is direct to the manager of functioning service of scientific project. Secondly, to the project manager, who has essential qualities and powers according to planned in advance term to accomplish such project. One of the specific characters of scientific projects releasing in university is the unique hierarchy structure of scientific activity management.

Nowadays, the ranking of university is depending on several value figures of effective development program releasing in educational organization of Higher education. According to the command of Education Ministry dated from 22 September of 2015 № 1038 "Concerning the list of factors, criteria and periodical value of effective releasing of developing program of educational organizations of Higher Education…" such criteria includes: the rate of the quality of educational activity; figures of scientific-research and innovative activity performance, marks of internationalizing and international admitting; criteria of economic stability and effective management.

Since the end of the 20th century there was mighty destruction of powerful economic, science and other high-technic and perspective fields. In the term of modern economic crisis and as a result of a great diversity of reforms in the sphere of science Russia has lost more than 70% of perspective academic staff. Remained scholars have to work in another field. Thus, they do not use their previous background and intellectual abilities. In most cases it relates to youths.

The purposes of the science of postindustrial society are nationwide directed to ensure national priorities in our various and controversial world. Scientific sphere has become the real factor, distinguished national governments policy.

Modern society is in need of high qualified specialists to elaborate innovations and release strategies of innovative development of the government. Namely, the questions concerning motivation of youths should be payed immense attention. Active stimulation and motivation by innovative scientific activity of students should be started with the adjustment of educational system. It is essential to give rise to governmental program directed to engage talented young people to the scientific field (for instance, to introduce corresponded educational disciplines and organization of extraordinary scientific based community in Higher Education). Scientific practice should be interesting activity for students, where he can engage in self-realization and contribute his own practical experience in the development of science. Nowadays, it is attempted to engage motivation of youths to scientific activity by means of advertising of science in society: scientific festivals, lectures of prominent scholars to various kind of scientific disciplines, a great number of scientific magazines, engaging of researchers to Federal channel, demonstration of scientific success in cinema sphere and etc.

Informational society leads to deep changes in the structure of traditional academic science of Russia, Scientific knowledge and scientific elaboration become the main strategic national resource, which is depended on future prosperity and progress of government upon condition of well-deserved administrating and proper encourage of scientific sphere.

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Social Functions of Love

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Abstract. The article is devoted to consideration of the sociocultural phenomenon of "Love" from the point of view of its social function and role in society.

Keywords: socio-cultural phenomenon of "Love"; the function of love

Love is one of the most amazing products of human culture, and, the product is spiritual, not material – socio-cultural phenomenon. This phenomenon has a special place in human society. First, because it is among the most important meanings of human existence, being, in the words of E. Fromm, "the only reasonable and satisfactory answer to the question about the meaning of human existence" [16,p. 254], and L. N. Tolstoy is generally believed that "Love is the only reasonable activity of man"[15,p. 382]; second, because love is present in all spheres of society, influencing passing them in the processes of functioning and development; thirdly, because love occupies an important place in human life, filling it with meaning, making it brighter, to feel the involvement in the processes of life, initiating the desire to create, to learn and to change the world... . Love is a wonderful way transformerait instincts. For example, the instinct of procreation, serving solely for the reproduction of the species, becomes stunning in its infinite richness and diversity of the phenomenon of "Love between a man and a woman."

It is obvious that love is one of the highest needs and one of the most important, attribute the properties of being human, and, of course, refers to the number of fundamental existential categories of human existence, that is, to those manifestations of human life, without which it fundamentally is not complete, because out of love the person loses the feeling of joy of life, her emotional fullness, stimulus to active and constructive activities. Ultimately the absence of love can lead to the loss of meaning of life, and man, respectively, to the loss of desire to live. The presence of love in human life, on the contrary, is a powerful factor in giving birth to and stimulating the desire to live. It is therefore legitimate to regard love as one of the most important ways of human existence and to argue that for humans the loss of the ability to love is equivalent to the loss of the ability to live. Brilliantly reflect the thesis of V. S. Vysotsky in his Ballad of love, where love, set in front of live: "I'm breathing, and froze. I love that I live!", and which ends with "Because if not loved — so, and lived, not breathing!" [1,p.492-493]. For companies, the devaluation of love in the mass consciousness means the degradation of it as a social organism, and the disappearance of love from the Arsenal of the forms of human interaction will lead to

physical extinction (at least by virtue of the fact that the absence of love creates a mentally and morally defective people, aggressive and dangerous to society).

Love itself has different levels of manifestation, including the physical experiences, emotional experiences, value judgments. Its formation is influenced by the level of culture, religion, historical traditions, economic conditions, values and mentality of society, group, individual, and in modern conditions and the media. Therefore, there is a deep social bond between the individual sense of love and traditions, norms, values of each particular society is obvious.

The phenomenon of "Love" from long ago is the focus of attention of philosophers, scientists. Arguments about love and its analysis as a phenomenon date back to ancient philosophical and religious systems and literary monuments. In the new time starts (and is still) the attempts of a truly scientific understanding of this phenomenon, to explain the essence try of which philosophers and theologians, psychologists, physiologists, ..., chemists. But today, in our opinion, at the forefront of sociological understanding of this phenomenon, but the most relevant is the analysis of such aspects as: love and the development of personality, love, and demography, love and citizenship [cm.6-11], which in its dialectical relationship constitutes an urgent problem for our society (Yes, actually, any) – the harmonic combination of personal and public systems activities and behaviors (which, in fact, is a reflection of the dualistic nature of man, which, at the same time, coexist absolute individualism and the same absolute sociality).

Not to mention, in this connection, P. A. Sorokin, marked the beginning of the tradition of studies of the spiritual life as the epicenter of social life, i.e. the area of reproduction of a specific energy, which he called "mysterious energy of love" manifested as "an infinite universe, which is inexhaustible qualitatively and quantitatively", saw it as a powerful tool for the development of human civilization [see 14].

According to P. A. Sorokin, unselfish creative love can put an end to the aggression, to convert hostile relations to friendly, even to influence international policy to contribute to the pacification of social conflicts. It is necessary for physical, spiritual and moral health of the individual. Based on its research, Sorokin notes that altruists live longer than egoists; children deprived of love tend to the moral ugliness; love is the strongest tool against political radicalism, extremism and anomie. Love is able to resist the tendencies to crime, suicide, hatred, psychoneurosis... [see 14].

With the question of the essence, the concept and origin of love is closely related to the problem of functions that it performs in society.

From the point of view of the sociology of love is a special type of social relationship, a relationship based on love is a universal type of social interaction, performing the role of system-forming component of a "social construct" embodying ideas about the underlying values and the

"existential benefits", which expressed the basic beliefs, principles and life goals, and is in line with the constructs of happiness, faith, hope, freedom, knowledge, hard work, creativity, communication, and finally the human life.

In this capacity, love performs a number of socially important functions: social-regulatory, cognitive, communicative, moral and educational, creative, artistic, aesthetic, recreational, integrative, reproductive and other.

Thus, love is the most important social phenomenon affecting the social relations and processes. V. S. Solovyov generally believed that "the perfect start of public relations, in Christianity, there is no power, and love"[13].

Socio-regulatory function connected with the process of the personality formation, i.e. of socialization that involves the acquisition of experience, by incorporating into the system existing in the society social ties and relations, the assimilation of norms and values, cultural patterns, and rules of conduct. The researchers of the phenomenon "Love" (including the author of this article) have empirically documented the close relationship of ability to love with the overall development of personality, social activity, citizenship [see 6, 7, 11]. The development of the whole personality – the essence of development and perfection of the aggregate of socially significant qualities, the properties of the individual such as knowledge, work, creativity, communication, freedom, responsibility, happiness, love, contributing to a more harmonious inclusion of personality in the system of social relations, the implementation of active social activities. E. Fromm called love the ability to Mature, creative personality, and loss or underdeveloped ability to love has seen the path to its individual and social degradation [see 16].

But, the ability to love is not only individual personal property of the person, an indicator of its cultural level, but also a mandatory component of the aggregate of socially significant qualities of the individual that contribute to the harmonious inclusion in its system of social relations, the implementation of active social activities.

Social quality of people is the essence of a set of traits in their psychological, spiritual image, which is formed under the influence of social factors, social environment, social institutions, educational institutions, the media and manifested in socially significant behavior, and in lifestyle. If large masses of people they are poorly developed, it negatively affects the functioning and development of society. Moreover, the absence or weak development of the qualities of great social significance, gives the corresponding manifestation of the life of the individual, group, asocial and even antisocial character.

Along with, there are social and anti-social qualities, and sometimes, it is difficult in ordinary, everyday life to correctly identify, especially young people with little life experience and underdeveloped analytical skills, or, even worse, from prevailing in the minds of attitudes to

antisocial values and their corresponding quality. This difficulty is due to the presence in the social structure of the many different statuses of subjects of social action, differentiated primarily on the basis of property and place in the system of public authority. The criterion for determining social and antisocialist human qualities can be, in my opinion, only one objective needs of social development.

The idea that the best condition for the learning process to ensure its effectiveness has been axiomatic, is a positive emotional attitude of man to himself and to the world. The greatest measure of positivity is love. Its importance for cognition, therefore, is determined by the fact that love, creating interest in the subject, acts as the energy source for the functioning of the complex mechanism of cognition in which a person acts not as a purely mental and as a holistic being. In a single act of knowledge involves the mind, will, emotions, intuition, the senses, the heart is the metaphysical center of the human person, finally, and the body, because it is not only the external shell of a man. Love is the factor that brings together different sides of a person's ability, contributes to their mutual coherence and a shared focus on a specific task. Love-interested attitude of man to the world is the impetus of knowledge, gives birth and feeds the emotional energy of the cognitive activity [see 17, p. 45-48].

It is difficult to overestimate the importance of love as a factor of spiritual communication between people. This is its communicative function. As the highest spiritual sense love is one of the fundamental and common themes in world culture and art. It is in love, fully realized human need for togetherness. Love in all cases acts as a way to overcome spiritual isolation, existential loneliness. Love connects, while indifference or hatred fenced off, excluded a man from the world and other people. Therefore it opens man to the other [see 4,p. 63].

On the spiritual component of love is based and its moral and educational function.

Therefore, to educate means to awaken the ability to love. At the same time, love is not only a goal of education, but its Foundation [ibid, p. 63].

To describe the artistic and aesthetic functions of love does not require a lengthy review. Suffice it to say that the love of thousands of years, inspiring poets and painters, sculptors and architects to create timeless masterpieces, participated in the formation of the fundamental cultural patterns, standards of beauty, standards of taste.

However, love itself is nothing but creativity, as it involves the free efforts of its members in the creation of love. Thus, it is no exaggeration to say that love is a deep source of creativity, his driving force, and at the same time it is creativity itself, the creative power of the spiritual life [17, p. 44].

Does not require the same, in our opinion, explanations or comments recreational function of love, because she is obviously maybe one of the most powerful sources of positive emotions, happiness, joy and pleasure.

Integrative function of love is one of the key to understanding the significance of this phenomenon in the life of any society. Huge energy enterprises is present in all types of love: erotic love brings a man and woman and encourages them to create a marriage; parental love and the love of children to parents brings a family; love of country is the Foundation of national consolidation, etc. In fact, because love can serve as the Foundation for enterprises of any social community – family, ethnic group, religions, corporations, population, ... and, ideally, of all mankind.

One of the major functions of the reproductive acts of love, due to the necessity of continuing the human race and is based on the understanding as the basis of a reproduction of the family, implies not only biological but also social reproduction. Most important, first, because the demographic situation in modern Russia is characterized by professional demographers as extremely unfavorable. According to Rosstat forecasts to 2026 the population of Russia will decrease to 137 million, according to some indicators, the situation in the country is characterized by values that are close to the area threshold, which is inevitable depopulation and degradation of the population. Second, because the love between a man and a woman (namely her view, is exactly what is most frequently meant by "Love") is a powerful factor in demographic behaviour i.e. behaviour associated with biological and social reproduction, migration, population mobility, etc. thirdly, because love is a form of primary social ties. Because there is no person who would not be entered in the continuation of his life in various diverse relationships with other members of society. And, often, as a result of these relationships, formed different social groups. Primarily small or primary. In such groups, whether Union or a friendly neighborhood community, or family relations between people are usually intimate in nature, based on feelings of personal affection, reliability, mutual support, camaraderie, ... love. In this series love and as a factor in procreation, and just as the factor of communication performs the function of primary liaison between the society and the personality. Fourth, because love is organizing (or contributing to) the most important social institutions of marriage and family. Here we are talking about this phenomenon as a social force of love (the mysterious energy of love by P. Sorokin). This testifies to the traditionally very strong influence of a spiritual phenomenon "Love" in the functioning of these institutions in Russia (continuing even today). Moreover, the classic Love, with its inherent lack of overvalued sexual relations. Studies 60-80-ies, Kharcheva A. G., and S. I. Hunger, I. S. Kon, V. P. Lisowski and others, devoted to the problems of family and marriage, indicate that love is the leading motive of marriage and marital choice, the main factor of creating a strong family,

marital happiness, satisfaction with family life. Surveys 1990-2000-ies show that in post-Soviet Russia love is estimated by most as a necessary condition for the strength and stability of the marriage, being thus, the moral Foundation of unity of the sexes and the establishment of the marriage Union, and in this sense it can be interpreted as a way of survival of the human population. After all, the value of family cannot be overstated – this is the basis of stability of society, the best form of reproduction of the entire social system.

The seriousness of the current demographic situation in our country is determined to a large extent modern type of demographic behavior of Russians, especially the young, which quickly become dominant in their social everyday practices.

As you know, under demographic behaviour (in the broad sense) refers to the type of behavior that is associated with biological and social reproduction, migration, population mobility, i.e. to change or retain the demographic status of the subject. The concept involves individual actions, as well as spouses, families, and groups (social status, demographic, ethnic, religious, etc.) in matters related to demographic processes.

Demographic behaviour is, by its nature and content is, above all, moral behavior. Although it is, of course, is determined by the actual socio-economic, socio-political, legal, cultural, domestic and other conditions that are collectively functioning environment.

Moral behavior – the essence of the way of life of a subject in situations of alternative possibility (i.e. the possibility of choice in the framework of objective need). Such a choice, call the moral freedom of the individual, involves, on the one hand, his motivation, agreement with moral norms, social values (society, class, group) with its own conscience of man; on the other hand, the responsibility of choice and its consequences. Being one of the forms of interaction between the individual and society, individual, group and community needs, interests, value orientations, moral behavior is contradictory in its basis, and the nature of the inconsistency is defined as contradictions and contradictory nature of man himself.

Demographic behaviour includes: reproductive behavior, which is a system of actions aimed at the birth of any number of children or the abandonment of their birth; self-preservation behavior, which aims at the preservation of health, prolong life; migration behavior; finally, the marriage behavior aimed at marriage or avoiding it, for the preservation and strengthening of the marriage or its termination.

From the nature of the marital relationship largely depends not only quantitative and qualitative indicators of population reproduction, but also the spiritual condition of new generations. Therefore, the care of education (teaching, formation) adequate to the social needs of the culture of marriage, including the marriage culture, and the wider demographic in General,

behavior is a vital task of companies. Among the moral values of great importance for the quality and stability of marriage occupies a special place the phenomenon of love.

About the importance of love between a man and a woman in life of Russians, according to, for example, survey data FOM and "Levada-the Centre" of their own research [see 3,18-20]. The majority of Russians (76%) recognized that it is important for them to feel loved [18]; more than 80% had a chance in life to experience real love; almost are your favorite women/men [19]. Giving a definition of love of our compatriots, described it as "the most important element of life that defines its essence"; something "sublime, bright, beautiful words", without which "..there is no happiness", and even "if there is no love, no life" etc [20]. For many love is, above all, understanding, trust and respect, constancy in relations, fidelity, unselfishness, sacrifice [Sazonov, A. A., Krasnikovskiy, V. Y., Kireev, E.Yu., Sazonov, A. L. J. And, of course, love is family, children, cordial relations between close relatives, sexual harmony [3,20]. And the family is not only a cell, in which the reproduction of society and not only the team designed for joint personal economy. Family relationship – a synthesis of the spiritual and the physical, prosaic and romantic, love children and love between a man and a woman. The presence of a strong family a positive effect on social well-being, life satisfaction, overall, as evidenced by empirical studies on family issues. This, in turn, stimulates the creative activity of people, etc. So proassessment the importance of love is evident, especially in a country experiencing a deep demographic crisis.

In conclusion, I would like to add. Love is a complex socio-spiritual phenomenon that can only be understood in the broader context of the history of development of human society. The uniqueness of love is inherent, organically merged personal, spiritual, individual, social, intimate and common traits. Love has many faces. Among the diverse types and forms, first of all, you need to call the love between people – children, parents, friends, compatriots, female/male. The latter species is not without reason, admittedly, the ideal of any other love (see eg. The song of songs). And yet: love of country, to art, to work, to justice, to truth, beauty, sports, life, to nature, to knowledge, to the beloved, finally, the love of God. And also: to power, money, entertainment, ... And more: violence, deception, meanness,... In the world of human relationships, love acts in a variety of forms. This suggests that, despite the enormous significance in the life of the individual and society, such social qualities as ability to love, it is very important not only to be able to love, but to be able to choose the right love object. But the object of love can be any objects, phenomena, processes.

Therefore, the formation and development of essential social properties of the ability to love is extremely important for personal development and for the reproduction of society. Society can and should actively influence this process through its institutions of family, culture, education, etc. it is Clear that purposeful action should not be confined to the imposition of love for anyone,

anything. Society should contribute to the development of the properties, qualities to love; to assist in the selection, to offer a decent personality objects of love with Pro - and not anti-social parameters; to develop criteria for distinguishing between love as the highest manifestation of the person of pseudolove and surrogate love. Unfortunately, the domestic media implanted in Russian society that Bertrand Russell defined as "the social model of the pathology of love." For example, the program of preparation of young people for marriage and family life (the purpose of which must be education in the field of marriage and family relations and the formation of beliefs, attitudes conducive to building a successful, stable families and the corresponding type of mating behavior) are often reduced to the substitution of relationships based on love and responsibility "safe sex", consumer behavior, and sometimes justification of the normality of homosexual relationships.

But, alas, the humanitarian crisis of modern society leads to the degradation of the whole complex of social relations, along with the system of personal and social values that define the socio-moral orientation of human life. With the worsening economic, political and other contradictions, the devaluation of values such as love, altruism, selflessness, compassion for one's neighbor... Love as a special quality of social relations today is losing its socio - regulatory significance.

Therefore, in modern human society there is a problem of education of the ability to love, the problem of formation and development of this important social properties, which is extremely important for the individual and for society.

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Social Roots and Cultural Effects of Present Crises

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Abstract. The main subject of research is the causes of the crisis associated in particular with the problem of distribution of wealth. In the first place our interest is in such aspect as what do we really know about evolution of this distribution over the long term? We consider theories of Karl Marks, David Ricardo, Simon Kuznets, Thomas Piketty. The question of inequality is again central, because we are in the same position in the XXI century as people were in the early XIX century. The researchers must gather as huge as possible a set of historical economy data for the intention of understanding past and modern trends. The development and the distribution of wealth are not automatically balanced. Now the researchers should have put the question of inequality at the center of economic analysis as in the XIX century.

Keywords: crisis; economic theories; distribution of wealth; capitalism; revolution

The present crisis does not have only economical but mainly social roots and cultural effects. The causes of the crisis associated in particular with the problem of distribution of wealth. Now it is one of most widely controversial and discussed questions. In the first place our interest is in such aspect as what do we really know about evolution of this distribution over the long term? In the nineteenth century Karl Marx believed that the dynamic of private capital accumulation lead to the concentration of wealth in ever fewer hands. Now we can see the teetering forces of competition, growth and technological progress. Do we really know about how income and wealth have evolved since time of Marx? What theoretical lessons can we obtain from the scientific knowledge for the XXI century? Capitalism as an economic system generates random and unstable inequalities that radically disrupt the meritocratic values on which most of modern societies are based.

Humanities scholars as sociologists, economists, philosophers and historians consider the problem of the distribution of wealth as very important in the every realm of modern science because it is connected with practical aims of every person. Everyone interests such things as concrete reality of inequality which is visible of the naked eye. It will always be not only

economical but a social and psychological dimension to inequality which certainly generates to political conflict. Nevertheless, the distribution question also earns to be studied in a methodical and systematic approach. Scientific research in any scope is always will be imperfect. But it is very important to concentrate researcher's attention on the correct questions. Science research about distribution of wealth was based on a comparatively limited set of firmly installed facts together with a lot of variety of not exact assumptions.

The cause of distribution was one of the main questions for classical political economy in the XVIII- early XIX centuries in France and England. There is a previously unknown phenomenon such as permanent demographic growth. The exodus of the rural population and the Industrial Revolution destroy the political equilibrium and the social structure of these societies. The growing unpopularity of the existing political regime and the aristocracy were causes of the English Revolution of 1688 established modern parliamentarism and of the French Revolution of 1789.

The history of this time is interesting because the "bourgeois" French Revolution established legal equality in relation to the market. It abolished all legitimate privileges and sought to create social and political order based on equality of rights and chances. In England the royal dynasty and the hereditary nobility largely survived almost to the present time. The republican principle was established by the American Revolution, but slavery exists for nearly a century after this event and racial discrimination was legitimate for nearly two centuries. However, the data show that the concentration of wealth was as large in the late eighteenth and early nineteenth century in France as in Britain, which clearly shows that equality of rights in the market cannot provide equality of rights in court.

The transformations in economy and social structures of the late eighteenth and early nineteenth centuries were impressive and dramatic for those who observed them. Observers shared gloomy views of the long-time evolution of the arrangement social structure and wealth of society. It was especially true in particular of such researchers as David Ricardo and Karl Marx, who the two most authoritative economists of this time were. They believed that such social groups as landowners (for Ricardo) and industrial capitalists (for Marx) would require a constantly growing share of production and income.

David Ricardo published his most famous book "Principles of Political Economy and Taxation" in 1817. There he considers the logical paradox between claims an increasing share of national income of the landlords and a decreasing share of the rest of the population. Thus the social equilibrium would be unstable. For Ricardo, the only true answer of political system was to apply a growing tax on land rents. His assumption proved wrong because industrial growth and technological progress changed the economic situation. It was his mistake because like Malthus

he could not suppose that the value of farm land decreased relative to other forms of wealth. But his "scarcity principle" is suitable for understanding of different economical processes, including the global distribution of wealth in the XXI century. For example, we can replace the price of farmland of Ricardo's model by the price of oil and of estate in chief world capitals. Now we can observe considerable disequilibria among social, political and economic development among different countries that certainly call to mind the apocalypse of David Ricardo prophecy.

Karl Marx published the first volume of his *Capital* in 1867, exactly fifty years after the publication of Ricardo's *Principles*. The question was how to understand the dynamics of industrial capitalism and the sorrow and desperate misery of the proletariat as new social class. In fact, the data at scientist's disposal testify that in Britain as well as France from the beginning of the XIX century to its sixth decade workers' salary stagnated at very low levels. The level of worker's wages in the XVIII and previous centuries was higher though a significant rise of economy and national income were.

The stabilization of social inequality was on the very high level in the period from the final decades of the XIX century to World War I. Thomas Piketty notes in his book "Capital in the Twenty-First Century": "What we see in the period 1870-1914 is at best a stabilization of inequality at an extremely high level, and in certain respects an endless inegalitarian spiral, marked in particular by increasing concentration of wealth. It is quite difficult to say where this trajectory would have led without the major economic and political shocks initiated by the war. With the aid of historical analysis and a little perspective, we can now see those shocks as the only forces since the Industrial Revolution powerful enough to reduce inequality" [Piketty; 2014, p.8].

The development of the first socialist and communist movements was in these circumstances. The insolvency of the existing political and economic system seemed clear. Therefore scientists and ordinary people thought about the long-term evolution of system. Marx set himself the task to analyze the system of capitalism contemporary to him. He based his analysis on the internal economical and logical discrepancies. Like David Ricardo, Marx took the model of the principle of scarcity and of the price of capital as the foundation of the high dynamics of this economical system. In Marx's model capital was mainly industrial (plants, machinery) rather than landownership.

His principal conclusion is very important for our research: the theoretical implication is that the inevitable tendency for capital to accumulate and become concentrated in ever less hands with no natural restriction to the process. However, as his precursors, Karl Marx entirely ignored the possibilities of stable technological progress and constantly increasing labour productivity which are the counterbalance to the concentration of private capital. Marx as philosopher devoted a lot of attentions to the problem of how a society in which private capital had been completely

eliminated would be organized economically and politically. It is a very difficult question as shown by the catastrophic totalitarian experiments undertaken in countries where private capital was revoked. In spite of these disadvantages, Marx's analysis remains very important in several respects.

Thomas Piketty said: "...He began with an important question (concerning the unprecedented concentration of wealth during the Industrial Revolution) and tried to answer it with the means at his disposal: economists today would do well to take inspiration from his example. Even more important, the principle of infinite accumulation that Marx proposed contains a key insight, as valid for the study of the twenty-first century as it was for the nineteenth and in some respects more worrisome than Ricardo's principle of scarcity. If the rates of population and productivity growth are relatively low, then accumulated wealth naturally takes on considerable importance, especially if it grows to extreme proportions and becomes socially destabilizing" [Piketty; 2014, p.10].

The theoretical analyses of the nineteenth-century such as from David Ricardo and Karl Marx are apocalyptic prophecies. According to the twentieth-century economy analyses (for example, Simon Kuznets's theory) income inequality world automatically reduce until finally it stabilized at a satisfactory level. It was summed up in the philosophy principle: "Growth is a rising tide that lifts all boats". Simon Kuznets was the president of the American Economic Association and in December 1954 he said in his lecture, published under the title "Economic Growth and Income Inequality" that the inner logic of economic development to follow a "bell curve". In other words, it should first grow and then reduce over the course of economic improvement and industrialization. Kuznets offers that such result might from any external intervention or policy shock. His idea was that differences addition in the early stages of industrialization, but in more progressive stages of development inequality automatically reduces as more and more social groups get advantages from economic growth.

Thomas Piketty wrote in his book: "Nevertheless, the magical Kuznets curve theory was formulated in large part for the wrong reasons, and its empirical underpinnings were extremely fragile. The sharp reduction in income inequality that we observe in almost all the rich countries between 1914 and 1945 was due above all to the world wars and the violent economic and political shocks they entailed (especially for people with large fortunes). It had little to do with the tranquil process of intersectoral mobility described by Kuznets. ... Since the 1970s, income inequality has increased significantly in the rich countries, especially the United States, where the concentration of income in the first decade of the twenty-first century regained – indeed, slightly exceeded – the level attained in the second decade of the previous century" [Piketty; 2014, p.15].

The question of inequality is again central, because we are in the same position in the XXI century as people were in the early XIX century. The researchers must gather as huge as possible a set of historical economy data for the intention of understanding past and modern trends. In that way we can hope to determine the arrangements at work and receive a better concept how extensive they will turn out to be of the future. It is very important to know how the global distribution of wealth between people and countries will look like in long-term trends, because now we are witnessing the impressive changes in the world.

The answers of the economists of the XIX century were not always true but at least they were asking the correct questions. Now the researchers should have put the question of inequality at the center of economic analysis as in the XIX century. The development and the distribution of wealth are not automatically balanced. The knowledge should not be based on the simplistic economic mechanisms. Inequality is not bad or good in itself because the main question is to determine whether it is explained from only economical laws or there are historical and political reasons for it. The distribution of wealth has always been deeply cultural, and it cannot be decreased to entirely economic mechanisms. For example, now we can see the diffusion of contribution in skills and training and knowledge. It is the connection of all powers of social actors with their mental choices.

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Solidarity Activity in Russian Society

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Abstract. According to the analysis of public sentiments in Russian society there is a request for solidarity activity based on the principles of mutual responsibility, mutual understanding and mutual assistance. Outwardly these initiatives look local, but they have a great social mobilization impact, realizing the participation practices of people with indifferent or remote attitudes to the protest activity. In Russia the conditions for solidarity activity have been already formed and comprehension of this issue is topical due to the need of developing a positive scenario for the future of Russia.

Keywords: global challenges; solidarity activity; civic engagement; social stability; mutual responsibility

There are global challenges caused by the international terrorism, the aggressive anti-Russian policy of certain political forces in the West, the attempts to limit national sovereignty of Russia and lower its status as a regional power. In this circumstances the comprehension of Russian society ability not only to resist the external negative influences, but also to overcome the state of the "besieged fortress", to ensure a sustainable social and economic, social and political development of the country is topical.

It is obvious that in order to understand the current processes taking place in Russian society, it is necessary to understand and analyze the state of solidarity activity, joint practices of society and the state aimed at the achieving mutual understanding, mutual trust and mutual responsibility in the implementation of national and public priorities. Solidarity activity presupposes a certain model of relations within the society and relations with the state. It should base on the criteria, not related to disputes about the way of a civil society formation (top-down initiative from the state or "direct activity" of citizens on a social micro level). According to the definition of solidarity activity, it is clear that civil society, as a model of mutual relations regarding the harmonization of personal, group and state interests, does not determine the growth of social solidarity in the society because it reproduces the "social contract" matrix, that means the possibility only to regulate the "reaching compromise" of various interest groups.

As "Expert" editorial emphasizes, earlier the real activity was assumed as protest, "bolotnaya" activity, but nowadays there is a slow turn towards understanding civil activism as constructive and creative. [Ekspert, 2015: p.17] Indeed, the strategic tasks of Russian society

development in the near future are not only to achieve economic growth, but also to create a field of solidarity activity oriented towards the institutions of direct democracy, social usefulness and population's activity significance including participation in everyday practices and practices at the public life level. In other words, we should not set the goal of creation a civil society according to Western standards "top-down".

In this respect, it is necessary to take into account the national specifics of Russia, proceed from the specific forms of Russian citizens' activity and ways of realization of different social strata and groups' interests, in accordance with the society and the state interests. [Nureev; 2006, p. 99] It can be said that Russian society is state-centric; hence it is logical to assume dominance of activity associated with the implementation of group interests that contradict the integrity and sovereignty imperative in Russian society.

Civil activity, therefore, inevitably transforms into solidarity activity, including social mutual understanding and social responsibility of power and society. In this respect, Russian society is opposed to destructive activity, sentiments for the priority of civil society interests, understood as a set of private associations that limit the state competence. On the other hand, we should take into account that solidarity activity does not abolish civic activity; it reorients the activities of civil activity structures from protest actions to the dialogue with the authorities and society. The Russian researcher I.Khaliy notes that today the basic stratum of society is the basic medium that generates social movement. It is mostly local communities that, in contrast to the "mass class of the intelligentsia", are aimed at the updating of outwardly local problems, but that have general social significance for Russian society. [Khaliy, 2007: p.294]

The activity of the base stratum is associated with a healthy conservatism, as a reliance on the values of order, stability, and legitimacy. Therefore, the protest moods among the base stratum are the indicator of the reluctance of the society and the state to put their demands on the political agenda. It is noteworthy that the attempts to use the conflict of interests by "non-systemic opposition" are unsuccessful. The expectations of the base stratum are determined by the axiological confidence in the state and the desire to "be heard" by society. As solidarity activity reflects a contradictory but positive dynamics of activity in Russian society, it should be noted that in comparison with the established image of civic engagement, solidarity activity is not based on the separation of "heroes" and "crowds"; its goal is to utilize the potential of social utility, mutual support, that was typical for Russian society in the critical stages of development, but, unfortunately, it became invisible during the stable development periods.

Undoubtedly, solidarity in Russian society is connected with social, structural and institutional changes, the formation of new social groups and strata, and the democratic and market institutions functioning. Russian society is socially heterogeneous; conflict pluralism of interests

appears; parallel social worlds are formed with their own code of conduct, a system of values, and ways of life. This situation seems unacceptable, becomes an obstacle to the formation of a "good society", a society in which political differences become secondary in the context of Russia's development, implementation of new ideological scenario, based on the national idea, uniting Russians on the basis of humanism, solidarity and unity.

Taking into account that in Russian society there is a demand for social solidarity connected not with the solidarity of equality compassion but with the mutual responsibility of elites and society, social groups and the state. The solidarity activity brings an opportunity to assess the changes that have occurred in the social life of Russian society in recent years.

The Russians are practically equally divided according to the assessment of changes (45% say they make significant or some changes for the better, 43% have the opposite view). [Rossiyskoe obshchestvo i vyzovy vremeni. Kn.1, 2015: p. 19] It would seem that there is a split in the society, which makes it difficult to identify the trend of social solidarity. However, the social and diagnostic sense of this attitude of Russians is that the assessment of the situation in the country is determined not only by the dynamics of the material situation, but also by the influence of such factors as public stability, public order, and public security. The "negative" is based on the assessing the situation as a crisis or tense, and is associated with an assessment of the financial situation or the type of settlement. The positive assessment of the situation in the country is determined by the influence of the institution of presidency, the work of Vladimir Putin. It should be noted that, despite the growing difficulties in everyday life, only 6% of Russians assess the situation as catastrophic. [Rossiyskoe obshchestvo i vyzovy vremeni. Kn.1, 2015: p. 15]

Patriotism of Russians, especially clearly manifested in the reunification of the Crimea with Russia, is traditional, relies on a historical devotion to the Motherland and national pride for its accomplishment. According to the sociological poll conducted by the Levada Center, 88% of respondents are proud of the country's history, 84% have a feeling of self-fulfillment from sports achievements, 77% believe that Russia is a country of world literature and art, 74% name the achievements of Russian science as a paramount. [Ogonek, 2015: p.9] So, for most Russians the society in which they live is creative, connected with the realization of Russian peoples' talents and with its dramatic but great history. This testifies to the historical memory resource of Russian society; there is a consensus in public attitudes about the assessments of the path taken by the country and the contribution that Russia made to the world civilization development.

This is an important aspect for the liberation from the syndrome of social and cultural trauma, the losses that the country suffered as a result of the Soviet Union Collapse, the ambiguous consequences of social and economic transformations in the post-Soviet period, the appearance in Russian society of stereotypes of catching up modernization and forcing Russians to "learn from

the civilized world". Over the past decade Russian society has made the transition to a system of new value coordinates associated with the recognition of Russian statehood, the acquisition of Russian political identity and the understanding of Russia's role in the global world. The current situation can be characterized as positive for social consolidation of Russian society, for overcoming the retrospective solidarity, which is associated only with positive assessment of past events and critical perception of contemporary realities.

Speaking about the degree of solidarity in Russian society, its manifestations can be seen in the combination of effective state policy and social initiative in various spheres of public life: economic, law-making, law-enforcement, interethnic, social, and ecological. In this sense, solidarity activity is assessed positively by the majority of Russians at the regional level (38.6% of the Rostov region residents believe that the opportunities for participation in public and political life have expanded for a certain circle of people, and 16.8% say that it has increased for many people), [XX let reform v Rossii glazami zhiteley Rostovskoy oblasti, 2012: p. 71] and a whole across Russia (53% of respondents). Thus, we can say that the public mood has shifted to the approval of solidarity activity. Despite the differences in the choice of social activity forms, there is the desire to participate in new social practices related to the individual and state interests, in specific activities enabling those who view social activity exclusively in opposition to the Russian state and authorities to join socially useful activities; the "Protestants" number is only 5%. [Rossiyskoe obshchestvo i vyzovy vremeni. Kn.2, 2015: p. 155]

It is fair to assume that in public moods there is an interest in alternative social participation, joint practices of various population groups, aimed at mutual responsibility of society and the state. [Rossiyskoe obshchestvo i vyzovy vremeni. Kn.2, 2015: p. 155] This tendency is observed due to the fact that the dynamics of participation in organized social structures are noticeably inferior to the citizens' initiatives at the social micro level. The possible reason is that public organizations are oriented toward traditional forms of civil and political participation (primarily human rights). Establishing of interaction with various levels of government (local, regional) is important for socially initiative citizens who participate in small informal structures. This means the elimination of a sense of political apathy, or even the alienation from the political "extras" role. A dialogue between the citizens and the authorities, which reduces imitative interactions, takes place. So, the imitative personality can not discuss any real issue seriously, problematically and controversially. [Volkov, 2013: p.119]

Striving for solidarity activity as a positive form of social participation, has a socially-projective orientation despite it is related to the patriotic sense and to the readiness for self-restraint. This is a very important circumstance that should be taken into account when while the public opinion monitoring about the consequences of Russia's external challenges caused by the

effort to raise the status on the international stage. Important fact is that in the gradation of trust to the state and public institutions, the President of Russia occupies the top position (78%), then the Government of the Russian Federation (56%), the church (50%), regional authorities (49%), [Rossiyskoe obshchestvo i vyzovy vremeni. Kn.1, 2015: p. 108]. There is a desire to unite around the institutions of order and stability, having the greatest reputation (symbolic) capital in Russian society. In other words, the solidarity of Russians is based on a sense of collaboration with the state, rather than on the cooperation with civil associations pursuing private (unofficial) interests.

It is indicative that the "direct activity" manifests itself in terms of achieving social solidarity. The participants of the social microlevel activity consider that there is a division of responsibility in Russian society: first is social altruism that is legitimate, based on the improvement of social environment, the effect of necessary and useful deeds; the second is related to the state structures that are obliged to achieve the fundamental goals related to the confidence in the future, provision of the society security, identity, and well-being.

Solidarity activity is characterized as an alternative to civic activity, interpreted as the efforts to protect personal and group interests; the state is considered as a guarantor of the rights and freedoms, and at the same time as a potentially destructive force limiting the citizens' activity. In this circumstance, 83% of the respondents in the Rostov region believe that the current government deserves support despite all the shortcomings. [Volkov, 2014: p. 77] The point is that in Russian society there is a clear difference between activity aimed at satisfying social and political ambitions accompanied with the detriment of national unity; and social practices when the loyalty to the state is accompanied by the expectations to be "heard", thereby helping state institutions to act on behalf of the whole society not of particular groups.

Meanwhile, it must be underlined that solidarity activity has not become a socially significant behavioral phenomenon; Russian society is still experiencing the effect of unification on the basis of negative mobilization; social initiatives can degenerate into social imitation. These circumstances can become the obstacles to the society inclusion in the social consolidation process. At the same time, the analysis of social sentiments shows the possibility of solidarity in case of establishment of a dialogue between the elites and the society, and the engagement of public organizations, the church, state institutions to this process. This fact shapes the steppingstone for solidarity, but the key aspect is the transition of the grass-roots initiatives of citizens to a new social quality (the achievement of agreement in the realization of social creativity in the society), that is not only an alternative to social anarchy, violence, hatred and prejudice [Volkov, 2013: p. 310] but it also involves socially active groups to join common social space, to assist the reforms, aimed at the improvement of the life quality of Russians and at the elevation of the Russian statehood status.

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Chapter II. Education and Professions

Educational Sources of Professional Continuity of Engineers of Naukograds (Science Cities)⁴

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Abstract. The research is based on the interviews taken in naukograds with the aim to study the role of the educational resource and peculiarities of generation continuity during professional development of engineers in the hi-tech society.

Keywords: educational resource; continuity; engineer dynasty; *professional development*; naukograd; bilingual children

The topicality of the role of the system of education for determining and support of peculiarities of generation continuity as a social-professional phenomenon has become relevant for hi tech territories. In such naukograds as Dubna, Korolev, Obninsk, Protvino, Troitsk a unique system of municipal education was developed for historical reasons partly thanks to the high concentration of scholar and intellectual elite which was engaged in scientific and applied research.

The employment situation in naukograds is a specific one – it is characterized by a high concentration of highly qualified professionals, problems with employment for university grads of non-major for naukograd specialties, high intellectuality within a family, shuttle migration to the metropolis (nuclear engineers often live in two cities), variety of professional high status strategies.

The object of our research is engineers who work in the state sector of the naukograd's industry. It is important to point out that the system of education is one of the major resources of developing continuity in the professional environment. Naukograds in the Russian Federation are special territories of cultural and intellectual development of specialists. For example, while working in naukograd Dubna specialists are provided with flats to guarantee comfortable conditions for living and work. Inter-generational links and family demands for educational services have also changed as spouses might be specialists not from one country but from different ones thus not always able to speak Russian. In municipal educational institutions there are a number of early bilingual children whose parents are one-way or two-way bilingual. Eventually the Russian language starts to be a linking language gradually substituting English. Bilingual

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children whose parents moved to Dubna from far abroad countries are usually quicker to learn English at municipal kindergartens and schools as it is still used as a linking language at home.

Here is one unusual example from our research. Two children whose native language is English – a boy of 8 years old and a girl of 11 – moved to Dubna from the Republic of South Africa. Their mother is an original resident of RSA and their father used to be a Dubna resident but immigrated to Israil and then to RSA during the reformation period of the USSR. By the moment of his return to Dubna he had got divorced with the children's mother. The children communicated with the mother through Skype every day. The father himself has a degree in physics engineering and is from a dynasty of physics engineers. The children having basic knowledge of Russian started going to a municipal Russian school. The father got a job in his degree's field, and still had to support his children's study translating all learning material from Russian into English. Such swift in psychological and social environment, even provided deep love and support within the family, was unbearable. Together with the father it was decided that children should join Cambridge English Centre and attend English classes with Russian-speaking peers. The teachers from the Centre were requested to adjust classes in such a way so all children could be involved in learning and play activities together. Thus thanks to sociologists and psychologists needed support was provided to this unique family. For Dubna co-education of monolingual and bilingual children has been common since the foundation of this naukograd [Gorbunkova-Bazhenova, Mariya, Michaleva, A.].

Nowadays naukograds are considered the most integral dense territories of culture. It is here one can rely on trained personnel inflow, professional development, coaching, research collaboration, expert community with competence centres in corresponding fields, development of effective sci-tech and educational cooperation. Such territories are the ground for developing sci-tech, educational, health-promoting pedagogic and business environment for social networks collaboration of investigators, engineers, educators and business owners. Social-cultural environment as well as social networks, which motivates innovative activity, are the main peculiarity of naukograds. They integrate separate constituents required for innovative development (university, school, pre-school institutions, cultural and supplementary education institutions, research and engineering centres, tech clusters, grounds for innovative business development, etc.) into a cohesive complex which supports synergistic development effect.

The unique character of municipal educational networks and expert communities in Ballakovo, Biysk, Gatchina, Dubna, Zhukovsky, Novouralsk, Obninsk, Protvino, Seversk, Troitsk has the following peculiarities:

existence of a substantial personnel resource for educational, personal development and health improving systems;

high share of gifted young people;

understanding of an important role of profession dynasties and family traditions in personal development:

high level of collaboration among educational and healthcare institutions;

high level of professional readiness of heads, teaching staff and personnel of educational institutions. For example, in naukograd Protvino for several years educational projects *Three Generations*, *We are Children of Naukograd*, *Engineers Can be Different* have been carried on.

The interview with experts on problems of engineering activity and peculiarities of naukograds' dynasties was conducted. Experienced specialists (departments heads, leading engineers, etc.) with 6-18 years in position took part in the polling. They were asked questions on continuity in an engineer establishing, development of the profession of the engineer, how important the development of qualities necessary for the profession is and the role of the family and family traditions in an engineer establishing.

The point of view that "continuity doesn't exist" was reasoned with the following: "It is a mistake to believe that an engineer comes from the university prepared", "Engineer's qualities should be formed in after-school clubs like *Young Engineer* but there aren't many of those in naukograds".

The point of view that "continuity is important in establishing and development of the profession" was reasoned with the following: "Only the transferred from older generation experience helps to develop and grow in the profession", "Family traditions are important, but for growing generation it is of greater importance to watch adults working and for adults to teach the young".

The questions from the group "Dynasties in the profession of the engineer" (What do you think is the dynasty in profession? How important is the dynasty in the development of the engineering profession?) were asked as well. The majority believe that "it is the transfer of knowledge from father to son". "The profession dynasty is a continuation of the seniors' activities in professional development by the younger generation", "Dynasties are important but they aren't determinative in the profession", "There are several engineers dynasties among the people I know. They were mostly formed through the desire of the seniors to provide children with work and a job". The main condition to the dynasty development that was mentioned by one of the subjects was "encouragement of the engineering profession". Stature and fair salary are the main conditions for the dynasty formation.

On perspectives of the engineering profession – answering the question "Who do you think should determine the direction of the engineering profession development?" – one subject said

"The family plays a leading role in choosing a profession but if we talk about becoming an engineer most parents don't want their kids to be ones".

It is important to point out that inter-generation links are considered mostly positive in technopolises and high-tech enterprises where one can find active integrated educational resources of supplementary, per-school and school educational systems [Antonov, Yuriy, Gorbunkova-Bazhenova, Mariya].

Concerning the choice of the profession of the engineer and answering the question "Who was a model for you while acquisition of your profession?" the overwhelming majority of the subjects regardless their gender and age answered "My father". Despite being engaged into the economic significant activity, engineers possess relatively low prestige and authority in modern naukograds. The reason for this is in enterprises founding, lack of clear understanding of quality of university training, poor career guidance, as well as non-developed internal and external criteria of assessment of engineers' professional activity, managers and economists' interference into the scope of engineers' activity.

The collected data demonstrate that professional continuity contributes to engineers integration. Specific character of family ties assists this process (functional interdependence and commitment to cooperation). At the same time, educational resource is becoming more and more actual and requested (robototronics along with English courses, certification of language knowledge according to international requirements (Cambridge English exams), etc.), orientation of descendant engineers to fulfillment of their professional duties based on quality professional development regardless external (social-political, economic) and internal (social-psychological) factors.

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Teaching Sociology in School, Studies of Lessons Conducted by Schoolchildren and Schoolchildren's Reading

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Abstract. The aim of the work is to develop a methodology for teaching sociology on facultative subjects in high school. It turned out that in this case, sufficient interest of the audience arises only when a considerable amount of analysis of schoolchildren's earlier studies conducted by different authors was introduced into the course. Another possible way to maintain the interest of the audience is to conduct applied researches. As such, a student group surveyed students' attitudes toward conducting separate lessons by the students themselves (351 respondents) and a survey of schoolchildren's reading (508 respondents).

Keywords: teaching sociology; high school; conducting lessons by schoolchildren; schoolchildren's reading

Statement of the problem and organization of teaching

In the standard Russian school curriculum there is a subject "Social Studies". It consists of materials that can be attributed to economics, political science, law and sociology, and the official program and textbook are to an appreciable degree of educational character. In 2015-2017 in Moscow Lyceum No. 1525 an attempt was made to supplement this subject with electives, that is, courses of choice. Apparently, there were two reasons for this decision. First, in the lyceum there is, among others, a socioeconomic direction and the availability of such electives looks logical, and secondly, about 60% of schoolchildren pass a Unified State Exam in Social Studies (the most massively passed subject after compulsory ones: Mathematics and the Russian language). Such lessons can improve the overall results of the school.

To teach one of these courses, sociology, a special program was compiled covering the main issues usually included in textbooks for higher education, but penetrating them into a smaller (so to say, "school") depth. The program had some slant towards the methodology of research (questionnaires, sampling, etc.) - it was supposed that this would make the teaching more interesting.

It was important for the future that the school used some organizational "ambivalence" - the students were told that attendance was mandatory, but there was no subject in school registers (ordinary and electronic ones). The students knew this and interpreted the situation in their own way. Classes began in two groups (9 and 10 forms) at the first and second lessons on Saturday.

Biologists have such a euphemism for it - "acute experience"; listeners began to disperse, and the tenth form, naturally, reacted more quickly. By the third session, it became clear that the project was failing, and the program was radically changed. Namely, we moved to the analysis of specific sociological studies carried out by different authors.

Critical analysis of a series of specific questionnaires allows, with proper approach, to tell listeners about all methodological tricks, subtleties and features, and to touch upon theoretical questions. The presentation turns out to be less logically consistent than usual, but as it turned out, the pluses outweighed the minuses, and the attendance was stabilized. And for critical analysis, studies were selected that were done on schoolchildren. This allowed the participants of the lesson to try the questions on themselves and to discuss such topics freely as "if the question is formulated too difficult to be understood ", "how can one ask this otherwise", "we would understand it better if..." and so on.

After a while, the listeners matured to the sociological survey in their school. The first to express this idea were schoolchildren themselves, and almost simultaneously and independently of them, the school administration started talking about the possibility of attracting listeners "to something practical". As the topic of the first study, which was of interest to both researchers and the "customer", i.e. for the administration, was chosen the attitude of schoolchildren to conducting the school-based lessons on their own. This school has such practice: on a certain day, some lessons are conducted by schoolchildren - in their own or in the junior form. Preparation is conducted in contact with the teacher, and there is a multistage procedure for determining the teacher-lesson-student combination, taking into account the teacher's desire and the student's desire to participate in the event, the lesson they prefer, and the agreement to work with each other.

Our task was to study the very conduct of school lessons by students and their perception of this event. Specifically, the task was to determine:

- What percentage of students took part in lessons conducted by their relative peers (as listeners and as "teachers") and how these lessons impressed the listeners;
- If students want such lessons to be conducted in the future and in which subjects;
- If students want to conduct such lessons themselves, in which subjects, in which forms and in what directions;
- If possible, to identify differences on all these points for different forms and different areas of study.

The students proposed all the questions of the questionnaire; drawing up a questionnaire from only seven questions took place in discussions during three lessons. The questionnaire was designed to be filled in during a small part of the lesson, as we assumed that taking time off from lessons would not cause enthusiasm among the teachers. Initially, it was assumed that the

questionnaire would be carried out only in some forms, but the schoolchildren wanted to cover the entire school, from the fifth to the tenth form, and they almost succeeded - they collected 351 questionnaires. The processing of the data was carried out by students, and the task was to obtain data for different year groups (all 5-th forms, all 6-th forms, etc.) and different directions (general education, physics and mathematics, socioeconomic, humanitarian, biochemical). Upon completion of the data processing, a report was compiled, and a presentation of the work was made to the school administration, where various participants of the research reported different parts of the work (methodology and individual items of the report). The administration estimated the received data as very useful.

In the course of the work, the class was stratified according to the degree of enthusiasm and seriousness: all participated in the survey (distribution and collection of questionnaires), part of the class (Blaginina O.A., Deryabin P.A., Zvyrlifus D.O., Kaminka G.K., Lunina A.L., Mkhitaryan M.G.) developed the questionnaire, processed data and made a report; two students of this group stood out - the "organizer" and the "analyst". The first one took over the distribution of the work among the classmates, and without any objection they accepted this role (perhaps traditional), while the second one most clearly formulated the questions and proposals.

The second study carried out by the same group concerned the schoolchildren's reading. The results obtained in the first and second study and the general conclusions concerning the teaching of sociology in the school are summarized below.

Research of conducting lessons by schoolchildren

The research of conducting lessons by the students showed that the lessons that pupils conduct have taken place in all forms, i.e. it is a constant practice for this school. Basically, these are lessons (in descending order of frequency) of the Russian Language, Mathematics (including Algebra and Geometry), Physical Education, Physics, Social Science, Biology, History. Therefore, this practice extends to basic subjects of all directions and, albeit to varying degrees, to profile subjects of different directions. In most forms, the situation is as follows: more than half of the respondents remember exactly what subjects they had similar lessons, only 5% of respondents do not remember if there were such lessons, and 10% do not remember on which subjects they had such lessons. It means that the presence at such a lesson is a memorable event.

Such lessons were conducted on average by 22% of respondents, but the distribution of those who conducted lessons was uneven: conducting lessons started from 7-8 forms, 18% students of which conducted them, in the 9th form 41% of students conducted the lessons and in the 10th form 56% of students did so. The distribution along the directions looks like this: the majority of

respondents who conducted such lessons are at the socioeconomic direction (there are 70% of them), and there are from 22% to 28% at other directions. As for the perception of such lessons by the participants, 85% of the students liked them, 4% did not like them and 11% found it difficult to answer. Positive ratings fall with increasing seniority of the form from 97% for form 5 to 70% for form 8-10. The reasons, most likely, are an increase of critical perception and a decrease in the effect of novelty. There is no noticeable difference between the directions.

As positive factors, students marked the studying atmosphere (unusualness, cheerful mood, unconventionality, novelty of the event) – that gives 60% of answers, content of lessons (perspicuity, interest) - 50% of answers, low study load (few assignments, the teacher did not ask the lesson, put good marks) - 10% of answers. That is, the atmosphere and content of studies are perceived as factors that are comparable in importance. And the ratio of the importance of the atmosphere to the importance of meaningfulness essentially depends on the form: for the 5th-7th forms this ratio on the average is 1.2, for 9th-10th ones it is 0.9, that is, for the younger students the atmosphere is somewhat more important than the content, and for the older ones the content is more important. The difference between the younger and the older students is 30%, which is significant.

The level of complexity of the classes was chosen correctly: only 10% of schoolchildren perceived them as easier ones (according to a combination of tasks and assessments). On average, 80% of the respondents want such lessons to be conducted in all specialized directions, 40% of them want such lessons to be conducted in general education. Some respondents orally expressed support for more frequent conducting of such lessons. Those who do not want such lessons to be carried out and who find it difficult to answer are approximately of equal quantity. Among those who liked these lessons, the proportion of those wishing such lessons to be conducted was naturally higher. However, 5% of respondents liked them, but they do not know if it is worth doing such lessons, and 2% liked such lessons, but they do not want such lessons to be conducted; this may be a manifestation of conservatism.

23% of respondents want such lessons to be conducted in any subjects or did not indicate which subjects they want to be conducted by schoolchildren (apparently, they are respondents who liked the atmosphere). At the same time, the share of such respondents decreases with age - from about 40% for 5th forms to 20% for 10th forms, i.e. the atmosphere, as it was already indicated, is more important for the younger ones. The rest preferred such lessons to be conducted in specific subjects, namely: Mathematics - 14%, Russian language - 12%, English Language and Physical Education - 5% each. Respondents basically choose a familiar one, because they already liked it.

60% of respondents want to conduct lessons, 20% each do not want or find it difficult to answer. That is, those wishing to conduct such lessons are more than those who have already done

this: there is a reserve of those who wish. The desire to conduct such lessons is somewhat different for different directions and forms (it is weaker in the general education direction.) The absolute majority of those who answered that they would like to conduct such lessons indicated a specific subject. Mathematics and the Russian language were mostly named; less common was a profiling subject of a direction, i.e. Physics in physics and mathematics direction, Geography in the socioeconomic direction, History in the humanities and general education.

Naturally, a year or two younger forms are usually named, in the second place is their own class, in the third one is a significantly younger form, i.e. in forms 5-7 - forms 1-3, in forms 8-9 the interest extends only to form 5 inclusively. It is possible that somewhere on the border of forms 7 and 8, self-confidence increases and / or interest in the youngest ones decreases.

As for the choice of directions, their own direction is most often indicated, and in the second place is usually the one where the respondents have friends, i.e., there is at least a partially familiar audience for the lesson. In part, this seems to be connected with the formation of directions, that is, with subject proximity. As a result, the situation is as follows. In the socioeconomic direction, the respondents name their own direction and then the physics and mathematics one, in the general education direction the respondents name the socioeconomic and then (with a large margin) biochemical and humanitarian, in the humanitarian direction they name their own, then socioeconomic and physics and mathematics, in physics and mathematics direction they name their own and biochemical one.

Study of schoolchildren's reading

In the second study, the coverage increased: all students from forms 5 to 11 were interviewed, and 508 were present at the class. The questionnaire was to find out the general students' attitude to reading (the main alternatives of the answers are given below) and specifity what they read during the year, the amount of time used for reading, the frequency of the use of "short summaries" or audiobooks, and also reading "from the screen."

The attitude toward reading fluctuates between "I like to read, I do it at every opportunity" (depending on the form - 17%-35%) and "I like reading, in general, but moderately" (13%-36%), and in the 5th, 6th and 8th forms the answers are shifted to the first variant, and in the 7th, 9th, 10th and 11th forms, naturally, to the second. If you divide the array not by forms but by directions, then all directions fluctuate between the second answer (13%-56%) and "if there is time from other duties, then I read" (5%-56%), and the humanitarian direction is shifted to the first answer (77%). The average time spent on reading is 6-8 hours a week in junior forms and 8-11 in senior ones, the

dependence on the direction is weak - 8-10 hours. That is, attitude is attitude, but the rest of life limits the free time.

As for replacing the full reading of works with short summaries, in the junior forms the most frequent answer is "I never or almost never do it" (25%-39%), but starting from the 9th form "it happens, but not too often" (29 %-55%), that is, life forces. If we look at the directions, the answer is "it happens, but not too often" (22%-82%) dominates in all directions, except for the humanitarian one, which is dominated by "I never or almost never do it" (68%). The motives in all cases are approximately equal "to understand whether it is worth reading the whole book" (depending on the form and direction - 10%-48%) and "I read a short summary to prepare for the lessons" (12%-66%).

The ratio of reading from the screen and paper is as follows: form 5 reads almost always from paper, the rest "approximately equally" (depending on form and direction 10%-42%), "mostly from paper" (10%-43%) and "almost always from paper" (16%-43%). The use of audiobooks depends little on the direction, but noticeably decreases with age, 18% in form 5 and 7% in 11th one select answers "approximately equally" and "I listen more often than I read, and 6%-28% in directions

The questionnaire had an open question - respondents were asked to list (in free form) the books they had read in a year. Since read information is usually remembered better if it impressed the reader, then the reading revealed by such a question, and with a limited response time, can be called "actual reading", and it should not be taken as a complete account of what has been read. However, even with this approach, it is possible to analyze the distribution function of respondents by the number of named books and the distribution of named books by epoch and genre, and for different classes and directions. Of course, at the same time the age trend of the ability to remember and the desire to name will be superimposed on real trends, so that these data should be perceived rather as qualitative.

It turned out that the most often named number of books for forms 5-7 is 3-5 books, for forms 8-11 - 5-7 books, but in the humanitarian direction and in forms 10-11 a group of "avid readers" appears (about 25%) who name 13-16 books, with some respondents naming 20-30 books. The humanitarian direction is 29% of respondents; 52% of those who have named 15 or more books are concentrated in this direction. Naturally, the intersection of features strengthens the effect – 10th and 11th forms of humanitarian direction are 6% of respondents, and of those who have named 15 or more books 29% are concentrated in this direction. The effect is an obvious consequence of the presence of additional courses in this direction (poetics, foreign literature, mythology) in addition to the basic course of literature.

The average number of named books is more because of the asymmetry of the distribution function; it is about 6 and 8 books, respectively; in fact, the number of read books will be more for the above reason.

In analyzing the directions, the picture is as follows. For the physics and mathematics and socioeconomic directions, 4-6 books is the most frequently named number of books, for humanitarian and biochemical this number is 7-9 books, for general education - 0-4 (that is, a relatively large proportion of those who do not read at all or give it minimal attention). On the socioeconomic and humanitarian directions, there is a noticeable group of "avid readers" who, as mentioned above, name 13-16 books (individual respondents name up to 20-30 books).

Analysis of the lists of specific named works and authors was made by splitting into groups according to time when the work became available to the mass reader or according to the genre; the list was made similarly to the one we used earlier for monitoring the reading of entrants of a technical institute for comparison of results.

If we single out the first ranks by the frequency of the mention, then the picture will be as follows. The first two places in all year groups and directions are divided by the Russian classics (i.e. the program) and foreign fiction (i.e. free reading). At the same time, the classic wins in forms 9-11 (anticipation of the Unified State Examination), and in the general education, biochemical and socioeconomic directions. In the 5-8 forms, foreign fiction wins in the physics and mathematics and humanitarian directions. The third place in the majority of cases goes to Russian science fiction, but not always: in the 5th form and in the humanities students prefer reading modern foreign literature, in the 10th form - foreign classics, in the 11th form they prefer foreign literature of the second half of the XX century, in the biochemical direction students prefer Russian Nonfiction literature. The fourth place goes in most cases to foreign classics (forms 6-9 and 11 in general education and socioeconomic directions). The first three places are, on average, 30%, 20% and 10% respectively. Further distribution looks chaotic, and the convergence of reading within one form is noticeable (the influence of the teacher and classmates, the appearance of screen versions and computer games), which, when analyzing the whole array, looks like random fluctuations. As noted in the literature, even formally, the same forms are different - they have a group identity.

In our case, the error arises, apart from the usual reasons, because of the "mosaic" of the aggregate, that is, because each form refers not only to the year group, but also to the direction. Moreover, the same year groups in the school are made up of directions in slightly different ways, and different directions are made up of forms belonging to different year groups. In this case, the error can only be judged indirectly, for example, by "noise", by chaotic changes in the results when

moving from one year group to another - in the absence of these effects, the data would have to change (in most cases) monotonically.

As for individual authors and works, analysis of this data is complicated by the small amount of the array, but it is possible, for example, to note a sharp weakening of interest in "Harry Potter" after the 8th form. Perhaps this is because it is more interesting for children and adolescents to read about peers.

The comparison with the data of our monitoring of the 80's and 90's shows that at this level of analysis the changes that have taken place are not great. The entrants of the 90's also had Russian classics on the 1st place, foreign fiction on the 2nd and Russian non-fiction literature on the 3rd, which now has the 4th place in the physics and mathematics direction. Fiction and non-fiction content, of course, has changed.

The questionnaire had a request to the respondents - in the list of literature they made, they noted what they liked most and what they read and later regretted that they spent time on it. It turned out that in general, with the increase of the year group, the share of positive estimates decreases by a quarter, which indicates an increase in criticality. If we single out the estimates of the first two ratings, then it turns out that foreign science fiction is assessed positively in 20%-60% of cases, negatively in 1%-7% of cases, Russian classics is assessed positively in 6%-20% of cases, negatively - in 2%-11% of cases. Among the directions, humanitarian direction appraises foreign fiction most (positively - 50%, negatively - 1%), the rest directions: positively - 23%-35%, negatively 1%-8%. The biochemical direction likes Russian classics more than other directions, (positively - 25%, negatively - 4%), while the rest directions estimate it as follows: positively 10%-12%, negatively 4%-7%.

Conclusions on the teaching of sociology in a school

If the subject is not mandatory, the sufficient level of interest for successful studies can be provided in two ways. This is a substantial content in the course of analyzing previous studies and conducting an independent study, primarily in their school. These two methods can be used together in one annual course (with a course rate of about 30 academic hours).

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Social and Pedagogical Support of the Gifted Child's Individuality

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Abstract. The authors show that the most important condition of the gifted child successful socialization in educational institutions is individual cooperation between the teacher and the child. The article describes the technology of pedagogic support of gifted children through individual education path. The authors reveal didactic principles, psychological and pedagogical conditions and various individual programs of creative development. The article also presents the concept of "individual style." The authors describe the role of the teacher and social and cultural space.

Keywords: individuality; individual education strategy; individual education path; individual progress trajectory

The problem of identification of gifted children is brought to the level of state policy in any civilized society. In the last ten years, many state tasks have been set and solved as strategic technologies. Therefore, it's appropriate to ask the following questions: Is it possible to develop educational technologies that support gifted children? What are the particularities of these technologies if in each case we deal with a unique creative personality?

Modern education deals with the problem of interrelation between socialization and individualization as primary factors that determine the success of personality development. It also searches for didactic means that aim to support child individuality. The discovered approaches can successfully be transformed into technologies that support the gifted child. This article presents an experiment in developing an individual education technology.

We interpret individual education technology as *a system of didactic steps* that fosters full development of the child in accordance with his/her individual peculiarities and parents' social needs [*Lykova E. A.*, p. 81]. This term can be reformulated in several ways similar in meaning: individual progress trajectory, personalized education, individual education path.

First of all, we will identify *didactic principles* that foster individualization of educational process [*Lykova E. A.*, p. 81]:

- The principle of anthropocentrism. If it is implemented, the child is at the center of education;
 - *The principle of developmental education;*

- The principle of individualization and differentiation of education that suggests development of individual progress trajectories;
- The principle of maximum diversity of provided opportunities for personal growth and development of the gifted child;
- The principle of transition of qualitative achievements into quantitative ones is one of the most important principles of psychological development;
 - The principle of the increased role of unregulated activities;
- The principle of creating conditions for the gifted child's independent activities along with the teacher's gradual decrease of direct participation;
 - The principle of free choice of additional education services by the gifted child;
 - *The principle of comfort* [*Lykova E. A.*, p. 81-82].

One can note that the most acute problems that prevent the realization of these principles are discrepancy between individual psychological peculiarities of the gifted child and the requirements, rules and predicted results which the education system demands from children, as well as the problem of insufficient psychological and pedagogic competence of teachers and parents.

The success of educational individualization and personal growth of each child in project activities can be ensured by creating psychological and pedagogical conditions, such as:

- multilevel integration of different types of children's activities;
- diversity and permanent change of children's activity types that are united by educational goals and a developmental program;
- preparation of a certain product by the gifted child as a successfully achieved result of his/her activity;
- a specially equipped place that includes a wide choice of didactic and other materials as well as information sources;
- individual programs and developmental paths of the gifted child which take into consideration his/her interests, capabilities, pace of development, individual education style, parents' social needs and the extent of their cooperation with the teacher;
 - formation of experience of self-management and independent activity;
- creation of emotionally comfortable atmosphere in children's group; respect for the gifted child's personality.

We can outline the following directions of individualization of gifted children which can be used in the system of main and additional education:

- support of the child's active attitude to the world around; forwarding his/her energy into the creative direction;
- giving the child a central role in the educational system aimed at development that is created of many different texts and integration mechanisms that allow the child to act freely;
- cultivation of intellectual curiosity; development of creativity, initiative, and competence;
- encouragement and development of the child's individuality; formation of the child's willpower, development of conscious behavior and activity; broadening experience of behavior regulation;
 - identification, support, and development of individual activity style;
- the child's individual development strategies are coordinated with parents; constructive recommendations of parents for the benefit of the child are taken into consideration;
- developing the child's skill of being reasonable and polite in countering the pressure of authority when he/she defends his/her opinion;

According to the approach worked out by L. A. Venger and his colleagues which is based on the theory of L. S. Vygotsky, *the main tasks* in the work with gifted children are the following:

- early identification of gifted children;
- creation of adequate programs and methodologies;
- formation of developing object environment;
- creation of social environment.

The individualization of education is carried out through individual curricula and teaching within individual education programs. Work on individual curriculum and completion of individual education programs suggest use of modern education technologies under which each child can get targeted information support in accordance with his/her interests, needs, and abilities.

Besides individual interests, needs, and abilities, we should recognize individual style as an integrated sign of a unique personality which is already evident in preschool childhood.

Individual style of activities is a system of original actions, ways, methods, techniques, and emotional reactions that a person draws on and exhibits in his/her activities and behavior.

The most important indication of the individualized education is the child's ability to generate new information and cultural texts independently [Lykova E. A., p. 92]. At the same time text can be defined as combination of sign systems with a certain meaning. In modern culturology text is considered to have been created by humans intentionally and artificially for communication (household items, works of art, books, dances, costumes, cosmetics and so on). Every cultural phenomenon is a text created by people with the help of signs and sign systems.

Figuratively speaking, text is "flesh and blood" of culture. And culture itself can be interpreted as a certain system of texts. That is why to acquire culture is to know its texts.

While working out the child's individual development paths one should take into account "zones of immediate development" (L. S. Vygotsky), as well as "development horizons" (N. N. Poddyakov) that are understood as a permanent movement towards complicated, remote, and, ironically, unreachable goal. Each child's individual progress trajectory is built according to the principle of epigenetic landscape (the term belongs to J. Piaget) when all the children are in the same social and cultural environment but they choose different paths to "move" towards "horizons" of their progress through the "zones of immediate development." K. Waddington's model of epigenetic landscape can be considered as a metaphor of developmental process. This model illustrates the role of different factors in the developmental process, shows different variants of development, and their causes. The model also demonstrates a sensitivity of certain developmental periods to the influences from outside and visualizes a complicated process of the child development reflecting its variability and multidimensionality. According to the model of epigenetic landscape, the child can follow possible paths of development like a ball placed into a real environment. While moving, it either accelerates or slows down its movement depending on the "landscape" peculiarities. By "landscape" we understand educational space including the developing three-dimensional object environment – in preschool (this model is being developed by I. A. Lykova), in the family (the model is being developed by I. A. Dyadiunova), in the system of additional education (the model is being developed by N. E. Veraksa, T. V. Volosovets and I. A. Lykova).

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Imaginative literature as a Means of Forming a Value Attitude towards the Home City for Preschoolers

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Abstract. The article deals with theoretical approaches to the system of attitudes among preschoolers to their hometown. Identified pedagogical conditions necessary for formation of the valuable relationship in children of preschool age to their hometown. Developed and experimentally tested procedural model: "formation of the valuable relation to the hometown of senior preschool children by means of artistic literature."

Keywords: attitude; valuing; artistic expression; literature; childhood

Preschool age is a period of formation of the motivational sphere, self-consciousness, value-relations. L. S. Vygotsky, emphasizes the need to create conditions conducive to "assign" a child of human culture inherent in the world [Vygotsky; 1982, p.28].

In the Federal state standard of preschool education of Russia educational process is considered as active familiarizing children with universal values. These values underpin the culture, absorbed and become personally meaningful in the process of education. In recent decades, the issue of values and value orientations, formation of value attitude to the world and man pays great attention to domestic and foreign literature.

Familiarizing children with universal values, their absorption is a very important personal acquisition of preschool age. With an introduction to the history of their homeland, with the feelings experienced by the child in acquiring new knowledge and begins the education of the citizen-patriot of his country.

Currently, the idea of forming relationships has become one of the leading in the aspect of value perception of the world. The concept of "attitude" in a philosophical dictionary is defined as the required time relationship of all phenomena, conditioned by the material unity of the world.

M. A. Dmitrieva, analyzing it, coming to the conclusion that the base category "is relevant to the subject focus on the object, which are not only material things, but also phenomena of culture, spiritual values, other people" [Dmitrieva; 1999, p.203].

Revealing the essence of the concept "attitude", V. N. Myasishchev interprets it as "a form of reflection a person of the surrounding reality" as "a coherent system of individual election, conscious relations and identity with the various parties of objective reality"; "the potential of

manifesting conscious active selectivity of the experiences and actions of a person based on his individual and social experience" [Treschev; 2005, p.59].

The famous Russian psychologist S. L. Rubinstein believed that attitude is the inner content of human action, "which is reflected in his motives and purposes." The analysis of psychological and pedagogical literature allows to introduce the relation as relations of personality with the various parties of objective reality, reflecting the needs, feelings, interests, beliefs, motives.

In this context, valuable is the statement of Trusheva that "relations manifest themselves in feelings, in desires, interests, needs, assessments, goals and motives of activity" [Treschev; 2005, p.65].

The formation of values occurs throughout a person's life, but the most sensitive period for the development of spiritual experiences of which humanity is preschool age.

V. A. Slastenin, G. I. Ciacova note that the nature of the emotional value attitude, because it "reflects the subjective and personal experience from surrounding objects, phenomena, people." [Slastenin, Ciacova, 2003].

Means of formation of system of values of the younger generation, we selected literature that has a special potential in spiritual and moral education of the individual, it most fully creates emotional, spiritual, cultural and social sphere of personality. Florina E. A., M. M. Konin, N. S. Karpinskaya emphasize the importance of literature in the comprehensive education of children. Features of perception of fiction preschoolers are reflected in the works of A.V. Zaporozhets, T. A. Repina, L. Y. Pankratova, M. Gurovich.

Plekhanov believed reading books one of the main means of upbringing the younger generation. According to G. V. Plekhanov, literature promotes aesthetic views, ideas based on sensory perception by readers of artistic images [Plekhanov; 1988, p.247].

So, L. P. Strelkova said that a small child can comprehend the power of a noble action, the meanness of betrayal, treachery and evil, feeling love and hate, of course, works of art, which not only broaden the child's view, enrich his knowledge about reality, and most importantly – they put it in a special, exclusive world of feelings, deep emotions and emotional discoveries [Strelkova; 1990, p.37].

Important in the formation of value attitude to his hometown in preschoolers is meeting with national folklore. In the national folklore fully represented all the richness and cultural heritage of the people, their ethics and aesthetics. His characters are the bearers of ethical and aesthetic values.

Reflected in folklore, regional culture lays the Foundation for value-relations, brings in an acceptable form norms and rules of social coexistence, stimulates the expression of interest and

emotional relationship to their hometown. It should be noted that stories about the folk culture and traditions will not achieve the goal if they don't continue in games, visual and theatrical activities.

A work of art as a figurative reflection of reality affects thoughts, feelings, imagination of children, provides effective attention to their behavior. K. D. Ushinsky wrote: "... the literary work moral, which forces the child to love the moral act, the moral sense, moral thought expressed in this work" [Ushinsky: 147].

Thus, the formation of value attitude of preschool children to the mother city is carried out through the development of its structural components:

- 1) Cognitive component directly related to the process of accumulation of knowledge about the history, the sights, the heroes of his native city;
- 2) affective component emotions and feelings to a native city, obtained in the process of familiarizing of preschool children to fiction of his native city, exploring the city, games and creative activities for children, forming the basis of the knowledge of the children of the surrounding reality;
- 3) Behavioral (action) component, which represents the integration of emotional and cognitive components of value attitude to the world through compliance with rules of conduct in the hometown of the implementation of activities for improvement (A. A. Volumes Kolominsky J. J., B. D. Parygin, S. L. Rubinstein).

In the study of the level of formation of value attitude of preschool children to the home town, we used the author's diagnostic material Reveneu E. K., directed on formation of knowledge of social reality [Komarova, Solomennikova; 2013, p.16-26].

The data indicate that:

- 1) Low level of knowledge about his hometown were detected in 55% of preschool children (don't know the history of his native town, have no idea about the events reflected in the Volgograd attractions, not familiar with the names, deeds, and activities of people who have made (making) a contribution to the development of his native city).
- 2) Optimal and adequate levels of emotional attitudes towards the mother were detected in 50% of older preschoolers (show a positive reaction toward the native town, the interest in the history and sights of his native city, to the countrymen of his native city, contributed to the development of Volgograd, show feelings of empathy, pride and respect to the heroes of his native city, interest in the modern city of Volgograd).
- 3) Insufficient level of development activity and the behavioral component identified in 75 % of preschool children (in care for adults in home improvement, kindergarten, city have passive participation, rules of conduct in the city's children are respected if desired).

This prompted us to create a procedural model "of formation of value attitude of senior preschool children for the native city", which includes work in three areas: work with children, work with teachers, work with parents. Plan with themes and content of the lessons is presented in table 1.

Table 1: Plan educational activities with children of 5-6 years for the formation of knowledge and understanding about his hometown

the theme	the contents	the numbe r of classes
"History of hometown"	To acquaint with the history of the city, which was founded as a fortress on the Volga, to foster an interest in the history of my hometown.	2
"The story-a con-versation about his hometown. The Coat Of Arms Of Volgograd"	To acquaint the children with the previous name of the city (Tsaritsyn – from the Tatar word Sari chin – yellow sand; Stalingrad on behalf of the head of state)	2
"Volgograd-the city beautiful, a city – worker"	To bring up pride in the fact that you desire to help adults to improve the city. Forming ideas about the life and work of people in the city respect for him.	2
"Hometown streets"	To give knowledge about the origin of street names, to show that the name of the streets you can learn a lot about the history of the city, to arouse interest in children to the history of his hometown.	2
"the tour of their hometown"	Introduce children to places in the city (parks, theaters, museums), to impart love to a native city, to foster a sense of pride for him.	2
"They were defending their Homeland"	To give knowledge about the defenders of the Fatherland. To introduce children to the monuments to those who defended our country and our city. To cultivate love for the Motherland, a sense of pride to the historical past of the city.	2
"Monuments of the native city"	To consolidate the idea that such a monument, to the memory; familiarity with the monuments in the city to those who have glorified our city (Efremov, Holzunov, maresiev Serdyukov).	2
"Heroic defenders of the Fatherland"	To consolidate and extend the children's knowledge of the city of Volgograd, its history; to acquaint with the young defenders of the city. Educate the foundations of Patriotic feelings, love to the native city	2
"Our native Volgograd"	To consolidate children's knowledge about the city, a hand-some, city – worker, about the history of his native city, its attractions (Central embankment, the Alley of Heroes, Square of Fallen fighters); to consolidate the skills of behavior on the streets of his native city, the feeling of belonging to its past and present.	2

The paper used works of poets and writers of his native city of Volgograd for children. The goal of this workshop was:

- To introduce children with the folklore of the peoples of the Lower Volga, Volgograd literary works of writers, to identify regional feature;
 - To acquaint children with the history of the city's attractions reflect historical events;
- To develop a sense of pride and respect for their land, through the perception of works of art of his native land.

Educational activities with children were conducted in accordance with the structural components of the axiological attitude: Cognitive component was formed through the program: "My Motherland – Volgograd" L. V. Loseva, M. V. Korepanova, A. M. Yatsenko [Loseva, Korepanova, Yatsenko; 2002, p.1-71].

Work on the development of the emotional component was carried out outside the classroom: through the trust walks, talks with children about what they are reading, seeing pictures about the city and family photos of those corners of town, where children were with parents; working together for the improvement of his native city. To do this, lay down rules of conduct of the citizen in the didactic games. To maintain order in the city their children.

The creation of activity-behavioural component occurs through the assimilation of children's culture in the city, i.e. through familiarization with the rules and perception of fiction. The introduction of the preschool children in the cultural space, took place over the familiarity with the folklore, the art works of the Volgograd writers and poets: Agustinoy M., Ovchintseva V. P., Kramarenko V. A., Mavrodiev E. V., Medvedev G. N., Briskina T. I., Shcherbakov Yu., Romanenko V. P., Vasiliev S. E.; book design, children's magazine "Curdled milk"; the holding of virtual tours in Volgograd regional universal scientific library im. Gorky.

Pedagogical education of teachers and parents was carried out in the form of consultations on the topic: "the Role of literature in the development of the axiological attitude of the preschool to a native city", "formation of the valuable attitude to his hometown in preschool children", parents: "Family reading as a factor shaping the interest of the child to books", create a reminder note about home reading," workshops: "the art of the Volgograd writers", "the Folklore of the Lower Volga", was defined the role of folklore in the formation of the value attitude of the preschool to a native city, revealed peculiarities of the regional culture of the lower Volga region through folk games activities teachers. ("Children's folklore Volgograd region" Atanov N. And. Shishkina E. V.). Forms of work: exhibitions, photo favorite places of his native city and its attractions, folklore events: "the city Day", "Day of victory in the battle of Stalingrad", "may 9 - Victory Day". These activities contribute to the cohesion of the family and the child-parent team group, as the process involves all family members from grandparents to toddlers, and also secured the knowledge of hometown, there is an understanding and respect for the heroes and events of the small country. The final stage of work is the project with the parents: "Hometown of

Volgograd", the purpose of which is the manifestation of the value attitude to the native town of the parents and children. Thus, preschoolers are attached to the traditions of his native land, learn the value of family, and regional.

Thus, the re-diagnosis of formation of value attitude of senior preschool children to his hometown revealed: 1) the Cognitive component (knowledge and understanding about his hometown), 100% of the preschoolers formed at sufficient and optimum levels. 2) affective component (attitude to the native town) is shown at the optimum level in 66% of children. 3) Action-the behavioral component (participation in activities for the improvement of, compliance with rules of conduct in the city) formed to an adequate and optimal levels at 47%.

The study of the problem of formation of children values related to hometown suggests that the development of its structural components are interrelated:

- 1) formation of system of knowledge about his hometown, promotes the valuable relationship of the preschool to a native city;
- 2) familiarity with the literature of the Volgograd writers, encourages children to emotional perception of his native city;
- 3) the creation of activity-behavioural component occurs through the assimilation of children's culture in the city, i.e. through familiarization with the rules and perception of fiction. In the process of reading fiction about his hometown preschoolers are attached to its history and attractions, regional culture, they have formed the stock of art impressions, developing a poetic ear, awakens interest in the work, the ability to Express their feelings and thoughts in speech, drawing, develops imagination and imagination. Children show a desire to continuously communicate with the book, feeling a distinct pleasure when hearing works of art.

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The Problems of Socialization of Modern Preschool children and Primary Schoolchildren

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Abstract. The article discusses the issues of socialization and self-regulation of preschool and primary school children. The organization of a friendly society on the territory of kindergartens and schools in order to develop social skills of preschoolers and junior schoolchildren are becoming a new task for the PEI and primary school. Consideration of the experience of socialization for example SFEI Gymnasium No. 1532. Analysis of the effectiveness of this technology in the PEI and primary school. The continuity of the work the PEI and primary school.

Keywords: social life; continuity; technology of effective socialization; self-regulation

Introduction

It is obvious that modern children live and develop in completely different sociocultural conditions from the ones in which their peers did 25-30 years ago. The extreme parental employment, the generation gap, the marketization and the excessive use of technical means for child subculture, the absence of a "yard" socialization, the isolation of the child in the family - all these and other tendencies negatively affect the socialization of modern children. The growing of negative trends in a teenage environment (such as aggressiveness, lack of humane forms of conduct, alienation, isolation, etc.) brings the task of socialization of children (beginning with preschool childhood) to the forefront. Social psychologists say that in the modern world, a child in many ways is to independently determine the strategy of behavior in this or that situation, even at an early age. Therefore, an effective socialization, that is, acquisition of the generally accepted rule and values existing in society - is one of the main conditions for a child's life in society and the child's personal school readiness.

However, at present, education is experiencing a modern technologies deficit relating to personal development. Kindergartens clearly prefer cognitive development of a preschool child to the detriment of the social and personal one. As noted above, first of all, parents bring children to a kindergarten for quality training for entering a prestigious school and collective life skills. But according to the polls of the children of senior and preparatory kindergarten groups, the child

himself goes to kindergarten to play and to go for a walk with the children. A huge contradiction exists (though carefully concealed) in the demand for schools to teach everyone to read and write, considering that in kindergartens children mostly only want to play. In the majority of kindergartens, children are not being prepared for real life at all. The ability to solve the conflict on their own without resorting to the help of an adult is not being formed. The ability to determine one's desires is not being brought up (considering the situation when they don't coincide with the majority of desires of the children in the group). All of this means, that preschool children do not develop social skills. On the one hand, as noted, this is due to increased requirements of schools to the intellectual level of first-graders, and, on the other hand, this is due to underdeveloped technologies of a social and personal development of a preschool child and the institutionalizing of pedagogical process.

Analyzing the life situation of a modern preschooler, we can see that free communication between children takes from 10% to 20% of their lifetime. As a rule, this happens during regime moments (walk, free play). The current situation does not allow to develop effectively certain personal qualities that are being formed in various situations and forms of activity, when child is given the opportunity to correlate his behavior with the requirements of the situation, the expectations of other people, to update the psychological reserves of the individual according to the situation and interpersonal interaction.

The life of children in a Metropolis s is associated with a huge risk and fears of parents for their safety. According to a survey of parents in Moscow and the Moscow region, only 1% of children of senior preschool age and junior school age walk the streets unaccompanied; by themselves; solve conflicts in the streets without the participation of adults, visit friends. According to the opinion of 60% of parents, the independence of children manifests itself only in the choice of toys, food, games and activities at home, and some observance of the rules of conduct in public places.

Thus, the pre-school excellence initiative (PEI) become the only places where children can take the initiative and be independent without fear, along with interacting with children of different ages in various types of activities that the family is incapable of creating.

The organization of a friendly society on the territory of kindergartens and schools in order to develop social skills of preschoolers and junior schoolchildren is becoming a new task for the PEI and primary school. There, the whole life of the child should be aimed at developing the personality of the baby and its interaction with children and adults.

The development of the child's self-regulatory mechanisms and codes of conduct serves as a base, as a foundation for further development of social skills.

The development of self-regulation is one of the main lines in child's development. The

variety of activities, that a preschooler and a junior school child masters, unites one - they form the most important new personal formation of this age - arbitrary regulation of behavior and activity, the ability to self-control.

Self-regulation is the process of managing a person's own psychological and physiological states and actions.

Researchers such as L.I. Bozhovich, V.V. Davydov, T.V. Dragunova, I.V. Dubrovina, A.V. Zaharova, A.K. Markova, E.O. Smirnova, D.I. Feldstein, D.B. Elkonin and others note that by the end of the preschool age, there should be such new formations, as arbitrariness and the ability to self-control. Despite the fact that such complex systematic formations as reflection, self-regulation and arbitrariness pass at this time only the initial stage of formation, their development is important precisely at this age period. Therefore, the most important mission of education in kindergarten is to teach the child to consciously manage his behavior, to form the necessary personal qualities also.

Neuropsychologists determine the conditions for the formation of arbitrary self-regulation this way: "Three conditions are necessary for this," writes A.V. Semyonovich, - "The age maturity of all systems and subsystems of the organism, the actualization of a program of interaction with oneself and the world around them responding to that age.

Second is the enrichment of the external environment, the variability and constancy of which must be in the optimal ratio, which allows us to work out and strengthen the most effective behavior.

The third is the adult environment of the child, which provides adequate social examples."

Thus, the mechanisms of developing self-regulatory of conduction of children in PEI and at school are:

- creating a developing transformative environment, both subject and environment of "Developing Communication";
- broadcasting by all participants of the educational process in the PEI of significant examples of social behavior;
- regular and specially organized activities for the development of self-regulation of children's behavior;
- creating an effective technology for including parents in socially relevant activities in collaboration with children;
- developing a technology for creating a team of like-minded people for mastering new methods of self-regulation of the behavior of children and adults in PEI.

The question arises as to how to create such situations and forms of activity, in which the development of self-regulation, the foundation of socialization, would proceed in the conditions

which are the most appropriate for preschool age? How to solve the problems of socialization in a traditional, ordinary preschool initiative, without resorting to the restructuring of its entire life activity, to the total retraining of its teachers, the revision of the entire content of the program?

Authorial "Modern technologies for the socialization of the preschooler in the educational complex", which were used in this school year in State-Funded Educational Institution (further SFEI) Gymnasium No. 1532 allow approaching to gradually resolving of the above-mentioned problems.

SFEI Gymnasium No. 1532 consists of 8 structural subdivisions of preschool education and 4 school structural divisions. The innovative work of SFEI Gymnasium No. 1532 covers 1369 children in the PEI and 1350 children in school education.

The dynamics of involvement in the innovative activities: from September of 2016 to May of 2017, 25% of the PEI and the 10% of school education showed increases of up to 87% of the PEI and 90% of the school, respectively.

In an innovative way, work was carried out on the technology of effective socialization according to the author's method of N.P. Grishaeva, including the following methods of working with children:

«Reflective Circle»

«Club Hour»

«Problematic pedagogical situation»

«Social Event»

«The Final Feast»

«Magic Phone»

«The situation of the month»

«Volunteer Children»

«Developing Communication»

The implementation of the innovative project was initially based on the task of developing self-regulation skills in preschoolers and junior schoolchildren in the process of creating models for interaction between teachers' teams, school and parents, and effectively inculcating social skills:

- mastering of norms and rules of communication of children with adults and with each other. Development of communicative life skills in the team;
 - thr development of the ability to work as a team and to enjoy it;
- at the primary level development of social roles: I am a member of the collective, I am a member of the family, I am a boy or a girl; I am a Muscovite, I am a resident of Russia, I am a resident of the Earth, I am part of the Universe through essential experiencing it and self-

determination in these roles.

- the development of the ability to make their own decisions based on self-confidence, awareness of moral choice and gained social experience, developed skills of self-regulation of behavior.
- creating a developing transformative environment, both subject and environment of "Developing Communication";
- broadcasting by all participants of the educational process in the PEI of significant examples of social behavior;
- regular and specially organized activities for the development of self-regulation of children's behavior:
- creating an effective technology for including parents in socially relevant activities in collaboration with children.

Within the innovation platform, an analysis of effective socialization in the PEI and at school is conducted, a model of interaction is projected, an intermediate information on the introduction of effective socialization technology at all levels of the educational process is collected. Conditions are being created to improve the competence of parents aimed at developing the personal qualities of preschoolers and further continuation in the process of education in primary school. Conditions are being created to increase the level of parents' satisfaction with the quality of upbringing and education through their active inclusion in the educational process in various types and forms.

CHILDREN / PARENTS / KINDERGARTEN TEACHERS / TEACHERS are participants and are involved in the educational process.

Generalization and dissemination of the experience in the implementation of the innovative project takes place at the municipal, regional, interregional, federal, international levels through participation in conferences, hosting master classes with the invitation of outside colleagues, the organization of seminars, scientific and methodological publications on the subject of innovation, an experimental adjustment, adding and developing of innovative methods and technologies of education and upbringing.

Monitoring of the process of innovative work is carried out through observation, individual conversation, the performing of diagnostic tasks with the obligatory compilation of diagnostic tables and the surveying of teachers and parents. Also as a diagnostics, children are being monitored in a freestyle game. These diagnostics are divided into two groups - mandatory for the innovation work and additional, developed as a result of innovation activity and used as recommended. Intermediate diagnostics will be carried out in two steps - at the end of September and at the end of April.

The methodology is adaptive to the PEI and primary school, in the process of the innovation platform activity and conducting experimental observations there can be made changes and additions in the methodology, to ensure continuity. Continuity is provided by the technology itself in the evaluation conducted by 80%.

- «Reflective Circle»
- «Club Hour»
- «Problematic pedagogical situation» (for a year/month)
- «Social Event»
- «The Final Feast»
- «Magic Phone»
- «The situation of the month»
- «Volunteer Children»
- «Developing Communication»

Within the individual observations based on the innovative platform of SFEI Gymnasium No. 1532, was noted the need for a methodological order for the development of technologies and methodological instructions on the diagnostic technique "Magic Phone" which is not to applied and can not be applied in primary school because of the psychological peculiarities of the age the children.

The continuity of the pre-school excellence initiative and primary school within the introducing the innovation activity is taken as the basis for the continuing education of the child and is determined by the degree and levels of sufficient social skills, by the willingness to independently extract and use knowledge and the gained social skills. During the period of conducting activities, the solution of close interaction between the PEI and school problem is noted. Pedagogical communications and experience exchange are carried out, which increases the level of competence in general.

Positive observations and continuity in the design of the model within the innovation work:

- creation of a unite society of the PEI and SCHOOL
- improvement of the adaptation process
- reduction of the number of conflicts and general improvement of the psychological microclimate in groups and classes
 - improvement of the discipline indicators
 - implementation of different-age communication links, as a result of the mind-broadening
- dynamically qualitative indicators of self-regulation level of children and the acquisition of social skills

In elementary school five "Club hours" were held:

«Journey through the cities of Russia»

«Traveling through countries»

«Ladies and gentlemen»

«Cosmonautics Day»

«Military-patriotic game "Zarnichka"»

The Professional Self-determination of Schoolchildren and Engineering Activity

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Abstract. This article exam the main forms of professional orientation of schoolchildren in the sphere of engineering activities. The article analysis the possibilities of testing by methods revealing the abilities and preferences of schoolchildren in modern conditions. In this article presents the positive and problem aspects of the early specialization and engineering profession orientation. The analysis of some modern practices of profession self-determination of schoolchildren has shown that fundamental changes are taking place in the system of professional pre-university education. There is a quantitative and qualitative filing of the engineering educational field. The social and economic status of the engineering profession is increasing. More and more schoolchildren are involved in the system of creative achievements and self-realization.

Keywords: engineering activity; professional orientation; self-determination; schoolchildren; education; career guidance; engineering profession; engineering dynasty

The International Scientific Congress "Science and Engineering Education" was held in June 2016 at the Bauman Moscow State Technical University. One of the scientific sessions of this Congress was initiated for discussing the problems of beforehand engineering professional orientation of schoolchildren in the system: "School – University – Enterprise". The Congress program included a discussion the problems related with professional orientation of schoolchildren in the engineering profession, testifies to the relevance, the sharpness of this theme. This evidence about particular relevance this problem. We can dedicate several interesting trends of engagement of programs for effective involving of schoolchildren in research, design, and engineering activities:

- 1) The development the necessary socio-economic and information conditions which help to consolidation the status of the engineer in terms of evolution of the engineering profession;
- 2) The beforehand professional orientation of schoolchildren and the beforehand professionalization in the engineering activities;
 - 3) Pre-university training of abiturients and the qualitative profile school education
- 4) The promotion the continuity in research activities in the system: "School University Science Production" on the one hand and support of the professional dynasties and scientific schools on the other hand;

- 5) The study of motivation and needs of modern schoolchildren and their parents in selecting an educational path;
- 6) The study of effect the market on changes of status positions of the engineering profession;

In the study "Engineering Dynasty of Russia" we have analyzed viewpoints of the experts (professors of engineering universities) about the place, role of the engineer and engineering dynasties in the modern society; about the assessment the level of background of engineering personnel; about the potential trends to improve the social status of scientific and technical intelligentsia in the terms of industrialization.

The experts noted that there are not clear state policy in sphere of industrial development of the country and there are not effective system of support the socio - economic conditions for development engineering activities in Russia. It's the causal of the low status of the engineering profession; the engineering community has not consolidated; students of technical universities does not see their perspectives in realization their engineering activities; the level of knowledge obtained in school does not allow the schoolchildren assimilating difficult programs of higher engineering education, etc.

It's necessary start from the school to reform all system of professionalization and support of the engineering community: "The engineer must be educated from the cradle. There must be schools of technical profile." Specialists must come to school. "My professional choice as an" electrical engineer "occurred in school. Our teacher was a power engineer, and he told us about the profession of the power engineer. I was interested in this profession and this profession was interested many of our schoolmates also and we went to enroll to the energy institute the whole class. The profession orientation should be in school (Expert MEI). It is necessary that professional engineers come to schools. It is necessary to provide them with the opportunity to teach specialized subjects. In our institute, a young teacher was teaching a course of tele mechanics. He had a practical experience in completed the commissioning of a mechanical sensor. He told us how this work went. It was very impressive. He was not just a teacher ... A teacher can be a professional teacher, but he was never been a professional engineer and the effect of his teaching will be minimal (Expert MADI).

The experts has agreed that, on the one hand, the beforehand professional orientation of schoolchildren in all possible forms and methods is very important, on the other hand, necessary the support of specialized schools, focused on teaching future engineers.

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We have analyzed some actual practices of professional orientation of schoolchildren in the sphere of engineering activities.

Testing in Framework the System of Professional Orientation

The Ministry of a Labor and Social Protection has approved a resolution [Ob izmenenii polozheniya o professional'noy oriyentatsii...] governing the activities in the field of career guidance [Ob uchrezhdenii Polozheniya o professional'noy oriyentatsii...].

In accordance with this document: the **professional orientation** – is summarised concept of one of the components of human culture, realised in the form of care the society about professional development of the young generation, support and development of natural talents and also providing with the complex measures for person in his professional self-determination and choosing the optimal type of employment in accordance with his needs and abilities and socioeconomic situation in the labor market.

This definition, in our opinion, should be added by exact interdisciplinary definition which meet to contemporary realities, to which we join: "The **professional orientation** - is a scientifically substantiated system of socio-economic, psychological-pedagogical, medical-biological, technical and production measures to provide with young people personal-centered care in the identification and development their skills and abilities, professional and educational interests in the choosing of profession, as well as the formation of the need and the readiness to work under market conditions and in term of multiformity of ownership and entrepreneurship forms" [Zeyer, Pavlova, Sadovnikova, 2004].

The requirements for the provision of services for the professional orientation of the population of Russia by state vocational guidance services are defined by the Order of the Ministry of Health and Social Development of the Russian Federation [*Ob utverzhdenii Administrativnogo reglamenta...*].

Among regional papers, it is possible to note the Decision of the coordinating Committee of assistance of employment of the population of the city of Moscow dated 2 March 2011 No. 2 "On the work on professional orientation of students in secondary vocational education institutions and graduates of secondary schools", that outlines key programmatic areas of career guidance in the middle of the educational organization of Moscow.

Russia has signed, and in some cases ratified a number of international legal instruments relating to vocational guidance. It should be noted that in these documents it is emphasized that for the population the provision of such public services should be provided free of charge. Russia is not currently fully met these requirements.

Modern system of the state services which includes providing to adolescents a special market information, professional consultations (testing), the help in professional choice and a professional, industrial and social adaptation of schoolchild can be used for organization of large-scale sociological researches of processes of the early professional orientation of adolescents [*Ivanova E. Yu.*,2012, pp. 3158-3169].

The Testing designed to assess psychological, intellectual capacity the teenager realized in a specific professional field, can be carried out and is conducted during periods of mandatory self-identity, namely, At the time of the choice of the profile of the educational organization of secondary General and special education; of a profiled class in school or of higher educational institution.

The purpose of such testing, the selection of adolescents who will be able to study in the future to realize themselves in specific field of human activity, for example, in the engineering activities. We pursued another goal: to use valid testing methods to estimate the real public interest and objective and subjective perspectives choice of the particular of profession by the modern schoolchild.

Methods of evaluation of professional capabilities, interests, motivations and creativity of the teenager [Ibid] had allowed under the pilot project during the period 2001 to 2016, to test the 489 schoolchildren: 428 Muscovites, 33 resident of the Moscow region, 28 residents of other regions of Russia. Out of the total number tested 31% boys, 69 girls. 48 % of children attend secondary institutions. 19 % are teaching in vocational schools and high schools, 33% are in schools with In-depth training in specific subjects. The sampling is random.

Thus, it is possible to distinguish three consolidated target of kids and parents who undergo the testing procedure: to navigate in a forthcoming choice of the educational institution or class; to satisfy the interest in the process of self-discovery; to help in various situations related to problems of learning and school performance. One of the problems of the professional self-determination, was discuss in the process of communication with parents and children, was the difficulty of choosing between the humanitarian and technical directions of further education and, ultimately, between non-engineering and engineering education. In this case, knowledge, skills, physical and mental capabilities of teenagers often start to play a less significant role in Choice of educational trajectory, Than privileges and advantages the profession with higher socio-economic status.

In fairness, it should be noted that of the 489 young people who passed the proposed set of tests and trials, only 11% had definite characteristics necessary for the modern engineer. In addition, of these 11 per cent, only 25 adolescents expressed the desire to choose a technical specialty.

In explaining the motives of adolescents in choosing a profession, we received the following distribution of answers presented in Table 1. The question was: "What is most important to you in choosing a school?" We present the distribution of answers of the adolescents according to the degree of decreasing the number of positive responses for the age group 14-17 years and above (were allowed to give multiple answers).

Table 1: Motives for Choosing a Future Profession (According to Adolescents)

Variants of answer	In % to total number of
	responses
To be able to then earn a lot of money	63,8
Have to be interesting to learning	52,4
The Institute have to be close to home	21,6
Do not take exams in unloved subject (often mathematics)	9,5
We have a family tradition	9,1
How parents will decide - so be it	7,6
I want to study with my school friends	5,3
Other	7,3

Obviously, the material factor plays a pivotal role in the list of motives for choosing a particular profession. Although only 7.6 % of teens fully depend on the parents decision, in fact, the influence of parents and society on the motivation of children is much higher and is reflected in the pragmatic component, namely: the socio-economic status of the profession, perspective of the Increasing social mobility of the profession and public recognition of the upcoming career implementation.

In 2009 and in 2011, the Levada - Center conducted a representative survey of 1,600 Russians in 128 settlements of 46 regions of the country. The distributions of answers to questions of this study are given in percent of the total number of respondents, together with data from previous surveys. Respondents were asked the question: "Which of the following professions/positions you consider to be the most profitable? (Not more than 3 answers)." In the 1999, in the 2007, in the 2009 and in the 2011 only 2 percent of respondents said that the profession of engineer is profitable. However, to the question (2011): "Which of the following occupations do you think are most respected in society?" – only 6 % of respondents included the profession of engineer in this list. Thus, the engineering profession is respected by society, despite the lack of economic attractiveness. In 2014, the Levada - Center conducted another study "In What profession Russians would like want to see their children?" The answers to the question: "What profession would you like your son (daughter) had? (Multiple answers)," distributed the following: (in % from total number of respondents).

	2004	2006	2007	2014	2017
The engineer	10	13	12	8	9

The trend is obvious. When we comparing the data obtained by Levada-Center and WCIOM - we have some doubt. In 2014 the WCIOM interviewed 1600 respondents and received the following answers to an almost identical question: "If you have (would have) be growing up children, grandchildren,- whatever profession, occupation would you wish for them and which one you would not?

The following data were received: 27% respondents noted the profession of the engineer as the most desired, 39% - as desired, 6% - as undesired and 7% as not very desired. This discrepancy in the evaluation of public opinion requires further study and interpretation. However, in our opinion, it can talk about the instability of a dynamic assessment of the social significance of an engineer, as the saying: "and wants and is pricked'.

On our opinion, testing of schoolchildren in the framework of career guidance allows to track the reasons for choosing a particular profession, the degree of influence of parents and school on decision making under conditions of responsible testing and manifestation of independence. This testing serves as a monitoring system of processes of self-determination of schoolchildren and, in particular, changes in occupational preferences and educational trajectories. In addition, such testing and discussion of results (a social psychologist – teenager– parent) - is a motivational impetus for self-reflection, self-assessment and adoption of informed decisions. To develop vocational recommendations, we used some multi-factor model that allows assessing the capabilities and potential of the person that wants to be realized in a particular activity. The content of this model is based on:

- 1) The estimate of the level and structure of knowledge of modern teenagers: (test E. F. Wunderlick, V. N. Elder [*Buzin, 1989*].) The information base resulting from processing of the test results can be called "Opportunities";
- 2) The evaluation structure of interests of the respondents (Questionnaire a "Map of Interests" [*Shkola i vybor professii*. 1970; *Zeer, Pavlova, Sadovnikova, 2004*;].) The information base resulting from the processing of the dates of this test can be called "Desire";
- 3) The evaluation by the adolescent of personal capabilities within professional and educational trajectories ("Questionnaire of professional readiness". Kabanovoy [Zeer, Pavlova, Sadovnikova, 2004]) The information base resulting from the processing of the results of this test can be called "self-Esteem";

- 4) The evaluation the creative potential of adolescent (Creativity Test Torrence: Diagnostics of Creative Thinking). The information base resulting from the processing of the results of this test can be called "Creative potential" [*Ilyin E.P.*, 2012, pp. 330-339];
- 5) The evaluation of the personal characteristics of adolescent (*test M. Z., Tokarevich "Nonexistent animal"*). The information base resulting from the processing of the results of this test can be called "Personality" [*Wenger A.L., 2003*].

Having general information about level and structure of knowledge and about psychological and personal characteristics of schoolchildren the sociologist estimate in a particular time interval the ability of schoolchildren to master one or the other profession. Each specialty, profession can be "constructed" and described by a set of (system) demanded and essential abilities (professiogram) in accordance with the dominant of one of them and taking into consideration the most effective form of its realization during the process of career self-determination. Thus, by using these tools, based on identified educational potential of adolescents 14-18 years we can form the certain system of measures for effective management of developing process.

In our case, we analyzed the opportunities of modern schoolchildren to self-realization in the engineering profession. The test results could be next:

- The schoolchildren' confirmation of the intention to choose the engineering profession;
- The recommendations for change the intent of the schoolchildren don't choose the engineering profession as a career path;
- The recommendations of refusal from the desire to become an engineer, provided that all parameters which has been identified in the testing will be saved and will be provided the justification of contraindications to such professional activity;
- The recommendations for implementation of the necessary conditions, adjustments, additional classes for a possible choice the engineering profession and applying to a technical university;
 - The recommendations for choosing of alternative profession.

Technologically the process of developing recommendations is as follows. Information databases are systematized. The relationships between different indicators are examined. The attitude of the student and parents to the test is assessed. This all allows you to construct a model of vocational preference and develop strategies for career choices, to clarify educational path.

Based on the results of our study, should be made several comments that reflect real problems in the level of preparation of schoolchildren which influence on the schoolchildren' choosing the technical specialty.

- It turned out that modern schoolchildren are quite difficult made even the simplest numeric calculations without the use of technical devices. There are 243 schoolchildren (49.8% of the total number tested) used the calculator, despite the ban. We received the following answers to the question: "Why do you use a calculator, although they was warned (been warned) that this is forbidden?" "Too lazy to think and write" (72%), "It's quicker" (19%), "It's habit" (9%). Those schoolchildren who did not use a calculator (63%) have made arithmetic errors..
- One third of the examinees made the math mistakes, explaining that: "I do Not like math" (51%), "too Lazy to count" (32%), "tired" (20%).
- 83% of schoolchildren rate their possibilities in specific types of activities (man-sign, man-technology, man-nature, man-image, man-man) below, than the attitude or interest of the same types of activities. This demonstrates on the one hand, the educational potential of schoolchildren, which cannot be disclosed into conditions of the modern system of education, on the other hand, its shows the distrust to own abilities and capabilities, the uncertainty in the quality of own knowledge.
- We would like to notice that teenagers often give wrong answers (in 52% of cases), only because they not are able read the tasks attentively.
- More often girls are focused on the following professions: journalism, foreign languages, law, scenic art, fine art, in the last 2-3 years medicine; boys are focused on the following professions: law, foreign languages, electro-technology and electronics, sport, transport, social activities. Predominantly humanitarian focus of the choosing of our respondents shows the attractiveness and more high status of these professions in the eyes of a teenager. On the other hand, in according to our study, the percentage of schoolchildren from physical and mathematical schools who take test is low because their educational path is largely predetermined. Such optional testing applies only schoolchildren of technical and natural scientific orientation schools, who for various reasons want to change the profile of learning.
- We fixed the "Anti-interest" of schoolchildren to the professions, which associate with school subjects: physics, mathematics, chemistry, biology, and history. To the question "Why?" often you could hear: "Don't like it. Not interested. The teacher is carping. I don't need it. It's hard.
- The structure of the knowledge adolescents 14-18 years of age are on the results of testing by the method of E. F. Wunderlich [*Buzin*, 1989], obtained as a result of the pilot test are shown in Table 2 [*Ivanova E.Yu.*, 2012, p. 3165] and confirms not high level of preparation of schoolchildren for the choice of the technical profile of further professional education.

Table 2: The structure of the knowledge adolescents 14-18 years of age on the results of testing by the method of E. F. Wunderlick

The kind of abilities	The maximum number of points that could be obtained	The average number of points obtained as a result of testing	The degree of achievement of the subjects' maximum result (%)	
1	2	3	4	
The numerical ability	14	4,93	35,21	
The speed of thought processes	2	0,77	38,50	
The awareness	3	1,26	42,00	
The spatial vision	4	1,82	45,50	
The attention	2	1,03	51,50	
The logic ability	7	4,01	57,29	
The verbal ability	22	15,39	69,95	

Only an optimist does not note decrease the level of secondary education. The quality of education is eroded in high school. In 2015, the students of Russia for the first time in history did not win any gold medal at the International mathematical olympiad (21-e a command place). The learning process has turned into a championship between the schools. Students find it difficult to learn in technical institutes even at the maximum mark (100 points) on the Unified state exam (hereinafter: EGE). "We require a revision of the criteria for the transfer of primary points to the secondary points of the EGE in mathematics (profile) due to the high level of the tasks of Part C and the inconsistency of most of the tasks in Part B (typical tasks) provided by FIPI in Internet resources and methodological materials for the preparation for the EGE. Students should be able to enter the university on the basis of a school curriculum, while the mathematical level on the basis of school curriculum is not provided" [*Vypuskniki potrebuvali...,2016*], - a similar petition is posted on the site onlinepetition.ru and signed by more than 70,000 people

The percentage of students who failed to complete the first year of training in a technical university can reach 30%. High EGE scores are not at all a measure of the ability of the graduate of the school to learn further. "In children the wrong benchmarks: the child learns in order to be accepted into University, not get an decent education [Nedouchennyye? 2016, p. 23] The school is training schoolchildren to surrender the UGE. Teachers' fear that due to low UGE scores will be reduced theirs wages. The schoolchildren are learning to solve typical tasks instead of to learn the math and to think independently. As a result, the student of the 1st year does not understand the professor. And almost all of the 1st year is spent on the retraining of what was badly done at school.

To the question: "can you Imagine, what will you doing in the profession that most interesting for you?" - in 65% of cases the answer was: "I don't know".

The task of the professional testing is to provide of schoolchildren with information on the specifics of the profession; about the restriction of the profession (medical, psychological); about universities that teaching engineers for various sectors of the economy; about the prospects of a career and creative growth. The experts which we have interviewed are formulated the requirements to the personal qualities which has to have modern engineer:

- The ability to make decisions in a multifactorial environment.
- The ability to work with related industries;
- The ability to assess and measure the processes and results;
- The understanding of engineer's place in the chain of relations between science and practice;
- The presence of self-esteem;
- The mandatory professionalism and social responsibility for the decisions;
- The ability to work in a team and resolve conflicts for the benefit of the implemented engineering project.

Table 3 contains data on General and special professional qualities necessary for a future engineer, and the content of key engineering specializations [Rezakina, G.V.].

Table 3:The Comparative Characteristics of the Most Important Engineering Specializations

Professionally important qualities	The essence of the profession
An Engineer - mathematician: High intelligence, analytical skills, abstract and symbolic thinking, good memory and attention	He carries out design and research activity in the field of creation of mathematical models and programs of management of objects and processes, development of mathematical software of computers; formulates the tasks associated with the management of production, economic systems, creates software managers and information systems.
An Mechanical engineer:	He develops, plans and organizes the technological processes of machining and assembly machines; selects
Organizational skills, responsibility, a	optimal conditions for their implementation and
large volume of short-term and long-	manages them with the help of automation; designs
term memory, practical thinking based	technological equipment, machines and mechanisms,
on knowledge.	making necessary calculations and carrying out supervision over implementation of design solutions; evaluates economic efficiency of the solutions.
A Civil engineer (roads):	He puts and solves problems related to the design, construction, reconstruction and repair of roads, the
Organizational skills, responsibility,	organization of their effective operation; develops and
intuition, technical ability, good	maintains documentation; working in construction and
memory and attention, practical thinking based on knowledge	design organizations.

(Continued) Table 3:The Comparative Characteristics of the Most Important Engineering Specializations

Engineering Specializations	
Professionally important qualities	The essence of the profession
A Power engineer: Organizational skills, responsibility, good attention, a large volume of short-term and long-term memory, practical thinking based on knowledge.	Organizes uninterrupted work and correct operation of engineering equipment and communications in industrial enterprises; makes a plan for the production and consumption of energy resources during peak hours of the energy system and ensures their implementation; develops energy consumption norms and measures for
	its economy
A Design engineer:	He manages the implementation of engineering works involved in the designing of products; he work out
Imagination, analytical and design	design and working documentation, he performs
abilities, high volume, selectivity and	technical calculations for projects; he draws up charts
stability of attention, a structured long-	and economic justification; he participates in
term memory, synthetic thinking.	installation, commissioning, testing and delivery of prototypes.
A Communications engineer:	Designs stations and communication nodes; systems of transfer for analog and discrete information; Develops
Organizational skills, responsibility,	structural and principal communication networks;
good attention, a large volume of	Carries out starting-up and adjustment and repair
short-term and long-term memory,	operation; Carries out the control and diagnostics of the
practical thinking based on knowledge.	equipment; Calculates the effectiveness of implementing solutions

So, the schoolchildren should realize that the engineer has high intellect, analytical, design, technical, organizational abilities, the abstract symbolic and synthetic thinking, the large volume of short-term and long-term structured verbal-logical memory, selectivity and stability of an attention, a responsibility, practical thinking with support knowledge, intuition, imagination.

In the course of the above procedures of professional orientation with the use of methods of testing a teenager becomes the owner comprehensive information about his opportunities and further actions for obtaining the desired profession (in our case, the engineering profession). In the process of communication is developed by the consolidated career-oriented program (parent - schoolchildren - social psychologist) that allows him to self-determinate in the near future, with the fewest losses.

The testing practices as methods of intensifying the processes of self-determination of schoolchildren, is require reinforcement by the activities of certain institutes and institutions that en able to prepare professional engineers for a real implementation in professional sphere. In this connection it is necessary to use a form of profile training in secondary organizations. Along with the obligatory educational disciplines the schoolchildren must be provided with conditions for education and development of necessary professional qualities on which we focused above.

Specialized education in secondary general education organizations and in supplementary education organizations (engineering and technical specialties)

We have analyzed the Laws of the Russian Federation, decrees of the Government of the Russian Federation, Laws and administrative documents of the Ministry of education and science of the Russian Federation, regional administrative documents, regulating the activities of the secondary school of General education involved in the process of the early professional orientation schoolchildren in the technical sphere.

Profile education in the USSR and in modern Russia was realized in various forms of secondary general and secondary special education. However, at present, training in technical specialties has significantly decreased. Table 4 gives official data on the state of the modern system for the training of skilled workers and employees, and a system for additional technical education [Rossiyskiy statisticheskiy yezhegodnik, 2015, p. 199-200].

Table 4: Professional Educational Organizations That Train Qualified Workers, Employees and Organize Additional Education in Technical Specialties

	1990	2000	2010	2014
The number of professional educational	4325	3893	2356	1007
organizations (units)				
The number of students enrolled in	1867	1679	1007	727
programs for training workers and				
employees (thousand people)				
The number of additional education	_	112	101	83
organizations for children (technical				
education) (units)				
The number of students in them (thousand	-	434,2	268,4	213,2
people)				

Dynamics is obvious and does not require additional explanation.

An example of the implementation of profile education is specialized schools that appeared in the USSR in the late 50s of the 20th century. A special place was occupied by physics and mathematics schools, which were created to maintain the scientific potential of the country, especially the military-industrial complex, in which the bulk of scientific developments were concentrated. Physics and mathematics schools with history, traditions, established forms of knowledge transfer and are currently the main suppliers of personnel to the scientific and engineering community.

RAEX Agency (Expert RA) in 2015 prepared a rating of the best schools in Russia. This rating assesses the success of school leavers, under the admission to the leading Russian

universities. Moscow schools of physico-mathematical and natural - scientific profiles (15 in the top twenty) demonstrate obvious leadership [Reyting shkol 2015].

Educational institutions affiliated with the universities and specialized schools, which work closely with higher education institutions predictably became the leaders of the rating.

Let us turn to some data obtained in the study conducted by specialists of the Ural Federal University among students of physical and mathematical classes of Ekaterinburg. The researcher was interested in the "physics and mathematics classes from the perspective of their potential for the reproduction of future technical elite, which combines, in addition to deep basic training the inner need for creative samyexpression and innovative activities on the basis of the clearly defined heuristic interest in the engineering profession" [Vosproizvodstvo inzhenernykh kadrov: vyzovy novogo vremeni, 2015, p. 69-70]. The survey involved 200 schoolchildren of physics and mathematics classes. It turned out that only 21% of young graduates confidently decided on the choice of future profession, however the fifth part of them would like to realize themselves in the humanitarian sphere. The rest of the Teens for a few months before the final exam not yet decided on the choice of the professional profile and specialties inside the profile. Only a quarter of respondents do not see their life trajectories outside the engineering sphere. The remaining 75 percent of schoolchildren, in certain situations, could refuse of self-realization in the engineering profession. Half of the schoolchildren of physico-mathematical schools, "to consider higher education primarily from the point of view of obtaining a universal and deep education, and not from the point of view of the future engineering career." [Ibid. P. 73]. "The motive of the development of physical and mathematical knowledge and training in a technical University are considered by the schoolchildren as an opportunity for future successful social mobility and change profession adequately prevailing at this given moment market conditions" [Vosproizvodstvo inzhenernykh kadrov: vyzovy novogo vremeni, 2015, p.77]. Pragmatic considerations are inherent for 70-80% of schoolchildren: rapid career growth, the prestige of the profession, high wages - are the most important elements of the future professional choice.

These conclusions are confirmed by the opinion of experts, whom we interviewed in the framework of the project "Engineering Dynasties of Russia". "Only 20% of students are oriented to work in the engineering profession. The rest are learning for the sake of getting a "crust". Professors may have the material allowance for the academic performance of students. Therefore, the University is not interested in expulsion of students even in conditions there unsatisfactory performance "(a branch of MSTU, Korolev).

Only slightly more than 40% of graduates of physical and mathematical classes consider profile training as an opportunity to realize their capabilities in a successful engineering career. "According to the researcher, among the people who are going to enter technical colleges and

technical specialties, the children of engineers make up 2/3 of the total number of enrollees" [Ibid. P.84]. The factor of professional continuity plays a very significant role in the choice of engineering profession.

Some of the results of an in-depth study of the motivational behavior of pupils of the physical and mathematical classes demonstrated above give an idea of the problems revealed in the process of "elite" and high-tech education, as well as the place of this kind of secondary education in shaping the future engineering community. It is necessary to look for new ways to attract talented young people to the engineering profession and to develop methods of stimulating "constancy" into the professional choice.

The Ministry of Education of the Russian Federation in February 2002 approved the "Concept of profile education at the senior level of general education" [Kontseptsiya profil'nogo obucheniya na starshej stupeni obshchego obrazovaniya]. Lawmakers and specialists see a solution to the problem of training professional engineering personnel in "creating a single educational cluster ("school - university" or "school - college - university"), while proceeding from the unity of the goals of educational institutions of different levels and forms. We emphasize that these goals are not only the training of a specialist for a developing economy, but also in providing the student with the conditions for a worthy place in society and realizing the possibilities of both a professional and a personal plan "[Mavrin G, Khabibulin R., Makarova I. et al., 2006, p.83].

In the current conditions of the shortage of highly skilled engineering personnel, the regions are looking for new forms of early professionalization of schoolchildren, aimed at training future engineers oriented to work in this specialties in the different sectors of the national economic complex. In these conditions, enterprises are ready to invest in the educational system. However, the education system is inert. It is reconstructing for a long time and is being heavily not adjusted for modernization and innovation, new industrialization and technological re-equipment. The level of training of engineers does not meet the requirements set by industrial enterprises and design organizations operating in the system of market competition and hard personnel politics. The graduate of the university lags behind in the required level of competence from the requirements of the time. On the other hand, the level of preparation of schoolchildren does not meet the requirements set by universities. So, in the end, the level of training of schoolteachers does not correspond to modern realities. In this regard, only a system reformatting the education and upbringing of the future engineer, an end-to-end approach to reforming educational practices will allow us to break away from the degrading system of training scientific and technical personnel.

Kama State Engineering Economics Academy (INEKA) The Academy (Naberezhnye Chelny) in 2006 presented the project "Classes profiled for engineering activities - the base of the innovative system of training competitive specialists for the automotive industry". The need for

the development of this project was dictated by the need to search for such methods and forms of training, in which the concept " teach not what is, but for what will be" will not only be a beautiful phrase, but the only possible guarantee of the demand and competitiveness of graduates [Mavrin G, Khabibulin R., Makarova I. et al., 2006, p.85].

The result of the project implementation should be:

An innovative training system that allows to form the key competencies of the graduate, providing the opportunity to receive engineering education through the introduction the new teaching methods based on the project approach and IT technologies; development of students' systemic thinking by establishing intersubjects connections; participation of students in research activities - conferences, school-seminars, olympiads on the chosen profile;

The creation of a system of an informed choice of the further educational trajectory: the identification of inclinations and the abilities to do this or that type of activity; the providing of conditions for building individual learning paths; the organization of the interaction with employers with the purpose of acquaintance of schoolboys with the future trades; the development of the special courses, taking into account the selected areas of further education; the Creation of conditions for continuing education in target groups; [Ibid.].

The "Program of socio-economic development of the Novosibirsk region for 2011-2015" [«Ob utverzhdenii Programmy sotsial'no-ekonomicheskogo razvitiya Novosibirskoy oblasti... 2010)] formulated the most important goal of innovative development of the region: "The development of the educational potential of the population of the Novosibirsk region on the basis of improving education systems in accordance with the social demands of the population and the requirements of innovative development of the economy and its effective use...; he organizational and financial support of development the professionally oriented schools; formation of a positive image of the scientific and educational complex of the Novosibirsk region; formation the prestige of a inventions and an innovation of engineering professions...".

The Master's Center for Engineering Training of the Novosibirsk State University was established in 2011For example, in the city of Berdsk, the Novosibirsk region, which sorely needs in the engineering personnel, there was created the "Concept of a specialized engineering class as the basic (first) stage of engineering education at the MAOU" Economic Lyceum "in Berdsk, Novosibirsk Region" [Kontseptsiya spetsializirovannogo inzhenernogo klassa ...].

A standard provision on the engineering class contains requirements for an educational program that are "realized in accordance with the state educational standards of general education and oriented towards the education and upbringing of a highly moral intellectual personality; Indepth training in subjects of mathematical, natural-science and engineering-technology profile; additional (in-depth) training in academic subjects - physics, computer science and ICT,

technology, economics and other subjects; Additional education in extracurricular activities; Creation of the most favorable conditions for the development and for the constant building up of the creative potential of students, mastering the skills of independent, design, research activities, taking into account individual opportunities and abilities." Thus, in the above document, along with the training of adolescents for school items necessary for the subsequent implementation in engineering activities proclaim the necessity of educating a moral and intellectual person. And this formulation differs significantly from the provisions of the law "On Education", in which the importance of the high moral position of schoolchildren and school leavers is not stated.

In Moscow, from September 1, 2015, the Project "Engineering Class at the Moscow School" is being implemented". The goal of the Project is the progress of natural-science preprofile and profile engineering education to motivate students to choose their professional activities in engineering, to help students in professional self-determination, formation of social psychological adaptation". [O realizatsii v gosudarstvennykh obrazovatel'nykh organizatsiyakh...; Proyekt "Inzhenernyy klass v moskovskoy shkole]. The project involves 91 educational organizations subordinated to the Department of Education of the capital, 16 federal universities (MEPhI, FizTech, MISIS, MADI, STANKIN, etc.), high-tech enterprises (SIC Kurchatov Institute, RSC Energia, JSC Rusgidro, OJSC Russian Aircraft Corporation MIG, etc.). The school provides the implementation of special educational programs of natural-technological and engineering orientation in the time of the lessons and 2/3 of the time in after-hours activities to support the above direction. **Universities** are tasked with developing educational programs, diagnosing the quality of the acquired knowledge, selecting applicants for training in engineering classes, participating in training the teaching staff, organizing profile competitions, Olympiads, scientific conferences that allow students to demonstrate their achievements. Enterprises are responsible for the vocational orientation of the project: acquaintance with the activities of enterprises, supervising the practice, organizing the project activity of the students and, most importantly, formulating criteria for the competence of graduates of engineering schools. The main result of the project is the training of specialists needed for the city's economy and in demand on the modern labor market. The Project "Engineering class" is quite young and we do not currently have actual information on the motivational choice of graduates of these classes, the role of the family in choosing such an educational trajectory, the differences in the quality of training in the educational programs of Physics-mathematical classes and engineering classes.

However, it should be noted that such an early professionalization of adolescents should be considered not only from the point of view of economic benefit (training "for oneself") but also from the standpoint of the socio-psychological impact on the formation of the personality and the nurture of the special professional qualities of the engineer, of which we mentioned above. For

example, the "LETI Engineering Class" in Lyceum No. 82 of St. Petersburg [Inzhenernyy klass LETI v Licee № 82], founded on the basis of the St. Petersburg Electrotechnical University, prepares graduates for themselves, but at the same time, as the main ones, formulates the following tasks: "Using acquired Knowledge to solve cognitive and practical problems; Acquisition of communication skills in the process of group work; Development of research skills in the course of the project; Development of system thinking ". Which in our opinion is the basic philosophy of engineering education.

Analysis of training programs (50 training programs of engineering classes from different regions of the Russian Federation were analyzed) showed that, along with the increase in teaching hours in physics, mathematics, and information technology, courses on robotics, professional career technologies, effective behavior in the labor market, engineering, etc. The main burden on schoolchildren, oriented for engineering activities, falls on after-school activities.

The director of the Moscow school No. 814 is optimistic about the changes taking place in profile training in the capital. "10-15 years ago, if the child learned, say, at the mathematical class, this meant only that he has five mathematics lessons a week, It's not three yet. Now not only the hours for in-depth study of the subject are increasing, but new educational programs are being created new forms of training are added - work with the source of information, project and group practice. Even the name of the lessons speaks for itself. For example, instead of computer science, - the architecture of computer systems. The children had an opportunity not only to study science at school, but also to feel themselves in the role of university students: listen to lectures of leading professors, participate in master classes of prestigious universities ... <> ... Schoolchildren who thoroughly study physics can communicate through video seminars with scientists from the European Organization for Nuclear Energy (CERN), headquartered in Geneva. And this, you will agree, is a completely different level of education ... <> ... Now we are looking at profile training as a certain resource for the development of our graduates. That is, with the passing of the Unified State Examination they do not end, but only begins "[Reppo, Yu., Fedyaikin, A., Matyash, T., 2016].

Changes have affected to the after-school classes. Here are just some forms of after-school activities, aimed at mastering the engineering profession and popularizing creativity, research and scientific developments. Besides the subject Olympiads, competitions, exhibitions, scientific and technical conferences with the participation of schoolchildren, focused on technical specialties, the regions support no less effective practices of early career guidance and self-determination of schoolchildren.

So, the main emphasis in Moscow, which has unique resources: the best technical universities in the country; highly qualified teaching staff; financial resources for improving the material and technical base of the project, is on creating technology support centers (17 technology

support centers have been established on the basis of the country's leading universities), technology parks, centers for innovative youth creativity (TsITIT): Academy, TSMIT "Leader", TSMIT "Reactor", CMIT "Irida"and others provide opportunities for robotics, biomechanics, 3D modeling, prototyping. In Western countries, the modern format of "technical group" for children is actively used, which was called Fab Lab (Fabrication Laboratory). Equipped with Fab Labs high-tech equipment, with which anyone can translate his idea into reality with minimal financial costs for the consumer. Our analogue - TSMITs are open in many large cities. In Moscow - in many areas, and will soon be available to almost everyone. DMITs are equipped with the latest generation equipment: CNC milling and turning machines, laser machines, 3D scanners and 3D printers, molding machines, etc. For students, graduate students, and young scientists - the use of machines and equipment for free, only the cost of raw materials is paid.

Another direction of popularization the early self-determination of schoolchildren is various competitions, olympiads, presentation, master classes. The school implements educational projects: "Engineering Saturdays" on the basis of 20 metropolitan universities and CIMITs, "Space Saturdays"; «Professional environments». In Sochi, an educational center for gifted children "Sirius" was opened. In April 2016, Moscow hosted the scientific and practical conference "Engineers of the Future", an annual career-oriented "Career Start-up" Forum was held in 2016. The Russian Academy of Sciences announced a competition for the best project to popularize scientific knowledge for schoolchildren "School of Young Scientists". A list of activities and practices that help schoolchildren self-identify in the engineering environment can be continued. We make a number of concluding remarks:

- 1) The awareness of the need of the advanced engineer education for an innovative and modernized industrial and technical sphere led to the need to create and develop a system of early professionalization;
- 2) Administrative decisions to improve the practice of training engineers in the educational and non-educational space contribute to the disclosure of the talented youth and motivate them for research and creative activities;
- 3) The active use of new forms and methods of preparing a school graduate for professional self-determination in the engineering and technical sphere should be accompanied by effective actions to enhance the status positions of the profession of an engineer in the Russian Federation;
- 4) Early professional orientation, specialized school education, disclosure of the creative potential of the personality and education of the qualities necessary for a modern engineer in the field of management, psychology of interaction with a team of like-minded people,

responsibility for the quality of the work done, promotes the cultivation of a new generation of engineers;

5) The development and adoption of a program to stimulate enterprises and universities interested in highly educated and efficient engineers, participation in the preparation and placement of graduates of schools and universities through a system of tax and other preferences, in our opinion, may have a deferred but significant economic effect.

The analysis of some modern practices of professional self-determination of schoolchildren has shown that fundamental changes are taking place in the system of professional pre-university education. There is a quantitative and qualitative filling of the engineering educational field, the status positions of the profession are increasing, and more and more adolescents are involved in the system of creative achievements and self-realization. The study of the scientific, technological, economic, social effect of the activities and actions is of undoubted interest to the researcher who monitors the social processes associated with the reform of the national education.

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Higher Education as a Factor of Development of Student's Interest in Intercultural Interaction in Modern Society

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Abstract. The article describes the material, which characterizes the importance of student's interest development in intercultural interaction at the social, professional and personal levels; Analyzed the formation of students' interest in intercultural interaction in the process of complete preparation of a specialist in the system of auditor and extracurricular activities

Keywords: higher education; scientific and educational environment; intercultural interaction; development of interest among students

High school in the conditions of intensively renewing Russian society, solves a number of strategic tasks - professionalization (training professionally competent people who have fundamental and applied knowledge and methods of activity); Socialization (harmonization of human relations with the natural and social world through mastering the modern picture of the world, the development of the national consciousness of a person, the acquisition of a basic education that allows them to adapt in society) of young people; Development of their experience of self-realization (mastering the creative way of life) [Kazarenkov, V.I.;2008].

The problem of developing student's interest in intercultural interaction takes on special value. Graduates of universities work in international companies, in multinational collectives. Skills and experience of intercultural interaction obtained at the university become important for active professional work in the Russian and international economic space. But no less significant are those for future professionals focused on employment and in the political and social spheres of activity. The effectiveness of managing the processes of intercultural interaction of students at the university increases in the process of the formation and development of the information society in modern Russia. The newest information technologies, the general level of information literacy among the population, opens up opportunities for the development and improvement of the innovative educational information atmosphere at the university.

In information and educational space of the university, students, teachers, scientists, administrative and management personnel use the Internet for intercultural interaction with colleagues, students from the near abroad and abroad (Europe, Australia, USA, China, Japan, etc.). Students, teachers, scientists participate in international scientific and educational Internet conferences, use the services of digital libraries around the world. The information space is increasingly used to integrate the university's scientific and educational space into the international innovation space.

Higher education represents powerfull culture factor providing multidimensional personal self-realization. It stimulates disclosure of the person, helps detect its talents. Higher education is necessary condition for development society. Disclosure in educational institutions of intellectual and moral potentials of the person in their relationships, helps intensive, humane development by the person nature and social resources. Inter-cultural students interaction is helping enrichment culture potential wich affects social effectiveness social interaction. University informational environment provides the students with wide field of communication, human development, professional and social experience.

We have identified the main criteria of intercultural interaction in university:

- Place of university in the rating of universities on internationalization factor
- Presence of foreign students from the near abroad and CIS countries in the university
- Presence of foreign students from non-CIS countries (Europe, USA, Australia, Japan, China, etc.)
 - Presence of international scientific and educational projects with foreign countries
- Presence of international scientific and educational projects with near abroad countries and CIS countries
 - Availability of a mechanism for obtaining "double diplomas" from university students
- Availability of scientific publications with foreign scientists from the near abroad countries and CIS countries
- Presence of scientific publications in co-authorship with foreign scientists from foreign countries
- Conducting international scientific and educational summer schools on the basis of the University
- Development and implementation of joint educational programs with foreign colleagues in the educational process of the university
- Development of an innovative infrastructure in the university that promotes the introduction of modern scientific and educational innovation developments

- Participation of university students in the implementation of international educational programs (European, world-class programs)
 - Availability of students studying under international programs in European countries, etc.
 - High international mobility of university students
 - High international mobility of scientists and university professors
 - Entering the University into the key international rankings of universities
- Conducting scientific and practical international conferences, symposiums, round tables on the basis of the University, etc.
- Participation of the faculty and management of the University in the work of the International Academies, scientific communities of scientists
- The presence among university professors with the title of professor of a foreign university
 - Presence of invited professors, teachers from the far abroad
 - Presence of invited scientists from the far abroad (the scientific activity of the university)
- Number of joint monographs, pupils and other scientific literature co-authored with foreign scientists under the stamp of the university
- The presence of a sociocultural environment for the development of intercultural interaction skills among university students (INTERCLUBS, etc.)
- Creation on the basis of the university of compatriots of students from the countries of near and far abroad
- Participation of university students in international sports competitions (Universiade, World and European Championships, Olympic Games, etc.)
- Participation of students in volunteer international organizations in the conduct of sports and cultural events (Olympic Games, Festivals of the peoples of the world, etc.)
- Participation of students and teachers in projects of foreign universities on the implementation of joint sociocultural activities in Europe and the world
- Joint activity of the University's management, the teaching staff of the university and students in creating an effective environment in the university for the development of competences of intercultural interaction in the university
 - Presence of Russian and international Business Incubators at the University
- Entering the university into the program of the project to improve the competitiveness of leading Russian universities among the world's leading research and educational centers (TOP 5 100)

Based on analysis of scientific literature and the state of modern university practices identified the main factors, which provides the successful forming students motivation developed

by the process of social interaction. The diversity can be combined in the following groupsxts[Kazarenkov, V.I.Kazarenkova T.B.;2014:

Factors with social character: multicultural environment life of student, professional needs of the future specialist, tolerant attitude of the young person to different cultures

Factors with social-pedagogical character: openness of higher education, socio- cultural direction of cooperative actions of the university administration, lecturers (teachers, professors), students, university workers and students socio-cultural extracurricular activities

Factors with pedagogical character: teachers professionalism and personal qualities, integration of lecture and extracurricular work (including interdisciplinary integration), using active methods of education in the process of forming tolerant settings.

Factors with socio-psychological character: emotional openness of the administration, teachers, students to members of different cultures in the process of interaction, humanization relations between participant in educational process, positive moral-psychological climate in students community

Factors with psychological character: students needs in self-actualization, students readiness to perceive the universal and specific in different cultures, students focus on learning different languages and cultures.

Forming the interests to intercultural interaction in future specialists, which is carried out by the teachers of various disciplines, successfully stimulates by the prospect of contacts with representatives of various nationalities inhabiting the Russian Federation and the CIS countries, as well as with partners from foreign universities.

The modern university is complicated educational corporation, in which are constantly generated new ideas, which develops new models of development the majority of scientific innovation research areas and complex management mechanisms are being implemented. The university world is a world of multi-interaction.

In the educational environment, students intercultural interaction is mostly associated with the possibilities of meeting different cultures, communication with original culture members develops cognitive abilities, forms tolerant relations in youth students environment. Future specialist preparation is not only process of education and upbringing, it's mostly process of development young specialist, it means that in the university are formed the basics of his future profession and models of behavior in future professional environment and socium. Therefore, the skills of intercultural communication that he receives by studying at the university will be useful in the future.

To identify the positions of subjects in university life, we conducted a sociological survey in which students, teachers, administrative and managerial staff of Moscow universities took part. The main results are given below.

To the question: "How often do you visit Russian university web-sites?" the answers were distributed as follows: 35% of respondents answered, that they visit web-sites of Russian universities quite often, 25% of respondents visit Russian universities sites permanently, 20% of the respondents visits Russian universities web-sites quite seldom, 10% of respondents found it difficult to answer this question.

To the question "On the impact of innovation activity in university on the processes of intercultural scientific and educational interaction between your and other universities in the information society" the answers were distributed as follows: 25% of respondents noted the significant impact of innovation development on the process of intercultural interaction between universities; 45% of respondents believe, that innovation activity has a more positive impact on the processes of scientific and educational interaction between universities in Russia and abroad and allows more effective development of student mobility 30% of respondents noted the importance of developing innovative activities for the processes of social and economic interaction between universities.

To the question "Rate on scale from 1 to 10 the main criteria (indicator) on which are determined level of intercultural interaction in university" the answers were distributed as follows: 38% of the respondents rated the criteria "8-10" points, 35% of the respondents rated the criteria "5-7" points, 10% of the respondents rated the criteria "6" points, 8% of the respondents rated the criteria "5" points, 7% of the respondents rated the criteria "4" points, 2% of the respondents found it difficult to answer this question.

To the question "Intercultural interaction in university helps ..." the answers were distributed as follows: 58% of the respondents answered that intercultural interaction in university helps development teaching and upbringing processes, improving the infrastructure of the university, 23% of the respondents answered, that intercultural interaction in university helps development internal and international scientific and educational contacts, 9% of the respondents answered that intercultural interaction in university helps development the process of adaptation foreign students in Russian universities, 10% of the respondents answered that intercultural interaction in university helps the process of development habits in intercultural interaction, helpful in future employment of graduates of the university.

To the question "How often you or students of your university participate in international scientific and educational summer schools" the answers were distributed as follows: 35% of the respondents answered, that constantly they took part in international scientific and educational

summer schools, 25% of the respondents answered, that often they took part in international scientific and educational summer schools, 18% of the respondents answered, they took part in international scientific and educational summer schools once per year, 12% of the respondents answered, that they took part in international scientific and educational summer schools once through their whole period of education in university, 15% of the respondents found difficult to answer the question how often they took part in international scientific and educational summer schools.

To the question "How do you rate the level of international student mobility in your university?" the answers were distributed as follows: 31% of the respondents rated the level of international student mobility in their university as high, 48% of the respondents rated the level of international student mobility in their university as medium; 21% of the respondents rated the level of international student mobility in their university as low.

To the question "How do you rate the level of joint international scientific and educational programs at your university (countries of Europe, USA, Australia, Japan, China and others)?" the answers were distributed as follows: 38% of the respondents consider the level of joint international scientific and educational programs at their university as high, 52% of the respondents consider the level of joint international scientific and educational programs at their university as medium, 10% of the respondents consider the level of joint international scientific and educational programs at their university as low.

To the question "What is the level of interaction between your country and Russia in the information society 25% of the respondents determinates the level of intercultural interaction between Russia and the countries participating in international projects as high, 75% of the respondents determinates the level of intercultural interaction between Russia and the countries participating in international projects as medium, but stable.

Analyzing this problem, we looked the state of the practice of forming the interest of future specialists in intercultural interaction in the system of extracurricular activities. In a result of the sociological study was reviled the most common decision of the administration and teachers of the higher school of the above problem. The survey involved 1715 respondents-teachers of Russian universities.

To the question "Do you find it necessary to carry out purposeful development of students' interest in intercultural interaction?" respondents' answers show that a significant number of university teachers consider it necessary to develop targeted interest in intercultural interaction among future specialists: "yes, yes" -75%; "Perhaps, yes" -25%

The importance to develop this kind of interest among students is determined by many teachers, primarily because the university student, and especially the graduate of the modern higher

school, is intensively involved in social and professional activity, which has undergone quite visible changes lately. Russian society and the government very quickly, mastering the market economy, advanced to integration with foreign partners. This situation activates the activities of pedagogical science and practice, and searches for ways, means and ways to stimulate interest in learning the experience of intercultural interaction. The future specialist can no longer be indifferent to the social reality, in which he will have to realize his professional potentials, providing successful personal life activity through communication with people of different nationalities and, accordingly, of numerous cultures. Preparation for effective social and professional interaction of the future specialist with partners representing different cultures occupies one of the central positions in the system of modern higher education. It can be argued that the experience of successful intercultural interaction in the context of intensive integration of science and production of various countries and peoples provides, on the whole, the professional success of a modern specialist. A specialist can not limit himself to knowledge and skills in the chosen specialty, but must master a significant socio-cultural layer of theory and practice that enables him to quickly and efficiently implement social and professional interaction, one aspect of which is currently intercultural interaction.

Unfortunately, the results of a survey of higher education teachers show that a significant part of them does not consider it necessary to carry out targeted development of future specialists' interest in intercultural interaction. There are 21% of such respondents (they answered categorically "no" - 4%, answered, "perhaps not" - 17%). In this result, the stereotypes of past training strategies (partly justified at that time) are reflected. In the context of the modern development of Russian society and the state, the lack of a clear strategy for teachers in training specialists in higher education is manifested in the fact that many students show a weak interest in intercultural interaction.

Lack of experience in the field of intercultural interaction reduces the success of employment and the effectiveness of professional and social interaction in the process of work, as a manager, the head of any link in a modern organization that must undoubtedly have the basics of intercultural interaction.

Answers to the question "What pedagogical factors provide the most successful formation of students' interest in intercultural interaction?" were distributed in the following way.

A significant part of the high school teachers, describing the attitude of teachers to the capabilities of a variety of factors, most of all to ensure the successful formation of future specialists interest in intercultural interaction, considers the effective organization of educational work major factor in the successful development of the students' interest in the above (81%). In itself, such a result is not unexpected for us due to the fact that the development of the whole

variety of cognitive, educational and professional interests of future specialists depends on the scientifically based organization of the pedagogical process. Moreover, the scientific validity of the organization of the educational process in higher education is connected with the prospect of successful development of the above-mentioned interest among students.

Noting the effectiveness of the organization of teaching and educational work of students as the most important factor ensuring the success of the formation of interest in intercultural interaction among young people, the respondents were guided by the fact that an appropriately selected content of the educational material and a pedagogically based choice of methods, means and forms of future specialists training. The reliance on the available normative possibilities of the educational process in various disciplines is undoubtedly an important factor in solving the problem posed, but on condition of all the elements of the specified process are sufficiently clearly implemented.

Properly selected material for conducting classes with students should ensure not only a high level of intercultural interaction, but also stimulate students' interest in self-education in this context; Provide a presentation of this experience to a future specialist. The completeness of the historical and cultural experience of this kind of interaction makes it possible to ensure both the development of interest in its development by young people and the opening of the prospect of self-improvement of the future specialist in general and in this particular direction.

The most effective way of educational work and teaching is pedagogical communication. The interaction of the teacher and student, undoubtedly, influences the productive development of knowledge and experience of intercultural interaction. The attitude of the teacher himself to the presented theoretical and practical material aimed at the successful development of students' experience of intercultural interaction becomes the most important condition ensuring this development. Effective organization of the educational process requires effective planning. The teacher by planning the teaching process and educational work that he can and should select the content of the material, the choice of methods, means and forms of this work aimed at developing students' interest in intercultural interaction.

Effective organization of teaching and educational work with students involves a productive cooperation of the teacher with young people, ensuring the implementation of the conceived pedagogical projects aimed at mastering the cultural values of other people by future specialists, finding a common, special and individual in the cultural and historical development of whole states and Separate ethnic communities. That is the cooperation of the participants in the pedagogical process that allows one to qualitatively solve the set goal - the formation of students' interest in intercultural interaction, as it stimulates future specialists to develop communicative

and organizational skills, the ability to show tolerance in joint creative activity, and manage conflicts.

The cooperation of the teacher and students in teaching and educational work makes possible to realize significant potentials for both auditor and extracurricular activities, using all the variety of methods and forms of organizing the pedagogical process. Based on this position, teacher respondents considered it appropriate to consider the use of active methods of training the most important factor in solving the problems of formation of students' interest in intercultural interaction (68%). The inclusion of a future specialist in the dynamic subject development of sociocultural knowledge through the systemic organization of business games, round tables and other active teaching methods ensures the development of a steady interest in understanding the features of the development of different states, the specifics of peoples' cultural formation differences, the diversity of the national and individual style of individual life.

In the process of preparation and conduct of training sessions, future specialists apply acquired knowledge in various academic disciplines in conditions of real social and professional practice of interaction with representatives of different cultures, master the experience of effective communication. The variety of active learning methods allows the teacher to model various social and professional situations in the learning process, to jointly search for the optimal solution of emerging problems. Teachers of higher educational institutions consider that active methods of education stimulate future specialists to study the subjects of the general education cycle, which allows to more fully present not only theoretical but also technological aspects of intercultural interaction, mastering various strategies and tactics of building communications, taking into account sociocultural differences and similarities.

More than half of high school teachers (55%) believe that a professional teacher is an important factor in the formation of students' interest in intercultural interaction. Many teachers consider the problem itself to be interdisciplinary, where the efforts of teachers of various specialties and first of all, social and humanitarian profile are required. Sociocultural preparation of a teacher of any academic discipline is an important component of the professionalism of a teacher at a higher school who is able to successfully integrate his scientific field with sociocultural fields of knowledge. And also, capibility of assisting students in the complete mastery of the profession, including the realization of the experience of intercultural interaction insofar as the concrete scientific field, mastered by the future specialist. From this perspective, it can be assumed that the professionalism of a high school teacher stimulates students' interest in intercultural interaction, thereby contributing to building a tolerant environment in universities. The professionalism of the teacher in this case is expressed in excellent preparation for a specific scientific and encyclopedic field, and also, a stable humanistic worldview and an active life

position. It is a teacher who is intensively searching and finding ways to renew his own worldview, successfully transmitting his knowledge, experience and activity to students. Specifically, the professional educator is able to present the depth and scope of intercultural interaction, to identify possible ways and ways of forming students' interest in this interaction in the process of studying the subject. The professional teacher perfectly discovers and implements interdisciplinary connections, successfully integrates the student's auditor and extracurricular activities, stimulates students' need for self-education, creates a positive psychological climate in their classes, reveals the practical significance of intercultural interaction for the future specialist.

In this context, the importance of the teacher personality of higher education is also seen. Respondents noted that no less important factor in shaping the students' interest in intercultural interaction are the personal potentials of teachers (48%).

Almost half of the respondents believe that only a person striving for self-improvement, having a stable active life position, creatively assessing the prospects for the development of intercultural communication in the modern world, considering integration processes as relevant to science and practice can really stimulate students' interest in intercultural interaction. Thus, providing this process with the necessary scientific knowledge and optimism. The personal potential of the teacher of higher education is manifested in the intellect and in the development of motivational, emotional and volitional spheres, providing students with the necessary freedom of creativity, activating their need for mastering the socio-cultural experience, stimulating their interest in finding the best forms and methods of cooperation with other people, representatives of different cultures.

About half of the respondents (46%) believe the integration of classroom and extracurricular work of students an important factor in the formation of students' interest in intercultural interaction. We agree with this part of the respondents-teachers of universities. Integration of auditor and extracurricular work expands opportunities for development of this interest in connection with the fact that young people fall into the conditions of purposeful management of their cognitive activities, linking normative training courses with various kinds of creativity, carried out in the system of mass, group and extracurricular classes in various academic disciplines. Thanks to participation in research and study circles and societies, in individual and group creative projects, in the preparation and holding of subject weeks, evenings, quizzes, competitions, students have the opportunity to realize their cognitive and creative potential in classroom work.

Considering the integration of auditor and extracurricular work as an important factor in the formation of students' interest in intercultural interaction, it should be noted that many teachers need to solve some practical issues in the real social and professional space. Thus, the purposeful planning of the relationship between these types of work of students makes it possible to clearly define the forms and methods of activity for the development by future experts of the experience of intercultural interaction, to determine the time and space when and where this process will be successfully implemented. For example, many teachers invite specialists representing foreign firms and organizations for business meetings with students on the professional profile of the last. Some teachers on contractual terms carry out student excursions to joint ventures. If university level of cooperation with foreign partners allows, students leave for internships on specialty to other states. All this contributes to the formation of tolerant attitudes of successful social interaction. The variety of content, forms and methods of integration of classroom and extracurricular classes of students with the purpose of developing their interest in intercultural interaction is unlimited, it is important for the teacher to select on scientifically justifiably way.

As the results of a survey of high school teachers, significant potentials as a factor in the formation of the above phenomenon are also present in *extracurricular activities of students*, *undertaken independently, regardless of the classroom learning activities (47%)*. Although this autonomy is largely relative, nevertheless there is the use of out-of-class studies of students as an independent activity of future specialists for deepening and expanding knowledge, as well as for mastering the communicative experience of tolerant interaction.

Self-education of students, according to respondents, is also a significant factor in the development of their interest in cross-cultural interactions (45%). This position of respondents is explained by the fact that the successful formation of this phenomenon is connected with the use of the student's personal potentials, and with the fact that it is impossible to do without the independence and creative activity of the future specialist in the implementation of this process. It is in the process of self-education that successful implementation of the factors discussed above is possible by the effective organization of educational work, the use of active teaching methods, the integration of classroom and extracurricular work of students, and the out-of-class activities of students. Self-education gives the future specialist the opportunity to creatively model and search for optimal strategies and tactics for implementing intercultural interaction under different conditions with representatives of different national cultures, taking into account the numerous cultural and historical features and traditional, typically ethnic manifestations of partners in joint activities. Through self-education and self-education, it becomes possible to formulate a realistic interest in a purposeful, systematic learning of the skills and experience of intercultural interaction.

Another factor that ensures the successful formation of the phenomenon under investigation is a *positive moral and psychological climate in the training group* (35%). If above, we mainly considered the factors of organizational, managerial, educational, methodological and personal-professional nature, noted by the respondents, this factor can be attributed to socio-

psychological factors. Positive psychological atmosphere always contributes to the development of cognitive interests to the effective mastering of students' knowledge and skills, the experience of intercultural interaction, when friendly partners are required to participate in various forms of auditor and extracurricular activities. In a state of psychological comfort, young people successfully present their personal potentials, the level of professional training. Great importance is attached to a positive atmosphere with the participation of students in situations of real intercultural interaction during meetings with specialists from various foreign institutions and firms organized both in the university and outside it. Psychological support of fellow students affects the informal training of students themselves in the process of developing a foreign language, history and culture of other peoples. In dialogues, it becomes possible to replenish existing knowledge and skills, broaden the horizon, discover the specifics of the implementation of this or that tactic of intercultural interaction, and see the importance of mastering the experience of intercultural communication.

Among the factors of successful formation of students' interest in intercultural interaction, noted by respondents, is the "practical focus of the educational process" (38%). More than a third of the teachers interviewed by the higher school indicate that this orientation of the educational process stimulates future specialists to acquire knowledge both in the field of sociology, psychology, culturology and ethnology, and in the field of intercultural communication. Knowledge and skills in the field of intercultural communication orient students to a positive attitude to the study of disciplines of a historical, cultural and linguistic profile. It is worthwhile to note the fact that, in the opinion of many respondents, it is the practical orientation of the educational process that many students who consider professionally oriented disciplines as the most important stimulate interest in the study of general educational disciplines. This changes their understanding of the fact that the holistic preparation of the future specialist in the university is not limited to mastering the knowledge and skills in the relevant disciplines, but it guides them to success in independent professional creativity, to a qualitative study of a wide range of sociocultural disciplines and language training.

The practical orientation of the educational process contributes to the successful targeted planning and further organization of out-of-class work of students, as well as its integration with the audit activities of future specialists. This orientation is especially valuable in the teaching of non-core disciplines of a general educational nature, since it is the practical orientation of the educational material that, in most cases, stimulates future specialists to interest in the development of a foreign language, historical, cultural, ethnosociological and ethnopsychological knowledge, ensuring the development of a stable interest in intercultural interaction.

The results of the respondents 'answers to the following question: "Do you use extracurricular work to develop students' interest in intercultural interaction?" Indicate a significant use by teachers of universities of extracurricular work with students on the subject (65%). This contributes to the development of students' interest in intercultural interaction. Naturally, this category of teachers, due to various circumstances, differently implements out-ofaudit projects. 35% of respondents perform non-audit work systematically, and 30% - periodically. A group of respondents representing a significant number (35%) who do not use this work is of interest. In this group (the method of focused interview was used), several subgroups of teachers were identified. The first is made up of teachers who do not organize any extracurricular activities for students, not counting one-off study assignments. Teachers of this subgroup motivate this in different ways. The part considers extracurricular activity unpaid, therefore, in their opinion, it is inexpedient to spend on this work of force and time. Another subgroup of teachers of this group can not find the time and place of organization of such a group. There is also a subgroup of teachers, which believes that in solving this problem, out-of-class work is not an effective factor. The practice of organizing the extra-curricular activity of students by the university teachers in order to solve the problem we are researching testifies to the effectiveness of using this activity to form interest in future intercultural interaction among future specialists. Many of the interviewed teachers believe that the out-of-class work provides the student with activities and contacts with the teacher and fellow students who make up the creative reserve for the development of the experience of intercultural interaction. The scientifically based organization of this work creates the conditions for effective development of future specialists' interest in intercultural interaction, providing the teacher with numerous options for forming a tolerant space.

In the out-of-class work, unique opportunities are created to select the content, forms and methods of teaching students, develop cognitive and educational interests, professional needs; Extracurricular activities have great potential for the innovative activity of a high school teacher; In out-of-class work the student actually gets the position of the subject of educational or research activity; The future specialist in extracurricular activities becomes the subject of such management, "trying on" the role of the head of many organizational projects; In the out-of-class activities, the teacher's and future specialist's cooperation is real and productive; In this activity conditions are created for individual and collective creativity, realizing the potentials of a socially active, professionally competent person.

The majority of respondents, answering the question: "What are the preferred forms of outof-class work in the formation of students 'interest in intercultural interaction?" Tend to regard
cognitive tasks as the most effective form of out-of-class work for successful formation of students'
interest in intercultural interaction (65%). Indeed, the range of cognitive tasks is great, and their

implementation, although it requires a student (in the first place) and a teacher of time and effort, is still very diverse, interesting and accessible. Cognitive tasks are successfully used by teachers to solve many pedagogical problems. The above-mentioned problem is not an exception. The variety of cognitive tasks allows the teacher to carry out a successful selection of those taking into account the student's personal characteristics, gender, age, national, confessional and other differences, and also taking into account the level of preparedness for the academic discipline. An important place also belongs to the correspondence of cognitive tasks to the initial interests, needs and values of future specialists, who will have to develop a steady interest in intercultural interaction. The fulfillment of cognitive tasks requires from the student not only subject knowledge, but also a good orientation in scientific, popular science, educational, as well as artistic and reference literature. Recently, the Internet system has allowed students to successfully complete assignments using electronic versions of numerous publications. Very popular among the respondents for such a problem is the form of extracurricular activities of students, such as subject weeks, evening classes, and wall printing (49% each). Subject weeks are activities in which each student can pick up an interesting form of instructor-instructive form for out-of-class activities that is interesting for him and pedagogically appropriate for the teacher. The composition of the activities of the subject week can be formed by a teacher who has set himself certain pedagogical tasks, and students who offer interesting and useful activities for them. The cooperation of the teacher and students in the planning of the week can continue in the process of organizing selected forms of out-of-class work, allowing them to successfully use those to develop future specialists' interest in intercultural interaction.

Meetings on academic subjects (evenings) are also a very popular form of mass out-ofclass work and successful in solving this problem. Many students are involved in the planning and organization of evenings. As a result of communication, positive elements of the formation of a tolerant environment in international universities are formed. Such forms of information impact on a student, like "University TV" and a direct "Internet forum" are increasingly preferable for the student to obtain information of interest to him on the issues of intercultural dialogue.

Festivals are chosen by many respondents as a very popular and effective form of out-ofclass activities of students (48%). The festival for students represents a "gala" event, in which they directly face the need to know the historical and cultural foundations of various peoples and states. Within the framework of the festival, teachers offer students various competitions that can be presented in the form of challenges, where future specialists will be able to test their communication skills, as well as acquire the initial experience of implementing intercultural interaction. Festivals attract students with their mass character, colorfulness, the opportunity to show creativity, independence, initiative, so teachers often use these events to develop students' culture of tolerance.

To develop students' interest in intercultural interaction, teachers tend to use optional classes (38%), holding various kinds of contests and quizzes (37%). It is very likely that some of them are guided in their work by the systematic organization of out-of-class studies with students to solve the above task, considering facultative classes on the subject as an effective form of work with future specialists. This form of extracurricular activity is very effective for solving many pedagogical problems, and its successful use by many university teachers in solving the problem we are investigating proves the universality of this. Stability of the composition, cyclical meetings with students allow the teacher to successfully manage a group of students, preparing them as an asset for both the classroom and for extracurricular activities aimed at developing students' interest in intercultural interaction.

The answers of respondents to the question of the importance of integrating auditor and extracurricular activities to improve the effectiveness of the phenomenon we are studying are interesting. "Do you agree with the statement that the integration of classroom and extracurricular activities increases the effectiveness of students' interest in intercultural interaction?" 71% of respondents gave a positive answer, 33% of them "completely agree", 28% "agree", "maybe agree" - 10%. These data indicate a significant potential for integrating these types of work of students in solving the problem under study. In fact, as we already mentioned above, the auditory and extracurricular activities themselves, with the skill to manage them, have resources that ensure the effective development of students' interest in intercultural interaction. However, the purposeful integration of these types of work allows us to disclose reserves to solve this problem. These are found, first of all, in the expansion of the cognitive space and time for independent search for the student materials and practices that assure the assimilation of new sociocultural and ethno-cultural knowledge, as well as the skills of intercultural communication.

Efficiency is also increasing in connection with the increase of time and space opportunities for co-creation of the teacher and students in mastering the experience of intercultural interaction. The student gets the opportunity to carry out formal and informal communication with the teacher, and the teacher - more often to involve students in real relationships with representatives of different national cultures within the framework of numerous forms of extracurricular activities, assessing activities in the context of the learning process. The integration of these types of work has great reserves in the implementation of various kinds of creative, research and other types of work. Excursions, during which it is ensured the purposeful implementation of the practice of interaction with other cultures as a result of direct contact with the representatives of these cultures,

and also by studying the products of the activities of representatives of individual peoples and states (architecture, painting, folk crafts, etc.).

The results of a survey of teachers on the question "Do you use the interrelation of classroom and extracurricular work in the practice of forming students' interest in intercultural interaction?" showed that 68% of them use the relationship of classroom and extracurricular activities in the practice of forming interest in students for intercultural interaction, and 35 % systematically. This shows the effectiveness of this approach in solving the problem we are investigating. In conversations with teachers who actively use this relationship, we found out the positive aspects of its implementation in the practice of development for future specialists of this phenomenon. Most of the teachers successfully form students' interest in intercultural interaction, primarily due to the opportunities for extensive formal and informal contacts with future specialists, intensive use of computer technology, the Internet system.

In this investigation we have determined the reserves of university education in the context of developing students' interest in intercultural interaction. Teachers who systematically use the interrelation of classroom and extracurricular activities successfully carry out work on the formation of tolerant culture, organizing the work of research laboratories in which students of different nationalities take an active part. The favorable moral and psychological climate in the university educational space is of particular importance. These and other reviewed positions indicate that university education is an important factor in the development of youth's interest in intercultural interaction as an important component of social interaction.

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Women Engineers' Views on Professional Development

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Abstract ⁶. This paper is devoted to the conditions for the professional development of women engineers in Russia. We have conducted a quantitative and a qualitative in-depth interview research of women engineers in Moscow and other Russian cities. Women's high interest in higher education in Engineering remains unchanged since the Soviet period. At the same time, in terms of administrative position, most women have been rank-and-file engineers and work on a part-time basis. The research showed the difficulties of combining engineer careers with motherhood, workplace environmental barriers and gender stereotypes that hinder professional development of women.

Keywords: women engineers; sociology of professions; professional development

Every modern industrial country needs technological expertise to be competitive in the global market, and it is critical to train engineers to provide that expertise. Modern Russia is one of the countries with the most engineering graduates [McCarthy; 2015]. Higher engineering education in quantitative terms shows positive trends, but there are concerns and challenges for the quality of engineering and technical education. Russian higher education institutions that train engineers are not listed in any international rankings of the best universities [see for example, The Times Higher Education World University Ranking 2014-2015, QS World University Rankings; 2014]. The situation was quite different at the Soviet time, when Soviet higher engineering education institutions were prestigious. Soviet Union took the third place in the world in terms of the number of attracted foreign students who were trained in engineering (The US universities and colleges took the first place with 419.6 students engineers and France - the second with 136.9 students-engineers) [Arefiev, Arefiev; 2012].

Today about 22% of Russian students, more than 1.6 million, are enrolled in engineering and technical fields; although this share has declined over the last decade (from 33% in 1995) [Dobryakova, Froumin; 2010, p. 1035]. For the last decade, the European Commission has highlighted the risks related to the shortage of engineers and has called on members states to draw more widely on the pool of female talent. The decline of interest and enrolment of young people, especially women, in engineering remains an issue:

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"Engineering as a human endeavour is also facing numerous additional challenges of its own, including attracting and retaining broader cross-sections of our youth, particularly women; strengthening the educational enterprise; forging more effective interdisciplinary alliances with the natural and social sciences and the arts; enhancing our focus on innovation, entrepreneurship and job creation, and; promoting increased public awareness and support for the engineering enterprise" [UNESCO; 2010, p. 267].

Women have contributed to the diverse fields of engineering in modern and historical times. However, they are still underrepresented in the field of engineering both in academics and as a profession at every level [Fouad, Singh; 2013]. In the Western countries, many programs have been created to understand and overcome this tradition of gender disparity. Proposed fixes include mentor programs, student support groups and targeted recruitment efforts. Initiatives have begun at universities and corporations, including Intel's recent \$300 million diversity commitment. However, the numbers of women engineers are still insufficient, for example, only 11% of professional engineers are women in the US [National Science Foundation; 2011].

Women still are in minority in many Western corporations. In the US, the figures are well known: at Apple 20 percent of tech jobs are held by women and at Google, only 17 percent. A report by the Congressional Joint Economic Committee estimates that nationwide in US about 14 percent of engineers in the work force are women [Nilsson; 2015]. Moreover, many women are much more likely to leave an engineering career, thus losing many of the engineers whom higher education institutions train.

The issue of the position of women in engineering has been recently raised in Russia as in other industrial countries [Kovaleva; 1999; Arefiev, Arefiev; 2012]. In Russia, the statistic has not been stable. In the Soviet time (1970-1980s), approximately one third of students trained in engineering were women [Arefiev, Arefiev; 2012, p. 10]. During the ensuring Soviet times, the role of women in engineering and engineering education was strong with almost 60% of the engineers being women [Barabanova; 2013, p. 1]. Since the fall of the Soviet Union, Russian women in these engineering careers has fallen to below 40% of the engineering workforce with a continuing downward trend. As a point of reference, the representation of women in the U.S. engineering workforce has remained around 9-11% with a very large attrition and departure of women from engineering professions during college and their early professional life.

In Russia, the pool of qualified women engineering graduates does not stay lifelong in the field of engineering [Kovaleva; 1999; Karnoy et al.; 2014]. While our educational system is having some success at attracting and graduating women from engineering programs, women who earn engineering degrees are disproportionately choosing not to persist in engineering careers, and

research has not systematically investigated what factors may contribute to their decisions. Today we shall analyse the reasons why the engineering profession does not attract women.

Women Engineers in Soviet Time

Soviet industry had a lot of special features that set it apart from other advanced industrial countries. A much higher proportion of women engineers was one of the peculiarities. Workforce 'feminisation' became one of the most particular features of the Soviet industry and was connected in part with state politics — insofar as there was a drive towards equal rights for all. The 1977 Soviet Constitution stipulated that men and women have equal rights, and that women have equal access to education and training, employment and remuneration. The Soviet government also provided women special medical and workplace protection, including incentives for mothers to work outside the home and legal and material support of their maternal role. Because of such provisions, 92% of women were employed at least part-time [Curtis; 1996].

The roles of women in the workforce and to some extent politics were very similar to those of men. Women had equality in jobs given to them in principle but not in practice, employers still preferred men over women in many fields. All around women tended to be paid less than men. Despite official ideology, in practice, most Soviet women did not enjoy the same position as men in society. Average pay for women in all fields was below the overall national average, and the vaunted high percentage of women in various fields, especially health care, medicine, education, and economics, did not hold true in the most prestigious and high-paying areas such as the upper management of organisations in any of those fields.

Most of the state benefit programs for women continued into the post-Soviet era. However, as in the Soviet era, Russian women in the 1990s predominated in economic sectors where pay is low, and they continued to receive less pay than men for comparable positions. In 1995, male engineers received an average of 40 percent more than their female colleagues [The Moscow-based Center for Gender statistics]. Despite that, on average, women were better educated than men, women remained in the minority in senior management positions. In the later Soviet era, women's wages averaged 70 percent of men's; by 1995 the figure was 40 percent, according to the Moscow-based Center for Gender Studies. According to a 1996 report, 87 percent of employed urban Russians earning less than 100.000 rubles a month were women, and the percentage of women decreased consistently in the higher wage categories [The Moscow-based Center for Gender statistics].

Throughout the Soviet period women were confined to less prestigious engineer jobs. They often remained in the position of subordination to male engineers and seldom aspired for top

administrative positions. Most women have been rank-and-file engineers. The highest managerial posts have been mostly preoccupied with men engineers. Many women engineers worked on a part-time basis. In the times of economic and political crises, women generally were the first to be fired, and they faced other forms of on-the-job discrimination as well. Private enterprises often fired women to avoid paying child care benefits or granting maternity leave, as the law requires. In 1995, women constituted an estimated 70 percent of Russia's unemployed, and as much as 90 percent in some areas [Curtis; 1996].

Women Engineers in Russia in Transition

An analysis of women-engineers' social status and their views on their current social standing have become one of the central issues in the ongoing project *Russian Engineers:* Formation and Development of the Profession. The research aims to investigate the background, work situation, and the attitudes and values of engineers in contemporary Russia. Today we would like to present the results of the interview research and quantitative survey on the subject. To date we shall discuss the selected results and show the main barriers and reasons why women do not want to persist the career in engineering.

We undertook quantitative online research (191 respondents, 98 men and 91 women) in five regions of Russia (Moscow, Moscow Region, St-Petersburg, Samara and Ekaterinburg). And 30 expert interviews with heads of professional associations, with professors from higher state universities that train engineers, and with heads of enterprises where engineers work. We used an accidental convenient sampling and a snowballing technique. First respondents recommended other representatives of the engineer profession. We realize that we cannot scientifically make generalizations about the Russian engineer profession from this sample because it would not be representative enough. Although it is important to mention that the sample chosen of men and women equates to a large degree of the proportion of men and women engineers in the Russian engineer profession.

Accidental sampling is most useful for the pilot testing of ideas. We tested the ideas of the differences of men and women professional development and the ideas of different social attitudes of the representatives of engineer dynasties and of those who do not belong to dynasties. The credibility of our quantitative research is enhanced by the qualitative research. The expert interviews helped us to interpret the results of the questionnaire survey.

Some research results

What are the barriers to professional development? Many reasons have been offered: workplace sexism, a lack of female role models, stereotypes regarding women's innate technical incompetency, the difficulties of combining technical careers with motherhood [Nilsson; 2015]. Women's decisions not to persist may be due to their own concerns about managing the organizational climate, performing engineering tasks, or balancing work and family roles [Smith; 1993] or could be due to environmental barriers, such as facing a chilly organizational climate, particularly during parenting years [Society of Women Engineers; 2007].

Women may also encounter organizational barriers when they reach a juncture to move into management from engineering roles. It is therefore, critical to understand the diversity of factors that lead some women to persist in engineering and others to leave it, as our educational system may have a role in better preparing women engineers for workforce challenges. In addition, the organisations that employ women engineers have a vital role in creating work environments that both attract and retain women engineers.

Our research proved that women have less career opportunities. In our research, about half of female engineers (54%) have not experienced any changes in the job position in 5 years. Only 20% of women stated that their career has advanced comparing to 45% of men whose career has advanced over the same period. Several women and men engineers in interviews demonstrated gender stereotypes:

There are few female engineers who take important decisions and make inventions, as men are more inclined to do it. Men have innated technical competency. Women, in turn, tend to be good at calculations (female engineer, 65 years old).

To make a good engineer career is easier for men. They are not distracted with household duties (female engineer, 35 years old).

Women are a rarity among the top engineers. I knew some... In general, women do routine work, as they are more attentive towards details. They are more patient, they can control several things at a time (male engineer, 57 years old).

Women engineers are dissatisfied with the lack of career opportunities. 54% women engineers are unsatisfied completely or unsatisfied in general with their current job position. And only 15% women are satisfied completely or in general. Men come across less barriers in the engineer career, and they are more loyal towards their professional choice. Men were less willing to leave an occupation, and were more likely to assert that they would choose the same work if they were to begin again. 70% of men would choose the profession of engineer again comparing to 51% of women.

There are some important social and psychological factors that stop women from choosing the career of engineering. Let us consider the factors that influenced the choice of the profession of men and women. Women are more inclined to look at the <u>convenient location of the university</u>

(26 women choices comparing to 10 men choices) and the prestige of engineering in society (28 women choices comparing to 17 men choices). Whereas men tend to pay more attention to their interest in inventions (32 men choices comparing to 18 women choices) and interest in engineering education (45 men choices comparing to 18 women choices).

Though the prestige of engineering has declined in many countries, in Russia the problem is very serious. Only 4% of Russians said that the profession of engineer is prestigious (see Table 1, Table 2). The same score (4%) got the professions of teachers, blue collar workers and the military profession.

Table 1: What professions are the most prestigious?

Lawyers, attorneys	23%
Economists and financiers	15%
Medical practitioners	12%
Bankers	9%
Public officers (civil servants)	6%
Entrepreneurs	5%
Engineers	4%

Source: VCIOM 2012

Table 2: What professions are better paid?

Lawyers, attorneys	17%
Bankers and entrepreneurs	14%
Economists	10%
Public officers (civil servants)	8%
Medical practitioners	6%
Engineers	1%

Source: VCIOM 2012

Our research proved the modest financial situation of women engineers. Most respondents (43%) can buy food and clothes and some expensive household things (such as TVset or a fridge). But they cannot afford even a reasonably priced car or a dacha. A large share (19%) have enough money just for food and inexpensive clothes, whereas they cannot afford any expensive new household things.

Prospects for the future

More broadly speaking, all scientific professions valorised in the 20th century seem to suffer from a lack of attractiveness today. The European Relevance of Science Education (ROSE) survey regularly reviews the interest and motivation of 15-year-olds for scientific and technical professions. For many years now in developed countries, there has been a progressive

lack of interest of the younger generation for these jobs. And under these circumstances, the differences that have always existed between girls and boys tend to increase. This is a worrisome point, which explains the lack of female will to close the gender gap in the sciences as a general absence of motivation. It is a major challenge for European economies, and was already identified as such by the European Commission more than 10 years ago when it was working on the Lisbon Strategy [ParisTech Review; 2010].

In our research, women engineers wished that the social status of engineer profession would change: (1) the remuneration may be improved; (2) the higher standards of engineering may be worked out in the new Professional standards; (3) the negative social image of engineering may be changed. If engineering schools seek to enroll more girls they would have more success emphasizing the social and societal challenges of the profession instead of focusing solely on the technological dimension. Women seem to be drawn to engineering projects that attempt to achieve societal good. In Russia, the state reforms are now likely to have the most critical influence on the social status of engineering profession.

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Scientific, Engineering Professional Associations and the State: Practices of Cooperation⁷

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Abstract. Scientific and engineering professional associations are supposed to create a mechanism of reconciling and coordinating the interests of the state, society, business and professional communities. The purpose of the article is to identify the spectrum of methods utilized by modern professional scientific and engineering associations in Russia in building interactions with the state regarding its policy in the field of science and technology based on the analysis of interviews with their leadership. The data of semi-structured expert interviews with the heads of professional scientific and engineering organizations (associations) served as the empirical basis of this analysis. The set of their functions includes legislative and advisory/ expert activities; organizing conferences; participation in the development of professional education. The degree of interaction with government structures, as well as the effects of this interaction depend on a combination of various characteristics of the professional associations.

Keywords: professional associations, professional organizations, science and technology policy

The task of creating an effective environment that would rely on a set (complex) of supporting structures, becomes increasingly important in the formation of new models of policy in the field of science and technology. We can identify three levels of this complex: a macro level (state scientific policy); middle level (level of organization) and family level.

This study covers the "middle" level and its particular segment, in which the principles of professional autonomy and self-organization through professional associations are implemented. Professional associations are considered as independent public organizations, designed to shape, maintain and defend the interests and social status of professional groups. Their role is linked to the functioning of such institutions as licensing, vocational training, collegial decision-making, autonomy, ethical code, expertise, etc. (See: [Abbot, 1988 (1992): 5, Larson, 1977 (2013): 208]). The legitimizing role of the national state is seen as paramount, while its convergence with professional systems is noted [Evetts, 2014: 30]. The interaction between the PAs and state bodies,

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primarily regarding the legal grounds for the position of the professional group is of significant importance; the particulars, specifics of resolving these issues are determined by the sociohistorical context. Our previous studies of institutional conditions for interaction between the state and professional groups that are dependent on public policy, helped us formulate suppositions that many professional associations in Russia have assumed the role of substituting the state under the conditions of adaptation to the free market (see: [Kirdina & Popova, 2014]). Examining the role of the PAs as a subject of state policy in the field of science and technology (research and development) is of particular interest. The purpose of this article is to identify the spectrum of methods utilized by modern professional scientific and engineering associations in Russia in building interactions with the state regarding its policy in the field of science and technology based on the analysis of interviews with their leadership. This will offer an opportunity to assess what determines the strong and weak positions in these interactions, the degree of independence and influence of professional associates depending on their types.

Empirical basis and research methodology

The data of semi-structured expert interviews with the heads of professional scientific and engineering organizations (associations) served as the empirical basis of this analysis. The interviews were conducted in the course of two studies - in 2013 (National Research University Higher School of Economics project, A. Moscovskaya, see: [Moskovskaya et al., 2013]), and in 2015-2016 (the "Engineering dynasties in Russia" project, with support of the The Russian Humanitarian Scientific Foundation, headed by V.A. Mansurov). These studies focused on a variety of issues, but relevant questions regarding the characteristics, functions and features of the practical activities of associations, as well as their role in the integration of professional community comprised the core of the research toolkit. Organizations that were included into the sample are diverse in functions and spheres of activity. 15 interviews with the heads of professional (associations) in the field of science and technology are analyzed. These interviews represent a variety of cases of organization and representation of the interests of professional groups in scientific-technological and engineering activities. In order to take this diversity into consideration, the following criteria can be applied to identify PA types:

- based on the nature of their activities: 1) Associations representing the interests of engineers in general (defending and maintaining the status of a professional group); 2) Associations representing the functions of education in the field of science and technology in general; 3) Associations representing the interests of engineers in a specific industry: scientific or industrial.

- based on the duration of the activity, which determines the continuity in its principles: 1) "old" professional organizations created in the Soviet and even pre-Soviet period, which proclaim the

continuity of their activities during different time periods; 2) "new" professional organizations, created during the newly emerged, changed conditions, that are setting adaptation to new requirements (primarily to the free market) as one of the goals.

In characterizing the ways of interacting with the state in regard to policy-making, it is advisable to utilize combinations of these factors through the analysis of coalescence of the functions that they perform.

Analysis of the documents published by such associations, primarily on the Internet, reveals a fairly wide range of activities: including lawmaking in cooperation with the government bodies at various levels in order to defend the interests of the professional group; efforts aimed at professional development (in essence, shaping of the professional culture), including, among others, the development of ethical standards and norms; participation in the certification, accreditation of employees; conducting specialized seminars, competitions among the specialists and the students in specialized universities; quality control of work and licensing; integration of the professional community, as well as keeping it well-informed; development of cooperation with the international professional organizations [Popova, 2013: 69; Kirdina & Popova, 2014]. From this wide range of functions, for the purposes of our analysis, the following were selected:

Lobbying for the interests of professional group: 1) Participation in the development of federal laws, regulations of the Russian Federation, subjects of the Russian Federation, bodies of local self-government connected to the professional activities; 2) Participation in the development of socio-economic programs and investment projects on a national scale; 3) Organization of independent public examination of laws, bills, programs, etc.; 4) Legal protection of the interests of professional groups, communities (eg, challenging in court: law acts, decisions, and (or) the action (or inaction) of public authorities of various levels, violating the legitimate rights and interests of representatives of professional groups); 5) Participation in the work of the committees, responsible for placement of orders, tenders, conducting competitions, examinations and inspections (in regard to production activities); 6) Participation of the representatives of association in the work of public authorities of various levels (inclusion into the committees of government agencies, etc.); 7) Participation of government representatives in the work of a professional association; 8) Requesting and receiving information from government agencies of various levels; 9) Preparation of materials and proposals for public authorities in the sphere of professional activity.

Professional development: 1) Participation in the organization and conducting of further education, retraining courses; 2) Conducting specialized seminars, technical training of the specialists; 4) Participation in the certification, accreditation of employees; 5) Participation in professional competitions among students at universities; 6) Participation in professional

competitions among working professionals; 7) Development of ethical standards (norms, laws); 8) Participation in organizing postgraduate studies in professional sphere. 9) Development of ethical standards (norms, laws); 10) Participation in organizing postgraduate studies in professional sphere.

Analysis of the interviews identifies the main directions and forms of activity of scientific and engineering professional associations, at the basis of which lies the interaction with the state. The common (general) position is formed (formulated) based on a conviction that the state policy in economy and engineering education, which combines state support with a high degree of professional autonomy, is an absolute necessity. The position in relation to such policy is formulated in an interview with the Head of the Association for Engineering Education:

"It [such policy] should consist only from creating conditions that stimulate development ... The role of the state should be as follows: if it ... is stimulating various initiatives, these initiatives will undoubtedly be emerging and actualizing" [2016: 6].

The role of the PA is viewed by many as mediatory in a broader sense - aimed at harmonization of the interests of various parties that the industry professionals, or the professional group as a whole are interacting with:

the state, the market, the society. This is the main function (mission) for the various forms of associations: through the joint efforts of different actors and the pooling of resources in the professional space.

"We are a scientific and technological society, we are ready and able to pull together the entire intellectual potential of oil and gas institutes, universities and enterprises for any project. We are the unifiers of sorts" ("Oil and gas industry".

"The Association, yes - it means to gather and examine all of the viewpoints, and arrive at a consolidated decision, which would suit, on the one hand, the authorities, and, on the other hand - the businesses as generators of material value" ("Automotive industry 1").

Harmonization of the interests of the state, society and the professionals

Harmonizing the interests of the state and society is conceived in a broad sense through the development of science, engineering education and the status of an engineer/ scientist in society. This trend is characteristic of the "old" PA, and especially of those among them that ideate their activities in the context of struggle for the status of the professional group (engineers, scientists, workers in the high-tech industry) as a whole. Basic forms and instruments of activity are:

Participation in lobbying and the development of legislative and policy documents.

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⁸ Hereinafter: the sphere of activity of the professional association.

Legislation regarding the status of engineers (on engineering activities). One of the central issues in a number of interviews with the PA, representing the interests of the professional group of engineers is the adoption of the law on engineering activities, on the engineering profession. It is discussed in various modifications. One of them, most actively lobbied for, involves bringing the status of engineers in line with international practice and certification of professional qualifications of engineers: ideally, such a law is "aimed at promoting the growth of the prestige of engineering profession: if such law is adopted, it will clarify what the engineer's rights are, what is his responsibility, what are the duties, what, frankly speaking, is his salary, or what positions he can occupy, possessing the certificates confirming that he is a professional engineer" ("Engineering education", see: Popova, 2016b: 6). Draft laws that are being developed by various PAs (for example, "Engineering chamber") are discussed in the professional community, as well as government bodies, although the definitive law has not been yet adopted.

Advisory activities for government bodies are quite often mentioned in the interviews. They differ in both forms and subjects between the "old" and "new" professional organizations, especially those representing manufacturing and various branches of the economy. Among the first (the "old"), to a larger degree, these activities have a general nature. Negotiating with the state is not so specifically defined - within the framework of generalized statements regarding participation in the development of the state (as well as local self-government bodies') resolutions, plans for socio-economic development and technological progress; development of proposals and assistance with the fair resolution of issues related to the legal and social protection of scientists and engineers ("Scientific and Engineering Associations", see: Popova, 2016a).

Participation in the development of state programs appears to be very weak (ineffectual) and mediated among the "old" PAs representing industry brunches ("... no one asked [for our help with the preparation of programs within the framework of state policy]. Our State policy....is derived from what we have available"("Nuclear-geophysics"). At the same time, the development of legislative initiatives is declared as a fundamentally important area of activity, even if the conditions are insufficient and unfavorable. "... our legislative initiatives are aimed at creating regulatory and management mechanisms, mechanisms of fairness, mechanisms of information, so that every common oilman, engineer, scientist would know how the oil and gas industry and its enterprises function, in order for justice to prevail and, so that on its basis, people would realize that they can increase their own productivity ... Scientific and Technical Organization exists for this purpose. Its task is to be engaged in propaganda and doing something productive, regardless of the state of society" ("Oil and gas industry").

With the "new" industry PAs, this can be the first-hand development of government programs: "operational work on normative documents that are being developed by the Ministry,

working with the Duma, with the council of the Federation, where continuous movement can also be observed: holding of the roundtables, parliamentary hearings. And, it means that it is necessary to inform everyone, send out the materials, gather remarks, all the proposals on these materials ... all of this has to be forwarded to the organizers of this event; afterwards, based on that, some recommendations are being put together - all of which we also have to coordinate " ("Science", see: Popova, 2014). Conferences, as well as the structures within the government bodies, created with the participation of PAs can also become quite effective forms of lobbying for the interests of the industry: "The resolutions that are adopted at the conferences of the automotive engineers association are usually formulated as some sort of an appeal to the government ... we have a fairly close relationship with the public council for the development of the automobile industry in the State Duma <...> we have simply established very close working contacts" (Association of Automotive Engineers). "We put together proposals for the Government programs, <...> based on the decisions of the Government, on Government bills, as well as legislative acts. Department of the Automotive Industry of the Ministry of Industry and Trade has basically been established based on our feedback... Expert Council of the State Duma on Automotive Manufacturing ... we are the members of the Russian Union of Industrialists and Entrepreneurs <...> We participate in technical regulation, as well as economic regulation - in general, we take part in all of those structures that are created there" ("Automotive industry 2").

Participation in the development of professional education. This is one of the most important functions of the PAs (especially those that operate in the field of engineering education) as far as the shaping of the science and technology ecosystem.

Professional Public accreditation of engineering education programs, conducted by such associations, is one of the most impactful, powerful forms of influence of professional control. It is carried out parallel with the state accreditation of educational programs, aligning them with "professional requirements that are more flexible and less conservative" ("Engineering education", see: Popova, 2016b: 5). Additionally, this accreditation takes into account the requirements and criteria of authoritative international organizations, and thereby "contributes to the competitiveness of Russian engineering programs" ("Engineering education", see: Popova, 2016b: 5). The accreditation efforts are recognized as important by the "old" professional associations that represent the status of engineers in general as well. However, the scope of such activities is limited: "there is an accreditation council, the criteria has been established, accreditation procedure, we have the experts and the access to international organizations. Randomly, in certain spots this is already being done. The question now, is how to make it wide-spread" ("Scientific and Engineering Associations", see: Popova, 2016a: 219). The PAs view the

creation of certification system for engineers as continuation of this work and are making efforts in this regard, which are also limited in their scope.

Some of the industry PAs offer assistance (to) and practice cooperation with universities. The forms of this cooperation are diverse - for example, through the involvement of universities in associations, or work with the students. "Many universities in our field are members of our association. ... Presently, we hold competitions, within the framework of our association in order to support the best graduate student projects" ("Automotive industry 1").

Coordination and harmonization of professional and educational standards for the new emerging professions that are required in manufacturing can also be included in the tasks of the PAs. "So, we have a new profession here <...> But, we don't have an educational standard. It has to be created" ("Automotive industry 2").

Educational, scientific and technological activities in society - is a direction that is characteristic primarily of scientific and technological professional organizations continuing the traditions of their direct predecessors. This activity also implies an indirect impact on the formation of the state's policy towards the research and development sector. However, the overall sentiment, as far as its (government's) active role in it, is often very skeptical. This skepticism is demonstrated in our sampling of associations involved in the development of mineral resources. At the same time, interaction with the state is recognized as one of the few instruments of influence: "...having realized that it is impossible to reach an agreement with the top management of ... oil and gas companies ... we were able to find a platform for expressing our ideas, taking care, first of all, of common workers - oil and gas workers, engineers and scientists. We have found such a platform - the State Duma of the Russian Federation ..." ("Oil and gas industry").

Conferences, lectures are often identified as one of the main forms of such activities. At the same time, it is a factor of professional development as well. "Conferences, publications <...>
It's not just information <...> It's school, learning, it's progress. Each publication, if you think about it, is an advancement in this process" ("Nuclear-geophysics").

Harmonization of interests of the state, the market and the professionals

The "new" industrial PAs most commonly declare this principle as their goal. Some of their leaders also point out that the interests of society are observed and respected when this harmonization, coordination is successful. "... The most important thing is trying to explain to the government that without industry there is no economy" ("Automotive industry 2").

The theme of the influence of industry professional associations' mediation between the market and society on the formation of the state's economic policy, which has repeatedly been

mentioned in the interviews with their leaders, requires special attention. Practices that can be attributed to this direction can be interpreted broadly.

These can include the previously described types of activities and methods of influence of the PAs, which have various aspects of meaning. This can be: lobbying for the interests of the industry in cooperation with government officials during the development of normative documents; conferences, forums and interaction (cooperation) with universities. One should particularly emphasize such method of influence as professional expert evaluations in the field of legislative norms, which is organized by the industry PAs. This could be state oversight of environmentally sound technical regulations in the public interest, or limiting the market's desire for profit: "... in order to issue this regulation and, incidentally, a fairly successful regulation, it had to be tied in with the industry, and society, and with the state ... the process of such ... benevolent alignment of all positions, since for the business - all of this is a burden" ("Automotive industry 1"). This could be the question of developing federal rules in the production sphere: "... in order to write the rules that would be viable. But, these rules are being discussed. Here, during the discussion of these rules, various businesses express their opinions, and we are deliberating, considering these opinions, consolidating and informing" (Aviation industry). "It is in our interest that they do not come up with some official document that we will have to execute, and which would be impossible to fulfill. They have identical interests as well, to hear us out and comprehend what the industry needs and requirements are "("Automotive industry 1").

Conclusion

A favorable environment for professional development in the field of science and technology is created primarily at the level of state policy.

Scientific and engineering professional associations that mainly perform "intermediary" function are one of the subjects of science and technology policy of the state. They create (or are supposed to create) a mechanism of reconciling and coordinating the interests of the state, society, business and professional communities.

In reality, professional associations (organizations) are very diverse both, depending on their legal form, professional groups that they represent, their goals, objectives, resources, methods of operation, longevity, as well as the continuity in the principles of their activity. In all cases, the set of their functions includes legislative and advisory/ expert activities (development of laws and legislative initiatives, state programs, professional expertise); organizing conferences; participation in the development of professional education (accreditation of educational programs, certification, development or harmonization of professional and educational standards, cooperation with universities). The degree of interaction with government structures, as well as the effects of this interaction depend on a combination of various characteristics of the PAs.

A contradictory observation of this research is that the very professional associations that declare the strongest pro-government positions, in reality, demonstrate the weakest positions in this interaction. These are primarily the "old" PAs, adhering to the former principles of activity, more often - scientific and technological societies. The "new" PAs, created under the changed conditions of professional activity and representing the interests of different branches of industrial sphere, in which the professionals are employed, have a more effective set of methods of influencing public policy.

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Criteria for Choosing Preschool Educational Institute and Parents' Judgments about Preschool Teachers Profession

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Abstract. The article presents criteria by which parents are choosing a certain preschool institute and analysis of parents' perceive the status positions of a preschool teacher' profession. We defined the criteria by which parents differentiate professional/non-professional and recorded subjective parameters concerning parents' judgments about preschool teachers profession.

Keywords: preschool teacher; parents; preschool choice criteria; view of the profession; preschool teacher profession prestige

Introduction

The modern system of preschool education is characterized by significant positive changes in the sphere of legislative regulation. Alternative funding practices and new forms of preschool education are being implemented. On the other hand, there is a lack of places in preschool institutions and a lack of teachers with relevant qualifications. The newly implemented merging of secondary schools and preschool institutions has led to tensions between preschools and secondary schools, as well as between parents and preschool education authorities. The hasty implementation of inclusion into preschool educational space that is not supported by the necessary material resources, pedagogical competence and readiness of the society to accept a new educational paradigm lead to destruction of the effectively working system of correctional preschool institutions. Increasing of cost of educational services without the improvement of quality of educational services leads to conflicts and tensions in preschool education. All this, to a significant extent, influences the character, roles, and interactions of the main stakeholders (children, parents, teachers, and education authorities), as well as the processes taking place inside professional groups of preschool teachers.

Goal Setting

In October 2013, interviews with parents of preschool age children were carried out as part of the project "The Latest Dynamics of the Social and Professional Status of Preschool Educators" in Moscow and the Moscow region. The investigators focused on the following aspects in the functioning of a preschool educational institution:

- Systematization of preschool selection criteria by parents;
- Definition of preschool teacher status positions;
- Determination of criteria by which parents differentiate between a professional and non-professional;
 - Characteristics of the relationship between parents and preschool teachers;
- Determination of subjective parameters of parents' views of the preschool teacher profession.

Sociological research shows that children attend preschool (when they are not forced to do it) primarily in order to play an exciting game or communicate with friends. Unlike children, the parents are less interested in to what exciting day has a child outside the home. They are more less interested in three things: reliable child-care ("left-children office"); a child's health and being sick less often; good training for school. Parents' need for children's nonparental care reaches its maximum in the period of a child's preparation for school. The overall index of parents' need for different forms and types of nonparental care is the desired percentage of children coverage by preschool institution system: 77% (3-5 years of age), 83.4% (5-7 years of age).

Its turned out that the goals of children and parents are different. It stimulates the education optimization processes in preschools and its differentiation in accordance with the needs of different types of family. The analysis of expert interviews about the pivotal changes (positive and negative), which have recently taken place, shows that most of the experts note transition to variability of preschool education, its programs and forms. There is now a real opportunity to use unique programs developed by our fellow countrymen and also adapt the best foreign experience in preschool education.

Nearly half of the parents understand that the choice of an education program is connected with the planning of a child's educational trajectory. Unfortunately, because of the deficit of preschool places, preschool education reform and standardization of the educational process makes such a conscious choice is problematic.

There are different forms of education in preschool institutions. This is a list of most popular education technologies: "Origins", "Rainbow", "Development", "Gifted Child", "Childhood", "Golden Key", "Kindergarten House of Joy", Montessori pedagogy, Waldorf pedagogy, pedagogy of integrative education and other ones. Their differences connect with technologies of the education process; philosophy of education put into the base of program; education process priorities; characteristics of the developing environment; preschool and school succession.

Moreover, the population needs in preschools can be met through a variety of ways. The global way is constructing new buildings, which is necessary in the present situation. The intensive

way is improving the effectiveness of existing public nurseries and preschools, i.e. setting up on their basis new alternative forms and types of preschool groups, mini-schools, home kindergartens, walking groups, short-stay groups, harmonic development groups. This, in its turn, does not rule out other non-state, cooperative preschool institutions: private-state partnerships, private preschool institutions. Family tutorship and professional home education are being restored in Russia now.

Parents and Preschool Institution Choice

We were interested in parents who chose a specific preschool institution for their child. First, we asked a question: "Why they chose a particular form of education for their child?" It was also interesting to analyze why in one case they preferred state education and in the other case they preferred private preschool education.

On the basis of the data we concluded that people use a preschool institution in the following situations:

- Grandmothers work and cannot help to a full extent;
- There is mistrust of babysitters;
- Both parents have to work;
- This is a wish to develop or satisfy communicative or other skills of the child necessary in his/her further life;

The list of reasons is given in a random sequence. Most often the parents named several of these reasons.

Among the respondent parents the majority preferred state preschool institutions. The parents' argument was the following: a certified program is used in state institutions, i.e. a program that undergoes quality control. Our respondents believe that state preschool staff is better prepared and education goals are met.

Furthermore, a smaller monthly tuition was another reason for selecting a state preschool. An important factor was also a shorter distance between a preschool and one's home.

Thus, if a good state preschool is near the place of residence it will be this preschool that an absolute majority of parents would prefer. Naturally, they also take into consideration other conditions, such as a small ratio of children per caregiver and so on. "We have a very sociable and communicative child. That's why it was not a question for us if he will go to preschool or not—he will definitely go there! We did not have to search for a preschool; it is located in our yard. Our child went to a state one because we cannot afford a private one", - says the mother of a six-year-old boy in "Kozhuhovo", one of the Moscow districts.

However, another mother, a representative of a well-off part of the population, working in private business states: "A state preschool has been chosen because in the town (Chernogolovka, the Moscow region) there are no private ones — one is out of town, the other is a half-day one". The most typical opinion of parents who prefer an ordinary state preschool is formulated in the following way: "A child must socialize in the environment in which he/she is going to continue his/her education". And for the majority of families an education trajectory of their children is connected with public secondary school education. "I believe that a child needs the environment and society in which he/she will make his/her way in the future, i.e. the same in preschool and school…" - says the mother of a 4,3-year-old boy, in Brateievo, one of the Moscow districts.

Naturally, other motives are in place in case a preschool choice needs to be made for a child with special needs. If a child is sick or disabled it is the disease and its character that determine the form and type of preschool education form and type. "The child's disease influenced the choice of preschool (specialized orthopedic and logopedic preschool). The reputation of the preschool and the professionalism of its pedagogical staff also influenced the choice", - says the mother of a 5-year-old Liza, Liza attends a specialized state preschool (Kapotnia, a district of Moscow).

Thus, the parents rely on the following parameters when they choosing a preschool: in close proximity to the place of residence; territorial availability; educational program; good advertizing; teachers' professionalism and others. Also taken into consideration: a child' age and the availability of money in the family for tuition .The younger the child is, the more preferable is the preschool near the house.

Parent And Teacher

When asked: "What do you call a specialist who works directly with children?" - the parents answer: "Teacher" - most often. However, we could hear such answers as "preschool children training specialist", "early childhood teacher", "preschool teacher". We also came across such answers as "teaching specialist" and "preschool educator". Thus, in depending on the parents' priorities (teaching or education) formulate the content of the preschool staff tasks directly working with children.

In our research we had an opportunity to study parents' associative and visual perception of the preschool teacher profession. The respondents mainly had the following associations:

A nice woman surrounded by happy children; a teacher with children around listening to him/her; sunflower; fairy-tales; celebrations; books; heart; warmth; nice and kind; tender/loving.

We also came across such associations as "The Sun with long rays which penetrate everywhere, warm up everything they touch". One more image: a book as an open world and the

teacher opens it. It's important to note that such associations as "a kind grandmother, a middle-aged children loving woman, hospitable, hearty" that one of the respondents told about his childhood memories are no longer common. Analyzing the parents' answers to the question: "What do you think the profession of a preschool teacher should be? What are its essence, goal, and mission?" - we were able "to gather" a typical image formed in the parents' community. A teacher is a person who loves children and committed to his/her work. It was noted that this profession is sacrificial, the mission of a preschool teacher is to open the window to the world for the kids, to show its variety, to teach to get on well with people, to teach to learn (to lay the basis for this skill). It was also important that the respondents connected the ideal of the profession with continuous development. The profession of teacher is very interesting and is continuously developing, - some of the respondents note.

Evaluation of early childhood teachers' professional qualities is widely discussed by parents online. On the international educational portal MAAM.RU we found the following self-evaluation of the teacher's place and role in a preschool institution:

"Socrates said that all professions are from people and only three are from God: Teacher, Judge and Doctor. I believe that Teacher combines all three professions because a good teacher is a doctor for whom the main law is "Do no harm!" < ... > Without any special instruments we monitor mental and moral health of our children.... < ... > A good teacher is a wise judge who unintentionally finds her/himself in the center of the eternal conflict between parents and children < ... > A good teacher is an actor, a scriptwriter and an artist. He/she can turn any occupation into enjoyment. "It is creativity that is the best teacher!" [MAAM.RU...].

The teacher's self-evaluation of his/her mission given above practically coincides with the evaluation of professional and social status and community resource given by the parents-respondents. When asked: "Do teachers have a social role, what is the significance of the profession for other people and the society at large?", - the parents gave various answers, which can be summarized in the following way:

- Every person who chooses the profession of teacher takes on the responsibility for those who he/she will teach;
- **He/she is also responsible for him/herself,** his/her professional qualifications and right to be a teacher;
 - The teacher's task is to raise a **harmoniously developed personality**;
 - The teacher is always in the public eye; he/she lays the foundations of morality.
- "The profession is significant for other people of course. If not for this profession many children will stay unattended while parents are at work. Not all parents can afford not to

work and not all parents can give their children the necessary knowledge and skills by themselves".

The research disclosed that parents consider such professions as psychologist, speech therapist, teacher, speech pathologist as close to the profession of a preschool teacher. The closeness of these professions is explained by the fact that all these specialists work with and for children. They diverge in that a teacher is a versatile specialist while the others are single-discipline specialists. The most important differentiating features for the parents were the following: a school teacher pays more attention to teaching and not so much to character building or nurturing; psychologists and teachers are farther from children, but a preschool teacher is someone who spends most of the day with children, knows their worries, successes and failures, constantly directing, protecting, resolving conflicts and uniting the children's group. Here is an excerpt from the parents' answers: "Teachers also give knowledge to our children. The difference is probably in the fact that preschool teachers are closer to each child and give more warmth and love".

It is common knowledge that parents tend to choose a preschool where good teachers work. What criteria are used to determine teachers' professionalism? Who do parents consider a good teacher? The most important for the parents were the following qualities of a teacher:

- He/she has intelligent and well-behaved children in his/her preschool group;
- He/she loves children;
- Children love him/her;
- He/she helps children explore the world around and find their place in it.

It is also significant for the parents that a teacher should be in constant search, develop him/herself and have a creative potential. Individual attention to a child is also essential: "A good teacher is the one who finds an approach to the most complicated child and can achieve to be heard. A bad teacher is the one whose children don't know the fundamental rules of behaviors in the society and who doesn't love children" (from the parents' answers).

How does a modern parent see the positive traits of the preschool teacher profession? What can attract or push away a young person when he/she is choosing the teacher profession? According to the enquiry, the following things can attract young people: the feeling of being needed, a high salary, and social benefits. The opposite factors can push them away. The most precise answer was given by one of the parents: "A young person can be attracted (The author's note: to a preschool institution) by the possibility of a useful impact which can't be compared with anything else (not present in any other field), the feeling of being needed. A person can be pushed away by the responsibility and a small salary".

The parents also realize the complexity of this profession that differentiates it from all other ones. The most complicated, in the parents' opinion, is the constant responsibility for children's

health and life. The respondents also note the possible difficulties in interacting with parents, conflicts among the staff, a low salary and too many children in a group.

The attractive features of the profession are its prestige and a high social status. What do the parents think about the prestige/lack of prestige of the preschool teacher profession? "It seems to me that nowadays only the fans of their profession work in preschools", - notes one of the parents expressing the point of view shared by most of the respondents. Here is one more respondent's position concerning the modern society's attitude to the profession under focus: "The profession of teacher is unlikely to be prestigious in our society. Its prestige is only in the society's respect but if one follows the present Education Act there will soon be almost no respect at all".

The absolute majority of the respondents wouldn't advise their friends or children to select the preschool teacher career. However, two points of view were emphasized. According to the first one: "If a person can love somebody else's children, this career choice can be recommended. It means that despite everything, he/she will love his/her work and fulfill his/her duties well. Such a person has harmony inside him/her". The second point of view shows that this career choice is held in respect in spite of everything: "The career choice is individual for each person, that's why I can't recommend anything to anybody. But if my friends were teachers, I would be proud of them".

It is known that the significant part of preschool teacher's professional work is communicating with parents about learning and education. The parents note that their relationship with the pedagogical staff is different. We didn't conduct a thorough study on parent-teacher relations in different preschool institutions. But we noticed that parents try to listen to the recommendations of the teacher who has been giving special attention to their child. Many parents take these recommendations as a competent opinion about the child. One of the parents explained her trust in the teacher's advice in the following way: "By all means! Their authority is undisputed for me. I sometimes think they know my child better than me. And of course, I listen to their advice".

The conducted research revealed the existence of conflicts between parents and teachers. However, it's interesting that when telling about any conflict situation in a preschool institution, respondents distanced themselves from their own preschool but spoke mainly as if the conflict arose in other institutions attended by their friends' children. One of the mothers says: "I haven't experienced such situations yet. My friends find themselves in such situations when they feel that a teacher is not fair or is cruel to their child". Only some of them answered they had been in such situations but they tried to excuse both parties: "Yes, such cases happen but most often because of some misunderstanding of each other. Or somebody is very tired...", - or: "I've had one situation, through a misunderstanding". In our opinion, such answers show the parents' unwillingness to do their children harm when disclosing the real situation in the preschool.

It didn't appear difficult to describe a preschool teacher from the perspective of the parents. He/she is a considerate, kind, responsive, cheerful, intelligent, compassionate, know-it-all, fully developed, creative and emotionally stable altruist. Also, he/she is a good-minded, competent and children-loving person.

In Lieu of Conclusion

The discussion about who is the ideal teacher is a favorite topic of the Internet forums. On one of them, one of the respondents gave an answer that was considered the best on this forum:

"The ideal teacher: - takes your child from home and brings him/her to preschool; - at the end of the day confesses of his/her pedagogical mistakes but doesn't complain about your child's behavior; - says to children that he/she hated grits and allows to throw it into the garbage; - never asks for sponsor help but silently invests in your child from his/her own pocket; - stays with your child after 7 p.m. with pleasure (if your child gets tired of it takes your child home)- CONSIDERS ALL PARENTS IDEAL!!!"

This humorous answer only shows that each person has his/her own ideal and it's impossible to reach it in each situation. It's also obvious that an ideal teacher from the view points of preschool authorities, parents and children has a different set of personal and professional qualities.

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The Image of the Russian Engineer: Structure, Function, Social Roles (Content-Analysis Of Internet Publications)⁹

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Abstract. The purpose of this study is to find out the main trends and structured according to the Russian scientific community towards the construction of an image of a modern Russian engineering and technical workers. As a method of research chosen was qualitative manual content analysis. The empirical object of scientific online publications by Russian authors on the problems of engineering community. As a result of the content analysis of these publications revealed the opinion of scientific community for constructing the image of the modern engineer, demonstrated how a variety of definitions of the structure of the engineering profession, social roles and functions and competences of the modern engineer and General integrative approach to the construction of the image through the use of the principles of traditional Russian engineering schools, adapted to the modern trends in the development of society and technosphere.

Keywords: engineer; functions; social roles; competences; content analysis

The strategy of innovative development of the Russian Federation aimed at strengthening of Russia's positions in the markets of high-tech and intellectual services. However, technological modernization of Russia is not feasible without the participation of the Russian engineering workers. While the technological modernization and the development of a market economy require training the next generation of engineers, skilled in management and able to freely navigate the issues and technology and management. This is only possible on the basis of development and improvement of engineering education, which must be based on a clear idea of who needs to produce technical higher educational institutions of Russia. In other words, educators must have as a model a perfect image of the modern Russian engineer, who must meet the graduates of the Russian engineering school. Given the above, it seems expedient to find out what is the opinion of the scientific community, professors and teachers of Russian higher engineering education institutions on various aspects of the image of the modern engineer, what is its structure, functions, what the role of the social engineer needs to master in a modern society who needs to release a Russian engineering higher educational institutions. It is important for us the opinion of the academic community, as it is the main driving force, carrying out in practice the modernisation of higher engineering education in Russia.

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Thus, the aim of this study is to find out the main trends and structured according to the Russian scientific community in relation to various aspects of the image of the modern Russian engineer. As a method of research chosen was qualitative manual content analysis. The empirical object of scientific publications by Russian authors on the problems of higher engineering education, selected by the specified keywords (engineering education). All were originally selected 78 publications, the authors are professors and teachers of Russian higher technical educational institutions. Of these, the discussion of the various elements of the image of the Russian engineer was kept in 37 publications. This shows a fairly high importance to the scientific community on this topic (almost half of the initially selected keyword publications). The advantage of choosing the method of content analysis is that unlike the survey, for example, experts we are dealing here with a fully free expression of ideas and opinions, not directed from outside the interviewer's questions or the questionnaire. Thus, we obtain unprovoked, except in the external environment and the internal belief of the authors opinion over the studied issues. The structure and content of this opinion is defined solely by the authors, published that is relevant and meaningful for the author.

As a result of the content analysis of these publications identified a number of substantive thematic units, covering almost all the selected unit. It is a historical look at the figure of the engineer in Russia, theoretical and philosophical discussions about the social role of the engineer in society, structuring of the engineering profession for various reasons, the allocation of basic vocational and social functions and roles of the engineer and the compilation of lists of required competencies that should be possessed by graduates of technical and engineering universities of Russia.

We begin our analysis with a historical perspective on the figure of the engineer in pre-Soviet Russia, because history is the source of both the achievements and the existing problems in the study area of public life. Only publications with a historical slant was 8% of the total. Among them select the article Saprykin D. L. "Engineering education in Russia: history, concepts, prospects." (both here and in the future, due to the large number of analyzed texts, the author will be listed, only those that were support in specific thematic unit, the other partially repeat their content) "is still prevailing in our society view - the author writes – engineer – only a specialist who performs specific functions in differentiated modern sector. In practice, especially in small high-tech companies, which is the main generator of innovation in the modern economy, the engineer is both a researcher, and organizer the work of the "team" leader." [9, p. 134]

One of the Central questions of this article: "What are the main features of the "classical concept" of engineering education, a "perfect image" of an engineer is put in this concept?" To answer this question D. L. Saprykin provides the following historical perspective of engineering

education and the engineering profession in tsarist Russia in the late XIX-early XX century. [9, p. 134-137] this period, the European tradition of engineer training based on the combination of two principles – scientific approach and the spiritual idea of a holistic education of the person. We are talking about internal and external "the gathering of the whole person, the cultivation of her intellect, will, moral and aesthetic principles. The education of the individual was understood as both the way to the formation of the state (Staatbildung).

By itself, the word "engineer" comes from the Latin "ingenium", in classical literature meaning not only the ingenuity but also the ability, talent, sharpness of mind, cultivation of the mind and education in General. Speaking about the integrity of education, first of all think of the idea of the "humanization" of the technical school. It was assumed that an engineer with a deep scientific and technical knowledge must have thorough humanitarian culture. In the profession of architect and civil engineer the unity of technical and artistic education is the basis of professional competence.

More importantly, the connection of science and practice. Feature of the Russian engineering tradition from the beginning was a reliance on very strong basic math and science education. At the same time, the work of the engineer is at the crossroads of creative scientific work and technical practices. This is the fundamental difference in training engineers in the Russian style from traditional training "masters" and "technicians", not only from practice, which was England. For a long time, master, technician practitioner lead, but the situation changed dramatically, when fundamental science was to play in the field of technology far greater role. Now based on the science of creativity was to go ahead the practical experience of artists and technicians.

Another feature of training in traditional engineering schools lay in the fact that graduates are focused on the practical implementation of turnkey projects, bringing them "to the end".

It is also important that the Russian engineering universities should prepare students not only to technical activities but also to the professional functions of the Director, public servant and soldier. A typical example is the professional fate of D. I. Mendeleev, V. N. Ipatiev, A. N. Krylov, who were not only outstanding scientists and engineers, but the organizers of industry, education and government leaders.

Engineer with a higher education had to be both a scientist and a technical specialist and organizer of industrial production. Specialist with technical knowledge, but not ready to lead the enterprise, were not considered in the full sense of an engineer, and could only be "technician" or "assistant engineer". Therefore, engineers in the preparation was cultivated not only the intellect but also the will and organizational skills. Principal question was the following: the engineer must be internally ready for the difficult task of managing people.

With this understanding of the role of an engineer of the scientific-technical number of problems connected with technical and economic next. In the works of the old Russian engineers with the thoroughness to think through not only technological, but also purely economic and "managerial issues (organisation of the production process, cost reduction and costs, organization of traffic flows, environmental protection, safety and behaviour in emergency situations). Since the creation of the Institute of engineers of ways of communication in the training course of the engineer as the future leader of the enterprise consisted of a large amount of economic knowledge. Later engineering and economic direction became independent. In the leading technical universities of pre-revolutionary Russia (e.g. St. Petersburg Polytechnic Institute) there was a separate economic faculties or departments for the training of officials and entrepreneurs with serious scientific training. Conversely, in large commercial institutions in Moscow and Kiev were engineering departments.

The twentieth century together with the mass of engineering education has brought the destruction of its integrity. In the USSR, the elimination of the market economy and concentration of high technology in large state-owned enterprises has led to the death of a number of engineering skills (in particular, the "economic" and "managerial"). Engineer in the USSR was increasingly losing the role of the Director, which is passed or "scientist" (in the system of Academy of Sciences), or "party worker" or "Manager". An echo of the old concept of "engineer" was, except that the Soviet phenomenon of "General designer" - a person with a holistic understanding of the situation and strategic objectives, and simultaneously carrying out scientific-technical and personnel leadership of large high-tech project.

If in pre-revolutionary Russia within the engineering profession formed the intellectual and technical elite in the Soviet times, the profession has become elite, but massive with a huge tangle of contradictions, which affected both the training and the scope of use of technical specialists. In an article of V. Bazhanov, "the Ghost of the executed engineer" [Bazhanov V., p. 150-155] considers the question of the pernicious influence on Soviet society of technical education with a narrow specialization, complete devoid of humanitarian components. The author refers to in his discussion on the book by L. Graham's "the Ghost of the executed engineer. Technology and the fall of the Soviet Union." [1, p. 152-154] He writes that engineering education in Russia before 1917 suggested the preparation of a wide profile, which included a variety of humanitarian and socio-economic issues. Such a system would provide Russia with a contingent of highly cultured, erudite, widely and critically-minded engineers capable of take into account in their projects a variety of social consequences of their implementation. "On the contrary, - says L. Graham - Soviet students at an early stage had expected the choice of specialization, their training on mastering a particular profession. And specialization was defined very narrowly and rigidly... Training same

benefits (humanitarian) subjects was designed to promote not independent of mental work of students, and their ideological indocrination. Rising political commanding heights, these limited technocrats took control the whole way of life of his compatriots..." [3, p. 112-117] the Tragedy of the Volga, the drying of the Aral sea, Chernobyl, etc. – only the most famous consequences of this type of education. "Ghost of Palchevskiy (shot of the engineer of the old Russian school), once warned about the consequences of a narrow technical education and neglect social issues – concludes L. Graham was finally in the Soviet Union's Blatant disregard of the Soviet regime to people was the main reason that it collapsed almost without resistance" [3, p. 156]

However, in recent decades the situation has changed. First, the increase in the value of innovation in the economy and the rapid change in the prevailing technologies have dramatically tightened the requirements for an intelligent, strong-willed and organizational abilities of the engineers. Second, the sharp increase of the role of small and medium-sized innovative companies in the modern high-tech economy has increased the requirements for the integrity, universality and breadth of training of an engineer, which is again in the role of scientist, technical expert and company Director, expanding his area of responsibility.

After a historical consideration of the image of the engineer will move on to cluster theoretical-philosophical kind. Such articles were only two. In detail, refer to one of them. In a purely philosophical vein, considered the image of the engineer J. B. Sveshnikov in his article "Methodological fundamentals of engineering and the trends of its functioning" [8, Pp. 220-225] Here are some of her thoughts about this in free presentation. The author believes that one of the most important activities, which has its own specific character, its content is engineering. It is the creation of: design, invention, design, etc. In his appointment of engineering harmonious work in which equal logic and intuition. The peculiarity of professional activity of the engineer in that it is integrative in nature. Engineer is the Creator of new technology, designer, researcher, technologist, designer, organizer and leader.

There is a deep connection of the development of science and technology and social change. A very important evaluation of social results and implications of technological activities. The modern engineer should be able to solve professional problems such technological tools that maximize the positive and minimize the negative effects of technology on the natural and artificial environment. Mandatory structural characteristics of the professional culture of the engineer must be a social competence, which assumes its responsibilities to others for the consequences of decisions.

Professional and cultural socialization of the engineer is associated with the maturation of him as a professional in engineering, and as individuals, have certain social qualities. Great importance is the formation and development of specialist creative engineering thinking, as the way to innovative transformation of reality. The author offers the following criteria to evaluate the levels of professional culture of the engineer:

- the ability of critical thinking
- readiness for professional adaptation;
- readiness for professional mobility;
- sense of professional responsibility towards society and the environment.

The following topics are very specific, for the higher engineering education contain articles that reveal the structure of the engineering profession, professional functions and competence of the engineer. These articles are the most numerous, but in fact they make more concrete the historical and philosophical principles that we outlined earlier in relation to current conditions. Among them is article V. N. Mikhalkevich, and S. V. Nikiforova, "Competence-based functionally oriented training of engineers in the two-level system of higher education" [6, p. 61-72] In this article, the concept of engineering the authors built a functional structure of engineering work, from which are derived the necessary professional and personal competencies of engineering employee. Describe the main aspects of this approach to the definition of the structure, functions and competencies of the engineering activity.

Engineering is a set of activities of specialists in implementation of projects for various purposes. "Life cycle" engineering object consists of a set of interrelated phases (stages). Structure of life-cycle engineering of a technical object allows to reveal meaningful functions of the engineering activities in the following way.

- Stage 1. The rationale for the development and production of a technical object, including marketing research and development business planStage 2. The study of the problem, conducting patent research, generating ideas to create a design of a technical object.
- Stage 3. Designing of a technical object.
- Stage 4. The design of a technical object.
- Stage 5. Technological training is designed technical object to the manufacture in a production environment.
- Stage 6. The manufacturing process of a technical object in a production environment.
- Stage 7. Installation and commissioning of manufactured and certified technical object.
- Stage 8. Management of complex technological systems.
- Stage 9. The production operation.
- Each of these stages, the engineers perform their highly specific substantive functions.
- Stage 1. The rationale for the creation of new or improvement of existing technical object to develop a business plan.

- Stage 2. Study and develop ways and means of creating the most efficient design of a technical object.
- Stage 3. Specialists develop the design of a technical object, transform, previously formulated ideas for the creation of the object in its three-dimensional image.
- Stage 4. Development of working design documentation of a technical object.
- Stage 5. Development of the technological documentation on manufacture of engineered products.
- Stage 6. Organization of work for the manufacture of the product and its enforcement in full accordance with the design documentation.
- Stage 7. Leadership and direct participation in installation and commissioning works directly on the place of forthcoming operation of a technical object.
- Stage 8. Operational management of complex technical objects.
- Stage 9. Technical manual operation and maintenance of a technical object, diagnostics equipment, monitoring compliance with its modes of operation.

Each of these engineering functions requires it media engineer for more specific knowledge m basic competencies. For example, for research engineer – knowledge of scientific research methodology and skills of planning of scientific experiment; engineer-operator – knowledge of engineering psychology, etc. you should Also have a professionally significant personal qualities (style of thinking, the dominant channel of perception of information processing speed psychomotor operations, etc.).

Thus, generalists should have a set of additional specific knowledge, skills and competencies for successful implementation of those or other informative functions. Accordingly, the competence model of a specialist in the field of engineering and technology contains two blocks of competences: invariant and functionally oriented. In block invariant competencies include socio-personal, economic, organizational and management, General scientific and General professional competencies. In a special functionally-oriented competencies include research, design instructor-technological, operational, administrative and operational managerial competencies.

The authors suggest considering the psycho-physiological identity of the experts to divide the entire set of engineering functions into two groups:

- 1) performance: industrial-technological, operational, administrative and operational management functions;
- 2) creative: experimental research and design functions.

These groups correspond to the following specific knowledge and competences.

The performing group.

- Ability to plan and organize the work of staff production team for reliable and efficient operation of equipment in a particular area of production.
- Ability to teach staff innovative methods of work, rules of safe activity, quality management, rational use of resources.
- Ability to prepare technical documentation: schedules, service instructions, payroll funds, cost estimates, requests for equipment and materials, reporting documents, etc.
- The ability to use modern devices and equipment, complexes for setting up of technical objects of any complexity.
- Knowledge of rules of performance of works on standardization, the ability to prepare for certification of technical systems, processes, equipment.
- Ability to find optimal solutions in the operation of technical objects taking into account requirements of quality, reliability, safety and environmental friendliness.
- Knowledge of national and international quality standards and the ability to organize the control over their observance.
- Ability to develop and organise integrated and efficient use of raw materials, fuel, energy, selection of equipment and tooling.
- Possession of a stable emotional-volitional sphere and high speed of psychomotor processing operations adequate operational management of the technical object in abnormal and emergency situations.

The creative group.

- Ownership of the research methodology and the ability to use it in the solution of professional tasks.
- Knowledge of the theoretical foundations of planning and carrying out of engineering experiment, statistical methods of experimental data processing.
- The ability to perform search and analysis of scientific and technical information technology engineering.
- Knowledge of the rules of conduct of marketing research and the skills of drawing up business plans.
- Knowledge of the rules of patent research, the ability to use them to identify paternopoli develop technical objects.
- Ability to develop the conceptual, technical and working projects of technical objects with the use of computer-aided design and calculations.
- Ability to design processes in a particular subject area with the use of Autonomous systems of technological preparation of production.
- Ability to perform calculations on projects to conduct feasibility and cost-benefit analysis.

- The ability to justify the effectiveness of the adopted design and technological solutions.
- The ability to assess the risks of commercialization of projects developed.

In other articles of this block a proposed competence were also present, but not in such a complete and systematic set. In addition, they were distinguished by different accents. So, for example, N. Pustovoy and E. Winter, in his article "Formation of competences of the modern engineer in the conditions of transition to two-level system" [7, p. 3-7] focused on the idea of a universal core of common competencies, which consists of personal-social and organizational-managerial competencies that characterize human interaction with other people and society in General, its ability to plan, to make management decisions. The emphasis on the importance of the humanitarian aspects of engineering education and appropriate competences made N. N. Fomina O. V. Kuzmin, in his article "the competence of a modern engineer and Humanities education" [10, p. 81-85]. Their vision suggested by the experts who participated the training course "Engineering and engineering education in Russia. Problems and ways of their solution with participation of the Association for engineering education of Russia" [12, p. 17]. As the criteria assess the level of training of engineers they suggested the following competencies:

- possession of algorithms of professional activity;
- ability to self-development in professional field;
- ability to work in a team, the team;
- the ability to formulate problems and find their solutions;
- knowledge of modern information technologies;
- knowledge of foreign languages.

This approach to building structures engineering profession and, accordingly, specific competence elements of the structure suggested by V. I. Livshits in the article "Formation of creativity in the training of engineers of mass professions" [5, p. 42-51]. Theoretical and applied dictionary under the editorship of well-known Russian sociologist Vladimir Yadov identified three main categories of engineers: production workers performing the functions of a technologist, production organizer, the Keeper; research, development, combines the functions of inventor, designer and constructor; "generalists" - engineers of a wide profile, whose tasks include the organization and management of engineering activities, the creation of complex technical systems. [11, p. 86-87] V. I. Livshits proposes seven areas of professional activity: design engineer, process engineer, line production Manager, puskonaladchik, expert-analyst, lecturer, system engineer-generalist.

The first six areas of professional activity (design, implementation, supporting, providing, preventive functions) have the goal of ensuring long-term stable operation of the element of the technosphere. And only one area – system engineer-generalist – engaged in innovative and

promising strategy and tactics, ensuring a balance of interests in a pair of "stability of the object of activity is its adequacy to innovative attacks," facing overcoming the entropic resistance of the external environment, requiring non-trivial empirical creative solutions and actions. The author characterizes his new term "prosumer" - a "producer + consumer". Accordingly, for all these areas except General professional competencies, requires specific skills. The line Manager of the project requires the engineer additional knowledge on management, ergonomics, engineering psychology. Puskonalachik requires knowledge of livelihoods and protection of equipment and people. The analyst must know the patent business, industrial law, industrial and international law. The teacher must be proficient in engineering pedagogy. System engineering-generalist must possess creativity, innovative and flexible approaches and strategies in solving problems.

N. P. Kirillov, Y. S. Plotnikov in their article "an Innovative model of engineering education: the metaphor of a triple helix" [4, 74-85] talking about the relationship of engineering, business and government, since the development of socio-economic relations in society is an intermediary between science and production is becoming increasingly necessary for both the engineering community and for business. The business becomes an integral partner of science and industry, and the government balances them as a subject of socio-economic harmony. So aktualisierte four specifications within the engineering profession: a scientist, a researcher and a scientist-industrialist – is a base specification, and the business and power specifications of an applied nature. Engineer, staying the engineer must be prepared to competently resolve all issues of linking science and production, business and government.

Thus, although the approaches of the Russian scientific community to the construction of the image of the modern engineer are very varied, but there is something that unites them. The image of the modern engineer in all interpretations is an integrative, challenging, unifying competence as a purely scientific-technical and socio-economic and personal, based on the principles of traditional Russian engineering schools, adapted to the modern trends of social development and of the technosphere.

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"Stumbling Blocks" on the Way to the Quality of Education

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Abstract. The search for ways to improve the quality of specialists education leads to the need for a sociological analysis of the process and the factors that determine the state of education. Among such factors are: understanding of products and/or services in the educational sphere, features of the dynamics of the basic qualities of students and regulation of the process.

Keywords: quality of education; student; index of educational satisfaction

Specific empirical researches of the quality of education in Voronezh state university have led to the conclusion: there are clear, unregulated obstacles to the implementation of the quality system, and even to the perception of normative documents of the quality of education. One of such obstacles or factors will be the understanding of the product in the training of specialists. As known, the normative document, which is still used to regulate relations in the system of the quality of higher education in Russia, states that "Organization (read -" university "- A.S.) has to ensure that these processes (necessary for products release and/or service supply – A.S.) are carried out under controlled conditions and their results meet the requirements of the customer." [ISO 9001:2000] Such a product is something more than a state of consciousness and competence of students or the content of services. Value-based relationship is partially regulated products, often lying outside the material and economic dimension: the degree of satisfaction, opinion, evaluation, behavior change, etc. But there are unregulated things, passing "through" the cycle of study, not realized by the participants and insuperable up to a certain time (for example, the state of the will of students or pedagogues).

Not only the state of consciousness and thinking of students, other participants, but also the atmosphere of interaction, creative exchange, conflicts, contradictions, relations of participants in the educational system to the factors of the process and to each other can be considered as joint production. Hence their mutual responsibility: students are also responsible for the results of their studies, as their pedagogues are.

In this connection, a number of questions arise. In whose minds should this confidence arise in controlled training conditions? In the mind of the regulator? In the minds of pedagogues? In the minds of students (who, in fact, are the main customers of services in today's conditions)? Or should such confidence be formed in the minds of representatives of business, production,

organizations consuming the "products" of the university? It is a known fact that in Russia business broadly was eliminated from participation in mass orders for specialists.

As for the students' confidence in the compliance of the quality of the education received with their demands, their opinion is very stable: the satisfaction index for this service in 2009 was + 0.50 (2348 students were interviewed); in 2010 +0.48 (2023 students); in 2011 +0.46 (1918 students); in 2012 +0.41 (2346 students); in 2013 +0.46 (1840 students); in 2014, +0.40 (1739 students); in 2015 +0.51 (2110 students); in 2016 +0.53 (1668 students were interviewed) [Materials of the quality system research]. Indexes were calculated on the basis of the scale of students' satisfaction with the education received in points. The range of the scale from the maximum score (+1,0) to the minimum (-1,0). Thus, university students acquire quality education, to a greater extent, its satisfying. The results obtained in the course of monitoring are worthy of presentation in the rating of universities. The essential limitations here are the absence of a unified system for measuring and agreeing of educational institutions, the detachment of the top management of education from the use of a unified methodology for studying the quality of education.

From the standpoint of managing the educational process at the university, the following fact is interesting: the degree of students' satisfaction with the education received from the course to the course of studies in 2016 does not increase. In the indexes in the first year, it is +0.56; in the second year +0.53; in the third year +0.49; in the fourth year +0.51 [Materials of the quality system research]. Consequently, the totality of external and internal conditions weakens the growth of the socio-psychological potential of the specialist.

In fact, operating effect of the production process of specialists can be determined through satisfaction with the content of special disciplines, students getting skills of independent work and successes in overcoming lack of will. Since 2013, when the indices of satisfaction of VSU students with the content of disciplines of specialization were calculated according to the above method, changes occurred: in 2013 the index was +0.83; in 2014 +0.78; in 2015 + 0.61; in 2016 + 0.66 [Materials of the quality system research]. There is a theory that the changes in the content of the disciplines have occurred due to the university's transition to a predominantly bachelor's level of preparation, without guarantees of continuing studies in the university master's level in the discipline (the master's degree in the discipline is not open for all specialties) as well as employment problems.

Without the will of the main participants of the educational process, the customers' confidence in the controllability of the training process will not form. The ability of students to show a desire to regulate their educational behavior presupposes the existence of will. At the same time, during the monitoring of the quality of education, a massive deficit of this property was

discovered. It was hiding behind the popularity of such feature that destruct individual work, as an inability to force himself to study. In fact, it is lack of will or sloth. In 2016, within the framework of quality monitoring, the dynamics of students' opinions about the inability to force themselves to study at different stages was monitored. It was learned that among the first-year students 44.7% of respondents admitted lack of will in their studies, 48.5% in the second year, 41.6% in the third year, and 37.6% in the fourth year [Materials of the quality system research]. These facts mean that the university has not well organized process of formation of strong-willed qualities of students. According to the assessment of the role of secondary education, the earlier stages in the development of young people are to blame for the socio-psychological ailment. We need special technologies to overcome the weakness.

Another "stumbling block" on the way to improve the quality of education is the difference in the mutual perception of the circumstances of the educational process by its participants, primarily by teachers and students. This manifests itself in the attribution of a number of characteristics and "taking outs" by the parties. So, assessing some student traits, teachers are more critical than students in their self-esteem. These discrepancies can be regulated only on the basis of increased mutual awareness and sociological empirical data. Specific figures of the dynamics of qualities were calculated by the sociologist Kvasova A.A. of the sociological research laboratory of the chair of sociology and politology of history department of Voronezh state university.

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Chapter III. Culture, Politics, Religion and Information

The Development of Relations between the Republic of South Africa and Russia

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Abstract. The paper discusses various aspects of cooperation of South Africa and Russia, including politics, socio-economic and international relations. The main interests of Russia in South Africa and prospects of development of cooperation in mentioned spheres are being determined.

Keywords: Russia; South African Union; economic and humanitarian cooperation of Russia and South Africa; multinational companies

One can highlight the basic aspects of the development of relations between Russia and South Africa in the period from 1917 to 2012, such as consular, diplomatic, economic, relations in the field of science and culture and other bilateral relations. Let us consider each of them. *Consular relations* between South Africa and Russia were interrupted twice – in 1917 and 1956. During the period of apartheid regime, the Soviet Union provided diplomatic and material assistance to the national liberation movement of South Africa. Despite the absence of official relations, contacts in the field of economy and science were maintained, for example vessels of the Soviet Antarctic expeditions were allowed to enter the port of Cape town, and the company De Beers, through its London branch bought from the USSR Yakut diamonds [Africa...].

Diplomatic relations between Russia and South Africa were established on the 28 February 1992. Relations between the two countries intensified after the coming to power of the government of national unity headed by Nelson Mandela in 1994. There was an exchange of interdepartmental delegations, agreements in the field of military-technical cooperation, geology, sports and tourism were signed. Regular Ministerial consultations of the two countries began.

One of the main directions of *economic cooperation* is the interaction of the Corporation De Beers and ALROSA. They have agreed on implementation of joint projects in the field of search and exploration works on the territory of the Russian Federation and other countries. In South Africa, the Russian company Norilsk Nickel, Renova, RUSAL work. Cooperation in the field of nuclear research is being developed. Bilateral relations on the level of individual regions of Russia and South Africa are being implimented (for example, well-established supply to South Africa of Russian "Gazelles").

Cooperation in the spheres of science and culture. In 2002, South African businessman mark Shuttleworth became the second space tourist to make the long journey on the Russian spaceship "Soyuz-TM". There are scientific exchanges between the Institute of African studies

and South African academic institutions, as well as the cooperation between Moscow state University, Saint-Petersburg University and universities in South Africa.

It is worthwhile to consider in more detail the different directions of relations between Russia and South Africa. As the data of study [BRIKS...] in South Africa says, the Russian business carries out investment projects mostly in the same industries in which it operates in Russia (table. 1).

Table 1: Russian companies in South Africa

Russian investor	Host country/ company	Industry, sector	Type of investment	The cost, \$	Year
Norilsk Nickel	South Africa/ GoldFields	Gold	A joint investment of project (the purchase of 30% GoldFields)	1,16 billion	2004
Synthesis	South Africa, Namibia, Angola	Oil, gas, diamonds , copper	Investing from scratch	1 050 million.	2006

Russia in South Africa at the moment has only few projects in the manufacturing industry, infrastructure projects and projects in the sphere of high technologies. The most important limiting factor is competition from investors from other countries, particularly the Chinese business. The competitive advantage of investment penetration of Chinese business is the credit support from China, which is absent in Russia.

In addition, it should be noted that, in General, Renova and ALROSA successfully continued their activity in South Africa. The volume of investments of Renova has increased from \$ 10 million in 2006 to 1 billion\$ in 2012, the Company "Renova" in 2006-2007 in conjunction with the company "Pitsava Seschaba" (South Africa) founded the company "United Manganese of Kalahari" (UMK), in which Renova owns 49% of the capital.

In May 2012, the "Strategy for the development of projects of ALROSA in Africa" was approved [BRIKS...]. In the framework of this strategy on three key objectives were delivered:

- Development of cooperation, diversification of the company's activities, the increased presence of ALROSA in Africa;
- The augmentation of mineral resources of the company in the fierce competition in the development of deposits;

• The company receives additional revenue from new projects in Africa.

It should be noted, that implementation of works of ALROSA, including on the territory of the Republic of Angola, requires a large amount of energy resources. The main sources of energy in this case is the supply from South Africa, however, in recent years, the supply from South Africa declined because of lack of energy in South African Republic itself..

Other interaction. For example, the South African Bank "Standard Bank" acquired 30% of the capital of the Russian company "Troika Dialog", and in September 2012, MasterCard announced the start of large-scale deployment of mobile payments in South Africa, releasing into circulation a virtual card that allows you to deduct the payments from the account of mobile operator without opening a bank account

In conclusion, it should be noted that the basic interests of Russia in South Africa are the following [BRIKS, 2013, p.179]:

- Access to mineral resources;
- Joint development of resources to increase the impact of exporting countries in the world economic system;
- Sales of equipment in the field of satellite communications and energy;
- Exports of services and capital.

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Global Capitalism and War

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Abstract. In the work «Imperialism As the Highest Stage of Capitalism» (1916) V. Lenin demonstrates that the wars are the driving force that encourages development of financial and industrial capitalism that regularly has to search (to conquer) new sources of raw materials, of cheap workforce, new sales markets and new spheres of influence. Therefore, transnational corporations periodically "organize" local, regional or world wars to solving their problems. Besides, the capitalist mode of production is prone with permanent economic crisis, out of which often becomes a war.

Keywords: capitalism; war

There are many changes has been happened after 100 years Lenin's statements, but it hasn't changed nature of capitalism. In the era of globalization appears a super-community, a super-civilization of the Western world the United States-led, which is trying to take control of all the world's resources. The countries that somehow prevent the distribution of this control become the objects of the aggression of the Western World. It's can be a direct military aggression, as happened in Serbia, Iraq, Libya, Syria, or indirect aggression, aimed at the overthrow of legitimate government and coming to power of the regime loyal to the West, as happened in Ukraine.

Accordance to A. Zinoviev, "The social nature of globalization is the most grandiose planned in details and managed of Western World' war not just for world domination, but also for the conquest of the control for the evolution process of humanity and managed it in their own interests" [Zinov'yev A.A, 2001]. The main aggressor in this war is the global "Western supercommunity", which united to conquer the planet. Already now the super-community controls more than 70% of the world's resources and imposes to other people their own "rules of the game" on most countries. The same opinion adheres Panarin: "Globalism does not go outside the frames of appropriation global (planetary) resources by greedy intervention of "chosen", who consider the rest of humanity as not worthy of this community [Panarin A.S., 2002].

Periodic interference of the United States in the affairs of other sovereign countries Zb. Brzezinski tries to justify the instability of the global process, which often connects with violence. In these conditions, in his opinion, the United States has a special messiah - supporting international stability and "to operate interventions in local wars promptly and effectively, on regardless the territorial remoteness from the United States of the epicenter of the conflict" [Bzhezinskiy Zb. (2005)]. Practically, the United States distributes the violence and chaos in

different regions of the world. Herewith, the victims of these conflicts, as a rule, becomes the countries, which maintain close mutually collaboration with Russia and China - potential geopolitical opponents of the United States. Thus only in the last fifteen years, the victims of the "peacekeeping policy" of the United State and its allies have become such sovereign states as Afghanistan, Iraq, Libya, and Syria.

About other reasons for the emergence of the wars writes E. Toffler. In his opinion, the main reason for the emergence of wars is the separation of the modern world into three opposing (conflicting) civilizations: the first, the second and the third waves (agrarian, industrial and post-industrial civilizations). Each of these civilizations has its own economic, political and other interests, its own ideas about the world order, its value orientations. Therefore, the main contradictions on the Planet deploys between the East and the West, not between the North and the South and not between different religious or ethnic groups, but between the potentially conflicting civilizations. Even civil and local interstate wars E. Toffler considers as manifestation of a global conflict between competing civilizations [*Toffler E.*, 2005]. But in this case, the initiator of wars is the Western super-community expressing the interests of transnational capital.

There is an opinion that in the nuclear age the global wars between the nuclear powers are impossible, since they can lead to the death of all humanity. For contemporary international relations there are typical conflicts of "low intensity" and "surrogate wars." However, E. Toffler guesse that the "era of small fights" can only become a prelude to a great geoinformation war [Toffler E. (2005)]. On the whole, the threat of a new global world war, including the use of nuclear weapons, will be exist as long as there is a world capitalist system. Therefore, the problem of looking for alternative political and socio-economic world order to capitalist world order is becoming more acute for mankind.

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Consumer Socialization of Children in the Children's Library¹⁰

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Abstract. In the article the questions of consumer socialization of children, teenagers and youth on example of services of consumption in children's library are considered. Specifics of consumer behavior in the library of children of four age groups are indicated: preschool children, junior schoolchildren, adolescents and youth. Article made within the grant of the Russian Humanitarian Scientific Foundation (project N_2 16-06-00792 «Childhood in the sociohumanitarian perspective: Thesaurus").

Keywords: consumer behavior; children's library; children; teenagers

The consumer socialization of a child in a library should be viewed as the result of the social impact of the social environment through social institutions and socialization agents (family, parents, other family members, school, teachers, peers, media, etc.).

In the non-commercial sphere, the level of quality depends on public benefit which product or service is delivered to the consumer. The need to improve user services due to the fact that the library is already actively involved in the already developing in the information services market.

The goal of consumer socialization of children is to acquire the skills of consumer behavior and acquire knowledge about the basic concepts that characterize various aspects of consumption. Children go through several stages of consumer socialization.

Preschooler as a consumer, although can't significantly affect the consumer demand for goods and services, is already able to present long-term consequences and critically evaluate things and current events.

By virtue of their age, children, unlike other categories of consumers, have limited opportunities for self-management of cash and do not have the knowledge, skills and skills sufficient for a full comparison of alternatives when choosing goods and services [Ayanyan, 2015, p. 123].

For the preschool children the main role in the process of consumer socialization is played by the family. The child who first came to the library instructs about the rules of behavior in the library, about the opportunities that are opened to a child, about how to use the library card (which today looks like a credit card, which records all the operations performed in the library from

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¹⁰ Article made within the grant of the Russian Humanitarian Scientific Foundation (project № 16-06-00792 «Childhood in the socio-humanitarian perspective: Thesaurus").

entering and leaving the library to the issuance of books at home with the possibility of viewing books in a specialized terminal.

In the younger school age the influence of peers increases and of parents decreases, as a demonstration of the independence of the child and compliance with the norms of behavior of the peer group to which he belongs.

Gender features of consumer socialization are the most pronounced in the younger school age. Including the choice of books, which is promoted by the market of children's literature (a series of books for boys, encyclopedias for future princesses etc.).

Girls are more active consumers, dependent on the opinions of parents, peers who have more experience in making purchases in stores, so it is easier for them to focus on the possibilities and ways of consumption in the library. Boys are more prone to the influence of television and the Internet, therefore, they consume more services related to access to the Internet (play computer games, visit specialized library sites etc.)

Adolescents have more significant financial resources and the ability to make decisions on a wide range of products. Many of the children of this age influence parental purchases, but in most cases already independently carry out their own (independent visit to the café in the library, registered for professional counseling etc.).

Adolescents represent a significant segment of the market and are active consumers of a large number of goods and services. The material consumption of adolescents is greatly influenced by the family, television (namely, the duration of television programs and commercial messages), as well as communication with peers [Shadrina, 2009].

For teenagers is very important to buy products with a certain social status, but there is still a limited amount of adolescents in their own money. During the shopping adolescent begins to rely on his own opinion.

In the library, teenagers do not experience any restrictions on their own consumer behavior, independently visit all the halls of the library, making purchases on the library's territory for their own money, participate in paid activities of their own choice.

Youth age is considered as a period of intensive formation of value orientations of the individual. Apart from direct consumption of library services, mostly paid (selection of bibliographic lists for writing a course, abstract, paid consultations of psychologists, etc.), youth themselves co-organize some activities that they and their peers use (clubs for interests, youth chambers etc.).

In the older age groups (16-18 years), consumption is gaining popularity with the help of Internet technologies. According to foreign and domestic researchers, online consumers can be divided into several groups that have specific consumer behavior on the Internet: cautious

(purchases are made under the supervision of parents), advanced (active Internet users), rational (focused on making the most profitable purchase). In the library, there is often a terminal, through which you can buy books in the online store, and the delivery is ordered directly to the library.

Thus, the way that young people spend money does not reflect either rebellion or resistance to the installations of the adult world, only refracting through the prism of natural children's, teenage, youth subcultures, recreates the principle of "consume more, consume prestigious, consume new and expose it" [Mayorova-Scheglova, 2014, p. 92].

Consumer socialization of children is an important part of the overall process of socialization in modern society. In the process of consumer socialization, there is accumulation of consumer experience and expansion of the consumer repertoire as the child grows up. A special place for consumption, along with shops, shopping centers, e-shops, is the children's library, which offers a wide range of goods and services, taking into account the needs of modern children, adolescents and young people.

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Information And Motivating Public Pressure

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Abstract. Society as a whole and, therefore, the state is responsible for all social problems, regardless of whether they are a "private matter" the mass of individuals or concerns the interaction between large social groups in the production processes. Objective: to find out how information affects social problems, using statistical analysis methods. Conclusion: the ability of information control "motivating" pressure in society

Keywords: obschesva; information ;motivation; pressure; social problems; social fever

In our society relationship, which we call the motivating pressure of society. They are diverse and multifaceted. Modern society creates a lot of desires and temptations. It gives the modern person a lot of tools in order to realize these desires and to plunge into the ocean of temptations. A significant portion of individuals the modern society spends her life trying to achieve what seduces, that promotes modern society. The other part is not able to be realized and it burns up in the fire of unfulfilled desires, to realize that in reality there are no objective possibilities. Motivating the pressure of society is very difficult to dose because sometimes it salesteam over the edge, creating desires that will not be able to implement the vast majority of citizens. And then motivating the social pressure generates a lot of suffering citizens who are already strongly motivated to succeed, but in reality are not able to get what you dream. And, in addition, even moderate motivating pressure of society may be excessive for a certain part of individuals, having the least resistance to the temptations of society due to mental or physical in nature. A variety of manifestations of redundancy motivating pressure of the society we call the term "social fever". Like any fever, the social fever is a serious symptom of ill health of society. The theme of motivating excessive pressure of society and the resulting suffering is multifaceted. We would like mostly to focus on that part of the problems most actual for modern Russia.

In modern Russia is very significant, perhaps the main part of social problems associated with those areas of human life traditionally considered private, personal affair of man, and therefore – less studied and supposedly are "in the shadow" of other social processes. Due to historical reasons, our society is not accumulated or lost traditional mechanisms of control over the process in certain spheres of human activity. In fact, controlled by society (i.e. by the state) sphere of human life is quite narrow and because of it, this area does not get some that previously seemed minor, and today is a critical spheres of life. Such as, for example, leisure person, the conduct of leisure time, interpersonal communication in this field and his personal awareness and understanding of priorities your own leisure. From the point of view of society the rest of the

person's private matter and the public do not need to intervene in this area. Unless, of course, in this sphere the individual does not cross the limits of law. In all other cases, the state has not created a set of laws and does not offer models of conduct a man of his leisure. The attitude to the sphere of leisure the individual has been changing over the eras of human history, sometimes radically. But in large part it remained a personal matter of man and society (the state) did not interfere in it, or at least respected in this intervention a particular boundary. Most liberal in this intervention the current laws. For example, traditional rights, morals, customs and religion are more important interfere in this sphere of human activity and impose more severe restrictions than the laws. So, Islam condemns the use of alcohol and tobacco, Islam and Christianity encourage large families and condemn homosexuality, Christianity condemned the pursuit of excessive consumerism, etc. In modern Russian society is much more tolerant to the vices of "private life" happened coagulation as a result of the superposition of two Titanic processes. The company retained mobilization character, acquired in the Soviet period of history. But this mobilization was directed into the society, the consumption of material goods or (in this problem we will touch on below) - consumption of images. Penetrating the society, in the mind of the individual with the unprotected side - the rest, not controlled by the government, "social fever" caused a massive selfdestruction alcoholism, unlimited greed, drug addiction, suicides, heart and nervous diseases, etc. In contemporary Russia, even in conditions of economic crisis we suffer, get sick or die from overwork, starvation, cold, malnutrition or unemployment. Ten times more likely to cause personal tragedies in Russia becomes the pursuit of pleasure. For example, the use of alcohol, drugs, or just overeating. "The gap, fly, buzz, life with no brakes" – as in, everyday communication is called the main problem of modern Russia.[Volkan, 2012] Riotous "rest" without observance of moral or physiological constraints are the main cause of hundreds of thousands of deaths every year and, in General, dopopulate of the country. The Russians know how to work. Particularly striking ability to live and work in a high pace among residents of large cities. But in large cities personal life is "residual principle". Often it consists of correspondence in social networks and meetings with counterparts on the Internet contacts. The stress of intense and hard work can be "treated" only with good rest and sufficient sleep. You can not with impunity to work twelve hours a day. Sooner or later the organism will fail. However, we do not know how to relax. Almost every time our stay is an even stronger test for the body than our job. For example, a bottle of vodka, drinking in the evening – worse end of day's work of all. Starting in kindergarten, then in school, in College we go through a process of "socialization". We were taught to live in groups and work. But we are never taught the right way to relax. What is the "right" vacation? It is something other than a noisy evening in the restaurant, which consumed a lot of alcohol and a headache in the morning and I am now ashamed of who and what you said last night. How to relax, we were not taught neither in school nor in College, nor in the team. We were not taught this by the parents. Because I do not knew how to do. How to get pleasure from communication with nature? How to get the joy of conversations with family and loved ones? How to get the pleasure of seeing beautiful paintings or flowering meadows? These simple truths we are not trained. Meanwhile, the second is to impose us stereotypes of pleasure, useless or even dangerous for health. Often our desire to "relax" becomes a harm to their own body. As a result, the number of Russians killed by extreme relaxation is higher among those who are "burned out" at work.

Table. 1: The number of Russians affected from various forms of "abuse of leisure", or mutilation received in the labour process in 2014[Monitoring data of the RLMS]

The number of deaths from alcohol abuse	About 20 thousand	The death toll from accidents on manufacture	2,9 thousand people
The number of deaths from drug use	Свыше 30 тысяч	The number of victims of work injuries with incapacity for one day or more or a fatal outcome	71
The number of deaths due to accidental alcohol poisoning	18 тысяч	Disability due to industrial injuries and industrial diseases	10
The number of drug addicts in Russia, million people (estimates vary)	От 1,3 до 5,5 млн.		
The number of people suffering from alcoholism, million.	2,3		

Table. 2: The number of deaths in Russia by main causes of death, thousand people. [2]

People [=]			
Cause of death	2000	2010	2015
All deaths from all causes	1656	2225,3	1464
From diseases of the circulatory system	915,5	1231,4	834
From accidents, poisonings and injuries	198,3	318,7	211
From accidental alcohol poisoning	16,1	37,2	18
From suicide	39,1	56,9	29
From murder	21,1	41,1	18
From diseases of the respiratory system	88	102,1	55
From cirrhosis and other liver disease	20,1	32,7	31

In the XX century and early XXI century science and technology has discovered a very powerful means for influencing the human psyche that opened up new possibilities for influencing masses of people and, even, programirovaniya mass behavior. In this sense, advances in technology are widely used, mainly for commercial purposes. In the case of Russia, these problems

were most severe and even exploding. One of the main reasons of the current situation in Russiathe misuse of information. The abundance of information that anyone, no matter positive or
negative, is dangerous. Modern society is called "information", for the abundance and the role that
it plays information. Today it became so much, she became so obsessive that a person presses a
kind of "barometric column" of various information, at the same time using all his senses. But
nature has not created us for the information society. Modern "Homo sapiens" was the result of
evolution thousands of years ago. Information era – a time of explosive progress of the means of
delivery of information has come to us only twenty or thirty years ago. This is an extremely short
period of time and the human body, our brain does not have time to adapt to the explosive
multiplication of information flows. In addition, today's information channels are overloaded with
negativity, which creates and deepens the oppressive feeling of social stress. This feeling of
continuous stress creates a desire to go wild, to relax, to feel free from the oppressive burden of
common problems. Does not own a banal enterprise drives today with the consciousness and
actions of the Russians. The temptation and the fear, instilled and supported information flows –
that is the true source of motivation and many social ills.

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Parish of the Russian Orthodox Church in different social-religious contexts

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Abstract.The paper deals with factors of social-religious context, which is understood as one caused by secular and modernization processes. In this regard modern approaches to secularization are distinguished, secularism typologies given by Berger P., Kazanova Kh. are described, an insight into secularization as a process started from changes in the Church itself suggested by Charles Taylor and John Milbank is given. Based on this, social-religious context factors are distinguished. We defined those factors as follows: philosophic-historical features, political will and decisions concerning religion, church's and community's economic life, countersecular forces, changes taking place within the Church. It allows us to proceed with the description of data of the "Parish of the Russian Orthodox Church in Russia and Abroad: Social Structure and Non-Liturgical Practices" empiric study, which was carried out in a number of countries and considers the life of Russian Orthodox Church parishes in different social-religious contexts. The paper addresses four social-religious contexts distinguished in the study – multireligious, foreign confession, orthodox, Islamic and a short description of Russian Orthodox Church communities' parish life features in each of them is given.

Keywords: social-religious context; modernization; secularization; parish community

The social-religious context is stipulated by modernization and secularization processes. By the present time, scientific literature provides several approaches to secularization studying. They are: **European secularization paradigm** (Wilson B., Bruce S., Pollak D.), which states the modern society becomes more and more secular, and the present trend will remain in the future; **American paradigm** of so-called competitive religious markets (Stark R. and Finke R.), which considers a variety of religious markets the possibility of existence of several religions within a single field and prosperity of each of them; the **revisionist paradigm of global desecularism** associated with the name of P. Berger, who increasingly frequently states that "the modern world remains equally religious, and has become even more religious in some respects than ever before" [Berger; 1999, p.2], the only exception, in his opinion, is the Western Europe, which is being practically non-religious [Berger; 2009, p.168]. In doing so, Berger distinguishes several types of

secularism - "moderate", "more radical" and "radical", making a difference by the degree of state's attitude towards religion. The "moderate" secularism is related by the sociologist with institutional differentiation process - according to Berger, its example is the denomination system in the USA. The main characteristics of "more radical" secularism consists in hostile attitude towards church, especially - at macrolevel, at the present time it is realized in France; at last, the third - the most "radical" variant of secularism is illustrated by Berger on the example of the Soviet Union - in such a case hostile suppression of religion and its violent privatization are in place [Podlesnaya, Kharchevkina; 2016, p.240]. The sociologist also writes about a new modern process called "countersecularism", which reveals in the modern society existence of so-called secularizing forces and is developed as "the reaction against these forces" [Berger; 2009, p.6]. The similar idea is given by Milbank, who pays attention to modern movements of a non-secular character and considers secularization in an ontological manner, not as a historical process.

Jose Casanova, as well as other authors, offers to differentiate secularization process and gives another typology speaking about philosophy-historical and political compounds of the process. In her opinion, the philosophy-historical background is related with emerged world view implying religion is peculiar to primitive, traditional societies, which does not correspond to modernity and a new way of thinking. Political secularism is subdivided by Casanova into two types: 1) "assertive" - whereby government control and heavy regulation of religion in society (up to its complete demolition) are performed; 2) "agnostic, neutral, benevolent" secularism - when a state declares it is secular to provide equal rights and freedoms for all its citizens and neither religion has privileges. Besides, Casanova emphasizes the extreme forms of secularism are peculiar to regimes of Soviet type in both - philosophy-historical and political discourses. For instance, "museums of atheism" acting in the Soviet period in Russia represent the manifestation of corresponding state ideology, control for religious entities and the faithful, which is the example of a corresponding political decision. In this context, the sociologist during her speeches with a keen interest refers to the post-Soviet period of a number of countries (East Germany, Poland, Ukraine, Russia) mentioning different ways of transition from extreme secularism to "agnostic, neutral" secularism in them [Casanova; 2013]. Carrying out comparative analysis Casanova introduces such criteria as number of the faithful, number of people visiting churches and, at last, the number of people being members of parish community belonging to a church group. As a result of such comparative analysis, Casanova makes several rather interest conclusions. First, East Germany and Poland practically do not show any changes in religiosity after transition and change of communistic regime, moreover, Lutheran East Germany does not demonstrate any growth of religiosity despite the fact that church had been separated from state in Soviet period, while in Poland there is no reduction of religiosity despite its quite high indicators in Soviet period. Secondly, in Russia and Ukraine there is a process of religious restoration, however, its dynamics and the way of how it runs are different. Ukraine demonstrates an increase of religious pluralism and, at the same time, the striving for denominationalism and deconfessionalization, while in Russia, on the contrary, there is strengthening of orthodox religiosity and orthodox confessionality supported by state as the main trends in country's history. As the conclusion puts the question: if there are so significant differences between countries having common grounds, how enormous they can be in other cases? It is obvious that describing of various trends can become one of pressing tasks of modern religion sociology.

Thus, social-religious context understood by us as secular-modernization processes can be defined by philosophy-historical features, which points at relation with ideology, political will, and decisions that differ by the character of state's attitude towards religion and church. In addition, any society always has so-called countersecular forces, which, in turn, form social-religious context of this or that society. When defining existing ideology, political view, and drives, it becomes possible to describe the social-religious context. It should be noticed that it can be added with an economic factor, which can describe both - external economic environment and economic state within a parish community.

In the opinion of other famous modern sociologists Charles Taylor and John Milbank, secular issues and the beginning of secularization emerge in a similar way and are related to changes within the church itself. However, Taylor associates this process with the "Reform" designed to increase religious practices, while Milbank - with increase of formalization and bureaucratization as the manifestations of growing power of church hierarchy. Pereslavtsev M.V., who carries out analysis of works of the present authors, mentions these are two accompanying processes, since reformation requires bureaucratization and formalization, although the power of church hierarchy can increase not only during reformation periods. All the expressed ideas allow us to suppose that social-religious context can be affected by changes within the church itself that can lead to the secularization of church in particular and society in general. It is obvious the processes taking part within the church should be taken into account when defining social-religious context, especially - in respect of studying parish communities being basic elements of the church.

As a result of analysis of literature, we have obtained the following notion about possible descriptions of social-religious context:

Table 1: Description of social-religious context

	Social-religious context description factors				
Social-	Philosophy-	Political will	Economic-	Countersec	Changes
religious	historical	and decisions	household life	ular forces	taking part
context	features /	in respect of	(in society	(predomina	within the
	available	religion	and	nt religious	church.
	ideology		community)	movements,	Estimation
			•	trends)	of its state
					in definite
					historical
					period
Time, time	X	X	X	X	X
period (t)					
Country	X	X	X	X	X

According to international research "Parish of the Russian Orthodox Church in Russia and abroad: social structure and non-liturgic practices" (Ryazantsev I, Podlesnaya M.), parish community is considered in different social-religious contexts of such countries as Russia, Belorus, Germany, Switzerland, USA, Greece, Cyprus, Uzbekistan. As a result of data analysis we have pointed out four virtual types of social-religious contexts that were denoted as: 1) polyconfessional, 2) foreign-confessional, 3) orthodox, 4) Islamic.

The pointed out social-religious contexts specifically influence the religious situation in a country in general and parish community of the Russian Orthodox Church in particular. Thus, polyconfessionality in America implying "there is a different church at each street" promotes the attitude, within the framework of which the Russian Orthodox Church is "just another one church" that has no differences as opposed to other churches and can be chosen by any citizen of the USA as his main one. Such an approach promotes the development of definite indifference and weak will in asserting faith (eventually, all religions are good).

Foreign-confessionalism of Germany and Switzerland can be compared with polyconfessinality in the USA, and one can consider there is no necessity of pointing it out into a separate type of social-religious context, however, in this case, it means adherence and attraction of core Europe countries to traditional confessions - particularly, Protestantism and Catholicism. Nevertheless, it is obvious that changes in religious life in Europe taking part in the recent decades reflect on its confessional preferences, and foreign confessionalism if gradually dissolved. In this context, Berger writes about the practical absence of religiosity in Western Europe, and we suppose there are gradual shift to polyconfessionalism and evolvement of American type of religiosity. This can become more evident, if countries of Western Europe with time will become refuges for migrants by the example of the USA.

Nevertheless, foreign-confessional context of Germany and Switzerland still dictates its rules of attitude, which is reflected, among other things, in the parish life of the Russian Orthodox Church parishes acting in these countries. As far as children of parishioners of Russian-speaking orthodox churches, who go to protestant kindergartens and schools five times a week, can visit an orthodox temple and adjoin to orthodox identity only on week end holidays. Such a separation of value worlds reflects, inter alia, on world perception of young generation of the Russian Orthodox Church parishioners in these countries - it becomes poly-mental, while children look like peculiar "outsiders" and the older generations of parishioners have to learn to listen to them and understand. Polymentality is partially a feature of those older generations, especially - middle-aged people, who have to build up relationship with reality around them. In this context, foreign confessionalism of European countries manifests itself in more tough way as opposed to American polyconfessionalism, where one can avoid observation due to existing of multiple modernities (S. Eisenstadt).

The orthodox social-religious context should be considered as well. The most comfortable countries for existence of Russian-speaking communities are Greece and Cyprus, where not only orthodox tradition is preserved but also social-and-economic conditions of priests' life are provided by state and church itself (as it is observed in Cyprus). All these promote priest's opportunity to concentrate on his spiritual life and life of community. It should be noticed that in Russia and Belorus such mainly orthodox social-religious context differs from orthodox contexts of Greece and Cyprus, which deserves a more detailed studying in a separate paper.

We have started field works in Uzbekistan in 2017. Taking up the field works we supposed that predominantly Islamic context could aggressively influence orthodox parishes, while the parishes were in a definite isolation. However, in actual fact we have faced the situation when adherence of the biggest part of the population to Islam and, consequently, to traditional values has a positive impact on the spiritual life of orthodox communities and their parishioners, who after the manner of Muslims have to be harder on themselves. It is also worthy of note that between orthodox and Muslims there are friendly, good neighbour relations remained from Soviet times, which, for example, express in situation when a Muslim can come to see some orthodox Christian and congratulate him on Easter. Moreover, respectful are the priests of orthodox churches, who from time to time are visited by Muslims wishing to take a piece of advice from an "orthodox mullah". What if for restrictions - they bear mainly political character and concern restraining of Russian influence in countries of Central Asia in general.

Table 2: Features of parish life depending on social-religious context.

Social-religious context	Country	Distinctive features
Foreign- confessional	Germany, Switzerland	General impact of Protestantism and its ethics. Polymentality of parishioners, especially - children and teenagers. Economic instability of the Russian Orthodox Church parishes upon significant material welfare of parishes of other confessions. Restraining of influence of orthodox communities in society, limitation of missionary work.
Polyconfessional	USA	Religious "pantophagy", orthodox parishes as another one church, blurring of dogmatic boundaries. Relatively stable economic state of the Russian Orthodox Church in the situation of various religious offers. No restraining of influence of orthodox communities on society is traced, as far as it "dissolves" among other religious influences.
Orthodox	Greece, Cyprus, Russia, Belorus	The main confession is represented by Orthodoxy. Orthodox culture and traditions are preserved to the present day. Comfort existence of Russian-speaking orthodox communities in Cyprus and Greece, financial support of priests on the part of state and Church (in the case of Cyprus). Support of Russian attendance and Russian-speaking parishes in the context of maintenance of diplomatic relations and advantages.
Islamic	Uzbekistan	Predominantly Islamic context characterized by adherence to traditional values. Stable traditionalism makes orthodox Christians be hard on themselves. There is economic instability of Russian parishes, especially - in distant areas, where parishes are often closed due to a weak economy of the country. There are also restraining of the influence of Russian attendance in society, the prohibition against missionary work and public propagation of both - orthodox Christians and Muslims. The prohibition is approved by legislation in connection with external threats, the neighbourhood with territories of self-styled ISIS state.

In conclusion, we'd like to mention the present paper is a kind of "sketch" aimed at setting out existing problems and further development of the theme with more detailed analysis of life of the Russian Orthodox Church parishes within each of four contexts.

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The Role of Internet in Connection of Population to Drugs

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Abstract. The goal of the article is to reveal the importance of the global virtual network in involving the population in the use of narcotic substances. The article contains an analysis of the characteristics of a worldwide information network that promotes widespread drug propaganda, monitoring sites and virtual social networks that popularize the use of illegal substances. Revealed the presence of significant flow of information about drugs that influence, first of all, on still not strong enough psyche of the younger generation and are difficult to control by current methods.

Keywords: Internet; drugs; propaganda; consumption; social networks

The modern information society is characterized by ubiquitous dissemination of the Internet. Today, everyone has access to the global network, including children and adolescents, whose psyche is not yet strong enough and is easily susceptible to suggestion. The Internet plays a significant role in the formation of youth culture, outlook on life, public opinion. [The article is written in the framework of the project "The new drug situation in Russia. The role of "controlled" consumption in the distribution of psychoactive substances in different population groups" (grant N 16-03-00616).]

Due to the combination of factors specific to the world wide web, the information circulating in it is almost impossible to control. Such factors include:

- the lack of a clear structure and a single center;
- open access to any information files around the world;
- the lack of confirmation of the reliability of the information posted to the network;
- efficiency of data transmission;
- anonymity of communication participants.

Thus, any Internet user can put into the network any information that will instantly become available to a multi-million audience, while remaining anonymous and not being responsible for the reliability and ethics of the data provided.

According to a survey conducted by the Russian Center for the Study of Public Opinion, 75% of the surveyed residents of Russia called the negative impact of the Internet as one of the main problems of the younger generation. [Press release No. 3265 VCIOM]

Table 1: In your opinion, young people in modern Russia face or do not face the following problems? (closed question, one answer for each line, %) 2016 [Press release No. 3265 VCIOM]

In your opinion, young people in modern Russia face or do not face the							
following problems? (closed question, one answer for each line, %) 2016							
		Encounter	Encounter	Do not face	Difficult to		
		frequently	seldom		answer		
Dependence	All	77	13	6	4		
on computer	respondents						
games	18-34 years old	72	20	6	2		
	35 years and over	78	10	5	7		
The negative impact of	All respondents	75	13	6	6		
the Internet	18-34 years old	69	18	9	4		
	35 years and over	77	10	5	8		
Alcoholism, drug	All respondents	64	22	9	5		
addiction	18-34 years old	64	27	7	2		
	35 years and over	63	20	10	7		

Such fears are not groundless. To date, the global network is littered with negative information, including the information promoting drugs. In spite of the fact that in 1998 the Federal Law "On Narcotic Drugs and Psychotropic Substances" was adopted (from 08.01.1998 No. 3-FZ), which includes an article on the prohibition of the propagation of these drugs and substances (The Article 46. Prohibition of propaganda in the sphere of trafficking in narcotic drugs, psychotropic substances and their precursors, new potentially dangerous psychoactive substances and in the cultivation of narcotic plants): Propaganda of narcotic drugs, psychotropic substances and their precursors, new potentially dangerous substance, cultivation of narcotic plants, carried out by legal entities and individuals and aimed at the dissemination of information about the ways how to develop, manufacture and use of narcotic drugs, psychotropic substances and their precursors, new potential hazardous substance, point of purchase, method and place of cultivation of narcotic plants, as well as the production and distribution of books, media products, dissemination of such information through the use of information and telecommunication networks or other actions for these purposes is prohibited. [The Federal law from 08.01.1998 N 3-FZ (as amended on 03.07.2016) "On narcotic drugs and psychotropic substances" (Rev. and EXT., joined. effective from 01.01.2017)]

There are hundreds of websites that openly promote drug addiction. Some of them contain information on the details of the production of narcotic drugs and their use, on others - drug addicts share their experience, the third contain the instructions on the purchase of drugs. The availability of such information in free access gives rise to interest, evokes a desire to try, especially among young people, who are eager to experiment and search for new sensations. The Internet creates an image of harmlessness and accessibility of narcotic substances, especially for the so-called "light drugs".

Among modern youth (18-25 years old) are especially popular social networks, such as Vkontakte, Odnoklassniki, Moy Mir. These sites contain hundreds of groups that are explicitly or secretly dedicated to drugs. Such groups contain information on how to purchase narcotic substances, how to use them better, what effect these or other psychoactive substances will bring (PAS). Such communities are usually open, and anyone can join them or view the information contained, including juvenile for the reason that the actual age of users can not be verified. In addition to groups that promote the use of narcotic substances, there are those who advocate for their legalization, they create collections of songs, films, books that praise drugs, contain stories about successful people with drug addiction, list the reasons why it is worth trying psychoactive substances. At the same time, active participants in such groups do not consider themselves dependent, they rather boast of their experience of drug consumption, ranking themselves in a separate layer with their subculture, principles and concepts that are not accessible to the gray masses. They openly express their views about drug propaganda, believing that such information, posted on the Internet, is not monitored by anybody and that they will not held accountable for it.

The administration of social networks is working to block communities that openly promoting drug addiction, but the speed of creating new groups of this kind reduces the work of moderates to a minimum.

In the global virtual space, in addition to open or veiled drug propaganda, there is also an intensive trade in illegal substances. Purchases are made on anonymous forums, the customer pays for the substances using an electronic wallet. After the payment comes a message with a detailed instruction of how to take the illegal substance from the so-called "laying" - cache. Under such conditions of the transaction, only the buyer takes risks, since even if he will be arrested by law enforcement agencies, the only information he can give are electronic wallet number of the seller and his fictional virtual nickname. And behind the name in a network there can be both one person, and the whole collective of people who often do not even know each other's face.

As a recent example of active drug trafficking, one can cite the case described in the electronic version of the newspaper "Vse dlya Vas" dated March 13: « The usual-looking online portal, on which pages flaunted bright packages of Tide powder, in fact turned out to be a drug

trafficking site. On this resource employees of the Volgograd transport prosecutor's office came out during the monitoring of the Internet. In addition to the online purchase of pseudo-powder, users could also get a job as a drug dealers». [Vse dlya Vas. Online edition of March 13, 2017] Thus, it is not at all necessary to have criminal connections in order to acquire different illegal substances.

The demand for narcotic substances is fueled by numerous online discussions and forums in which people who occasionally use psychoactive substances share their experiences, talk about the "benefits" of controlled consumption. We give examples of such statements of drug users: «Need to know norm all over. I think I will never die from this. Especially I use [drugs] always moderately»; «I consider drugs are only opiates (heroin, morphine, etc.). The same tobacco and alcohol are 100 times more harmful than disks, acid and cannabis... I am not a doctor... My father is the expert in narcology, I believe him. Watched somewhere else statistics that a year more people are dying of alcohol and cigarettes»; « I dabble in heroin 8 years from 10 years, not worried)))»; «To smoke good high-quality cones on a day off is quite normal procedure. If, of course, do not overdo it. I have a rule, for example: on weekdays I work, do my own business and hobbies, and on weekends I smoke with friends, relax. I drink occasionally. Sometimes I drink heavily (this is a joke)). I do not make propaganda of hashish, but I say that if this is done culturally, consciously, then all this is within the framework of the norm»; «you always need to know the norm in everything! ! why not to catch the thrill once a month, with a salary) I go in for sports, I work in a mine with a big hammer, and once a month I get a buzz one day, another day for resting) And again to work! I do not drink and do not smoke. . Gentlemen, train your willpower. . and give a promise to yourself about consumption once a month))) and that's all!» [Social network Vkontakte, the group NO to DRUGS; Social network Vkontakte, the group !!!DRUG STOP!!!] Thus, users have a clear example of how people control their consumption of psychoactive substances, how they periodically "relaxing" with the help of drugs, but while remaining within normal society. After reading such statements, the risk of the first consumption of illegal substances increases significantly.

Representatives of law enforcement agencies periodically declare the blocking of thousands of websites spreading pro-drug information. Such work is also carried out based on the consideration of electronic complaints received from citizens. [Parliamentary newspaper of March 11, 2017] The relevance of this problem is evidenced by the article of the Rossiiskaya gazeta of April 27, 2017. The author cites data on the anti-rating of the dangers that the Internet presents:

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the first place - child pornography;
the second place - advertising of drugs;
the third place - death groups.
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The newspaper quotes the statement of the Deputy head of the Russian Committee for supervision of Vadim Subbotin: « This year, together with Russian social networks, nearly 9,000 accounts and user pages that involve teenagers in a game with death were blocked. Thousands of groups and personal pages were removed on foreign sites». [Lebedeva, 2017] In addition, the League for Secure Internet operates in Russia, since January, a 24-hour monitoring of social networks was created, conducted by the state and public figures. However, the problem lies in the fact that the creation of new pro-drug pages in social networks and new sites that promote drug addiction with a new electronic address does not take long to wait.

Summarizing the above, we can conclude that the combination of such characteristics as the infinity of the information space, the lack of control over the reliability of the materials being posted, the speed of access and anonymity, leads to the fact that the Internet plays a significant role in the dissemination of information about drugs. The network contains recipes for the preparation of narcotic substances, detailed instructions on the purchase of drugs, on their use, describes the effect of an action of psychoactive substances, the experience of drug users who use prohibited substances with a certain frequency. Thus, materials circulating in the global network foment interest in prohibited substances and are capable of pushing people to the first attempt of consuming psychoactive substances. At the same time, not only pro-drug propaganda, but also accentuation of negative consequences of drug use, intimidation and underscoring of punitive measures have significant impact. Information of this kind can cause protest moods, and lead to an effect called in psychology "the effect of the reverse action". At the same time, children and adolescents whose psyche is most susceptible and subject to influence are in the area of special risk. To date the Internet and especially social networks are of great importance in shaping the attitudes and norms of behavior of representatives of the modern young generation. Tracking and monitoring the behavior of youth in a social network is almost impossible.

It is necessary to take active measures to combat drug propaganda as soon as possible and also to work out the issue of prosecuting users involved in the promotion of drug use, to develop an idea of the inevitability of punishment, it is need to create an intolerant attitude of the population towards the consumption and distribution of narcotic substances. The existence in the free access of large-scale pro-drug information is threatened by the fact that after a certain period of time the use of prohibited substances will be perceived by most of society as not desirable, but permissible, will stand on one level with the use of alcohol. If a person regularly receives information that many people, including successful ones, occasionally use narcotic substances, while claiming that they control their consumption, keep working, go in for sports, have a family, this situation begins to be perceived as a norm and leads to the spread of drug addiction.

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The Perspectives of Solidarity in Circumstances of Social Dissidence

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Abstract. The article analyzes the **perspectives** of solidarity **in circumstances of social dissidence**. Using methods such as examination of documents, including statistical data, it is shown that there is growing dissatisfaction, which is causing so social divisions in Russian society to become more and more visible. The Russian population is growing more and more polarized, due to various reasons. It concludes that, when it comes to solidarity action, people are most likely to unite to defend their interests. This will happen in the case of the deterioration of their social status and the infringement of civil rights.

Keywords: social dissidence; discontent in Russian society; *protests;* **perspectives** of solidarity actions

The world is rapidly polarities, Russia is no exception. So, there is a strong social differentiation of Russian society, expressed in a growing gap in income and, that sadly, an increasing number of the poor. «The number of Russians with incomes below the living wage in 2016 reached 19.8 million. Compared to 2015 year, it grew by 1.5 percent. This is evidenced by the materials of Rosstat. During the year the share of poor in total population increased from 13.3 to 13.5 per cent. According to the survey of the RANEPA, the results of which were published in mid-March, nearly 40 percent of the population of Russia is only enough money for food. According to the Vice Prime Minister for social issues Olga Golodets, poverty, which is now recorded in Russia, is unique because it is the poverty of the working population» [The number of poor in Russia increased to 19.8 per million people].

So in these circumstances we can see social **dissidence**, discontent of people is growing, that is evident not only in the rapid enrichment of some groups of the population and the impoverishment of others, but increases the polarization and other characteristics such as values, worldview, life priorities, etc.

In addition, Russian society is divided in appreciation of significant events, both in the past and in the present. We can recognized, that there is a civil war on the mental and intellectual levels in Russian society. One of the fault line is the attitude towards the October revolution and civil war, to the events in Ukraine, the war in Syria.

So the question arises: what are the **perspectives** of solidarity in **circumstances** of the **dissidence** in Russian society, and how collective actions can be possible? This issue may be considering for example of higher education.

In recent years, as a result of reforms, the modernization of higher education one can observe the following picture. There is disappearing of stratum of the most qualified teachers, opportunities for vertical mobility are reduced, teachers massively are decrease the size of wage rate, are reduced the contract to one year, etc. So often it is possible to observe the solidarity of the teachers mainly around the idea – it would not have fired under these **circumstances**, many teachers are willing to tolerate administrative arbitrariness, violation of their labor rights.

But there are examples of solidarity actions such as appearance of the trade union «University solidarity» and public movement «Educational supervision» as a public initiative of social control in the sphere of education. So, the trade union «University solidarity» has arisen in opposition to the «official» trade union, which is almost in the all Russian universities.

«University solidarity» is created some teachers of several universities from different regions, uniting teachers despite on different positions and it represents the interests of teachers. Since the Union has consistently and actively engaged in defending labor rights of workers in the sphere of higher education, using various means, including petitions, mass protests, etc. It can be statement that dissatisfaction with the ongoing changes in education, in particular, increased process of bureaucratization in the practice of personnel management, are leading to deterioration of the situation of teachers. This is will only increase and will lead to growing of social movements, collective solidarity actions, though how they can be mass, the question is open.

There could be the **perspectives** for joint action also in the political sphere. The more representatives of the authorities will use repressive measures against opposition politicians, the more is the dissatisfaction that may lead to recruitment of a larger number of their supporters, whose ranks are replenished by people are different in their value attitudes, worldviews. This can be illustrated on the example of «anti-corruption» protests, held in March, 2017. They have become the largest since the protests 2011-2013. And there were many young people on these protests, that are refuted the prevailing stereotype of political apathy of the youth.

The same can be said about other social movements, which unite a variety dissatisfied people with reforms in health care, dot buildings, environmental degradation, etc. And this discontent became formalized recently in various protest movements. And besides, protest moods are increasingly shifting from the central regions to the periphery. Thus, the geography of social movements is expanded, as well as the subject of protests.

One such topic is the violation of workers' labor rights. And, as statistics show, there is an increasing labor protests. Thus, since 2009, protests have been on the rise. «The main reason for protests in 2016 (54% of all meetings) was the non-payment of wages. In second place – dissatisfaction with politics of company's management (36%). Among the other reasons – low

wages, staff reduction and dismissal, change of conditions of labor». And what is characteristic, «more and more meetings happen spontaneously without the participation of the trade unions» [In Russia, labor protests are becoming more and more].

But what are in this case, the **perspectives** of solidarity actions? Especially, in the context of the emergence of a new social class – the prekariat. It is believed that this new class does not have permanent employment. The representatives of this class are rather temporary workers with unstable income, they are beyond the framework of clearly defined labor relations. They are not covered by guarantees to ensure their rights, as in the case of workers, who have regular employment. They are not subject to guarantees to ensure their rights as in the case of workers with permanent employment. And, perhaps most significant in the characterization of the prekariat is that these people are easily manipulated, and their lifestyle is unsteady, «adaptive, not purposeful» [Lukina; 2015, p. 32].

According to foreign research in most developed countries about a quarter of the adult population belongs to the prekariat. The characteristic features of these people are a feeling of dissatisfaction, loss of direction in life and constant anxiety. The prekariat is excluded from public life, cultural context. These people are easily manipulated. While this class «in itself». But when they know themselves to be a force, put forward their demands – for example, «kill the rich!», «All to share!», – the country can expect serious turmoil [In Russia, labor protests are becoming more and more].

A more cautious assessment about the perspectives of uniting prekariat as a solidarity force, gives N.P. Lukina. «In an industrial society social guarantees meant basic security based on solidarity. Modern social inequality is unprecedented because of the high profits of financial capital, not related to the real labor of those who succeed, thanks to a strategically advantageous position in the global economy. Moral and ideological bankruptcy of the neoliberal model of globalization gives hope to prekariat with his the libertarian egalitarianism and associated with its non-conformist manifestations» [Lukina; 2015, p. 37].

Regarding «the prospects of turning of the precariat from a class in itself to a class-for-itself, associated with the implementation of the postcapitalist project of knowledge societies, which will replace the information, post-industrial society with its contradictions emerged in the era of industrialism. Its prospects are linked with the achievement of universal economic security of employment, obtaining of education in the long term, the connection to the deliberative democracy and ungarbled communication practices in the public sphere» [Lukina; 2015, p. 25].

But just the capital will not give up. This can be shown on the example of a heated debate about the law on renovation in Moscow. The essence of the dispute lies in the fact that there are different points of view regarding the improvement of Moscow (and other Russian cities), as well

as the urban planning policy of the authorities. The question arises: why so painfully certain categories of the population of Moscow met by law on the renovation?

Why, «since the protests of 2011 occurs largely reactive rhetoric «this is our city» and an increased interest in the city? And it is to the environment, and not to the architecture, not « this building looks good or bad», but «that this building is for the world, what is the user experience of the person facing this building». Sociologist Peter Ivanov believes, that soon we can talk about the capitalization of the creative energy of the creative class through the creation of conditions, on the one hand, for the emergence of the prekariat, on the other – forced status consumption. But it happened again, it is necessary to create a comfortable environment....So we cannot say that this is pure sinister project of one of the towers of the Kremlin, rather, functioned in the logic of neoliberal capitalism: the best way to deal with protests is to turn them into joyful creative fan [Ovsyannikova; 2017].

In conclusion, it may be noted, that although people are united by protection of their interests, and this will be more pronounced in the case of both a deterioration in their social status and the infringement of civil rights, nevertheless, it can hardly be assumed in the short term that solidarity actions can have a mass character and change the situation in favor of a significant reduction in social inequality, overcoming social division.

Although Russia has been known as a country with weak social mobilization and underdeveloped movements, nevertheless we can see different initiatives that have been emerging at last times. We can see also, that mass mobilization start and the atomization and weak activist organization under definite conditions will transform into the solidarity actions.

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Believers and Non-Believers in Russia: legal inequality

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Abstract. The Federal Law No. 136-FZ of June 29, 2013 "On Amendments to the Article 148 of the Russian Criminal Code and Certain Legislative Acts of the Russian Federation in order to counter the actions offending religious beliefs and feelings of citizens" created legal inequality of believers and non-believers. Believers are stigmatized as individuals with "presumption of insultability", while non-believers are considered to be second-class citizens whose feelings are not protected by the law.

Keywords: believers; non-believers; protection of believers' feelings; inequality

In 2013, the State Duma of the Russian Federation passed a law which is to protect beliefs and feelings of religious believers. This law contradicts the Constitution and other legislative acts. The case of Ruslan Sokolovsky, a "Pokumon catcher" who played the game in an Orthodox church in Yekaterinburg, has stirred much debate. Based on the Federal Law No. 136-FZ, a court gave him a three-and-a-half year suspended prison sentence for "inciting hatred" and "offending believers' feelings". Vladimir Posner, a renowned journalist, asked both Russian President and Patriarch of Moscow and all Russia, if he, being an atheist, may be sentenced as well. Dmitry Peskov, Presidential Press Secretary, said that Posner's question was a rhetorical one, while the Press Service of the Russian Orthodox Church stated that atheism isn't punishable by law and doesn't offend believers' feelings. This Federal Law has distorted relations of non-believers and believers of all denominations, dividing them into first-class and second-class citizens in terms of protection of their rights.

In his *Critique of Pure Reason* (1781), German philosopher Immanuel Kant classified the problem of God's existence as an antinomy, i.e. an unsolvable contradiction. Rationally speaking, every human has a right to freedom of choice and thought. However, in the 21st century, Russian social environment is changing, and we're witnessing a sharp divide between religious, or sacred, and secular, or public. Russian society has been divided into state-protected believers and non-believers, whose feelings and beliefs are not protected. Believers are being stigmatized. From now on they are thought to have "new" personality dimensions, a specific sensitivity to insults. This phenomenon might be called a "presumption of insultability". Meanwhile, the majority of non-believers may be accused of ill intentions. Believers are considered a delicate and hypersensitive minority. Applying the theory of social stigma, we may say that believers are discriminated against

in terms of their feelings, while non-believers, who don't believe in God, are left legally unprotected.

The basic principle of the presumption of innocence states that "one is considered innocent unless proven guilty". With this legal "presumption of insultability", believers are discriminated against in terms of their mental health. The law stigmatizes this minority as a highly sensitive one that can easily be insulted or humiliated. Thus Russian society is divided into two groups of people with high and low sensitivity, and these groups are not treated equally when it comes to the protection of their rights.

Religious hierarchy implies social hierarchy. Russian Orthodox Church influences non-religious institutions (the state, education system, State Duma), so they change social environment taking into account religious reasoning. The Federal Law No. 136-FZ requires additional social and humanitarian analysis.

Chapter IV. Health and Ecology

Ecological Culture of Students in Modern Russia

(for example, Volgograd and Ufa)

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Abstract. Territory of sociological research are two of the city – Volgograd and Ufa. The aim of the research is to study the relationship of students of two cities to the environmental situation. The empirical base of the completed research was survey data of students, conducted with the participation of authors in the spring of the year 2017.

Keywords: students, youth, ecology, environmental issues, environmental awareness, environmental activism.

Sustainable development involves the formation of ecological culture of the population, which usually refers to a special «slice» of a common culture society, translating a harmonious way to interact with the surrounding Wednesday and which characterizes conscious attitude towards nature and sustainable participation in environmental management [Ermolaeva P. O., 2012:80]. The events of recent years show that ecology is currently defined as a priority the development of our country. Confirmation of this claim is the fact that the year 2013 in Russia was declared the year of environmental protection Wednesday (for more details, see, e.g., [Green world. Environmental dossier world and Russia]), the results of which were announced at a Convention of ecologists [Environmental Portal of the Republic of Bashkortostan]. By the Decree of the Government of the Russian Federation in the year 2014 adopted the State program «Environmental protection» on the 2012–2020 years [The State program for the Russian Federation « Environmental protection » na 2012–2020 years.]. Presidential Decree 2017 year in Russia has been declared the year of ecology. The purpose of this decision is to attract attention to the problematic issues existing in the environmental sphere, improve environmental security of the country.

We share the view that the success of any environmental project in the first place, determined by ecological culture, as part of the general culture of the population. This involves the development of a broad environmental movement, covering not only environmentalists but also representatives of all sectors of civil society [*The formation of ecological culture and development of the youth movement*, p. 6]. Notices whether youth environmental problems arising in the country? If you notice, how does their status? The answers to these and other questions you can get if you apply to the results of the nationwide sociological research «Year of ecology – 2017», made under the auspices of the Russian society of sociologists (ROS), with the participation of the sponsors of this spring. Study was proactive, in other words, it has no customer, a part of the creative team of researchers include those regional offices ROS, who suggested the topic seemed interesting and requiring scientific study. The practice of conducting this kind of research are well proven and used for decades by domestic sociologists (see, e. g., [Wisniewski, J. R., Dulina N. V., Ikingrin E. N., Pronina E. I., 2017; Wisniewski, J. R., Dulina N. V., Ikingrin E. N., 2015; Dulina Nadezhda V., Ikingrin Elena N., Pronina Elena I., 2014], etc.).

Project managers «Year of ecology – 2017» doctor of sociological science, Professor I. A. Sosunova (Moscow), doctor of sociological science, Professor G. S. Shirokalova (Nizhniy Novgorod), doctor of sociological Sciences, Professor. N. V. Dulina (Volgograd), Ph. d., Associate Professor, honored worker of science of the Khanty-Mansi Autonomous Okrug E. N. Ikingrin (Nizhnevartovsk – UFA). The resulting data array processing program wrote and conducted the processing as a whole across the array, and for selected cities in territory of study, Ph. d., Associate Professor D. V. Shkurin (Ekaterinburg, Russia). The study surveyed a total of more than 3 thousand students from 15 cities in the country.

In the territory of the study consisted of Volgograd and UFA – city of particular interest to the authors of this article. The results obtained in these cities, and will be presented within the scope of this article. In Volgograd was irrigated 251 student in Ufa – 242. Equal to the volume of sample differ markedly on selected socio-demographic characteristics, some of which are presented in table 1. Nevertheless, we believe that the data obtained in the course of the above and previously completed studies (see, e.g., [Dulina N. V., Ikingrin E. N., Dusyeva, I. O. ,2016; Dulina N. V., Ikingrin E. N., 2016; Ikingrin E. N., Dulina N. V., 2017], etc.), allow for comparative analysis and to formulate well-founded conclusions.

In Volgograd the bulk of watered by 1–2 students accounted for courses (93.9 %), Ufa bulk of respondents is students 1–2 courses (55.7 %) and 3 course (41.8 %). In Volgograd among respondents are mainly students-techies (78.3 %), Ufa-humanists (48.3 %) and economists (39.6 %). Religion among students of Volgograd large share accounted Orthodox (56.5 %), among students of UFA belongs to Islam indicated 42.1 % to orthodox y – 31.8 %.

Table 1: Socio-demographic characteristics of respondents, %%

Characteristics	Cit	In General,					
Characteristics	Volgograd	Ufa	for an array				
Sex							
Male	56,0	18,4	37,6				
Female	44,0	81,6	62,4				
	Age						
16–18 years	37,2	17,2	27,4				
19 – 21 years	57,2	80,7	68,7				
22 years and older	5,6	2,1	3,9				

As we mentioned above, Russia has a State program «Environmental protection» on the 2012–2020 years and, as shown by the results of a study about it know about half of the respondents (50.7 % in Volgograd, 41.6 % – in Ufa). General environmental degradation noticed six people out of ten respondents (see table 2). Negative scores in table 2 are highlighted in the framework, and their sum is greater than the number of positive evaluations of exposed students.

One cannot fail to notice that the number of negative ratings decreases as zoom estimated territory. If the deterioration of the ecological situation in the last 3 years in the world (total array) 58.55 % of the respondents indicated that their city-level this 43.74 % of respondents gave only. Another notable difference: inhabitants considerably lower estimate the ecological situation in the region and the city than inhabitants of Ufa: region-level negative assessment put 50.7 % of students surveyed in Volgograd and 41.9 % surveyed in Ufa; at the city level – 49.6 % and 37.6 %, respectively. Among the expected results of the implementation of the State program of «Environmental protection» on the 2012–2020 years, there are such as: reducing the number of cities with high and very high levels of air pollution in 2.7 times; improvement of the environmental conditions for 36.1 million Russians now living in cities with high and very high levels of air pollution (air pollution index more than 7) [The State program for the Russian Federation « Environmental protection » на 2012–2020 years. p. 4]. Apparently, in the total number of cities with high and very high levels of air pollution and Volgograd, as reflected not only in the assessment of the environmental situation of students, but also the results of other studies (see, e. g., [Volgograd was named the most unsafe town in Russia.; Volgograd turned out to be the worst among larger cities-cities on the quality of the city environment; Chernyshov, P.], etc.).

The high level of air pollution in cities is confirmed by the answers of the students and to another question questionnaires.

The answer to the question: «What extent are you personally worried about environmental problems listed?» anticipated assessment of the 5-point scale, where 1 corresponds to the reply «not at all worried», and 5 is «very worried». For the visibility of the material in the table we had

sum, which is the result of combining the two alternatives is «very worried» and «worried» (see table 3). The four most important by respondents positions allocated to the framework.

Data presented in table 3, almost leave no doubt, unresolved environmental problems in cities has accumulated more than enough. Only two alternatives «flooding lands» (45.3 %) and «increasing pressure on nature due to population» growth (48.6 %) cause for concern less than half of the respondents.

The most relevant, according to students, were environmental problems related to air quality (91.2 %), quality of drinking water (88.0 %), water resources (84.3%) environmental and food safety (83.5 %). Anxiety and concern young people these problems, in our view, it is quite justified, because the impact on quality of life, human social activity, affect the demographic aspect and in general human existence.

Table 2: Opinion of respondents on changing environmental situation over the past 3 years, %%

How has the environmental	Ci	City					
situation over the past 3 years	Volgograd	Ufa	In General, for an array				
?			Tor an array				
In the world							
Greatly improved	4,19	3,30	3,75				
Improved soon	18,14	20,28	19,20				
Remained the same	17,21	19,81	18,50				
Rather deteriorated	42,79	42,45	42,62				
Significantly deteriorated	17,67	14,15	15,93				
	In Russia						
Greatly improved	0,86	2,26	1,55				
Improved soon	19,40	17,19	18,32				
Remained the same	18,97	26,70	22,74				
Rather deteriorated	43,10	39,82	41,50				
Significantly deteriorated	17,67	14,03	15,89				
	In your region	1					
Greatly improved	1,73	4,95	3,31				
Improved soon	11,26	16,67	13,91				
Remained the same	36,36	36,49	36,42				
Rather deteriorated	34,20	34,23	34,22				
Significantly deteriorated	16,45	7,66	12,14				
	In your city						
Greatly improved	1,28	4,98	3,08				
Improved soon	14,10	19,91	16,92				
Remained the same	35,04	37,56	36,26				
Rather deteriorated	31,62	28,05	29,89				
Significantly deteriorated	17,95	9,50	13,85				

The results of the study show that modern Russian students has generated a high level of environmental awareness. In one article it is impossible to imagine all the outcome studies. But even the data presented above provide an opportunity to understand that in the modern socio-cultural reality requires an in-depth sociological analysis of the content and forms of manifestation of youth needs, values and orientations, real and potential social activities related to environmental issues in the country. Ecology and culture is the basic values that form the worldview and an active life position and cause a keen interest and response from the youth.

Table 3: Environmental concerns of respondents, %%

	Cit	y	In General,
Environmental problems	Volgograd	Ufa	for an array
Global change of climate	57,43	56,19	56,83
The increasing pressure on nature due to	44,58	52,70	48,57
population growth			
The disappearance of many species of animals	74,80	75,94	75,35
and plants			
The quality of drinking water	84,34	91,74	87,99
Air quality	89,55	92,95	91,23
Radiation situation	67,34	66,39	66,87
Electromagnetic radiation	47,39	55,61	51,43
The condition of forests, steppes	72,00	75,93	73,93
The condition of the animal world	78,32	74,69	76,53
The deterioration in the health of the	70,69	77,18	73,88
population			
Status of water resources (rivers, lakes)	82,00	86,72	84,31
The flooding of land	40,16	50,63	45,30
Land degradation (soil contamination,	65,06	66,81	65,92
desertification, loss of fertility, etc.)			
Health region of residence	68,68	73,45	71,02
The sanitary condition of the home you live in	74,80	70,95	72,91
Sanitary condition of hostel	43,09	61,96	52,29
Healthiness in high school (in the classrooms,	60,40	63,07	61,71
libraries, gyms, cafeterias, etc.)			
Ecological safety of food	83,13	83,82	83,46
Emergencies (forest fires, flooding, avalanches,	64,25	68,88	66,53
etc.)			
Landfill waste	69,48	76,86	73,12
Industrial landfill	68,68	73,97	71,29
State Parks, beaches, recreation zones	71,89	71,08	71,49
The increase in the number of feral animal	60,08	62,40	61,23
(stray) rodents			

According to Russian researchers [Ermolaeva P. O., 2011:10], for Russian students in the model of ecological culture of the dominant type is a «declarative» has formed an environmental

consciousness, but a low level of environmental performance. Must recognize that the results of our studies confirm this thesis.

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Prospects of using Green Energy in the Russian Federation: Swot Analysis

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Abstract. The article presents a consolidated SWOT - analysis of the possibilities and limitations of the use of renewable energy sources (hereinafter referred to as RES) on the territory of the Russian Federation, taking into account the results of the study of legal regulatory, economic, environmental and social aspects of the RES development program.

Keywords: renewable energy; renewable energy; SWOT -analysis

Modern futurists who study global trends in the development of human culture and technology (F. Fukuyama, M. Kaku, E. Toffler, D. Rifkin, E. Wallerstein, V. Bushuev, R. Fuks) pay considerable attention to the energy component - "energy regimes determine the nature of civilizations." The beginning and concept of a global RES plan was laid by the Intergovernmental Panel on Climate Change at the United Nations, published in Paris in March 2007. More than 2,500 scientists from more than 100 countries participated in its preparation, and its concept was changed for the first time thanks to a thesis in which a reduction in emissions in accordance with the economic needs and energy capabilities of states. It was established that economic transformations in the management of the energy complex occur when new public communication technology is changing together with new energy systems and goals. The global RES plan now is to democratize production in accordance with the goals of sustainable development and distribution of energy through the creation of a large number of mini-producers of small energy enterprises, i.e., maximum emphasis on liberalization of the renewable energy market.

The main direction of RES development in the world is the transition from the hierarchical structure (centralized) of economic and energy management to the horizontal one (the generator is also a single consumer, providing its needs, but having the right to trade or give excess energy to the network). This means that the role of regional ecological systems becomes important, each of which is a "knot" connected by energy, communication and transport systems. Like any other communication and energy infrastructure in development, stages, or "pillars", according to Rifkin, the third industrial revolution should be pawned simultaneously. This is because each pillar can

perform its function only in conjunction with others. At the heart of the third industrial revolution, according to D. Rifkin, there are five pillars:

1) transition to renewable energy sources; 2) the transformation of all buildings on each continent into mini-electric power stations that generate electricity at the place of its consumption; 3) use of hydrogen and other alternative technologies; 4) the use of Internet technology to transform the power system of each continent into an intelligent grid that provides energy distribution, similar to the distribution of information on the Internet (millions of buildings that generate small amounts of energy can give surpluses to the grid and share them with other continental consumers); 5) the transfer of the car fleet to electric vehicles with recharging from the network or cars on fuel cells that can receive energy from the intellectual continental network and give excesses to the network. In such a scheme, all consumers = producers, participate in energy financing. The incoming energy, as a financial stream, can be distributed through energy funds "with the solution of various social and economic problems, from which the modernization of certain social institutions is subsidized", the rational and fair distribution of priorities becomes the main issue. The distributed nature of renewable energy sources requires cooperation, rather than a hierarchical command system for the redistribution of resources. "Horizontal scale-up due to direct interaction and insignificant transaction costs (except delivery) allow artisanal production to compete in price with mass production."

The use of renewable energy sources (hereinafter referred to as RES) can be characterized by a systemic impact on internal and external indicators of industrial sectors development, changes in infrastructure and improvement of the quality of life in the regions. In the Russia there is program for the development of renewable energy within the framework of the general energy plan for the introduction of capacities until 2035, which details the technical and general potential for implementing RES in various regions, but not much attention is paid to the economic, environmental and social consequences of RES implementation, that will be viewed in this article. The SWOT-analysis method is an interdisciplinary universal tool and includes the study of strong and weak features, opportunities and risks for some object or problem.

To compile a SWOT analysis of the possibilities and limitations of RES application in the territory of the Russian Federation, there were analyzed the following types of data:

• a general Russian energy development program until 2035 [Prognoz razvitiya energetiki mira i Rossii do 2040 goda...],

- Regulatory and legal aspects of RES development,
- the economic instruments used to promote RES,
- social priorities and opportunities for using RES (creation of direct and indirect jobs, long-term

positive expectations),

- environmental aspects (positive and negative effects of different types of RES in the regions),
- secondary analysis of foresight research (expert forecasting),
- analysis of the program-cases of RES development in 2 macro regions of the Russian Federation (Moscow and Moscow region, St. Petersburg and Leningrad region), 8 regions of the Russian Federation (history and assessment of economic, environmental and social efficiency of RES application in the region in comparison with the indicators of the region's quality of life).

The results of the secondary research Foresight Russia seeks to combine the two economies -energy Models at "System Related solutions": the foundation" Energy + " on Basis export - raw material models from priority consumption and export of natural gas energy-efficient + technologies to reduce emissions. This model is supplemented circuit of RSE with a small amount of input power. Geopolitical role. Possible areas of renewable energy exports. (Asia - China, Japan; CIS - Belarus, Kazakhstan; Europe - Finland, Latvia). Russia in the geopolitical arena plans to take a leading position with the priority export model of energy. In the world practice of using renewable energy resources, Russia is on the 5th place on the use of hydroelectric power stations.

The final analysis is presented in Table 1. The contribution of each factor to the development of RES in the Russian Federation, taking into account the opinion of experts from literature sources, varied from 1 to 3 marks. Interpretation of marks.

"1" -factor of the factor is low. It can manifest itself as a variable degree of influence, be probabilistic in the case of threats or opportunities, or it means that the factor is an additional, "peripheral", contributing a minor contribution. "2" - the influence of the factor is average. The scale of influence is the average between "1" and "2". Has a federal or regional influence. "3" - factor influences are high. This is a system and structure-forming factors, "strong points" of strengths, weaknesses, opportunities and risks, the central link on which the structure is built. The scale of influence of these factors affects the national level.

The "strengths" of experience here should be understood as the potential that has already been realized, and continues to play a dominant role in the possibilities of developing RES. The most significant is that Russia has ample opportunities for applying all possible types of renewable energy on its territory. Also, we should note the modern economic scheme for stimulating RES, taking into account international experience, the possibility of developing additional independent economic and managerial decisions in the regions, the independence of the regions in making managerial decisions and developing programs, an improved tender system with the promotion of new renewable energy capacities, expert capital (scientists, politicians, Economists, managers, stakeholders). "Strengths" have been supplemented in the energy development program recently

and have not yet been fully realized as a resource, but they are an important step towards the successful implementation of RES. The average score of "strengths" -1.83 - the average degree and scale of influence.

Table 1: Final SWOT-analysis of the potential use of renewable energy in the Russian Federation

	Russian Federation					
	Description	Average	1	2	3	Points
		Caara				
	Possibility to effectively use all types of RES in the	Score 1.83			X	3
	territory of the Russian Federation	1.05			71	3
	Regions may develop independently the policy of			X		2
	renewable energy, in accordance with the general					
70	scheme					
sth	Modern economic apparatus of functioning of			X		2
Strengths	renewable energy sources Participation of RES experts from the eccentific			v		2
Str	Participation of RES experts from the scientific environment in commercial structures with a good			X		2
	international reputation in the context of supporting the					
	goals of sustainable development					
	A unique system of developments in the field of		X			1
	geothermal energy					
	Financial guarantees for suppliers of RES	0. T O	X		**	1
	Centralized system in antagonism with remote territories	2.50			X	3
	Dependence on traditional fuels within energy-deficient				X	3
	regions				71	3
70	Export-carbon model of economy				X	3
ides	There are no legal norms and technological platforms			X		2
S	for using the energy of solid municipal waste, waves,					
Weak sides	low-potential heat			**		
	In the Russia is no plan for applying RES large in cities and counties			X		2
	Implicit scheme of profit making		X			1
	The large spread between energy surplus centers and		71		X	3
	energy-deficient regions				21	3
	Capacity and technical condition of power networks				X	3
	To develop a new scheme and practice of RES	2.22	X			1
	management				37	2
	Substantially reduce the burden on the environment The presence of a huge number of vacant areas				X	3 3
S	Opportunities for Russian start-ups: small, medium-			X	Λ	2
liti	sized businesses, research enterprises in the retail and			71		2
abi	wholesale markets					
Capabilities	Established relations with importers of energy from				X	3
	renewable energy sources from Asia, Europe and the					
	Baltic States				**	
	The ability to adapt the profit of renewable energy				X	3
	capital to solve the social, infrastructure, economic problems of the regions					
	problems of the regions					

(Continued) Table 1: Final SWOT-analysis of the potential use of renewable energy in the Russian Federation

	energy in the Russian Federation					
	Description Ave	erage	1 2	3]	Points
	So	ore				
	Create a market for individual consumers (networks) in remote areas with the participation of citizens			X		2
	Modernization of the hierarchical power system using modern intelligent technologies			X		2
	Foreign investments		X			1
	Strict policy of import substitution of renewable energy equipment	2.00		X		2
Threats	The ultimate dependence on the price of hydrocarbons for RES in the overall energy system			X		2
Th	Legislative amendments to the retail market are difficult to adapt for implementation in the short term, both for local network operators and for RES		X			1
	Monopoly and pressure structures of traditional energy				X	3

"Weaknesses" should be interpreted as the most significant deficiencies in the use of renewable energy. They concern the general state of the energy sector and are reflected in the program for introducing RES (technically old equipment, the condition of networks in some regions, the difficulty of connection, the general instability of the power system, the recent completion of reform of RES, the dominance of the export-raw material model of the economy). The greatest importance of "weaknesses" is evident from their implementation in remote areas, city planning taking into account renewable energy sources. There is no separate scheme for the macro regions represented by Moscow and the Moscow Region, St. Petersburg and the Leningrad Region. "Weaknesses" so far outweigh the "strengths" both in terms of the scale of their impact on the overall state of the energy industry and the number of influencing factors 8 versus 6, respectively. The average score is 2.50 - the degree and scale of influence within the country is stronger than the "strengths".

"Opportunities" are those perspectives that need to be addressed both for domestic implementation within the state and for ensuring a successful foreign policy (with the existing potential and the listed weaknesses). Unlike traditional SWOT analysis, where only external factors are understood as capabilities, internal and external factors for development are combined here. For many "opportunities" there are resources and social programs to reduce emissions and improve the social and economic situation. For example, the change in the centralized scheme in management (vertical, distributing, state-centralized) to a horizontal (independent producer and consumer simultaneously, operates a network of energy-independent enterprises for RES). The horizontal scheme forms a different architecture in the energy infrastructure, and contributes to systemic changes at the local level in the economic and social dimension, allows the creation of

small energy centers where consumers can share and accumulate energy resources. The situation depends on the development of the technological platform of intelligent networks of the transport system. "Opportunities" (export, redistribution of profits from renewable energy sources, reduction of the load on the environment) have an average score of 2.0, the average degree and scale of influence.

Applicable to energy geopolitics, Russia has the potential to apply and implement RES in Asia (Mongolia, China, Japan), the Baltic States (Latvia), Scandinavia (Finland), the CIS (Belarus, Kazakhstan), even with the current tense political relations. Regarding the implementation of the renewable energy policy, Russia has chosen the path of import substitution with the possibility of developing its industry of RES (localization principle), thus making its way more independent. In general, in the future, Russia seeks to combine the two economic-energy models in a "system of related solutions": the foundation is the "Energy Efficiency +" model based on the export-raw materials economy with the priority of consumption and export of natural gas with the introduction of energy-efficient technologies to reduce emissions, where this model is supplemented with the scheme of development of renewable energy sources with a small amount of input capacity [Prognoz razvitiya energetiki mira Rossii do 2040 goda..]. "Threats" - risks that are observed in a relative short-term or long-term scale with the current state of strengths and weaknesses. In the short term, we can note the risks that arise when the legislative policy changes (import substitution of equipment, instability of regulatory regulation in the ratio of operators in the formation of the final tariff, which influences the development of renewable energy sources). Long-term risks - the existence of an economic system of RES within a common energy system and generation, where autonomous regions are particularly vulnerable. There are clear sides to the "threats" - the monopoly of enterprises on traditional hydrocarbon sources and the costs of the export and raw materials model, which do not allow realizing fully renewable energy sources, external world economic conditions, and latent or unplanned relationships and operators' interests at the local level, and economic instability. The average score is a 2.0-average degree and scale of influence. The following general conclusions and trends were identified based on the secondary analysis.

• The legal basis of renewable energy sources is formed only for hydro, solar and wind energy, without covering geothermal energy, bioenergy, wave and tidal energy, energy from burning of sewage sludge and solid municipal waste. The legal framework takes into account the energy structure of the Russian Federation, which has central and autonomous networks, the influence of various parties: producers, consumers, government. The distribution of functions of legal entities and structures can be called appropriate, taking into account the development objectives of renewable energy sources. In view of the recent adoption of the legal model, testing

of its effectiveness remains to be done. At the moment, federal centralization prevails in the general management system.

- The potential of hydroelectric power stations is being implemented to the greatest extent, and the main development is aimed at increasing the contribution of wind and solar energy. • The economic scheme is coordinated in two directions. These are regulated surcharges for the RES tariff in the framework of the general energy system and the tender model (regional tenders for the supply of guaranteed capacity to the grid for a certain period of time). This scheme is effective from the theoretical point of view, as it corresponds to the world's successful practices and is suitable for world economic standards [Energeticheskaya strategiya Rossii na period do 2035 goda...]. The main stakeholders for both the wholesale and retail market of the renewable energy industry are the state within the centralized energy system (ministries, state departments and agencies), the business sector, scientific offices, and consumers. The most active driver of innovation and proposals for the implementation of RES is the private business sector. The system of crediting foreign banks for the development of renewable energy projects has proved to be an ineffective instrument and the principle of localization of equipment production remains a question. It is expected that the integral effect for the Russian economy from the development of renewable energy will be about 200 million rubles, the export revenue should be about 90 billion rubles, the total investment in the wholesale and retail electricity and capacity markets for the volumes of commissioning in 2020 will be 216.42 Billion rubles; The expected total annual positive effect, will amount to 68.561 billion rubles., Without taking into account the reduction of costs for protecting the environment and public health [Renewable energy sources in Russia..., 2014].
- Social effects of RES. In the RES industry it is planned to create 125,000 jobs, where the industry is led by solar energy 9.1 people. At 1 MW of input power. Taxes from RES are planned to be directed to state pension, medical funds, to distribute profits in RES investment and related industries
- Ecological effect. At the stage of production of electrical equipment in the consumption of various materials and the use of electricity, the maximum environmental impact is exerted by biogas electrical installations due to the considerable mass and gas piston engine; And also solar power stations due to the use of silicon and its processing when creating solar panels. In the production of these plants, the flow of water is also the most significant. When operated with minimal impact, mini-hydroelectric stations is characterized by its influence only on the hydrosphere. The remaining types of renewable energy occupy a significant amount of area, which

contributes to the withdrawal of land from use (wind farms and bioenergy facilities occupy up to 100 km2 per 1 kW per hour). The highest level of emissions is characteristic for bioenergetics (2 times more nitrogen oxides than natural gas, but natural gas has twice as many hydrocarbon emissions). Sensible for human and animal noise and vibration impact are the objects of wind power in case of non-observance of the conditions of use. Virtually all materials, except for silicon and batteries, used in power plants of RES are subject to subsequent recycling and recycling. This steel, fiberglass, polystyrene, carbon fiber. Silicon solar panels and batteries suggest technically labor-intensive and energy-intensive processing requirements. It is expected that by 2020, due to the installed capacities, renewable energy will save 2200 million cubic meters of water, reduce carbon dioxide emissions by 8700 thousand tons, nitrogen oxides by 18 thousand tons, reduce costs for environmental measures to reduce pollution by 18, 5 billion rubles and redistribute the budget from the savings, taking into account other priorities of environmental policy [Masleeva, 2014].

The quality of life. Summary data on the category of living standards (based on ROSSTAT categories), tariffs, total capacities (based on the official energybase base [Energybase]) and the type of renewable energy in the regions studied are shown in Table 2. For convenience, the table should focus on the electricity production column After deduction of domestic consumption, where the regions are first followed by the degree of decrease in the energy redundancy and then the increase degree of deficit. by in the energy Table 2 takes the existing installed capacity or capacity at the final stage of construction. The variation in the percentage of energy supply is very high and is indicated approximately, as it depends on the variability of the use of renewable energy sources, as well as due to changes in the consumer demand for energy during the year. Purchasing power and standard of living are not connected with the formation of tariffs, which largely depend on the arrangement of the regional energy system, the main actors on the market, which in the energy-deficient regions is a particularly acute problem for the economy. The column "electricity production minus domestic consumption, million kWh" in minus signifies a lack of energy for the region, in positive - an excess of the specified units of output. The most energy-sufficient regions are, first of all, the regions or republics where NPPs are located, in the second place - where there are large GRES and, thirdly, - where there are large HPPs. Tariffs in the areas under consideration for the maximum value in the peak for electricity range from 2.7 to 4.2 rubles. KWh. The tariff system strives to average prices for all energy sources for the population.

Table 2: Summary table of the main characteristics of the region regarding RES

Region	Type of RES	Total capacity of renewable energy plants	Provision of RES in the overall energy supply, % Of total consumption	Production of e- products After deduction of the internal Consumption, million kWh	Cost for RES, Rubles / kWh	Living Standard Category
Murmansk region	Complex of hydroelectric power stations	1593 MW	30-35%	2371.0	1.5	IV
Kamchatka Krai	Wind power Geothermal power engineering	0.5 MW 76.5 MW	20-25%	1710.5	1.5	IV
	Small hydropower plants	82.9 MW			1.4	
Kaliningrad region	Wind power	5.1 MW	1%	910.9	2	V
Republic of Crimea	Wind power Solar power engineering	60 MW 300 MW	5-7%	900.8	3	IV-V
Republic of Kalmykia	Wind power Solar (under construction)	10 MW 45 MW	10%	-240.3	2.5	VIII
North Caucasus Autonomous District	HEPS	1200 MW	No data	From (-200) Before (-1200)	1.7	VI-VIII
Altai Territory and the Republic of Altai	solar Small hydropower plants	10 MW 24 MW	2%	-2019.7	1.2	IV
Krasnodar region	Wind power	1010 MW	30 %	-6399.2	3.6	III

The most energy-surplus regions have a high level of salaries up to -50 thousand rubles (Murmansk region, Kamchatka Krai, Kaliningrad, the Republic of Crimea), energy-deficient regions in general have a much lower level of average wages (from 18,000 to 22,000 rubles according to ROSSTAT). One of the indicators considered in the parameters of the quality of life is the ratio of average wages and affordable tariffs for utility services, including electricity. In energy-surplus regions, a higher percentage of providing a share of cheap renewable energy in the overall energy balance, so electricity tariffs are lower - 1.5 - 2 r. For kW per hour. For energy-deficient zones with a low level of wages, there are different tariffs: from 2 to 4 rubles per kW per hour, which is due to different energy price zones, which in the state program are not standardized for energy redundancy or energy deficiency, and also do not always take into account the quality of life on Territory, the ratio of power supply to the center and the periphery. The situation with the need to ensure a low level of tariffs for electricity significantly affects the republics and regions of the North Caucasus, the Altai Territory, the Republic of Kalmykia, where regions with a low standard of living have concentrated. Here, one should focus on reducing the tariff due to

renewable energy services and increasing their share in the energy balance. Indicators of economic and sectoral specialization of the region should be considered for the Kamchatka, Murmansk, Krasnodar Krai, the Republics of Crimea and Kalmykia and to study their needs, taking into account the inclusion of autonomous territories and their possible modernization in relation to the benefits of the development of renewable energy sources. In these regions there are zones with great potential for the development of agricultural areas, there is the possibility of supporting forms of traditional fishing. Cases of these regions can be projected into regions with similar indicators for quality of life and infrastructure.

Table 3: The main RES stakeholders

Steakholder	Interests		Region with the strongest stakeholder
The state	Security, profitability, major p position	Kalmykia, Krasnodar Territory, Altai Region, Altay Republic	
Population	Safety, timely delivery of energy	Murmansk region	
Workers in the energy sector	It is important to develop the in human and economic resources market stability.	-	
Business structures + Production structures	Investors: Profitability, risk, return on investment, security of their rights and interests.	Suppliers: Compliance with contractual obligations and legislation by energy companies, timeliness and completeness of payment for delivered products	Krasnodar Territory, the Republic of Crimea, Murmansk Region

Poorly conceptualized policy questions:

- formation of RES potential of the labor market in the Russian Federation possibilities industry in the energy system as a whole
- assessment of ecosystem Of services Of various Species RES on Territories RF
- observing the interests of different groups steyholderov, especially consumer
- Possible ways of implementing renewable energy replacement, rather than positioning the industry as an additional tool

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Environmental Problems of the Territory of Traditional Nature use: the Sociological Aspect

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Abstract. In the present work summarizes the results of a sociological survey on environmental issues in the territories of traditional nature use of indigenous numerically small people of the North.

Main research method: survey. The survey was conducted through a questionnaire survey with direct exit to the place of residence of the respondents.

According to the study the majority of respondents rated the ecological condition of territories of traditional nature use at present as unsatisfactory. The majority of respondent's unsatisfactory ecological condition of territories of traditional nature use see is to cut the number of animals, poultry and fish, pollution of rivers and reservoirs, the withdrawal from circulation of vast areas of fishing grounds and reindeer pastures, deforestation.

Keywords: environmental condition; respondents; territory of traditional nature use

Intensive study of industrial development of deposits of oil, gas and other minerals in the North, exerting a significant impact on the environment. Also, affect the traditional lifestyles of the indigenous population, because his life mostly connected with nature. The results of intensive industrial development of mineral resources (especially hydrocarbon) in the district is a synthetic transformation of natural environment of the territories of traditional nature use (TTNU), which carries a threat to the preservation of traditional lifestyle and culture of indigenous people of the North.

As the results of the research (table. 1), the majority of respondents (59,5%) believe that, as a result of industrial development results in a deterioration of ecological status of the region. About half of the respondents (44,5%) of respondents believe that in the industrial development of the subsoil area of residence displaced the indigenous population, degraded culture. Only 6.1 % of respondents believe that as a result of industrial development is improving the environment.

Table 1: The opinion of respondents about what happens as a result of industrial developments, $n^*=375$

Response option	Number responding	% number of respondents	% respondents**
Improving the ecological condition of the region (Your land)	23	6,4	6,1
Deteriorating the environmental condition of the area (your land)	223	61,9	59,5
The displacement of the indigenous population from territory of their residing and degradation of culture	167	46,4	44,5
Other	21	5,8	5,6
Undecided	15		4,0
Total	375		100,0

^{*} n – number of respondents

During surveys conducted in 2013 (Nizhnevartovsk district), we wanted to find out the attitude of respondents to the results of industrial mining in the district.

Answering the question: "How do you feel about mining in our region?", the majority of district respondents (63,9%) are positive [people., 2016]. Negative attitude to the developments of 23.8% neutral and only 9.5% of respondents. Note that the absolute majority of respondents in the other investigated areas of the County also have a positive attitude to industrial development of hydrocarbon raw materials within the County. The paradox is that, despite the fact that the majority of respondents (see table. 1) claim that industrial development results in a deterioration of ecological status of the region. About half of the respondents (44,5%) of respondents believe that in the industrial development of the subsoil area of residence displaced the indigenous population, degraded indigenous culture. The proportion of respondents believing that as a result of industrial developments is improving the state of the environment is only 6.1%.

In order to find out the cause of a positive attitude of respondents to industrial development, we raised the question, "If you have a positive attitude, why not?". It turned out that the main reasons for which respondents have a positive attitude to development that the industrial development creates new jobs -64,7%; help improve development and improvement of social infrastructure of the area -50,0%; this is beneficial for the economy of the region (surrounding area) -43,1%; this is helpful for the economy of the countries of 34.3%.

Respondents were asked about the impact of oil and gas complex on TTNU (table. 2). It turned out that a relative majority of respondents (32.8 %) believe that their TTNU as a result of

^{**}The sum exceeds 100% because one of the respondents could give several answers simultaneously.

influence of oil and gas complex remained intact (32.8 %), believe that contaminated land and water oil waste (32,3%), greatly damaged plant reindeer moss cover (31.2 %).

Table 2: The opinion of the respondents about the effects of oil and gas companies on TTNU, n=375

Response option	Number responding	% of number of respondents	% of respondents
Remained in the integrity of	123	41,3	32,8
Contaminated land and water by oil waste	121	40,6	32,3
Significantly damaged plant yagel cover	117	39,3	31,2
The area of the tribal lands were reduced by a	17	5,7	4,5
quarter			
Decreased by half the area	13	4,4	3,5
Decreased 90% of the area	10	3,4	2,7
Decreased by one third of the area	9	3,0	2,4
Was reduced by three-quarters of the area	4	1,3	1,1
Completely lost tribal lands	1	0,3	0,3
Undecided	77		20,5

Some of the respondents said that the impact of oil and gas complex in the TTNU area of the tribal lands have decreased by a quarter (4.5 %), half (of 3.5%), 90% (2,7%), one-third of the area (2.4 %), three-quarters (1,14%). Completely lost ancestral lands (0.3 %).

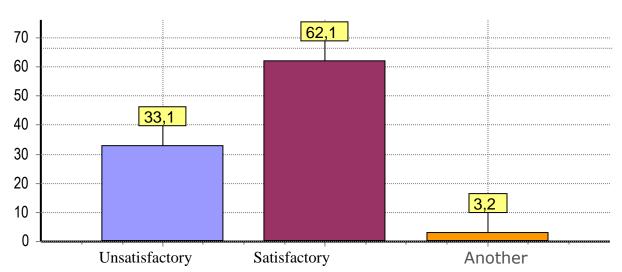


Fig.: Distribution of answers to the question: "How do You assess the ecological state of the TTNU at the present time?", in %*

* - 1.6% of respondents were undecided on the issue.

The study of the problem of the ecological status of TTNU now has been obtained the following results (Fig.): the majority of respondents (62,1%) assessed the ecological status of TTNU as unsatisfactory, 33,1% of respondents as satisfactory.

To find out the reasons for unsatisfactory evaluation of the ecological status of TTNU, respondents were asked: "If you are poor, why?" The answers are presented in table 3.

Table 3: Distribution of answers to the question: "If you are poor, why?", n=375

Response option	Number responding	% of respondents
Reduced the number of animals, poultry and	205	54,7
fish		
The pollution of rivers and reservoirs	200	53,3
Removed from circulation the vast territory of	154	41,1
hunting grounds and pastures of the deer		
Dry and cut down forests	120	32,0
Other	25	6,7
Undecided	75	20,0

As can be seen from the data given in table. 3, the most respondents (53,3%) unsatisfactory ecological condition see TTNU is to cut the number of animals, poultry and fish (54,3%), pollution of rivers and reservoirs (53.3%), the withdrawal from circulation of vast areas of fishing grounds and reindeer pastures (41.1%), deforestation (or 32.0%).

In General, in all areas of the County deterioration of the ecological situation in the places of residence of indigenous people of the North and the negative results of commercial development lead:

- reduction of forested areas;
- pollution of rivers and lakes, groundwater. Water pollution by industrial wastes may lead to decline in fish resources in the district, which lost their commercial importance in the period of development of oil complex;
 - the pollution of atmospheric air;
 - to the disruption and pollution of lands;
- the reduction of traditional subsistence territories of the indigenous peoples of the North because of the withdrawal of vast areas of fishing grounds and reindeer pastures;
 - to further deterioration of the environmental situation in the region.

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Structure of Social Ecological Activities i Social and Humanitarian Sciences

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Abstract. In this article basic theoretical approaches to understand social economic activities in scientific society are introduced. It is considered the structure of social economic activities and their role.

Keywords: social ecological activities and their structure; social actions; social structure of interaction; ecological activity

The way of development of humankind civilization led to biosphere dysfunction in the end of 20th century. The problem of environment has been thoroughly observed by researchers of different fields. The world scientific community realized that human activity has led to the upcoming global ecological crisis. The most optimistic researchers have to admit that the balance of ecosystem is constantly damaging, and the material requirements of the majority have been still unsatisfied. As it is considered constant development of society is the main problem of it. During the process of modernization, related to the adjustment of valuable priority, goals and types of social-cultural development gave rise to activity changes and engaged Russia in the end of the 20th century.

Nowadays we increasingly stroke with controversial arguments concerning growing degradation of environment and flexible geological activity. It is based on anthropocentric view and technocratic way of thinking. On the one hand, it leads to crises, reduction of ecological interests of different social groups. All these events reflect within legal, political, economic, informational, educational subsystems of society. The situation becomes worse as our educational system has not elaborated effective technology of ecological education yet, upbringing, development of ecocentric ecological mood, transferring into social ecological activity. On the other hand this activity directs to form positive social ecological activities in different spheres and social institutes of society, based on the ecocentric thought and traditional values. Large scaled expanding of beneficial social ecological activities encourage the overcoming of global ecological crisis, response to satisfaction of the main requirements and providing stable living standard of all people all over the world.

There has been formulated a strict demand in social ecological activity named by N.N. Moiseev as "ecological imperative" that means those common limits in the modern society activity, the dysfunction of which can be harmfully threaten humankind.

Formation of social ecological activities has been appearing since the early stages of human and society interaction with environment through the foundation and modification of environment objects. Activity both reflects the occurrence of objects and mental spheres of life. The phenomenon of a man as a unique creation is considered in it specifically. The structure of connection human and society with environment is developing, ecological relationships are elaborated, the unique thought of human being is formed within the diversities of the world. Today, there is a social mandate to investigate social ecological activities. [Ribakova M.V., 2012:3-4]

Modern approach to satisfy population's desires obviously leads to speeding up process of environment destroy as well as natural human inhabitancy, its spirit and physical aspects. Figures of people's health, social tension, low quality of foodstuff are detectors of catastrophic condition of the environment.

Environmental unsolved problems closely connected with social economic changes, taking place in Russian society. Modern Russia is a new governmental education, having totally new structural content both within the meaning of its functioning, facility components, which are in a constant transforming process. Nowadays, everything has been changing increasingly: climate, type of property, governmental organization, social structure of population, boarders and etc. We are changing with the whole world altogether.

Today's experience and practice of developed countries disclose, that possession of macroeconomic figure has been replaced by realizing the necessity of social integration and economic policy. Furthermore, social aspects and consideration of human factor take the first place accepting economic decisions and are discussed as one of the key political factors of governmental development.

The feature of modern Russian society suggests that the process of globalization superimposes of contradictory transformation process accompanied by extension of social inequality as well as marginalization of the majority of population. Transformation of Russian society not only gave rise to different changes in a social structure, nor strictly expressed the issue about realizing individual and group social identity, integration, disintegration, place in social hierarchy, solidarity, the level of unity, set of values in regard to traditional community.[Golenkova Z.T., 2003:652]

In spite of a great number of publications, appeared in different spheres of humanitarian knowledge, the understanding of social ecological activities do not correspond to the level of modern scientific rationality in such science as sociology, social philosophy, psychology, history of culture the understanding of social ecological activities do not correspond to the level of modern scientific rationality. Theoretical basis and detailed study guide are strongly needed for the

sociological analysis of problems. At the same time, the necessity to study the problem of social ecological activities, using effective and scientific based social methods has appeared.

Building of new social ecological activities and their large scaled spreading through the system of scientific sociological realizing, education and rising of ecological culture can be able to overcoming ecological crisis and satisfaction of the main vital requirements. However, these activities have not been thoroughly investigated in modern native and western scientific literature. It is caused by the lack of development of scientific paradigm, absence of original nationwide interest to modern ecological issues, except utilitarian objects. Though, a great number of Russian scholars have considered ecological topics in their papers.

Researchers such as P. Burdie, A. Giddence, A. Shuc, P. Shtompka have essentially contributed in the developing of social theory activities, everyday interactions and the phenome of so called "living world". The problem of environment of responsible social act belongs to the number of the most significant sociological theories of M. Veber, T, Parsons, R Mertona, V. Pareto. The problem of society interactions, man and environment by A. Fromma, the problem of dispossession and sensuous human activity by K. Marks, informational society by A. Tofler, social construction of reality by P. Berger, T. Lukman and others. Ecological problems are discussed in many papers' of Russian scholars. Among them are: V.I. Vernadskyi, N. Federova, N. Moiseeva, A.G. Zdravomislova, T.I. Zaslavskoi A.S. Markaryan, V.P. Ivanova, A.D. Ioseliani, V.I. Medvedeva, A.A.Aldasheva, O. Yanitskyi and others. The development of society and the impact of ecological risks on and threat have been investigated by A.D. Yrsyl, V.I. Danilova-Danieliyan. A.L. Samsonova, V.I. Vernadskyi, A.S. Sheulin, I.M. Aleksandrovich, S.L. Bartanova, V.V. Ivanov and others.

There is a need to considerate the structure of ecological activities for sociological analysis. Each element of its structure closely connected and interacts with others. This structure includes: efficient activity, which has object, subject, motives, interests, which then transfer into aims. The action, which is in charge for subject and actor's requirements. The behavior based on subjects' consciousness, which reflects obtained knowledge and cultural diversity. And finally the social-cultural and environmental field united in social-ecological system where the activity takes place.

Social action is one of the basic elements in the structure of social ecological activity. It is the key category according to M. Veber's work. He asserts that social action is the one which corresponds to the personal sense with the actions of other people and these actions focus on the sense.

According to M.Veber not every act of behavior relates to social action. The action acquires the character of social, if it includes to essential cases:

1. Subjective individual motivation, which contributes certain sense in its act

2. Committing to another people

Awareness and conciseness is the key to understand social actions. To make account of action is the realization of connection with the world. During the process of sense acquirement a man put an object and the same time gives a meaning that makes it valuable. Distinguishing value as a form of human thought and the type of conclusion M.Veber relates a man to the world of things, people and spiritual occurrences. The vehicle of value is a person, who comprehends them in the experience of internal accept and repulsion. They are necessary to distinguish goals to reach for the sky for man.

M.Veber tells about the necessity to find out the connection between the whole consequences of actions by means of constructing the perfect model of individual social action and relation of obtained knowledge with economic, political, esthetic, moral and today's ecological values.

Social ecological activities are spreading human living world, which are determined by A. Shuc as the world of sensible sense, which has dual environment It is intuitive valid and perceptual unitedly. On the one hand it is a life experience of certain person (everyday experience). On the other hand it is the experience of the majority of people that means intersubjective experience. Common senses, divided by different people give the understanding to each other. Firstly, there is a living world which is individual as every man has his own living experience; secondly, it is social as it sponges the experience of all people. The living experience of people reflects not only in the individual social ecological activities, but also in the historic one of predecessor as well as connection with future.

Individual social ecological activities express in particular actions and to understand it meticulous there should be used physiological approach of V.Pareto. [Gofman A.B., p.196-197]

V. Pareto has added illogical actions to the rational logical actions elaborated by M. Verber. Illogical actions are based on senses and have nothing to do with rational thoughts and scientific method. Namely, senses of personality, according to Pareto plays essential role: feelings and interests are more constant than everything that is why they are the most significant components of occurrence. [Pareto V., p.156]

Feelings are caused by psychical constitution of people and serve as a source of system of society functioning, consisting of individual having feelings. There is a kind of logic in illogic actions called the logic of feelings. Every activity of people associated with the actions of one or another feeling. Feeling of each person and emotions play a significant role in positive social ecological activity. Investigating the relationship between a man and society A.Fromm stresses that the main criteria of healthy society is considered the adaptation to human environment. It allows to solve problems of human existence successfully. A man is able to adapt almost to every

social-cultural and environment system as he has a complex system of adaptation. During the interaction between people with health environment a man is an active and responsible competitor of society's life, the owner of life. Human's life goal is to be the more, but not to have more. Fundamental letter of pathologic society becomes untrammeled use as the goal of life. In modern world the consumptions are used more single time that formed egoism and greediness among the members of society that lead to conflicts and social tension.

In the common sense the definition of the word of social ecological activities looks like as follows: it is a special type of activity of concrete-historical subject, which uses social institutes or create them itself, being in the system of social interaction. To impact on social relationship system, changes the society, social groups, personality and social ecological environment. [Rybakova M.V.,2012:73]

In the condition of social-economic sphere and transformation of Russian society to the new 6 technical form, technical abilities allow to transfer to ecologically comfortable industry diversification, decentralized, source-saving based on biotechnical production and to establish the transformation to humanitarian economy, directed to recreation and keeping the environment condition. It also allows society to provide engagement and cooperation of all members in social size depend structure.

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Law and Socio-Economic Regulation of National Medicine In Russian Society in Modern Conditions

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Abstract. The article discusses the "System of Voluntary Certification" of the services in the field of national medicine introduced in 2006, the Draft Law "On Introduction of Effective and Safe System of Legitimation of Activities of Practitioners of National Medicine" created in 2015 and the "New Draft Law on Regulation of National Medicine" developed in 2017, the importance and role of the professional medical associations in this process after the adoption of the New Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" in 2012.

Keywords: analysis of documents; Federal Law; law regulation; legitimation; national medicine; permission to practice national medicine; professional medical association

Introduction

This paper considers the problem of adopting the Federal Law on law and socio-economic regulation of the national medicine, which allows the practitioners of the national medicine legally work in the market of the alternative health services.

The first rudiments of the medical care and healing, according to the scientists, came into being with the appearance of a man, that is, a few hundred thousand years, and perhaps earlier, BC, at the beginning of the Quaternary period in the Earth's history. This hypothesis has repeatedly expressed not only by the historians, but also by the physicians. So, the great physiologist I.P. Pavlov wrote that "the medical activity is as old as the first man... it would be unfair to assume the history of the medicine starting from its writing period" [Pavlov, 1951].

The national medicine is the oldest branch of the medicine in the history of Russia. The roots of the national medicine were paganism, which professed the Slavic tribes before the combination and creation of the state and adoption of the Christianity. Therefore, the moment of the origin of the national medicine can be attributed to the time of beginning the historical description of the life of the Russian people, i.e. to the prehistoric times.

With the adoption of the Christianity, the national medicine has experienced more than a millennium of the historical life of the people. The national healers were able to do bloodletting, trepanation of the skull and treat injuries, wounds with the aid of a variety of ointments, as well as by cauterization [Great Soviet encyclopedia, 1972: 442].

The national healers wrote the treatises on the use of the healing forces of nature – the herbals and medical manuals. It received particularly widespread after the adoption of the

Christianity and the emergence of writing. Unfortunately, we have inherited only a small fraction of those sources, since most of them were lost during the various wars. It is interesting that those books described the means used not only after the adoption of the Christianity, but also before it.

Nowadays, the national medicine continues to develop, it is widely used in the practice by the people who own by this art and sometimes they argue with the official medicine. There exist cases, when the conventional medicine was helpless before some cases of the diseases despite the fact that it has reached the highest theoretical and practical development and technical equipment. There fixed cases when people with the skills of the national medicine literally "pulled out a man of the coffin" and returned him the health.

The World Health Organization currently recommends the use of the evidence-based approach when assessing the safety, effectiveness and quality of the national medicine [Strategy of WHO, 2011].

Putting of Research Problem

The reform of the health care system has helped to broaden the range of the "alternative" medical services. The people's interest in the methods of the practitioners of national medicine is not only dried up [Salo, 2012: 3207] but continues increasing from day to day already in XXI century, especially after the new reform of the system of the health care in 2014.

The official medicine does not recognize the right of the practitioners of national medicine to provide the services on the health improvement of the people. Currently, the fundamental science isn't in a hurry to explore this social phenomenon seriously, although as the field of the scientific knowledge the problem of existing of the national medicine in the modern society is to be studied within the anthropology of the professions [Anthropology, 2005].

From January 2012, after the entry into force of Article 50 of the New Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" the deputies of the State Duma Committee on Health Care of Citizens were trying to restore the order in the sphere of national medicine. The Committee was intensively working on the law regulation of the practices of national medicine. By July of 2015, the deputies have prepared the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation", which provided for the certification of all kinds of national medicine and were to be considered in the State Duma in the autumn session.

Unfortunately, the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" were not submitted to the State Duma for consideration at the autumn session. It was decided, that the State Duma would not consider the Draft Law "On Certification of All Kinds of National Medicine" in the near future

Currently, the Coordination Council under the Ministry of Health developed the provisions for the regulation of the national medicine.

The study was aimed at the analysis of the process and procedure of the legitimation of the activities of the practitioners of national medicine in Russia.

The main purpose of the study was the detailed analysis of the developed provisions by the Coordination Council under the Ministry of Health to legitimize the activities of the practitioners of national medicine, the importance and role of professional medical associations in this process.

The data of this study will help to define the rights and opportunities of the practitioners of national medicine civilized conduct their activities in the market of alternative health services.

The study was conducted within the framework of the qualitative methodology; there was used such a method as the analysis of the documents.

Historical Excursus

Today, the interest in the methods of national medicine constantly grows, despite the large state educational programs and a large number of the researchers working in the field of the professional medicine around the world.

First of all, it should be noted the tolerant relation of the World Health Organization to the activity of the practitioners of national medicine which repeatedly addressed to the states – WHO's members with the offers and programs for developing the national medicine on the condition of the creation of the national systems of the regulation and certification of such activity.

In our country, the relation of the State and society to the activity of the practitioners of national medicine is ambiguous: from full rejection of the national medicine in general to the recognition of the activity of the certain specialists. Therefore, it is necessary to address to the sources.

During many generations in Ancient Greece there was a family medical school of the Asklepiads to which the ancestors and Hippocrates's family belonged. His father, the doctor Heraclides was the first teacher of Hippocrates. His mother Praxitela was a midwife [Great medical encyclopedia, 1988].

Hippocrates's activity, the famous healer and the doctor took place during the heyday of the economic and cultural life of Ancient Greece, known under the name "century of Pericles". Hippocrates's merit was the liberation of the medicine from the influence of the priestly temple medicine and definition of a way of its independent development. Almost all parties and sections of the modern clinical medicine and names of many illnesses, which entered the modern nomenclature are presented in Hippocrates's works (pneumonia, apoplexy, epilepsy, etc.).

Hippocrates is known as the outstanding surgeon of the antiquity. He has developed the ways of applying bandages, the treatment of fractures and dislocations by means of the traction and counteraction, splints, gutters, special devices ("Hippocrates's bench", etc.), the treatment of the wounds, fistulas, hemorrhoids and empyemas. Hippocrates's rules for the position of the surgeon, his hands, placement of tools and lighting during the operation deserve the attention.

The idea of the high moral character and ethics of the behavior of the doctor is connected with the name of Hippocrates. According to Hippocrates, the diligence, constant improvement in the profession, seriousness, affability, understanding have to be inherent to the doctor; he has to be able to gain trust of the patient, to keep a medical secret, to have a decent and tidy appearance, etc.

And though the modern medicine has left far from Hippocrates's medicine, the last can be considered as her cradle.

In Russia in the XVIII century, the document "Cathedral Code" (March of 1701) provided "to allow the treatment by the national remedies, roots and herbs to any person without restriction of the social status, however, it is recommended to study 'medical science" [History of Russian social services, 2000: 18; *Volkova*, 2007: 258].

In Europe to the end of the XVIII century, the national medicine was a part of the standard medicine and based generally on the postulates of Hippocrates and other doctors of the ancient times as it was stated in the book of the Basel doctor (Switzerland) T. Tsvinger "Sicherer und geschwinder Arzt, oder vollständiges Arzneibuch", which was published in 1684.

The term "national medicine" has appeared in the works of the German scientists in the first half of the XIX century and described the population attitude towards the health: use of the healing, bases of hygiene and medicine, including the medical medicine. Thus, this term included a variety of the ideas of diseases and ways of their treatment prevailing in the people. The doctors, nevertheless, did not refuse exposing "medical superstitions" of the population during that period.

At the end of the XIX century, the countries, which developed the scientific, evidential approach to the medical methods, began to understand "national medicine" mainly as the irrational healing, based on the traditions, as opposed to the classical medical medicine. The concepts "national medicine" and "medical superstitions" often began to use as the synonymous.

Thus, it is possible to draw a conclusion that the ground of the modern medicine is the national medicine and national doctoring.

Conceptual Fundamentals of Law Regulation of Activity of Practitioners of National Medicine

The inconsistencies and contradictions in the Federal Law "Fundamentals of Legislation on Health Care of Citizens" have led to the fact that after 1998 there appeared a large number of psychics, magicians and all sorts of charlatans in the market of healing services. The primary objective was to adopt the Law that would separate the practitioners of national medicine from charlatans [Let "cure", 2006; *Pozdnyaev*, 2006].

In recent years, from 2004 onwards, the mass media has widely discussed the problem of improving the activities of the practitioners of national medicine. There were a lot of ideas, suggestions and opinions [Balasheva, 2004; Moscow deputies, 2006; Ryabinina, 2006]. The Moscow City Duma tried to develop the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation"; then Duma tried to pass a New Law regulating the activities of the practitioners of national medicine in Russia [Salo, 2014: 228].

In 2006, on the initiative of the "Federal Service for Supervision of Health Care" (Roszdravnadzor) there has been developed the "System of Voluntary Certification" of services in the field of national medicine for the formation of a civilized market: the security of services and the ability of objective assessment of the quality of such services by consumers [Order, 2006].

The "Federal Research Center of the Traditional Methods of Diagnosis and Treatment" of the Ministry of Health and Social Development has developed the criteria for the voluntary certification of the citizens engaged in the national medicine: the voluntary registration as the private entrepreneurs; the charged studying the base course of medicine with the subsequent exams; adding into the State Register by the Ministry of Health. The activity of other practitioners of national medicine will be illegal [Salo, 2012: 3209].

However, the criteria for the certification system were such that only people with the medical education could pass the certification. Some practitioners of national medicine, having a medical degree, could be able to get this certificate, but it turned out that it had no the legal power.

The Professional associations and representatives of the social-and-active healing community saw the decision of the legal issues in the field of national medicine in the need to:

- adopt the Special Law on the national medicine and subordinate governmental regulations on the procedure for getting permissions and rules to engage in the national medicine;
- carry out the activities for the organization and training of the practitioners of national medicine as part of the educational programs.

In 2010, the question about the activities of the practitioners of national medicine and healers in the territory of the Russian Federation arose particularly sharply.

Taking into account the suggestions of the World Health Organization, the heads of the Ministry of Health and Social Development of the Russian Federation, the scientific community and representatives of the healing community, the State Duma, Moscow City Duma and Moscow City Government have found a way out of this situation – to use the experience of the foreign countries in this sphere of the activity. The activities of the practitioners of national medicine are regulated by the Government and professional associations in the USA and some European countries [*Burrage et al*, 1990].

In this regard, there was established the Working Group of the State Duma Committee on Health Care for working on a new project of the Federal Law in May of 2011.

The Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" was adopted by the State Duma on November 1, 2011 in the 2nd reading. 306 deputies of the State Duma out of 450 were voted for the New Law. The Federation Council approved the New Law on November 9, 2011 [Federal Law, 2011].

Study Results

New Federal Law "On Fundamentals of Health Care of Citizens in Russian Federation"

Article 50 "National Medicine" of the new Federal Law entered into force on January 1, 2012 [Salo, 2013: 182]:

- 1. The national medicine is the healing methods which have been established in the national experiences and based on the use of the knowledge and practical skills in the assessment and rehabilitation of the health. The national medicine does not include the services of the occult and magical character, as well as the performance of the religious rites.
- 2. The citizens who got a permission issued by the executive authority of the subject of the Russian Federation in the sphere of health care have the right to practice the national medicine.
- 3. The decision to grant a permission to practice the national medicine is taken on the ground of the application of the citizen and representation of the medical professional non-profit organization or the citizen's application and the joint representation of the medical professional non-profit organization and medical organization. The Permission gives the right to engage in the national medicine in the territory of the subject of the Russian Federation whose executive power body issued such permission.
- 4. The person getting the permission is engaged in the national medicine in the order prescribed by the executive authority of the subject of the Russian Federation.

- 5. The deprivation of the citizen of the permission to engage in the national medicine is made by the decision of the executive authority of the subject of the Russian Federation issued such permission and may be appealed in the court.
- 6. The national medicine is not included in the Program of the State Guarantees of Free Medical Care to Citizens.
- 7. The Illegal practice of the national medicine as well as harm to the life or health of the citizens during the practice of the national medicine entails the responsibility under the legislation of the Russian Federation.

Thus, Article 50 of the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" has no norms that prevent the obtaining of a state permission to practice the national medicine.

Now, the New Federal Law defines the national medicine as not the methods of the diagnostics and treatment, but the methods of the healing used to assess the condition of health and restore it. So, the identity of the medical activities and medical services is completely excluded.

According to Article 50, the grounds for requiring a medical education, certificate of a specialist and medical license from the practitioners of national medicine are completely excluded.

The name of the state permission for practicing the national medicine became clear. Now, the document is called "Permission to Practice National Medicine" instead of "Healer's Diploma", which is much understandable.

Draft Law "On Introduction of Effective and Safe System of Legitimation of Activities of Practitioners of National Medicine"

From January 2012, after the entry into force of Article 50 of the New Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" the State Duma Committee on Health Care of Citizens of the Russian Federation conducted the intensive work on the law regulation of the practices of national medicine. By July 2015, the deputies have prepared the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation", which were to be considered in the State Duma in the autumn session [*Salo*, 2016: 6505].

The Chairman of the State Duma Committee on Health Care of Citizens S. Kalashnikov said: "The amendments were developed according to the recommendations of the World Health Organization, which advised to use the national medicine in addition to the official medicine as

much as possible" [National healers..., 2015]. The document stated the "System of Mandatory Certification for All Kinds of National Medicine".

S. Kalashnikov, the author of the Draft Law, the Chairman of the State Duma Committee on Health Care considers that the self-regulatory organizations of the respective types must issue the certificates, supervise the work of the practitioners of the national medicine and be responsible for the activities of the local specialists [Federal law, 2012]. He noticed: "The self-regulatory organization established on the professional ground will have to determine who is a charlatan and who is a specialist, give them the permissions to practice this kind of the activity or not..." [National healers..., 2015].

It was assumed that the professionals of all kinds of the national medicine should be the members of the self-regulatory organization. They will be able to assign the punitive measures: up to the exclusion of a practitioner of the national medicine from the professional association and deprivation of the permission. The certificate must be got in the country, which practices and traditions are represented and used in the activity of the practitioner of the national medicine.

- S. Kalashnikov told the Moscow Portal M24.ru that the right to assess the level of the skills of the representatives of the foreign practices must be transferred to those who are the professionals in this field. In this regard, he said the following: We have agreed with the Association of Medical Institutes of National Medicine of China (there are 19) and similar organizations in India and Korea that they will check the authenticity of the diplomas and certificates which appeal to the practitioners of the national medicine in Russia".
- S. Kalashnikov also noted that it is impossible to practice the traditional and national medicine without training in a specialized institution and obtaining a certificate in these countries.

According to the authors of the Draft Law, the work of the self-regulatory organizations is subject to the regulation: the experienced professionals will examine everyone entering the organization and will be responsible for the certified practitioner of the national medicine. If he harms the patient, then this "practitioner" will be excluded from the professional association with the deprivation of the permission.

The self-regulatory organization will have to monitor the charlatans, check out the safety and efficacy of the methods of its members and initiate raising of their qualification.

Unfortunately, the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" have not been submitted to the State Duma for consideration in the autumn session of 2015. It was decided that the State Duma will not consider the Draft Law "On Certification of All Kinds of National Medicine" in the near future.

New Draft Law on Regulation of National Medicine

In the autumn of 2015, the Law "On Certification of All Kinds of National Medicine" was not adopted since the Chairman of the State Duma Committee on Health Care S. Kalashnikov removed it from the agenda of the autumn session.

In this regard, in 2016 the Ministry of Health of the Russian Federation took the decision to start the process of the regulation in the field of national medicine in order the deputies of the State Duma would be able to adopt the Law separating the shamans and extrasensory individuals from the practitioners of national medicine.

The Coordination Council on Improvement of Normative-and-Law Regulation in the Field of National Medicine was established by Order No. 223 from April 12, 2016. Such questions as the regulation of national medicine, the requirements for the specialists, the circulation of the drugs in national medicine and the requirements for the application of the methods of national medicine in a clinical practice were on the agenda of the Coordination Council [Order, 2016].

The "Russian Professional Medical Association of Specialists of Traditional and National Medicine" has prepared the appeal to the Ministry of Health with a request to establish a professional educational standard for the practitioners of national medicine – this will allow protecting the people from the charlatans.

The President of the "Russian Professional Medical Association of Specialists of Traditional and National Medicine" V.V. Egorov has informed the Newspaper "Izvestia" that the Association has examined the law-enforcement practice in this field at the end of 2016. He told the following: "Before the New year, we have collected a large number of the proposals which will be presented in a final table of the amendments to the various normative documents. All these amendments will be discussed at the meeting of the Coordination Council under the Ministry of Health" [Nedyuk, 2017].

The authors of the initiative suggested the Ministry of Health to approve the program of the preparation of the specialists of national medicine in the medical Institutes. Presumably, in the form of three-month courses, which will take place in the educational institutions with the state license for the supplementary education. After finishing these courses, the practitioners of national medicine will take the exam. They will not be able to get a state permission for their activities without passing this exam.

The Press-service of the Ministry of Health told the Newspaper "Izvestia" that they are ready to consider the appeal of the "Russian Professional Medical Association of Specialists of Traditional and National Medicine". The Press-service explained: "In connection with the fact that V.V. Egorov is a member of the Coordination Council, the feasibility of establishing such a

professional educational standard will be considered at the meeting of the Council" [Nedyuk, 2017].

The Coordination Council for Regulation of National Medicine under the Ministry of Health has formulated the requirements for the practitioners of national medicine and sent them to the office.

In accordance with the new requirements for getting a permission, the practitioners of national medicine will need to provide the authorities with a proof that they have cured at least ten people and have the basic medical knowledge (they graduated from the three-month training courses). The Deputy Chairman of the Coordination Council V.V. Egorov explained: "We all have the relatives, friends who we can help on a nonprofit ground. And if we helped them, they would not refuse in recognition of the effectiveness of the practices. Such references are necessary for the Professional Association in order to issue the conclusion on the grounds of which it is possible to get a state permission. In addition, it will be necessary to show the conclusion before and after cure" [Khetagurova, 2017].

For getting a permission, the practitioner of national medicine will have to register in the Registry of Individual Entrepreneurs and pay the taxes.

V.V. Egorov emphasized that "...all provisions on permissions refer only to the representatives of national medicine, but not to the 'persons engaged in the extrasensory perception, parapsychology, non-contact and spiritual practices, shamanism, bio- and energy correction'. The permissions will not be issued to such healers" [Khetagurova, 2017].

Currently, the practitioners of national medicine also must get permissions to work in the market of the alternative health services. However, such permissions are issued by the administration of the regions by their own rules. The New Draft Law contains the common requirements for the practitioners of national medicine across the country, which will be fixed in the Federal Law "On Fundamentals of Health Care of Citizens in Russian Federation". It is assumed that new permissions will be issued by the regional bodies of the Ministry of Health.

If a practitioner of national medicine works without the official permission, he will face a fine of up to 4 thousand rubles (according to Article 6.2 of the Code of Administrative Offences "Illegal Occupation of National Medicine") [Code of administrative offences, 2015]. This penalty will be provided for each established fact of the medical services without a permission.

If the practitioner of national medicine harms the health of a client, the Penal code will enter into force in such a situation. The punishment will depend on the severity of the harm.

The Ministry of Health said that they are planning to consider the presented document.

The President of the National Public Organization "Health" A. Lee believes that this attention might scare the practitioners of national medicine and drive them "underground" instead

to get a permission for the practice: "It is necessary to regulate, but it is difficult to do it in the practice. It may happen that the regulation process will be very active and these 'national doctors' will begin to cure the patients exclusively at home. And thereby they can harm the health of the people, because, for example, they will not be able to recognize the diagnosis in time and send them to the specialists" [Khetagurova, 2017].

The Coordination Council for Regulation of National Medicine under the Ministry of Health has formulated the requirements for the practitioners of national medicine on the grounds of the proposals and initiatives and sent them to the office. The Ministry of Health of the Russian Federation will develop the Draft Law on the law and socio-economic regulation in the field of national medicine in order the deputies of the State Duma will be able to adopt the Law allowing the practitioners of national medicine to work in the legal field.

Conclusions

Currently, in accordance with Article 50 of the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation", the national medicine is the healing methods which have been established in the national experiences and based on the use of the knowledge and practical skills in the assessment and rehabilitation of the health.

Everyone who got a permission issued by the executive authority of the subject of the Russian Federation in the field of health care has the right to practice national medicine. The permission gives the right to engage in the national medicine in the territory of the subject of the Russian Federation whose executive power body issued such permission.

The decision to grant the permission to practice national medicine is taken on the grounds of the application of the citizen and representation of the medical professional non-profit organization or the citizen's application and the joint representation of the medical professional non-profit organization and medical organization. If there is no such permission, the practicing of the national medicine is illegal, i.e. it entails the responsibility. According to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation", the jurisdiction of the case is the harm to the life or health of the citizens during the practice of national medicine.

However, only Article 6.2 "Illegal Occupation of National Medicine" of the Code of Administrative Offences of the Russian Federation contains a penalty. It is reported that the practicing of national medicine without the official permission faces the administrative fine in the amount from two to four thousand rubles. There is no another penalty in the legislation.

In 2015, the State Duma Committee on Health Care has finished the work on formulating the amendments to Article 50 "National medicine" of the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation". The deputies developed the Draft Law that

provided for the mandatory certification of the activities of the practitioners of national medicine and their membership in the self-regulatory organizations.

The Chairman of the State Duma Committee on Health Care S. Kalashnikov explained that the recommendations of the World Health Organization to maximum use the national medicine were the impetus for the development of the amendments to the Federal Law.

The amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation" have not been submitted to the State Duma for consideration at the autumn session. For a number of reasons, S. Kalashnikov decided not to submit the Draft Law "On Certification of All Kinds of National Medicine" for the discussion.

In this regard, in 2016 the Ministry of Health of the Russian Federation took the decision on developing the Law on law and socio-economic regulation in the field of national medicine.

The Coordination Council on Improvement of the Normative-and-Law Regulation in the Field of National Medicine was established on April 12, 2016.

When developing the Draft Law, the Coordination Council discussed such questions as the regulation of national medicine, the requirements for the specialists, the circulation of the drugs in national medicine and the requirements for the application of the methods of national medicine in a clinical practice.

The services for the non-contact influence on the person: the spiritual healing, bio- energy correction, shamanic practices and different inspirations do not refer to the national medicine.

However, the First Deputy Chairman of the State Duma Committee on Health Care, Head of the Expert Council for the Complementary Medicine F. Tumusov told the Newspaper "Izvestia" that the question on the non-contact influence would be considered at the meeting. Due to the fact, this sphere is not controlled by the Law at all: "One part of the complementary medicine is regulated by the Law, and the other one is not regulated at all. For example, the spiritual practices. When adopting the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation", some normative documents concerning this question were prepared, but they were not accepted. This sphere should be regulated in order all fields of the national medicine were under the control of the State".

Due to the words of F. Tumusov, first of all the terminological and conceptual framework will be determined: what are spiritual practices, what kinds of the practices exist and how they differ from each other. Then, the Coordination Council will decide the question of the law regulation. The result will be either the Law "On Fundamentals of Complementary Medicine" or the amendments to the Federal Law "On Fundamentals of Health Care of Citizens in the Russian Federation".

I hope that the Ministry of Health will prepare the Law and send it to the State Duma; the deputies of the State Duma will be able to adopt the Law allowing the practitioners of national medicine legally work in the market of the alternative health services. In addition, the citizens of the Russian Federation will be protected from the activity of all sorts of charlatans and frauds.

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Contradictions, Tendencies and Prognosis of Activity's Development of Public Environmental Movements

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Abstract. This article is considered actual issues of environmental movements' development in contemporary Russia, paying attention to the country specifics. The main directions and tasks of environmental movements' activity are presented.

Keywords: ecological movement; ecological organization; prognosis of development; activity; tendencies

Social, political, economic and environmental changes in Russia during past years have influenced to research methods, ways of social activity, tendencies, functions and development of environmental movements. The tendency of moving towards environmental consciousness, developing of environmental structures appeared due to grooving anthropogenic tension, access to the negative information about it, appearance of differently minded "environmental" thinking. Although that process developed in a special way in different structures of environmental movement depended mostly on political situation. Only public movements which supported official policy and ideology of Government could survive during Perestroika period. In this case, public environmental organizations which had received approval of authorities for nature preserving actions appeared before independent or state environmental structures. The peak of establishing new various environmental structures was during 1989-1991.

To the beginning of 1992 the number of independent environmental organizations descended, it was connected with stabilization of political situation in Russia. As in the middle of 1991, weakness of environmental movement revealed: despite the real increase in number of members, it could not evolved into mass movement. The inflow of members into environmental organizations was less expected. In June 1992 president of the Ecological Union announced the following evidence: only 20-30 environmental organizations remained from more then 600 (the Ecological Union, the Social and Ecological Union, "Green World", and few others).

According to Minister of Environmental Protection and Natural Resources, Professor Victor Danilov - Danilyan, decline of public environmental movements happened earlier: "Environmental movement had been growing till the end of 1980s. In 1989 was a peak. In 1990 - coming down. And in 1991, practically, it was death. Lethargy". 19,4% of participants of All-Russian Conference of Environmental safety, coming out of changes that had been happened, considered that there was no more environmental movement in Russia. And 73% considered that it was not real social and political power in their regions [Sosunova, 1994].

Decline of public environmental movement's activity signified us about the following:

- First, it is the stoppage which could be seen: in 1992 currently 840 non-governmental environmental organizations acted in 257 places of Russia (according to the state report more then 500, and in 1994 according to our data there acted about 1000 NGOs) [Sosunova, 1994, p. 142];
- Second, Russians lost some sense of "environmental danger" because of social-economic burdens. Nevertheless, one should mark that various new structures of environmental movement as well as traditional, till the last time and even nowadays, have been acted separated, weakly cooperated with the state structures. And alternative organizations have taken stand of opposition to the Government [Sosunova, 1995; Sosunova, 2003].

New social-political unions were sometimes established not for solution of environmental problems, but for political purposes coming out of conjuncture, etc. Meeting activity and arrangements predominated in their work under practical issues. A lot of NGO's limited them by action of protest without development of constructive work on environmental improvement. Nowadays more than 1500 non-governmental ecological organizations are officially registered, including minimum 5 active green political parties (Russian Ecological party «Green»; Green Alliance, etc.). Simultaneously the noticeable number of organizations and initiative groups of local level exist, who conduct their activities without registration [State report..., 2016, p. 589].

If qualified specialists worked with environmental organizations with applied aims, then most part of the members of unions with political orientation turned out to be not well prepared for environmental activity. Politicians elected on the tide of environmental movement avoid to rise problems of environmental pollution and protection nowadays [Mamonova, 2011, p. 170].

Territorial environmental structures also are not in a position to assist effectively to independent environmental movement.

The activity of all ecological organizations is aimed to assist all human beings (both trough economic policies and by socially acceptable means) to become Personality and Man of the twenty-first century [Rybalsky, 2004].

Their tasks are the following:

- Foundation of an ecological systems providing for the ethical improvement of society.
- Search for, and realization of, measures to prevent and avoid conflicts and hatred between people of different religious, national, and cultural identities.
 - Participation in international program concerned in personal spiritual welfare, etc.

The main directions of ecological organizations activity as authors' analysis showed, could be seen as:

- 32% harmonization of world: the course will be followed in various projects involving the spiritual concepts which are absolutely essential for the start of Personal life on the Earth;
- 31% children's world without boundaries. The specialized direction owe to the importance of all problems connected with the growing generation;
- 30% social action. The direction is meant to help orientating man in terms of practical realization of the knowledge acquired in the process of learning one's Self.
 - 7% etc.

This activity is realized through concrete ecological projects and is available to empirical sociological study but the most important issue is the search of ecological-friendly Personality. Defiant opposition between people and nations, inclination to confrontation and aggression have been component parts of human history. Today we are facing a danger more serious than the annihilation of Person and personal environment. The danger is in the lack of unison in the relationships, with the ultimate result being a disintegration of personality [Sosunova, 2015] [Mamonova, 2014].

Efforts are being made, both in terms of economic policies and through socially acceptable means, to reduce the process of disintegration of Person as a social being. The efforts are becoming a factor of understanding the processes in the world around us. However, no one is able to do what each of us ought to do individually. Every human being must perceive his/her Self in order to be able to solve his/her problems in the forthcoming millennium. That is why each human being must find a way to his/her inner Self and perceive Reason. Once this way has been found and covered, the social-ecological personality will have been awakened [Sosunova, 2014].

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Chapter V. Leisure, Drugs and Criminality

Features of "Recreational" and "Controlled" Drug use: Risks and Consequences

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Abstract. The article reflects the results of a qualitative study of the characteristics of groups with "recreational", "situational" and "controlled" model of drug use. The study focuses on the patterns of past and present drug use and on the description of the mechanisms of control and regulation of drug consumption, and on the impact of drug use on the lifestyle and life strategies of users. On the basis of the analysis of the obtained data of their biography, the life stories of the development of "drug career" are compiled, new models of consumption of substances and their consequences are described.

Keywords: deviant behavior; drugs; drug use; narcotization; "recreational" drug use; "controlled" drug use

The situation with the spread of drugs in Russia remains steadily heavy. Unfortunately, the quantitative downward changes in drug use situation, fixed by Rosstat and some analysts over the past few years, do not have any serious grounds for optimism. According to the medical statistics, the decrease in the incidence of opioid addiction is accompanied by a steady trend in the growth of the general and primary incidence of cannabinoid addiction, the growing dependence on other drugs, including so-called "new" (new psychoactive substances - NPS), combinations of drugs of various chemical groups (multiple-drug abuse). There is a significant increase in the number of patients with dependence on psychostimulants; the general level of experiences with drugs in the country also remains high [Statistics collection, 2016]. Against the background of a decline in the number of consumers with diagnosis "drug addiction", there is a significant increase in drug users with harmful consequences —such a model of drug use that causes direct damage to health — physical or mental, which can be clearly identified and documented but does not have sufficient symptoms for diagnosis of dependence syndrome. There could be (although not necessarily) adverse social consequences with such use.

Studies of the drug situation conducted by the sector of sociology of deviant behavior of the Institute of Sociology show not so much about reducing the spread of drugs, but a transformation of the situation consisting in the withdrawal of narcotization beyond the previously affected risk groups, the emergence of new, more latent forms and patterns of consumption. In addition to hard severe drug use, typical for certain groups of population leading to the marginalization of the individual, status and personal dysfunctions, such patterns as "prestigious" ("status"), "recreational", and also "controlled" consumption are gaining distribution, the harm of which is poorly reflected by society and in some social strata is practically not identified

[Pozdnyakova, 2013: 129]. The modern consumer is trying to combine effectively periodic, "safe" use of substances and social significant activity, developing their own control mechanisms or selecting sparing drugs to change the state of consciousness. Due to the modern Internet technologies and mass access to diversity of information on drugs, on the one hand, there is an increase in interest in various psychoactive substances; on the other hand, there is a tendency towards a more conscious approach to consumption called "responsible drug use" in some groups of drug "experimenters".

The article is written in the framework of the project "New Drug Situation in Russia. The role of "controlled" consumption in the distribution of psychoactive substances in different groups of the populations" (with the financial support of Russian Foundation for Humanities, grant № 16-03-00616). The research objective was to study the characteristics of groups with "controlled" and "situational" ("recreational") patterns of drug use and to construct a social portrait of a drug user who remains a socially safe or successful person. To solve the tasks, it was necessary to collect data about the experience of people who use drugs in a so-called "controlled", "less problematic" way. Quantitative and qualitative methods were used. This paper describes the results of qualitative research. A group of drug users with a different length of consumption and a degree of drug addiction while maintaining a "normal", socially acceptable way of life was formed with the method of "snowball". Respondents were recruited from the personal environment of researchers, as well as from the social network "Vkontakte", in the most popular (from 500 to 5 thousand or more members) of the pro-drug virtual groups ("Narcologist", "Pharmacy", "MDMA", "Bad Trip", "Trip", "TA" (typical addict), "All roads lead to the nose", etc.). Some of these groups are aimed at helping drug addicts to overcome their addiction by providing information about the harm of narcotics by publishing various scientific and popular articles on the subject, but most of them are a platform for communication between drug consumers. It should be noted that during the study part of the selected groups was closed by Roskomnadzor, but some of them were restored by their creators on new Internet addresses. Deep biographical interviews were conducted with informants (N = 51). The biographical method or "life histories" is effective in studying social minorities or groups that are difficult to give spatial and temporal localization, as well as for studying various latent phenomena and situations that are difficult to capture in large-scale sample surveys. This method allowed us to focus on unique aspects of life of psychoactive users. Most of the dialogues were conducted via Skype or video calls in social networks, some informants, fearing possible trouble with law enforcement agencies, wished to remain completely anonymous, refusing both video and audio communication - intensive correspondence was conducted with this group in the form of dialogues; some informants agreed for personal meeting.

A general interview plan was prepared previously, listing the thematic blocks of research interest, as well as identifying those aspects for which more detailed information was to be obtained. The plan was changing and correcting during the research. This was due to the fact that respondents were at different ages and with varying degrees of narcotization. Also a retrospective method was used, with significant bifurcation points highlighted in the biography of patients. Structurally the guide of the interview covered a wide range of vital areas, including: life before the first drug experience - biography and significant events in the past; history of drug use - from the first experience to the current consumption pattern; work, family life, communication, leisure, interests, views; health and care for it; future plans. However, the main focus of the study was on the patterns of drug use in the past and the present, on the description of control mechanisms and regulation of use (including individual and group norms), as well as on the impact of substance use on life style and life history strategy of the consumer. Based on the analysis of the obtained data of their biography, the life histories of their "drug career" development were compiled; new models of substance consumption were revealed.

In total, 32 men and 19 women aged 21 to 52 with varying rates of narcotization were interviewed. All informants had more than 3 years of drug use experience. The structure of consumed psychoactive substances is represented almost by all traditional illegal drugs: heroin, cocaine, amphetamines, ecstasy, cannabinoids, and hallucinogens. In addition to traditional drugs, respondents included consumers of so-called "new" synthetic substances - salts, mixes, "spices" and their various modifications ("designer" drugs), as well as drugs used to change the state of consciousness, sodium oxybutyrate (GHB) and others. Most of informants had a rich experience of using several narcotics, experimenting with one or another substance, others used one or two substances alternately or in combination, some preferred mono-consumption. There were representatives of natural science professions: chemists, physicians, biologists (19 people), social and humanitarian spheres: economists, lawyers, teachers (18 people), and creative and technical professions (14 people).

According to the widespread opinion (including in scientific sphere), the beginning of drug use often leads to irreversible dependence, loss of control, reduction of quality of life and social behavior [Edwards et al., 1982]. At the same time, a number of studies and some descriptions indicate the number of cases that do not fit into conventional model and deserve more careful analysis and evaluation [Moore, 1992, Davies, J.B. 1992]. The results of the study of episodic and regular drug users indicate a significant diversity in the development of their "drug careers" and the diversity of consumer models and practices.

The depth and speed of the development of dependence, as well as the formation of a certain model of consumption, depends on a variety of factors, such as: individual personality

characteristics, living conditions and social environment, dosages, frequency of use, type of used substances and others. Debates about the degree of severity of dependence on a particular substance and the scale of the physical and social harm they inflict on the human body are still being conducted. Studies on harmful effects of drug use show that not all substances have the same ability to cause damage. Narcologists usually identify substances 1) with a high abuse potential (heroin, cocaine, barbiturates, methadone,); 2) with an apparent abuse potential (alcohol, ketamine, cannabis, codeine, amphetamines, benzodiazepines); 3) with moderate and low abuse potential (GHB, ecstasy, LSD, nicotine, caffeine) [Zalmunin R.Yu, Mendelevich V.D., 2014]. Caffeine, nicotine and alcohol are "legal triad" of psychoactive substances; their use is not prosecuted in Russia or in other countries. The deeper the immersion in drug use and the stronger abuse potential of the substances, the more pronounced the harmful consequences of the use.

Depending on the degree of the involvement in narcotization several groups of drug consumers practicing different models of drug use were singled out among the respondents. These models can also be regarded as stages of dependence in the development of the "drug career": 1. Episodic, situational or "recreational" drug use; 2. Habitual drug use 3. Addiction

"Recreational" drug use - is an irregular, episodic use of psychoactive substances not for medical reasons. The main purposes of such consumption are to alter one's mental state, modify emotions, perceptions, feelings, gain new experiences or enhance some experience, get pleasure ("high") etc. This use is often associated with the social activity of the person, typical examples are the use of psychoactive substances at parties, in clubs. Drugs more likely to be used recreationally could be divided into three categories: depressants (cause a sense of relaxation and tranquility); stimulants (give a feeling of energy and cheerfulness); and psychedelics (cause hallucinations and perceptual distortions, which some consumers find attractive). There is a strong stereotype in public opinion that highly addictive illegal drugs (for example heroin, cocaine), cannot be used on occasion or for recreational purposes, since any use of them is either already an abuse or leads quickly to it. In fact, as the study showed, the type of drug does not always determine the pattern of drug use. Moreover, there is a tendency today to use as a recreational drug a number of relatively new drugs, as a rule, they are synthetic analogues or modifications of traditional drugs, many of them are positioned as safe, in practice they could have a high abuse potential.

Habitual drug use. If an individual regularly uses drugs then this behavior can be characterized as habitual. It can be used only on weekends, when meetings with friends or it can be used several times a week, or even every day. The individual has already tasted the substances and knows their effects, so uses them to sense them again. These individuals may start taking these substances regularly out of boredom, or to escape their problems. Some people just seem to slip into habitual drug use without ever intending it to happen. Habitual drug use can be divided into

two models - without harmful consequences and with harmful consequences. The habitual use without any harmful consequences is usually attributed to the first stage of drug addiction. One can use some recreational drugs on a regular basis without developing, at least for a while, neither physical nor psychological dependence. It means that the individual even using the substance regularly is able to refuse it without serious problems. Some people manage to stay at this stage for many years. Much depends on the individual characteristics, the type of drugs that they use, and the frequency of use. Habitual use with harmful consequences can be considered as the second stage of drug addiction. This use is characterized by psychological dependence, causing direct damage to health – physical or mental, which can be clearly identified and documented, but does not have sufficient symptoms for diagnosis of drug addiction. Usually, but not necessarily, there are adverse social consequences in this use. It should also be emphasized that the transition to a heavier form of consumption - dependence, may or may not happen. Some people manage to reform their behavior before they become chemically dependent; others are stuck at this stage for a long time.

Addiction – is a complex of cognitive, physiological and behavioral symptoms, which indicates that the individual continues to take drugs, ignoring the problems they cause (American Psychiatric Association). Russian medical experts offer various criteria for the diagnosis of chemical dependence that can be combined into three syndromes: 1. The syndrome of altered activity. There is an increase of tolerance, the disappearance of protective reactions of the body, as well as changing forms of intoxication. 2. The syndrome of mental dependence. Typical obsessive desire and comfort in a state of intoxication.3. The syndrome of physical dependence. There is primarily compulsive desire and a withdrawal syndrome.

Drug use initially carries a huge risk. In this context, any use of psychoactive substances (usually illegal), not for medical reasons and not under the control of doctors is a form of risky behavior. Therefore, talking about drug use, one should speak about the degree of risk in use and about approaches to drug use. Depending on interactions with drugs, we can distinguish several approaches for dealing with them: risky (or irresponsible), responsible (conscious) and controlled.

The risky (irresponsible) use of drugs means an internal readiness to use or use of drugs with the absence of necessary knowledge about them and consequences of use, as well as the lack of or reduction as a result of drug use such personal qualities as awareness, critical thinking, the ability to self-restraint, self-control, self-discipline. Risky consumption is characterized by the prevalence of the desire to change the state of consciousness, receiving the sensation, over awareness of the risks of consumption and, consequently, expressed in an uncontrolled reception without observing certain security measures that reduce the risks of usage. The way of using drugs, when only two control mechanisms are used - the frequency and the abuse potential of drug can

also be considered risky. Irresponsible approach to drugs use at the stage of episodic or habitual use can easily lead to so-called "uncontrolled", "rabid", "greedy" drug use [Rybakova, 2012] and to heavy addiction.

In contrast to the risky use of drugs, "responsible use" implies high awareness of taken substances: their legal status, their effects and doses, the effects of combinations of substances with each other, the necessary measures in case of an overdose, the consequences of use, and psycho-physical preparation before use. Taking precautions is an important condition for using psychoactive substances to provide safe and comfortable experience. Different factors can influence the experience itself, so conscious consumers try to consider them. The psychological and physical state of the consumer, the psychological and physiological effects produced by the substance, the risks and effects of a combination of several different substances, the abuse potential of drug, the specifics of the environment where drugs are planned to be used, and which can significantly affect the experience. Responsible drug use implies knowing the dosage at which the body is unable physically or mentally to cope. If possible, the consumer should check the composition and purity of the drug. The ethics of responsible drug use means that consumers should not encourage others to drug use against their will or behind the back. The use of drugs should not jeopardize important aspects of life, such as finance, job or study responsibilities, social or family life. Responsible drugs use in fact is the attempt to integrate use of narcotics in a person's life, but in the most secure way possible. Such model of use assumes to maximize the benefits and reduce the risk of negative impact on the lives of both the user and others.

The concept of so-called "controlled consumption" of drugs is close to the "responsible consumption". Controlled consumption of illegal drugs is such a model of drug use that allows a person to balance between abstinence and heavy addiction with the help of individual techniques and rituals of restriction and control. With this type of narcotization, the addict can maintain regular consumption, but without serious "excesses", supporting a "normal", socially acceptable lifestyle. The method of controlled "consumption" can be practiced by experienced drug users who had passed through overdoses, "marathons", "swings" and, nevertheless, had retained a commitment to drugs of various types [Rybakova, 2012]. Both "responsible" and "controlled" drug use are not only consumption patterns, but also specific methods of drug prevention in the policy of "Harm Reduction". The practice of "Harm Reduction" became popular in the late 1980s, although the first steps were taken in the early 1970s in the United States with the proliferation of comics on responsible drug use. The concept of harm reduction is aimed at preventing or minimizing the harm caused by the use of different types of psychoactive substances.

Different relationships can develop between different people and different types of drugs at different times. Some can go through all stages and more than once, someone can miss one, several or most of them. The relationship of one person with different types of drugs can also radically differ from each other. Analyzing various consumption models and approaches of the respondents to psychoactive substances, we have identified several possible combinations of drug consumption, from less risky to more risky: episodic responsible drug use, episodic risky drug use, habitual (regular) responsible drug use, habitual (regular) risky drug use, habitual (regular) controlled drug use, addicted controlled drug use.

Among interviewed informants, 17 people use psychoactive substances episodically, situationally or "recreationally. Seven people practice responsible conscious use, 10 of them show signs of risky drug consumption. Consider the results of the study in more detail.

Episodic, recreational responsible drug use

It is the most successful group among all respondents on socio-economic and physiological-psychological indicators. This model of consumption is typical for the middle class, intellectuals. In the research this group involved representatives of small businesses, doctors and psychologists. Almost all of the respondents made up the adult age category of 30-49 years. Four respondents had their first drug experience in adolescence, while some noted that in those years they had experience of more intensive drug use, experimentation with various substances, but subsequently had "outgrew" this need, shifting emphasis to more productive activities and safe ways to realize their needs, having lost interest to drugs. Three respondents noted that their first drug tests occurred at a conscious age (at 30, 34 and 46 years).

Spiritual well-being of the respondents manifests itself in the orientation to basic values: family, work, healthy way of life. All informants have a job, they are professionally self-realized, some of respondents consider themselves as wealthy people, all of them have a personal car, have the opportunity to travel abroad, everyone is in a relationship, some have children and grandchildren. The motives of consumption, however, are quite traditional for consumers of psychoactive substances: the need to change their state of consciousness, to obtain an unusual sensory experience, the desire to relax, pleasure, get away from problems. The main protection factors from more intensive use are developed personal and environmental resources: personal maturity and the development of emotionally volitional and motivationally demanding spheres. In many respects, this group of respondents had successful constellation of individual internal motives, the external circumstances of life and the features of environment in their past, which did not allow the first samples of drug to develop into regular and dependent consumption. Informants from this group are characterized with environmental well-being and the presence of social contacts not related to drug use.

Control mechanisms in this group are: drug use is deliberately episodic, not regular; the choice of substances is determined by their safety and low abuse potential; high awareness about the consequences of consumption and the substances themselves, dosages, sources of purchased substances. The interest to psychoactive substances is not dominant, respondents are actively involved in various spheres of life, and drug use is a very small part of their interests. Respondents from this group do not specially seek for reasons and occasions to use narcotic but keep the ability to refuse from using drug if necessary. As the main risk factors, respondents noted the memory of the pleasant experience and the risk of turning to this experience more often in case of personal problems, and the possibility of addiction.

Episodic, recreational risky drug use

This group of 10 informants includes a medic, a mechanic of rolling stock, two lawyers, a student studying marketing and jobbing as a sales manager, a student programmer working in the profession, and 4 people without a permanent job. This group is represented by a wide variety of narratives of "narcotic career" and combinations of different ways of using drugs. Some of respondents are also socially successful as the group described above: they have jobs, don't have financial problems, but their approach to substances and the way of dealing with them are characterized by much less information, both about the substances and the consequences of use, but at the same time a greater willingness to take risks and to taste a drug. It is reflected both in the choice of substances (various, more dangerous), and in greater interest to them (their search, the need for new experiments). This group included episodic users of cannabinoids, ecstasy, hallucinogens, and also a group of 4 people who try occasionally a variety of substances, including new drugs, in seeking new sensations. Drug users from this group can be called experimenters, who retain their use at a low frequency for a while for various reasons. Some of the respondents are novice consumers, they are interested in substances, gain experience, but it has not yet become habitual. Some, fearing dependence, restrain themselves from active consumption; others do not have the opportunity to use drugs more often, while others use it only at parties, in companies. There are respondents in this group leading an active social life, as well as family ones; nevertheless, narcotics play a certain, significant role in their life scenarios. The hedonic, euphoric motive from the use of substances is more expressed here; another significant motive – to relieve stress or improve the mood. Four episodic users of narcotic substances were interviewed in the pro-drug groups in the social network "Vkontakte", - three men and one woman, aged 22-25. All of them are characterized by spontaneous consumption of substances and a risky approach to the way of using drugs. The range of used substances is wide and varied, including classical

stimulants, marijuana, and new synthetic substances (salts, spices) and others. Respondents practice combined use. They have noted that they purchased products through online stores, without worrying about the reliability of the source and quality of purchased stuff. Men have incomplete higher education and no permanent job. One works as a freelancer on remote work, another is a courier, the third one lives the expense of wealthy parents, the girl tries to recover at the university, and periodically changes jobs, mainly in sales. This group is socially safe, but less socially successful and adapted, they are characterized by great social passivity, a tendency to a recreational pastime, and there are no definite life plans and goals. The interview results have revealed that there was no conscious control over consumption among episodic risky consumers, it was largely due to circumstances, substance availability or own state of health. All this increases the risk of transition from episodic use to a more frequent, habitual one.

Respondents who practice this approach to drugs are at significant risk of developing drug use and its transition to a new stage in the narcotization process - habitual and dependent drug consumption.

Habitual conscious drug use

A group of regular drug users who practice conscious approach to substances is of great interest. Interviews were conducted with 11 respondents aged between 22 and 35. This group includes representatives of business class, creative professions and a group with medical and chemical education.

Informants from this group are characterized by a high level of awareness of the substances and possible consequences, taking precautionary measures, adherence to certain admission principles that reduce the possible negative consequences, but at the same time by a high risk readiness to consume drugs, regularity and even habitual consumption of drugs. Representatives of this group are active users of illegal narcotic substances, experiment with various substances, including those with moderate or even high drug potential, but try to prevent the formation of physical dependence, first, developing their own principles that ensure safe and comfortable use, and control mechanisms over consumption, and secondly, having expressed social interests besides drugs. In other words, they integrate drugs into their lives for various purposes, while maintaining adherence to other significant aspects of social life - business, creativity, family, and not becoming marginalized.

The motives for consumption in this group are diverse, they are both hedonic, euphoric, and functional (stimulating, stress relieving, relaxing, enhancing mood, "achieving clarity of thinking or creative inspiration"). Consumers of hallucinogens justified their consumption by the

desire to "look wider", to "expand consciousness", to answer some important personal questions. Representatives of the business class and creative professions in this group of respondents have noted that they avoided "heavy" drugs and injecting use. Another business entrepreneur combines the use of psychoactive substances and health improvement measures. Among the regular responsible consumers, the most fearless in experiments with drugs, but also the most "advanced" group in terms of awareness were representatives of the natural sciences professions - chemists and physicians. This group comprises students and recently graduated. They are characterized by a high interest in psychoactive substances, active experimentation and a high level of awareness. Especially researchers were impressed by the interview with a group of students - the future psychiatrists-narcologists who experimented themselves, trying out a wide variety of substances, recording their sensations, bringing up consumption to high doses and frequencies and trying other substances to escape from the states of euphoria and abuse. Informants explained this behavior by wanting to get answers to several questions: what exactly do drug addicts feel? How do these substances affect the body? How does withdrawal occur? End others. It should be noted that even highly abuse potential drugs such as opioid series were used. A group of chemistry students and graduated from the chemistry department is also characterized by a habitual regular consumption, which has not yet reached physical dependence, but has already formed a propensity.

In general, according to the interviews, the group of responsible regular consumers have developed the principles of substance handling and use, as well as consumption control, aimed on reducing the negative consequences and avoiding the formation of dependence. There are knowledge and understanding themselves, their reactions to substances, conversance about the consequences of using, side effects of substances, their legal status. Carefulness with doses; retention if possible low doses of drugs necessary to achieve the effect; retention of the frequency of use (for example, keeping a diary or a calendar of use); use of "pure" substances without impurities; avoidance of substances when it is inappropriate, as well as in potentially dangerous or critical situations, avoidance of injecting use. One of the ethical principles is not to involve others in drug consumption and to realize that taking drugs in the presence of people who do not take substances may have a great impact on them. Avoidance that drugs become the only motivation and meaningful activity, the availability of alternative meaningful activities, etc.

The psychological dependence on substances as a rule have already formed in such a model and the individual has already tasted the effects of substances, and may start to take them when life difficulties, seek a meeting with them, but in general is still able to refuse them. The main risk factor of this model is that some substances have so much affect on neurotransmitters of the brain that one may overlook how criticality will be lost to their condition. The individual will continue to consider himself a responsible consumer, protected from addiction and problems because of

following the rules, but in practice, the social life may be insensibly superseded by using substances, the activity of the individual changes, and dependence is formed. A deeper analysis and lengthy observation of respondents have shown that this group eventually acquired some features of isolation. This is expressed in the formation of a special "microclimate," a specific cultural environment with its own interests, "secrets" and rules. In general, this model of drug use is characterized by high risk.

Habitual controlled drug use

This model of consumption includes four men and three women aged 21-52 years. A courier, 2 students, an individual entrepreneur, an interpreter, a car mechanic and a photographer were interviewed. The range of used drugs is diverse: marijuana, amphetamines, methamphetamines, heroin, GHB (GBL), new synthetic substances (spices, MDPV, A-PVP, etc.). This model is also characterized by a high risk and has signs of psychological and sometimes physiological dependence, but there are pronounced control mechanisms in this model. Unlike habitual conscious drug use, where active consumption of substances is combined not only with control mechanisms and high awareness, but also with consciously building relationships with substances to prevent dependence, habitual controlled drug use focuses mainly on restraining mechanisms that help to balance between addictive behavior and moderate consumption. In contrast to habitual conscious consumption, this model is characterized by less development of emotional-volitional and motivational-need spheres, sometimes less awareness about substances and consequences of use, and most importantly - by situational or external methods of control over consumption. In other words, a consumer who practices a conscious consumption model relies more on his will and efforts to consume, and a consumer who practices controlled consumption tends to shape the environmental conditions and surroundings in such a way as to keep drug use within certain limits. In the second case, there is a process of "containment", keeping oneself from the progress of narcotization and reducing the harmful effects of regular consumption.

The main vector that dominated in interviews about attempts to regulate their consumption was the message of how people tried to find a balance between their desired effects of use and the reduction of undesirable consequences with the help of their own and others' experiences, practices, mistakes and new trials. During drug use and interpersonal communication, respondents developed strategies and mechanisms to prevent or reduce these adverse effects and this was not easy for anyone. Many respondents went through a period of "problematic" consumption of different drugs, "marathons", drinking bouts and tried to avoid such a state in the present and the future. Interviews with respondents showed that the majority of users began to practice controlled

consumption after a long period of frantic uncontrolled drug use; but some respondents noted that they were initially well informed about the substances and the consequences, and for a long time managed to use drugs responsibly, they were sure that knowledge and their developed volitional abilities, internal attitudes and rules would protect them. But at some point the situation still got out of hand, the protective factors failed, and their will weakened. Some users noted that after experiencing periods of problematic consumption and having felt the negative consequences of such use, they began to develop containment mechanisms. One respondent – an individual entrepreneur (52 years, marijuana, amphetamines) – noted that his progression of drug use throughout his life was rather slow, without major spikes but with several periods of drug aggravation, that have smoothly passed into the former moderate habitual consumption. With age, he began to think about the state of health due to natural aging and revised some of his approaches to substances, developing mechanisms of control over consumption.

The main mechanisms used in this model were regulation of frequency of use, avoidance of "marathons" or several days drug using, dosage control, financial control mechanisms.

The frequency control can be achieved in various ways. Some respondents noted that they could follow a certain scheme, which they had defined for themselves, for example, to use only on a certain day of the week or on special occasions. Others preferred to avoid regular consumption according to a predetermined scheme and noted that they were used only in situations when several factors coincided, for example, free time, lack of working and household tasks, and the availability of a free day after the use of drugs to be able to recover. Another mechanism of frequency control of consumption was the avoiding continuous use for several days in a row, setting limits on the number of days of drug use. Some respondents said that when they had felt that addiction was increasing and consumption was becoming too frequent, they had been preferred complete abstinence from taking drugs for a longer time.

One of the control strategies was the intentional modeling of external conditions, in which the availability of drugs would became difficult. For example, to plan one's affairs in such a way to avoid meeting the source of drugs (dealers, friends, which use drugs, etc.) It became important to model one's environment in such a way as to make it less provocative to use.

The second important mechanism was the control over the dosage of drug. Some, in order to keep the dosage at a low level, were "stretching" the amount of available substance to a more number of doses and simultaneously adjusting the frequency of consumption. Others, feeling that the dose has grown, tried to reduce it, returning to the origin doses, which previously had given desired effect.

An important control strategy over the frequency and amount of drug use is financial regulation. The most important factor for many respondents in this strategy was job, the need to

provide for themselves. Informants said that they had tried to limit the amount spent on drugs, to use only if there were extra funds. Some reported that they had strict rules on the over-expenditure of the budget allocated for drugs - clear boundaries that were not crossed in any cases. One of the informants said that he had concluded an agreement with his friends that in case of a drinking bout, he would have to pay out them a large sum of money. An important motive for the respondents was the ability to define drugs a certain place in life, to fill up the life with other interests, and not to put drugs on the main plan, to enjoy them, but not become enslaved or addicted.

Habitual risky drug use

This model of drug consumption may be characterized by a high risk and has signs of psychological and often physiological dependence. Three men (29, 32 and 33 years) and one woman (25 years old) were referred to this type of drug using. Similar to episodic risky consumption, habitual risky consumption is characterized by the prevalence of high readiness to change the state of mind with the help of drug, high readiness to take risks when taking a drug over a low level of knowledge about substances taken, or lack of proper control over consumption. Most often, this stage is a result of episodic risky drug experimentation, when the use already becomes a habit, psychological dependence occurs and certain physiological, psychological and social consequences develop. Conscious personal control does not take place with this consumption, but largely conditioned by circumstances, the presence of a substance or own state of health. The range of substances is also varied, but it is already possible to reveal that some substances are preferable for consumers, as habituation is formed.

Surveyed representatives of this model were still socially integrated, but drug use has already affected their social adaptation - respondents demonstrated a decline in the quality of life, interruptions in their work, signs of psychological and social disadvantage, conflicts at work and with inner circle, and disorganization of personal life. Interviewed respondents used drugs regularly, had a tendency to resort to them in many situations. This type of consumption can be called "uncontrolled", "rabid", "greedy." For this type of users - drugs are included in the structure of their significant needs, these respondents actively seek or get into situations when it is possible to use the drug and regularly use drugs. Such personal qualities as the ability to self-restraint, self-discipline are lost due to drug using or not sufficiently formed, in other words, violations and deficits in the emotional-volitional and motivational-need spheres are manifested. This model of consumption can be considered as drug abuse and it is close to the diagnosis of "addiction", but can be lengthy in time.

Controlled addicted drug use

During the survey, another group of drug consumers was identified – controlled drug users who were in addiction. This model of consumption is represented by two similar stories of men aged 33 and 46 years. Used drugs are GBL, amphetamine. Both informants have both psychological and physical dependence on substances, consumption is a regular, everyday character. GBL user starts the day with small doses, gradually bringing the dose to a significant in the evening. Amphetamine user consumes the substance in the morning and in the afternoon in low doses, and in the evening uses sleeping pills to somehow get to sleep. The experience of consumption in both - more than 10 years.

We consciously identified one more model of consumption to demonstrate by the example of these two stories, how initially sufficiently successful respondents gradually moved from episodic conscious drug use to habitual conscious drug use, eventually bringing the consumption to addiction, when control was lost. Both respondents with higher education (chemist and biologist) graduated with honors from the school and university. Biologist is Ph.D. of Biological Sciences. First interest to substances was manifested at the end of the school - the beginning of the university, but the first drug tests took place at the 2-4 year of the institute. Both respondents were well informed about the features of these substances and the consequences of the use.

Realizing the risks of negative influence of these substances on the neurotransmitter system, they initially used substances seldom and functionally, using their effects - stimulating from amphetamine, and stimulating, relaxing and sedative from GHB (depending on dose). Both respondents had serious sports achievements in the past, and also achieved certain highs in their careers by a certain moment. One worked in a foreign company, the other in the field of science. During the interview respondents noted that at that time they had regarded their career, sport success and their knowledge as a marker of well-being and lack of danger. It should be noted that in both stories, close relatives of respondents did not know about drug using of their family member. Respondents were being able to control and conceal the fact of using substances for a very long time. The combination of these factors have been "calming" the respondents, and soon the consumption became more regular, psychological dependence has been progressed.

Emerging changes in behavior were regarded by the relatives of the respondents as complexities of the character, explained by difficulties at work. Gradually the process of achievement and personal growth began to stagnate, but all difficulties were blamed on the unfortunate circumstances. The foreign company was closed down, the science was no longer to fund. Problems with work began. Respondents made attempts to start their own business and, on the one hand, they worked hard and put their own efforts into it, engaged in self-education, and,

on the other hand, they often resorted to substances, under the pretext of temporary need – the need to stimulate physical forces, and, conversely, relaxation. At some point both business went uphill and began to make a good profit, but drug use was not stopped, reaching frantic, uncontrolled stage.

Relations with partners deteriorated, obligations were violated, and after a while, the business of both failed. By the time of the survey, as in the case of habitual controlled consumption, both informants have experienced periods of long drinking-bouts, marathons and even psychoses. At some point, both respondents realized their dependence on substances and began to try to "align" consumption, reducing the frequency and dosage. Having felt a successful result, they reconciled themselves to their consumption. The main tasks are seen, as in the case of habitual controlled consumption, is to control of frequency and dosage, but their main strategy is to alleviate the physiological and psychological symptoms of withdrawal.

The respondent biologist is married and doese everything possible in order his wife will not find out about his little "secret", convincing her that he has a rare non-dangerous disease, and that he uses medicines. He has a stable source of income, he does not plan to throw up drug consumption in the near future, but suggests this possibility in a more advanced age. The main methods of control are strict dosages, which are given to him by his friends, concealment his dependence from his wife and job. The respondent chemist has lost most of his social contacts, has problems in relations with close relatives, his girlfriend has left him. He has a constant modest source of income, works for himself (an individual entrepreneur). The main method of controlling consumption is financial, the need to support himself, attempts to maintain a healthy lifestyle through sports activities. In the near future, does not plan to stop using.

Conclusions

Despite the fact that almost all interviewed respondents are socially safe, the analysis of their biographies showed that the use of drugs has worsened the quality and standard of life practically in all groups, except those who practiced episodic conscious and habitual conscious consumption. Drug users from these two groups initially have developed personal and environmental resources. Many of them began to practice drug use at a conscious age or after a very long break after the first youth drug tests. However, even these groups noted significant risk factors of drug consumption, such as a possible increase of drug use in adverse life circumstances, as the most "simple" and, importantly, already known, method of alleviating the situation. Another significant risk factor of conscious consumption is that these drug users consider themselves to be

protected by their sufficiently deep knowledge and a serious approach to consumption of substances that can substantially reduce criticism to their condition.

With respect to other groups, it can be noted that the use of substances has significantly affected their social life, though the process of social and personal degradation was rather slow. Some respondents, also originally being children from relatively favorable families, have reached a certain level of prosperity, after which, against the background of consumption, a slow career and life decline began. All accumulated social skills and resources did not receive proper development. At the time of the survey, most of respondents had sources of income, but they were not constant. Some respondents were jobbing, others were in pursuit of quick money by illegal or legal business, live "from one jackpot to another jackpot". Most of the respondents were in a transitional, hanging state between the forward movement ("jerks"), the attempt to change life for the better and "roll" back, to further decline. The main feature of episodic risky and habitual risky and controlled consumers is the lack of stability, multiple psychological problems. Because of exerting pressure from the society, drug users regulating and controlling their consumption are forced to adapt to the norms of society. They begin to fulfill formally those social roles that are imposed on them. Many interviewees have protracted conflicts with close relatives or loved ones. Nevertheless, respondents easily make new contacts and maintain multiple social relations (which, however, cannot be retained for a long time), which allows them to remain safe at a certain social level, without allowing them finally to be marginalized. External sociability, the ease of making contacts are closely intertwined with manipulative irresponsible behavior and are characterized by a surface emotional communication. Such a person is afraid of persistent and long-term intimate relationships, as soon the drug user ceases to be interested in another person.

Thus, a survey of groups of drug users regulating their consumption has shown that the attempt to integrate drugs into their lives and remain at the same time socially safe required enormous efforts, costs and successfully developed protective factors in the family, professional and material well-being. But even the presence of protection factors does not guarantee "safe" use, but in the end, still may significantly reduce the quality of life. In fact, drug use, perceived by many consumers as a valuable life resource, which ostensibly can help to cope with various life situations by achieving a change in state of consciousness, enjoyment, dispelling boredom, facilitating contact with people and the world, or escaping from the burdens of the world, in practice is not a resource. On the contrary, it requires the individual to be initially very resourceful and strong, and to invest and spend significant part of their advanced resources to provide "security" at an extremely high risk for the sake of doubtful profit.

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The Informal Sector in the Rural Labor Market in Russia

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Abstract. The study of the informal sector and the employment of the rural population in it is based on the Rosstat database, obtained in 2011-2015 as a result of a survey of households and individuals commissioned by the Government of the Russian Federation. The interview method interviewed rural population aged 16 years and over in nine federal districts. It was revealed that the transition to the market in the 1990s was accompanied by a decline in the level of rural employment in agriculture and growth in other sectors of the agro-industrial complex led to the transformation of the social structure of the village and the formation of the informal sector, one third of those employed in which are rural residents.

Keywords: rural population employment structure; labor market; agricultural sectors; the informal and formal sectors; income

The Russian economy entered a period when oil prices fell, the ruble weakened and the state imposed financial sanctions to minimize risks. The growth of the economy was largely determined by the development of agriculture as an important resource of food security and as a sphere of production with a wide range of possibilities for using new technology, creating new jobs.

Counter-sanctions aimed at limiting food imports, unprecedented subsidies have made the agriculture in Russia a profitable business. Despite the fact that food prices have doubled with inflation and continue to grow. This determines the relevance of the topic.

Novelty and practical significance lies in the fact that a comprehensive analysis of the labor market and socio-structural processes in the Russian village was conducted for the first time on large-scale research arrays covering all regions of Russia, demonstrating the specificity of rural life, when traditional forms of management leave and the usual outlines of the social structure disappear village. This determines the main hypotheses of the study.

The level of employment of the rural population in the productive sectors is the main characteristic and the basis for the change in the social structure of the village. Inside it, there are significant differences between social groups (education, employment conditions, occupational employment, income), i.e. Has its own internal structure, determined by socio-economic factors in the development of the agro-industrial complex and the economy as a whole. Changes in the number of employees by economic activities cause structural mobility (movement in the

agribusiness sector) caused by institutional processes in the labor market, based on the need for workers.

Transformation of the social structure, the emergence of new forms of employment in the labour market has caused socio-cultural and value changes in the mentality and way of life of rural residents.

The analysis of rural employment in the informal sector is based on Rosstat data. The first is "Selective observation of the incomes of the population and participation in social programs" conducted by Rosstat in 83 regions of the country in all administrative and federal districts. In 2012, interviews interviewed 5,800 individuals from 16 years of age living in 2,754 rural households. In 2015, the rural sample was increased to 32,448 respondents from 16 years living in 13344 households in 85 regions of the 9 Federal Districts, including the Crimean Federal District [URL: http://www.gks.ru/free doc/new site/USP/survey0/index.html>].

The second – "Comprehensive monitoring of living conditions of the population" – the household survey and the resident members, conducted by Rosstat in 2011 and 2014 in all subjects of the Russian Federation. In 2011, there were interviewed 5763 villagers aged 16 and older residing in 2835 rural households. In 2014, the rural sample was increased to 34596 villagers living in 17820 rural households, in 85 subjects in the 9 Federal districts, including the Crimean Federal district[URL: http://www.gks.ru/free_doc/new_site/KOUZ14/survey0/index.html]. Preliminary results of the agricultural census (2016) and quarterly "Population survey on employment" (2005-2015) was also used.

The rural informal employment sector is part of the process of institutionalizing the market economy in the agricultural sector in the 1990s and was accompanied by an increase in unemployment, poverty, changes in the labor market, and the emergence of various forms of self-employment of the rural population.

In Russia, those employed in the informal sector are defined by statistics as "persons who during the survey period were employed in at least one of the informal sector's production units regardless of the status of employment and whether this work was for them primary or additional. As a criterion for determining the units of the informal sector, the criterion of the absence of state registration as a legal entity was adopted." [Ekonomicheskaya, 2014: 90]. According to our survey, the measurement of employment in the informal sector is structured according to the following features: 1. an individual entrepreneur working at the enterprise, a family enterprise; 2. in the farm (farmers), whose heads are registered as individual entrepreneurs without the formation of a legal entity; 3. An entrepreneur without the formation of a legal entity (PBOYUL); 4. for hiring individual entrepreneurs from individuals; 5. on an individual basis; 6. working in their own household to produce products.

In Russia, these production units are poorly technologically equipped and with low profitability. An individual entrepreneur as an employer is obliged to pay the tax for himself, with income of entrepreneurial activity, and for each employee there is a single social tax rate of 35.6%. The entrepreneurs of the village do not have loans and various resources, so they do not observe the norms of labor legislation.

In agriculture, the informal sector is represented by self-employed peasants who have a primary place of work in households and peasant farming, having the status of farmers or individual entrepreneurs, using family and local resources for the production and sale of products.

Households engaged in the production of agricultural products are divided into two types: those engaged in the production of products, intended for their own consumption and for the realization in whole or in part. Commodity producers are the main structure employed in the agricultural sector in the informal sector and account for 20-22. %. The statistical bodies take them into account as economically busy, although most of them do not have the status of an individual entrepreneur. They increased in numbers according to the agricultural census of 2016. Compared with the 2010 agricultural census, with 14.8 million units. Up to 15 million units. Their growth is due to the reduction in the number of farms during the period under review by almost half, which has become the status of personal subsidiary plots (households). [Vserossiyskaya..., 2016: 7].

Self-employed in the household constitute an extensive social category in the rural social structure of modern Russia, more than a third of all employed.

Production is reduced to smallholders annually as low-grade and consumer sector in 2015, it accounted for 38.4% of agricultural production. The level of production was on farms of 10.8%. Thus, the sector of small farms in the aggregate, provides nearly half of the volume of gross output of agriculture [Main indicators.., 2016: 5].

Another group of workers in the informal sector in agriculture – farming is 136,6 thousand units. According to experts, farmers have shown themselves as a highly productive, efficient economy with a strong motivation for agricultural work and evaluated them as dynamic, forward-looking structure and the future of agriculture.

The number of farms decreases annually in the country. They decreased by almost half (46%) according to the agricultural census in 2016, compared to the 2010 census. Perhaps the strongest remain in this difficult work by the method of natural selection, on the field of agricultural production. According to experts, money allocated to agriculture, including import substitution, goes to banks, and large corporations (Agroholdings), ie, 20 agricultural oligarchs receive 95% of state support. The remaining 5% of the money is shared by more than 52,000 agricultural organizations (former collective and state farms), 27,000 microenterprises, and farmers. In this situation, farmers do not maintain competition and go into the household.

(Akulova, 2016: 2). Grants granted by the government to farmers are so insignificant that it is unlikely that they can develop a farm [On allocated grants.., 2016].

Another most important problem in the opinion of farmers is land. After all, regardless of the specialization of the economy, land is the basis of the farmer's activity. The land is privately owned, in the hands of the owners, who bought up in time of need land shares for a pittance from the peasants and lease them to farmers. The owner of the land can at any time refuse farmers to rent or sell land. For example, for this reason, in Krasnodar Krai in one of the rural municipal formations, dozens of abandoned farms can be observed [Nas tormozit.., 2015]. The sharpness of the issue was shown by the August events - the actions of the Kuban farmers who tried to draw Moscow's attention to the facts of land grabbing and corruption. Although the Minister of Agriculture A. Tkachev saw no violations in resolving the land issue in the Kuban: "All documents confirm the legality of the transfer of farmers' land to agroholdings" [Tkachev, 2016].

Thus, the lack of guarantees due to the weakness of legislative and institutional norms for the land use of agricultural purposes and other problems (for example, per hectare subsidies) are the main obstacle in the development of farms.

It is important to note that the number of villagers engaged in non-agricultural activities is growing every year. The share of the rural population engaged in agricultural work in the informal sector in agriculture decreased significantly from 67.6% in 2006 to 48.0% in 2015. On the whole, the level of employment in agriculture in the total number of employed rural residents is declining annually. In 2015, they were 20.5%, compared with 24.2% in 2009 [Osnovnye pokazateli, 2016]. But employment is growing in non-agricultural sectors - trade, repair of motor vehicles, household products, construction, transportation and communications. Comparison of rural employment indicators by industry in the formal and informal sectors in 2012-2015 shows that in the agricultural sector a high level of employment is demonstrated by workers in the informal sector (mainly through employment of private household plots), compared with the formal one. Although the number of employees of the former significantly decreased compared to the previous period and only one in five works in agriculture. The reason may have been their outflow into the formal sector or migration.

In non-agricultural sectors in the informal sector, the share of employed in the service sector, trade, transport, construction, communications, which are twice or three times higher than those employed in the formal sector. Sectoral employment of the informal sector shows, on the one hand, socio-structural (quantitative) changes. On the other hand, institutional (qualitative) changes. These transformations change the style and way of life of the villagers. Thus, the informal sector in social and structural processes as an objective reality was constructed by its time, as a

necessity that filled the void and realized it as a rational form of labour for a third of employment of the villagers.

The distribution of working peasants in the informal sector shows that the status of wage earners was about 70% of the employed. The largest of them is the structure of hiring individual entrepreneurs individuals, its share in comparison with the previous period has grown significantly.

Comparison with the data of 2011 shows that the number of people employed in the structure at the enterprises of the individual entrepreneur, the family enterprise has significantly decreased. Within this group, the majority of employed (77.5%) work as wage earners for wages and remuneration. In the farm, they accounted for a majority (75%), in the sphere of entrepreneurial activity without the formation of a legal entity (PBOYUL) about a third (28%).

Employment indicators show that in the formal sector almost every employee is employed (92.0%), and in the informal sector - only every second (48.6%), more than a third of workers in the informal sector (36%) worked on the basis of an oral agreement without formalizing a civil law contract, in the formal one - only a few. If we consider the conditions of hiring by professional structure, then the majority in the informal sector work on the basis of an oral agreement, without registration, and therefore without any social guarantees - qualified (41.5%), unqualified workers (38%) and service workers 16%).

Consider a set of subjective indicators of villagers, characterizing the content of their work in accordance with the received specialty. The majority of informal sector workers working in the structures (58-70.5%) do not work by their specialty. In the formal sector of such workers, there are half (48%). Farmers (91.5%) and self-employed workers from physical individual entrepreneurs (86.5%) did not receive special training to carry out the current work. Only half of those working in the informal sector have the skills or qualifications to perform more complex work.

The changes that occurred in the sphere of education in the 1990s led to a wide and easy access to higher education, which resulted in a sharp decrease in the number of students enrolled in vocational schools in highly skilled workers. Among the informal sector workers, only one in ten (10.7%) has a higher education, which is two times lower than in the formal sector (24.0%). One in three of them has primary vocational education, one in four is secondary general or secondary vocational education. The comparatively low level of education and professional skills of workers in the informal sector determine conditions of work with a significant level of vulnerability and security. Therefore, in the informal sector, the majority of workers describe their work as severe and moderate (76%), more than half (55%) - dangerous, associated with nervous stress and exposure to harmful factors. A quarter of workers in the informal sector are looking for

a suitable job with a good salary, for a full time job of 35 hours per week. At the same time they understand that it will be difficult to find such a job.

The intersectoral comparison of the age indices of employed has no significant differences. The share of youth (16-29 years) is higher in the informal sector (19.4%) than in the formal sector (15.3%). Almost equal shares every second (50% each) employed in two sectors is observed in the middle age category (30-49 years).

More than half of the employed in the informal sector are men (64%), the proportion of women is about one third (36%). In the formal sector, they are respectively 48% and 52%. The high proportion of employed men in the informal sector is due to the fact that most of them are skilled and unskilled workers. Women mainly work in budgetary organizations - in education, health care, and this explains the high level of their employment in the formal sector.

Over the years of reform, migration outflows and natural population decline have affected the number of rural settlements without residents: of the 153,000 villages and villages, 20,000 without a population, 36,000 have disappeared (Mukhanova, 2015: 28-29). In Russia, since the Soviet era, the population was drawn to cities and concentrated in large villages, where the size of the settlement determined the infrastructure, the development of economic and social institutions and the level of modern jobs. This determined the composition and structure of the population, characterizing human capital, the criterion of which was the level of the number of young people, pensioners and other age groups.

The analysis of the data showed that the majority of employed villagers live in populated areas with a population of 1-5 thousand people (42.5%), a quarter - with a population of more than 5 thousand people. (25%), a third of workers live in villages with a population of 201-1000 people. (32%). Obviously, in the conditions of the current rural labor market with low wages and a high level of rural unemployment - 12.1% (in the Russian Federation - 5.8), where territorial resources at the place of residence are limited, they move like pendulum. Therefore, more than a third of workers in two sectors have jobs not in their place of residence, but with a temporary stay in another village. Confirm our data, that regularly, almost daily, use municipal or commercial transport in an equal share (by 42%) workers of two sectors. Most of the informal (84%) and formal (74%) workers commut on own by car.

It is interesting to find out whether there is a stable core of busy rural people in the informal sector. More than a third of them have a seniority of up to 10 years, in the formal sector, their share is much smaller (25%). They worked during this period only in the informal sector, it is difficult to understand, since this variable measured the total work experience. Some of them worked for 10 years in the formal sector, most likely. More than one year, 94.5% of employed in the informal sector worked, in the formal sector they accounted for 97.5%.

The employer in the informal sector has the opportunity to manage the number and composition of employees based on market conditions, while optimizing their costs and maintaining the right level of labor productivity. This is especially important for small businesses. In turn, employment in the informal sector is due to the fact that labor relations with the employer can be terminated at any time, i.e. This is a kind of restrained legal and social guarantee of employment. This also leads to the limitation of the employer's responsibility for the personnel, which brings him profit. Although it is often necessary to observe the infringement of workers' rights in the formal sector, especially in the area of labor remuneration.

Employment in the informal sector as a socio-economic phenomenon is its advantages and disadvantages due to the fact that it provides flexibility in the labor market, but at the same time weakens the position of its employees. That is, on the one hand, employees are exposed to various social costs, on the other - it is an instrument for adapting workers to the ongoing socio-economic changes. On the other hand, it is advantageous for the employer to have conditions for the flexibility of labor relations and for low-skilled technologically not equipped workplaces.

According to Rosstat's research, half of the jobs offered in the agricultural sector and in the whole agro-industrial complex are paid at a rate lower or at the level of the subsistence minimum of the able-bodied population, are not economic, but physical places. While 50% of the farms experience a shortage of workers, and, on the contrary, the unemployment rate is the highest, especially among young and middle-aged men.

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Children Withdrawal from poor Families as a Social Problem

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Abstract.The article is devoted to a problem of children withdrawal from families by social services and their placements into residential care. This problem is considered in the context of the tendency of the family deterioration due the change of poverty structure, increase of stagnant poverty and threat of its reproduction in the subsequent generations. Based on the analysis of a number of publications and documents, Internet forums it is noted that in modern conditions of imperfection of the legislation in this sphere and control of its execution, the children removal from the families by social workers is almost put on stream, referring to the inadequate living conditions of the child. At the level of legal and bylaws answers to questions aren't adjusted: what domestic conditions can be carried to not satisfactory, what situation to consider life-threatening and health of children, what sanitary conditions are acceptable for finding of the child in them. Because of interdepartmental dissociation there is no single statistical information on the children withdrawn from families.

Keywords: family; children; poverty; Social services, juvenile justice

Russian society is going through a difficult period of social transformations. Difficulties caused by the formation of a market economy, social stratification, change of spiritual and moral guidelines, directly affect everyday life, that changes social relations, including in the field of family policy, social protection of motherhood and childhood.

The provision of a family institute is directly linked with a capability of society to self reproduction. The statistical data in this area remain adverse. In spite of the fact that the total coefficient of birth rate characterizing average number of the children born by one woman of reproductive age continues to grow and in 2014 made 1,750 children on 1 woman (in 2013 - 1,707 children, in 2012 - 1,691 children), its level is insufficient for ensuring simple reproduction of the population (2,13 children) [The report of the Ministry of Labor and Social Protection of the Russian Federation of December 15, 2015]. The socio-economic situation of the family is influenced by its composition, number and age of children, housing provision, employment, income, family members' health and other factors. In turn the level and quality of life influence stability of a family, reproductive behavior, health of her members.

Apparently from the report of the Ministry of Labour and Social Protection of the Russian Federation, in 2015 the real cash incomes of the population, according to preliminary data, constituted 95,7% by the corresponding period of previous year (in 2014 - 99,3%; in 2013 -

104,0%).

According to the preliminary data, in 2015 the amount of population with cash incomes lower than the size of a subsistence minimum, constituted 19,1 million persons or 13,3% of the total number of the population (2014 - 16,1 million people or 11,2%; 2013 - 15,5 million people or 10,8%). In 2015 the deficit of a cash income of the needy population increased and made 1,3% (2014 of-1%; 2013 - 0,9%) from the total amount of cash incomes of the population [State report on the situation of children and families with children in the Russian Federation for 2015, 2015].

Our previous analysis shows that the growing poverty leads to the fact that families with children are the most representative group both among all poor, and in a area of extremely poor people [Platonova, 2014, p. 561-567], the tendency of the family's deterioration due to the change in the structure of poverty, the growth of stagnant poverty and the threat of its reproduction in subsequent generations. [Platonova, 2015: 105-116]

According to the same report with increase in the size of a family in households with children the nutrition and energy value of food goes down. So, in 2015 households with three and more children in comparison with households with one child consumed meat and meat products by 28,1% less (2014 - for 26,6%), fish and fish products by 28,5% less (2014 - for 20,5%).

Today in many countries the poverty became a basic reason of children withdrawal from families and their placement to residential care. It is one of the acute social issues requiring deep and comprehensive study and the weighed decision at the level of the state. Despite obvious certificates of the harm done by this practice of family policy, the state doesn't make considerable efforts really to estimate results and long-term impact on children and their life of such, in fact, cruel decisions form of a problem of material well-being of a family.

This practice began to develop in Russia according to the international tendencies of implementation of the juvenile legislation. At the time of the USSR in the territory of the Russian Federation the Code on marriage and family of RSFSR operated. Then all relations between parents and children were made in accordance to "The family code of the Russian Federation" of 29.12.1995 N 223-FL., according to which minors could independently address to agencies of guardianship with claims to violation of their interests and the rights. After achievement of 14-year age children are granted the right to address independently to courts. In the new edition of November 4, 2014 in Chapter 12 of the Russian Federation Family Code (FC) of "The rights and obligations of parents" accurately registered. In 2010 the specialized judicial system of law of protection of the rights of minors which is represented officially by the state authorities performing justice for offenses of minors, the public and non-state institutions which are responsible for prevention of children's crime, social protection of a family and the rights of minors is created. On

July 3, 2016 the president of Russian Federation V. V. Putin signed the law No. 323-FZ which allows to know and affirm parents' basic rights and obligations concerning the children. Thus, the juvenile legislation exists in Russia now.

So far, according to the report "Social services in Europe: the legislation and practice of children withdrawal from a family in state members of the Council of Europe", provided in PACE, the countries with the highest percentage of children withdrawn from families include Russia, Lithuania, Finland, France, Germany, Hungary, Poland and Portugal – up to 1.66%, while the proportion of children withdrawn from families in Norway is less than 0.5%. of the total number of children. [Social services in Europe: legislationan dpractice of there moval of children from their families in Council of Europemember States; 2015]

According to point 1 of article 77 of the Russian Federation Family code, the child withdrawal from a family is an exceptional measure and it shall be made only in case of direct threat of life and health of the child. But today determination of extent of this threat is practically a prerogative of social services staff. Senator Elena Mizulina notes sharpness of this problem: "On average, in Russia 159 children are taken out from families per day. In 2015 more than 45 thousand children (79% of all quantity withdrawn from families) received the status of social orphans, in case of living parents. All of them were compulsorily separated from the parents. only 6% of them or slightly more than three thousand children, were taken away from parents according to article 77 of the Family code "Seizing of the child in case of direct threat of life of the child or his health". Other 42 thousand were separated from the parents in the absence of any unambiguous reason" [Kayshauri, 2017].

The removal of children is practically put on stream. There have been cases when a healthy baby was taken away from a lone mother, motivated by odious formulations - "improper education," "lack of repair," and "disorder in the apartment," and returned the sick, both physically and mentally. A difficult financial situation, as a rule, is the reason for the children withdrawal from families. An outrageous case is corruption in Tambov, where the representatives of social protection service came with the already formed intention to withdraw two children, because a man lost his job, and his wife works in low-paid position. "They came in the evening," he recalls. - Immediately passed into the rooms, began to watch what we have, what is in the refrigerator, where and on what children are sleeping, what toys they have. All this was filmed on mobile phones. "Parents were explained: their family's income is not enough "for full-fledged education" of two children. The situation was resolved by a bribe, which the representatives of guardianship accepted with pleasure. Since then, unexpected guests no longer came. [Novyye Izvestia, 2012]

The discussion on this topic was developed in social networks (see: Juvenile justice - a legal method of seizing children: URL:

http://www.programmersforum.ru/showthread.php?t=241073, palkin.livejournal.com/1851336.html).

http://alexandr-

It is necessary to state that we gradually slide in the so-called "Scandinavian scenario" when the child can be taken away from parents extrajudicially because he is too well-fad, or on the contrary – thin. The Swedish experts call the placement of children in foster homes "the industry of stealing and guardianship of children" or use the term "industry of violence over children and destructions of families", meaning severe psychological injuries which are done to children and their parents. [Mr. Turbiernu Jagland Avenue del Yurop F; 2012). The approach called by researchers "the theory of tracing of monsters" harms children, parents and the society. (Edvardsson, 2009; Hardt, 1958]

At the level of legal and bylaws answers to questions aren't adjusted: what domestic conditions can be carried to unsatisfactory, what situation to consider dangerous for children's life and health, what sanitary conditions are acceptable for child. In a risk zone, there are, as a rule, lore parents, and in our country they are nearly 6 million, and families with many children are one in four.

Former human rights activist E. Panfilova stated that there is no statistical information on this problem: "Unfortunately, there is no single statistical information on children being withdrawn from families: according to the data of the Ministry of Internal Affairs of Russia, more than 10 thousand of them are annually seized, whereas according to the data of the Ministry of Education and Science of Russia only about 3 thousands, which hinders the planning and implementation of interagency interaction of executive authorities" [Panfilova, 2016].

"The national strategy of actions for the benefit of children for 2012-2017" approves the principle of social partnership and need of public and professional examination which assumes participation of business community, public organizations, the international partners in the solution of these problems connected with providing and protection of the rights of interests of children (Decree No 761, 2012), but not interdepartmental dissociation in the help to children. At the same time, there are no protective mechanisms against juvenile justice.

Local self-government authorities make their own adjustments independently, interpreting federal laws on this issue in their own way, while interference from federal structures is not allowed. It should be noted that in the Russian Federation domestic policy is implemented on two levels. It is exercised by the authorities of state and local self-government. At the second level the executive structures of municipal significance are formed. State and local self-government differ in terms of powers, spheres of their distribution. Municipalities form an independent direction for the implementation of Russia's domestic policy. They are independent of federal structures and unaccountable to them: (for more details see: FB.ru: http://fb.ru/article/263012/kakie-voprosyi-

reshaet-mestnoe-samoupravlenie-v-rossiyskoy-federatsii-chto-takoe-mestnoe-samoupravlenie).

Motivation for the above behavior, unfortunately, is far from disinterested. At the local level social services are paid from the budget. This is used by social services, which try to identify the largest number of "disadvantaged" families, having received considerable budgetary money for this.

Member of the Federation Council, Deputy Chairman of the State Construction Committee E. Mizulina, at the presentation of the Alternative Report on Family Policy prepared for the President of the Russian Federation by the Public Commissioner for the Protection of the Family in St. Petersburg, revealed the mechanisms of material "interest" in promoting such practices. Annually, a trillion rubles are allocated for social services in the federal budget. Up to 10% of these funds should be allocated to socially-oriented non-profit organizations - and this is at least 100 billion rubles. In budgets of territorial subjects of the Russian Federation, social servicing and social services, and money for it are also provided in local budgets. There are also grants of different levels - presidential, governor's, which are provided to socially-oriented non-profit organizations. "So figure out what money moves in this area. How many people are interested in in the destruction of the native family" [Mizulina, 2017].

On January 3, 2017 The President pointed to this problem, having charged the Ministry of Labour and Social Protection and Public Chamber to carry out the multifold analysis of practice of children withdrawal from families regarding legitimacy.

The problem of the children withdrawal from families is becoming more acute in conditions of growing poverty. Its solution requires deliberate measures. It's time to clearly separate families in which there is a really threat to the child's life and families who for one reason or another can not provide their children with good housing and material conditions, but have no threats to their lives, due to the abuse of drugs or alcohol.

There has to be a targeted social support from the state to the families which got into a difficult financial position, but not fiscal actions in relation to them. Such families should, without fear of being registered in social structures with subsequent removal of their children, declare their plight, and not hide it and try to solve their problems on their own.

The priority of the blood family preservation has to become the main principle in state policy. Actively functioning healthy family is a basis of normal reproduction of society, its sustainable development, stability and prosperity.

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Change of Drug Situation in Russia

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Abstract. The article is dedicated to the peculiarities of the new drug situation, which consist in the change of the structure of drugs, the replacement of the main "heavy" drug, which has become widespread in recent years - heroine for alcohol, amphetamines, psychotropic substances. The research revealed that today the drug use performs important social functions for certain groups of population. The spread of new consumption patterns (controlled consumption, "weekend" consumption, "middle-class model") was discovered, one of the explanations for it is the propaganda of the safety of "new" psychoactive substances, their low price and availability.

Keywords: psychoactive substances; prevalence of new drugs; motives for the use of psychoactive substances; controlled consumption

This article is based on research results on the topic «The new drug situation in Russia. The role of "controlled" consumption in the distribution of psychoactive substances in different population groups». (RFH project 16-03-00616)

According to the results of the research, in recent years, in Russia, there have been, first and foremost, significant qualitative changes in the distribution and use of psychoactive substances, caused both by global trends and, to a large extent, by changes in the attitude of the population towards the consumption of various substances. At the present time in Russia there are sharp changes in the drug situation.

There is a tendency to change the structure of drugs, the replacement of the main "heavy" drug, which has become widespread in recent years - heroine for alcohol, amphetamines or psychotropic medicines, increased consumption of alcohol and toxic substances and the earlier appearance of the phenomenon of "drug fatigue". This happens also because expansion of heroin of the last years of the twentieth century greatly expanded the age limits of the first drug use, episodic drug use (including use of heroin as a relaxing drug and/or drug "of the day-off") in almost all social groups and forming addiction. Moreover, it overshadowed the problem of the spread and abuse of other psychoactive drugs, the medical and social consequences of which are no less severe.

The study revealed the existence of needs in the influence of alcohol, in the change state of consciousness in the modern Russian society. Today the drug use performs important social functions for certain groups of population. Fixed by Rosstat and by some analysts, the quantitative changes in the situation with the spread and use of drugs in the direction of decline do not have a

serious reason for optimism. The analysis of medical statistics showed that against the background of a decrease in the number of consumers diagnosed with drug addiction, as well as a decrease in the number of injecting drug users, since 2011 there has been a significant increase in drug users with harmful consequences. Reducing the incidence of opioid addiction is accompanied by a steady trend in the growth of the general and primary incidence of cannabinoid addiction and dependence on other drugs and combinations of drugs of different chemical groups (polydrug addiction), there is a significant increase in the number of patients with addiction of psychostimulant. Since 2011, the increase in the incidence of drug addiction among adolescents has also been recorded again. The aggravation of the drug situation is also confirmed by the increase in the number of crimes in the sphere of illicit trafficking in narcotic substances. The head of the Ministry of Internal Affairs of Russia Vladimir Kolokoltsev stated about the connection of every tenth crime with drugs. By the end of 2016 was revealed 200 thousand drug-related crimes - about a tenth of the total.

According to annual sociological surveys, about 7% of the population of the Russian Federation, and this is 10 million people, confirm that they used narcotic substances. Of these, over 2 million used drugs on a regular basis. In connection with the latency of this phenomenon, the number of drug users is much higher.

The total number of drug users registered on January 1, 2016 by the Health care system, was more than 640 thousand people. The survey showed that 2.5 percent of respondents who had experience of drug use first used them before the age of 12, 16.3 percent - under the age of 15 and 43.6 percent - aged 16 to 18 years. According to medical statistics, in 2015 the number of minors registered with the diagnosis of "drug addiction" increased by one third - at least once in life 56% of boys and 20% of girls used narcotic and toxic substances. 45% of boys and 18% of girls are currently use drugs.

Of particular concern to Russian society is the fact that over the past decade the number of women who use drugs has increased in 6.5 times.

Narcologists say that the effectiveness of drug treatment is 3-5%. This means that out of 100 addicts who have been treated, only 3-5 people stop taking drugs, and that 95-97% of patients treated at public expense after the end of treatment continue to use drugs.

Counting in the field of drug treatment is not optimistic. For example, the keeping of 1 patient in the Research Institute of Narcology is about 900 rubles per day, 330,000 rubles a year.

If we take into account that only 3-5 out of 100 people are cured, then it is easy to understand what budget simply flies into emptiness.

Now the synthetic drugs show the most high dynamics of the spread and the active formation of markets for new psychoactive substances. The problem of trafficking of new psychoactive substances and synthetic drugs is becoming so urgent that it can be viewed on a par with the threat of the spread of Afghan heroin. Online research (analysis of the Internet space, focus groups) showed that today the sale and even the payment for prohibited substances occur on the Web. Over the past few years, police officers have noted a dangerous trend, manifested in the rapid and steady growth of criminal "professionalism" and the high level of organization of the drug business. The penetration of the global Internet into the everyday life of citizens led to the fact that the mechanism for committing crimes in the sphere of illicit trafficking in narcotic drugs, psychotropic substances and their analogues has evolved significantly - methods of so-called contactless trade of substances have appeared. For conspiracy criminals prefer to use a non-contact method of distribution of drugs. For this reason, as well as for increase the number of drug users, drug traffickers actively use the Internet. In order to combat the advertising and distribution of drugs together with Roskomnadzor (The Federal Service for Supervision of Communications, Information Technology and Mass Media), the Network is monitored on an ongoing basis. If information is received on the actual involvement of certain individuals in the distribution of drugs, the necessary operational and search measures are taken to expose them. Such method of counteracting the distribution and advertising of narcotic drugs as pre-trial restriction of access to information distributed on the Internet is actively used. In the case of revealing prohibited information on drugs posted on the websites, the MIA of Russia takes an appropriate decision on the basis of approved criteria for its evaluation, and it immediately informs Roskomnadzor. Roskomnadzor, in turn, administers the "Unified register of domain names, indexes of pages of sites on the Internet" and has the authority to restrict access to sites. If the distributor of the information does not remove the prohibited content that he placed on the site, access to such a resource is blocked. As part of the decision of problem of determine information placed on the sites of the Network to the category of prohibited, at the present time, more than 13,000 Internet pages and sites identified during monitoring and working with appeals from citizens are checked. However, the effectiveness of this work is not high. Some sites are removed, but new sites are created immediately, completely "innocent" and, at the first sight, unexpected (for example, "garden-garden," "design in the garden," etc.) We revealed the most popular virtual groups of drug users (those have 500 and more members) in the social network Vkontakte (Doctor Narcologist, Drugstore, MDMA, Bad Trip, Trip, "TA" (a typical addict), "All roads lead to the nose", etc.). According to a specially developed questionnaire, an online survey of drug users was conducted. Comparison of the results of online surveys of the working population 2013, 2016, 2017 revealed the complexity and ambiguity of the changing drug situation. On the one hand, some positive changes were noted: the share of "episodic users" of narcotic substances decreased slightly (from 32% to 22%), there was a decrease in the population's need in 2013 to influence in any way their state of consciousness (from 39% to 27%), the willingness to try an unfamiliar substance in order to influence on condition decreased (from 32 to 21%). On the other hand, despite these changes, the assortment of consumed substances has significantly expanded.

The derivatives of cannabis remain the basic starting narcotic drug, however, in comparison with 2013, in 2016-2017 as the starting drug, the respondents listed a much larger number of different substances, which indirectly indicates the expansion of the drug market and distribution of psychoactive substances in social groups. So, the share of consumers, whose first drugs were substances from the category of "new" ("spice", salt, smoking mixtures, various new synthetic substances), as well as amphetamines, increased. The expansion of the range of consumed substances occurred mainly in the group of 18-29-year-olds. The attitude to drugs and drug users changed. It became more loyal, especially in the group of 18-39-year-olds (the view that the use of drugs is a free choice has become more widespread, the share of those who treat consumers with caution has decreased, the proportion of those whose relation depends on the substance used and frequency of reception has increased). Improved attitude to consumers who occasionally use "light" drugs. The aggregate of such views forms a special "pro-drug" background in this group and can become the base for the first use of drugs and / or for the transition to episodic use.

The gender differences were revealed in the motives of both start of consumption and use of psychoactive substances. The motives of the first drug use are generally the same in men and women, but women less often than men try the substances for the sake of getting an "extase" (14% versus 23% for men), but more often for "emancipation in communication" (5% versus 1%). Among women, the share of those who used drugs the first time for the company (38% versus 45% among men) is also slightly lower. Women are traditionally more concerned about safety: 16% referred to the fact that the substance was considered safe (against 7% among men), another 12% of women said they agreed to try the substance, under pressure, that they were persuaded (against 3% among men). These differences are more expressed among drug users which occasionally or regularly consuming substances. Men-consumers more often use substances with recreational purposes, women - with social goals and to relieve anxiety. The peculiarity of the drug situation in Russia is the prevalence among many drug users of both traditional "heavy" and so-called "light" drugs (cannabinoids), as well as "new drugs" (analog, designer substances,

recreational, etc.) and their combined use. The derivatives of cannabis remain the basic starting narcotic drug, however, in comparison with 2013, in 2016-2017 as the starting drug, the respondents listed a much larger number of different substances, which indirectly indicates the expansion of the drug market and distribution of psychoactive substances in social groups.

Gender differences in drug use have been identified, which are expressed in a sharp change in patterns of drug use among women. In the older groups, the proportion of female consumers is negligible and they are characterized by "medicine abuse". In the younger groups, a significant experience of drug use reveals the prevailing norm of female drug consumption. The structure of drug use among the young men and women has virtually no differences. The use of "new" drugs is typical for both groups. At the same time, gender differences in drug use are explained by their use in a particular environment more than by differences in the degree of susceptibility or vulnerability of men and women to drug use.

The study identified a number of factors that increase the risk of drug use (especially for adolescents) and, conversely, reduce this probability with age. These factors "work" not only with the use of "traditional" drugs, but also characteristic for the use of so-called "new" drugs.

There is a new trend: in the recent years the shift of structure of the drugs consumption is recorded. The relatively wide spread of new synthetic drugs was supplemented by the use of so-called plant substances ("natural substances") and "pharmacy addiction". Non-medical use of prescription drugs, synthetic stimulants and "new drugs" instead of more traditional drugs or in combination with them eliminates the distinction between consumers of specific drugs. The logic of drug use leads to a certain way of life.

The age of the first drug use among the main part of the respondents is 16-19 years (52%). One in five (26%) tried their first drug at the age of 20-23 years. Earlier drug use in the first time - up to 16 years - were noted by 9% of respondents, and later - at 24-29 years - 8%, the first drug use in 30 years and older - 5%.

Early (up to 16 years) drug usage is characteristic only for two age groups: 30-39 years and 24-29 years. In the younger age group (18-23 years at the time of the survey) and in the older (40-55), respondents more rarely had gotten the first narcotic experience at such an early age. Very late first experiences with drugs (30+ years) are typical only for those who are now 50-55 years old. The information about the later first drug usage in the group of 18-23 years was absolutely unexpected for the researchers. One of the explanations for the inclusion to drug consumption at the elder age is the propaganda of the safety of "new" psychoactive substances, as well as the desire to use stimulants and "converters of consciousness", their low price and availability.

Age differences and characteristics of the first narcotic experiences and their role in further narcotization of various population groups are revealed. The age of the first drug use was slightly shifted from the older adolescence (15-17 years) to the early youth, which usually falls on the student age (18-23 years).

If in a 2013 study, 24-39-year-olds respondents were more likely to report that their first drug use was in the senior school age (15-17 years), then in 2016 the first drug consumption in these groups moved to the age of 18-23, that is, as a rule, the student's period. Unfortunately, this situation does not look positive. When, according to our data, middle and senior schoolchildren try drugs, this situation usually reflects their immaturity, weak preventive work, both in school and in the family, inability to refuse, lack of motivation for protest, etc. Individuals at the age of 18-23 years deliberately go for the inclusion to drug consumption (as confirmed by the high proportion of consumers among students). Aimed at intimidating the horrific consequences of taking drugs, prophylaxis has brought some results for some schoolchildren, but this form of prevention does not work in the student environment, especially when the new substances are positioned as safe for health. In the recent years, it has caused interrelated or cyclically repeated bursts of drug use and its consequences.

A special feature of the generation of 18-23-year-olds is the spread among them of synthetic marijuana ("Spice") and all sorts of "smoking mixtures" and powders ("designer drugs") as the first drugs. One of the explanations for the inclusion to drug consumption at the elder age is the propaganda of the safety of "new" psychoactive substances, as well as the desire to use stimulants and "converters of consciousness", their low price and availability. Comparative analysis of the personality of the addict and episodic consumer, as well as the mechanism of forming addiction to drugs in different sex and age groups, revealed both the general patterns of drug addiction and the lack of specific features of drug addiction in some groups, which is due to the features of psychoactive substances not only to cause emotionally positive reactions, but also neutralize emotionally-negative states. This seems to be quite important because the second feature of drugs is rarely taken into account by specialists, but, perhaps, it determines the fatal nature of the first contact with the drug. This means that, in addition to the main hedonistic motive, there is another, no less significant motive, which determines the transition from the first use to the occasional use. At the same time, various motives for further drug use have been discovered. Thus, consumers of a group with controlled use and even with a considerable experience of use find in drugs a means of relaxation from everyday stress, a way of adapting to modern often rather complicated conditions of life. Most of them do not plan to abandon a pernicious habit, believing that they can not find another way of relaxation. If they would refuse to use drugs, they plan to rely solely on themselves believing that they do not need qualified help, because they are socially safe and do not feel uncomfortable about their drug consumption. From their point of view, they do not have drug addiction, they are adapted to the society, they practically do not need integration measures. Thus, a study of the mechanisms of controlling the consumption of substances revealed that for episodic consumers, at their stage of drug experience, there is no acute need to control their consumption. They note that they used drugs only in exceptional cases (35%) or used only "light" substances (32%). One third of episodic consumers (29%) noted that they do not control their drug use at all. Consumers that more regular use drugs do not use them before important business, lessons, try not to appear in public in a state of intoxication. It was found out that there is no conscious control over consumption among episodic and regular consumers, the consumption is largely depend on circumstances, the presence of a substance or consumer's state of health. The study of the mechanisms of controlling the consumption of substances revealed that for episodic consumers, at their stage of drug experience, there is no acute need to control their consumption. They note that they used drugs only in exceptional cases (35%) or used only "light" substances (32%). One third of episodic consumers (29%) noted that they do not control their drug use at all. Consumers that more regular use drugs do not use them before important business, lessons, try not to appear in public in a state of intoxication. Drugs perform a specific function, contributing to the satisfaction of many social needs of consumers. The demand for new drugs contributes to the further spread of the phenomenon of "controlled" drug consumption in all age and gender groups. This consumption is an intermediate stage of formation of the drug addiction with a delayed timing of the acute period in certain social groups.

Today, in the sphere of drug use, the significant transformations that have taken place led to the formation of new patterns of drug addiction: along with drug use with harmful consequences (severe forms of addiction, leading to marginalization and personal dysfunctions), so-called "status" drug use and "recreational" drug use are becoming more widespread. In modern Russia, a new model of drug use is formed, it's a "middle-class model." It includes people aged 30 to 40, they have family, education, professionalism, with a high level of income, a well-established circle of interests - they are well-adapted. They are characterized by a liberal attitude toward "light" drugs, accessibility and decriminalization of their use in combination with the unacceptability of "heavy", intravenous drugs. Thus, at the present time a narcotic culture of a fundamentally new type has been formed. Drug use loses its marginal character, ceases to be an attribute of certain subcultures, becomes a sociocultural norm, a generally accepted social practice. There is a social legitimation of drugs. Drug culture was reproduced within its own framework.

Today there is an increase in the so-called "gray field" of drug users. This group of consumers does not fall within the field of view of either law enforcement agencies or doctors and has other personal characteristics and value orientations than consumers of the late twentieth century. At the present time, the percentage of hidden narcotization is increasing, this type of narcotization involved a significant number of people with a high level of education and social status. They promote their way of life by advertising the positive properties of drugs, demonstrating their high performance, good physical condition and success in life, but not speaking about the threatening result of the transition of episodic controlled consumption to severe drug addiction. According to our research, this new model of consumption of "light", "safe", "recreational" drugs is characteristic of the middle class, which usually disguises its consumption and the transition to "heavy" drugs. The paradox of their behavior lies in the fact that while they remain closed (unknown) to the medical and law enforcement bodies (which makes it difficult to study them), they are available in their online communities on narcotic sites and forums, where they are frank enough, and do not even always hide behind fictitious names (nicknames). This situation represents such a serious danger that all forms of social control, from state control to civil society institutions, including religious-ethnic methods of regulation, should be involved. This method of consumption is an intermediate stage in the development of drug addiction with deferred terms of the acute period of addiction in certain social groups of the population, and it should be considered as a new trend in narcotization which has no analogues in the study of modern narcotization in Russia.

The main problem of modern narcotization is that "new" drugs, often called "light", "quiet", give rise to the ideology of safe narcotization which, unfortunately, suits both the individual and society. The state does not have time to limit their distribution and warn about the danger of their using against the background of widespread of the myths about the safety of "new drugs" among the population. At the same time, electronic mass media (Internet) have time to post messages about the real drug use experiences and the "guidelines" of consumers who voluntarily become testers of the psychoactive effects of the unknown formulas of substances. Nevertheless, it is already known that the consequences of their use are more severe than when using such traditional ("heavy") drugs as heroin (many drug addicts in Russia are already patients in serious condition in specialized hospitals). A particular danger is a combination of the use of "new" (legal, recreational) drugs with "traditional" (illicit) drug and also in combination with alcohol.

Controlling Addictive Behavior

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Abstract. Using data of quality interviews with drug addicts (N=57) the author studies the phenomenon of controlled "heavy" drug consumption which is influenced through social pressure of society and informal groups in real and virtual environment. Vertical (institutional) and horizontal (informal) social control determines individual searching strategies of addictive behavior aimed on social integration. Development of addictive behavior situation in Russia is stated as the result of controlling addictive behavior and using new psychoactive substances which are forms of dependence behavior in some population groups trying to find balance between criminal and normative behavior.

Keywords: drug; addictive behavior; controlled drug consumption; new psychoactive substances; social communications; social control.

The whole history of drug consuming is connected with a struggle between individual need in uncommon experience and state counteracting dissemination of such behavior. For a long time the state drug policy marked two groups of drug consumers as its target. One was a group of addicts, the other of situational consumers. But there was a latent third group also – so called controlling addicts, who succeeded in combining drug consumption with normative life style, stable job, "normal" family and friendship. Last years they say about this group "integrated consumers" [Eisenbach-Stangl, 2010]. The phenomenon of hidden drug consumption among addicts deserves scientific attention not only because of its highly latent character and criminal potential. It represents a manifestation of actual tendency in modern society – regulation of psychic mode through different chemical and behavioral means. Moving social climate - clear boundaries become unclear, values of tolerance are articulated, growing influence of subcultural minorities – contribute to exaggerations in behavior, first of all in leisure sector. Foreign researchers (Reuter) also speak about difficulties to differentiate "bad" and "good" intoxication in leisure time.

The problem of drug using can be analyzed in the context of social communicating on the individual, group and society level. The aim of the article is to discuss in which way a drug carrier correlates with social communication. In particular, what is the role of social communication in development of controlling drug consumption by addicts. The article is prepared as part of a study supported by the grant of the Russian National Public Library for Science and Technology 16-03-00616. To realize this goal, the publications of domestic and foreign researchers, as well as

materials from the Institute of Sociology of the Russian Academy of Sciences, including 57 interviews with "controlling" opioid consumers, were used.

The surge in drug addiction in Russia fell on the beginning of perestroika, and the fall of the Iron Curtain was considered one of the reasons for the spread of drugs in the country. Our studies have revealed the great importance of the curiosity factor (novelty of information) to what has become much talked about publicly. The media reported on the arrests and seizures of narcotic drugs, on meetings and conferences held. Schoolchildren and students listened with interest to narcologists (addictive medicine) and policemen and also prepared abstracts on the topic of drugs. On the Internet there were websites "against drugs", which quite often, through informing, spurred interest in new feelings and "expansion of consciousness." The second factor that contributed to the dissemination of information on drugs was the attitude to the rejected group (exclusion). The preventive lectures and mass actions that appeared later included many facts that arouse fear of drug addicts and drugs. In the everyday life, the myths of "sitting on the needle" from the first injection were spread. Personal dislike for the young people, gathered in the yard, was formulated as a label "drug addicts" instead of the old "alcoholics".

Our interviews show that the influx of fragmented and inadequate information about the dangerous and forbidden supposedly pleasure led some teens began trials of drugs. The negative role played particularly adolescence socialization: the manifestation of independence, imitation, lack of life experience and the inability to foresee the consequences of, and the need for grouping. It is remarkable that the acquaintance of Russian teenagers in most cases began with heroin injections, which the media and lecturers frightened the population as the most dangerous form of drug addiction [Rybakova; 2014]. At the same time, the western youth initiated drug use often with smoking marijuana. It is, in our view, evidence of false prevention through institutional channels in the 1990s.

Negative consequences of heroin consumption plus the massed informing of all population of the new phenomenon, plus tactics of frightening in scientific publications and popular performances caused "moral panic" (P. Meilakhs and other) in society, promoting attention to drug use on all levels - from governmental decisions to the paternal alarm. Presently testing procedures on drugs in educational establishments articulate social norm of abstention from drug taking at the level of society. Economically they cost much (usually about 1% of tested students reveal as having tried drugs), however the repeated testing among students environment drives (E.A. Brjun), to the decline of number of "testers" (experimentators).

"Sensitiveness of society" includes forming of stereotypes in mass consciousness. It implicates contradiction, as oriented simultaneously to the norm of tearing away drug consumption (negative estimation, distancing) and help to addicts (sympathy, participation). In our opinion, the

scientific problem of drug consuming contains the contrast between vertical (institutional) communication and informal (group) communications in social units. From one side, there are a legislation and law-enforcement system, providing national safety and order, prophylactic activity and institutes of education and social work, aimed at propaganda of abandonment from drugs and distancing from drug consumers. Vertical (institutional) social control is adjusted to manage the frame of society on uniformity, consolidation of universal aspirations of different groups of population. On the other hand, horizontal (informal) social control, adjusted on individualization and variety, opposite to vertical social control. Empirical studies expose the group of respondents considering, that "drug consuming is this personal file of individual" and that the state must not punish addicts, but it is obliged to help with treatment, at the voluntarily desire of consumer. Vertical communications on drug problems carry more repressive character, but connivance elements are presented in horizontal communications, as they contain the estimations of individual behavior.

Teenage companies ("friends from childhood") include deviants along with "normative" members. Studies of sociologists and criminologists show that acquaintance with drugs and the first tests occur in the company of well-known people, that the first drug is acquired through a chain of acquaintances. Moreover, in the company of heroin or pervitin (stimulator) drug "testers", a newcomer always "acquaires" a mentor who warns him about negative effects of consumption ("pobochki"), gives advices on the choice of the first drug and the first dose, talks about impressions and his experience of "communication with substance" (without social aspects). Therefore, communication in such units can be used to influence society (if mass and popularity will be given) and the individual (if access and trust are provided).

Modern information technologies stimulate the development of communications at the group level, for example, in the group of drug users. It is known that through the social networks, consumer advertising, blogs and forums, for example, on the sites of plant growers, pharmacologists, chemists, information is spread about new psychoactive substances and how to acquire them (contactless "secret recess"), "psychonauts" report about their feelings and impressions under that or other goods. Several years ago, we analyzed the discussion on the website of "interested in the topic of drugs" about what "controlled consumption" is, whether it is possible and how it can be implemented. [Rybakova; 2007, 69-86].

In our opinion, "controlled" drug use expressly conforms to the social norm (rejection of drug consuming) when the consumer or addict is unable to comply with this requirement. "Controlled consumption" (CC), according to the classics of this topic (American scientists NE Zinberg, VM Harding), is a method of moderate and hidden treatment of a habitual chemical substance that makes addictive. As a rule, "controlling" consumers of illegal opioids and

stimulants have a considerable length and experience in using various psychoactive substances, are familiar with the negative consequences (overdoses, arrests, chronic diseases, family breakdown, job loss, etc.)/ They practiced various styles of consumption ("marathon", "swings", combinations with alcohol or pharmaceutics, etc.). With the help of individual techniques and rituals of deterrence and self-control, they balance between excessive consumption and total abstinence, without giving up episodes of narcotization.

The phenomenon of "controlled consumption" (CC) was developed by foreign researchers in the 1980s in the study of life styles and changing leisure practices. German scientist G. Berger [Berger; 1981, 688-693] in 1981 identified three types of life style within the "sweet quick life" and the generalization of leisure standards: "trash", adventurer and manager (rational, orderly type). He applied this classification to describe the role behavior of intravenous drug users. The third type of "managers" can be referred to as "controlling consumers". In our surveys, students recognized several trials of different drugs, but it is hardly possible to attribute them to the CC group. Apparently, such trials are results of communications in a group of friends (discussion of information reasons) or with events in the field of prevention. Individual controlling drug consumption (CC) is supported by special rules and rituals that the addict develops under the influence of the environment. The phenomenon of "controlled consumption" of addictive drugs reveals two dimensions of social pressure. On the one hand, the state tries to introduce the idea of giving up "chemical pleasure" by means of social control (pressure of law enforcement bodies, ordinary consciousness, the nearest environment, stigmatization in the media, legislative repressions, as well as the ban on the public use of intoxicants and the blocking of trade, production, distribution).

On the other hand, the individual establishes a system of moderate consumption of a prohibited substance in order to reduce the harm from its consequences for one's body, image and social functioning (CC), or seeks legal means of changing the mental state, in most cases now via the Internet.

We have data of several dozens of interviews with drug users (CCs) with long experience, which have suffered a number of negative consequences. They can not be attributed to the "social bottom", their character of dealing with drugs is so circumspect that they do not attract attention of law enforcement bodies and do not apply for narcological (medical help to addicts) help. They are sufficiently integrated into society, have a permanent job and housing, family and children. Their circle of contacts includes both drug users and those who are not familiar with psychoactive substances. They consider themselves "controlling consumers" because they have learned to avoid "frenzied" use (in the words of one of our respondents) and are able to cope with negative consequences, not wanting to completely exclude drugs from their lives. For example, respondents

describe the physiological signals of danger: you need to take a break, when you begin to itch, when there is not enough strength to reach the metro station near home, when the appetite disappears or the body can not cope with food, etc. The other one avoids physical dependence, alternating drugs: marijuana - for composing or listening to music, stimulants - when writing texts or cleaning in an apartment.

KP is supported by special rules and rituals that the addict develops independently under the influence of the environment. For example, do not use alone or, conversely, before meeting with friends, relatives; Do not have a familiar dealer, but have an intermediary ("legs"), with which you have to share the dose; Load yourself with work; Not to trade. Or other rules: the amount of money a month that you can spend on your own pleasure without harming the family; Not to make a stock; Use on a business trip, when you are free from people who know you well; Payday; Consumption regime (Friday - purchase, Saturday - use, Sunday - recovery, preparation for the working week).

Our analysis of the virtual communication of "controlling" drug users (on self-assessment) on the web-forums revealed their vivid interest in preventing others from stigmatizing them as deviants. Recognition of the reality of the CC expands a rigid dichotomy: healthy - patient, offender - law-obedient, strong - weak, successful - loser. Attributing himself to this intermediate, non-stigmatized group gives drug addicts a chance being "normative", at least in the eyes of society and the immediate environment, it elevates the image of the addict in stereotyped perception. Explaining the term to each other, the speakers at the forum compared the alcoholization and narcotization, they considered them different types of social behavior (for more details, see [Rybakova; 2007, 69-86]).

The entire file of collected interviews reveals the close attention of controlling consumers to their emotional sphere - unlike "junky", "system consumers" who are concerned about their physical health. Our analysis revealed the main feature of the CC group: these individuals are preoccupied with their moods, learned to use drugs to regulate their own psychological status (mood), and found a place of drug intoxication among other vital values. They coped with the manifestations of physical dependence, recognize and accept their psychological dependence and developed for themselves a set of containment strategies. The interest in new psychoactive substances among a part of young people can be understood as development of CC strategies.

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Leisure - as a Derivative Lifestyle of Student Youth

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Abstract. The article presents the results of research of youth lifestyle made in Ivanovo (Russia) in November 2016

Keywords: lifestyle; students; youth; leisure; deviant behavior; alcoholism; drugs

The social and economic system changes of the 1990s in Russia led to huge losses in economy in peaceful time, to an incredible stratification of society, to social structure changes, to impoverishment of the majority of the population, to loss the morality in the society and as the result there is a crisis of family, education, moral principles that is affected the youth mentality and lifestyle. Long standing researches made by the Sector of Sociology of Deviant Behavior of Institute of Sociology RAS headed by Pozdniakova (PhD in Philosophy) confirm that social negative of 1990s haven't been parried by the society in the last 25 years and at some points became even worth (alcohol, drugs) covered almost all social groups.

The article shows the results of the recent research made in November 2016 in Ivanovo among the students of the Industrial and Economical College. The study was conducted by anonymous questionnaires of 305 respondents, students of 1st -4th year students, 42% - men, 58% - women. The main goal of the research was exploring the lifestyle of that social group.

The majority of the respondents (78%) are students 16-18 years old. The rest of the respondents are two approximately equal groups of students 14-15 years old (9%) and 19-23 years old (13%). Attention is drawn to a fact that the half part of students (54%) live in full families, 46% respondents live in incomplete families (35% mother-headed families, 3% father-headed families, 8% incomplete families headed by other relatives). The study category of young people is a social group characterized by a peculiar and contradictory combination of material and psychological dependence on adults, and at the same time freedom from the everyday problems and responsibilities at the expense of adults.

The majority of students (88%) are financially supported by parents (or other relatives). The most common replies on the question "What do you spend your money on?" were:

- food, transportation 84%,
- clothes, accessories 65%,

- products of personal care, cosmetics – 48%.

The third part of respondents are spending money on hobbies, gadgets updating (30%) and 27% are saving money on expensive purchases. The fourth part of respondents (23.5%) spends money in cafes and restaurants, 12% of students don't know where they money spends on, 8.5% of respondents are spending money on alcohol and only 5% of respondents invest in education (trainings and courses).

The family continues to be one of the fundamental values in the modern society. Having a family, an own house, kids give a person psychological comfort and high self-esteem. The research shows the positive tendency among the student-youth of orientation on making their own families and parenting. This value is the main for 73% of respondents. The second highest prevalence is economic well-being (48%), on the third place are friends and health (32% each). 28% of respondents marked "bright life emotions" as an important value.

The survey had the unit of questions about the risk behavior. It is worrying that about 60% of respondents may call themselves a risky person. "Definitely, yes" say 23% of students, "probably, yes" say 36.5% of students and only 7.5% say that they don't like to a risk. Among the main factors driving risky behavior are external circumstances (82%) and friends' influence (71%). 76% of respondents are ready to take a risk for getting new emotions, new feelings and new experience. The riskiest actions for respondents are taking drugs (94%), driving a car under alcohol or drugs (93%), having sex with random partners or frequent changes the sexual partners (82%), taking potent medicines without doctors' prescriptions (80%), spending time in an unfamiliar drunk company (74%), over-drinking alcohol (73%).

Youth risky behavior is an actual problem for the modern society. Currently, despite on the decline of the crime in Ivanovo Region the survey fixed different types of deviant behavior. In the beginning of 2000s well-known Russian sociologists Ivanov V.N. and Sergeev V.K. based on long standing research of youth leisure made conclusion about the impoverishment of leisure activities. A whole generation of young people grew up partially or completely devoid of social and cultural origins, divorced from the living, nutritional environment of the national culture, the place of which were filled and continues to be filled with foreign examples of ersatz culture [Ivanov V.N., Sergeev V.K., 2002: 81].

The survey revealed that youth considered age category practically do not spend time on self-development, on development of their intellect, culture of physical potentialities. In other words, the tendency of changing youth leisure identified by leading sociologists continue to worse. 11% of respondents their free time spend on additional education, 13% of respondents are visiting museums and exhibitions, 14% - are going to theatres. A big part of students (47%) dawdle and aimless waste their time. A common phenomenon when leisure does not rise above passive rest

and entertainment.

That kind of youth behavior is due to the list of reasons such as social stratification, paucity or lack of adults control, lack of clear moral guidelines, chargeable (therefore expensive for the majority) interest clubs, trainings centers etc. The majority of students spend their free time for listening the music (95%), Internet surfing (94.5%), and communication with friends (88%). Thus there is a tendency to passive entertainment types of leisure.

The new types of leisure are identified – alcohol and drugs-taking leisure: <u>3% of respondents are relaxing taking drugs and 17% of respondents having a rest taking alcohol</u>. Alcohol and drugs addiction as a method of avoiding reality increase because of social apathy, losing life optimism, decreasing self-confidence and government support the personality.

The quantity changes with alcohol consumption fixed by some researchers do not have a reason for optimism. According to the well-known psychiatrist and expert in narcology U. Viyalba female alcoholism haven't changed and youth alcoholism is rising (November, 2015). We are the first in the world for female and teenage alcoholism. The reason of teenage alcoholism is widespread and incorrect advertisement which was conducted for a long time [Pozdniakova M.E., 2016: 45].

The research results confirm that youth involving in alcohol consumption is still high. The positive reply on the question "Have you taken alcohol in the last 12 months?" was given by 62% of respondents. Although 89% of students have never been in the college drunk.

The majority of respondents (81%) accept health as one of the main values. That is a positive indicator for that social group. Among the key measures for keeping health the respondents selected following:

- avoiding to take alcohol (including beer) and/or cigarettes 50%;
- trying to eat healthy and taking vitamins -46%;
- doing sport or aerobics -40%;
- avoiding stress situation, keeping mental harmony 31%.

To the main reasons for the refusal of alcohol were:

- abstinence is a normal life; no one should drink at all -39%;
- don't like the taste and alcohol impact on a body -34%;
- religious and/or ideological views 11%;
- a close person does not drink alcohol and I'm supporting him in that -10%.

Talking about preferences in alcohol beverages, the first place is given to champagne (44% of respondents), the second is beer (37%), the third place is dessert or demi-sec vines (35.5%). The high percentage (21%) is given to expensive strong beverages such as whisky, gin, tequila, rum etc. Every fifth student (19%) mentions drinking vodka.

Pozdniakova M.E. (PhD in Philosophy) is one of the main experts in sociology of deviant behavior says that alcoholism is a social problem, for that disease treatment it is necessary to act directly on the whole society because of all cohorts of alcohol consumers in the society are influenced on each other [Pozdniakova M.E., 2016: 44].

The most important features of alcohol such as relieving stress, relaxation, and uplifting effect were mentioned by 32% of students; for 29% of respondents alcohol is needed as an element of a holiday or a party. One more reason for teenagers to drink is that alcohol facilitates communication and helps to be closer with friends (23%). Almost half part of respondents (47%) spends time with friends drinking alcohol beverages. That confirms the fact that in mass consciousness of the youth drinking alcohol is a social norm, a part of everyday culture, and lifestyle and becoming a reason of domination disorganized and spontaneous forms of leisure. Lifestyle conditions of the young people determine their demands, value orientations, and real opportunities of its realization.

One of the question was asked to determine teenagers' attitude to the restriction for drinking alcohol beverages to people under the age of 18. The following results were gotten:

- quite well, but it's impossible to avoid teenagers from alcohol 43%;
- yes, it's necessary -31%;
- don't know -16%;
- no, growing up is included knowing the alcohol beverages -10%.

Thus, the majority of respondents (74%) agree with alcohol restrictions to the youth under the age of 18 but their opinion does not indicate their abstinence from alcohol to legal age. One more result of the survey makes misgiving. <u>Almost every fourth of respondents (26%) knows people who takes drugs and alcohol at the same time</u>. Because of the young age the students are in a risk of alcohol and/or drug addiction influenced by inner motives, external life circumstances, features of their social environment. The survey results show that 19% of respondents had an experience of taking drugs: 19% of them took drugs 1-2 times in their life, 3% of this group take drugs quite rare (not every month), 2% - take drugs from time to time. 2% of respondents hide the fact of taking drugs but their replies on indirect questions identified their experience in that. The majority of respondents who even once has taken drugs (27%) first time tried drugs at the age of 15, 4% of that group got the first experience at the age of 10.

The most common class of drugs tried by respondents are cannabinoid (marijuana, hashish) -54%; the second are spice and mixes -18%; the third are amphetamines -4%. This choice can be explained by availability and relatively cheap price. The spice are positioned as a safe, relatively cheap and light mixes for smoking. However, it is not true. The case of series of deaths among young people used the spice in 2014 confirms that.

The majority of the group who has ever taken drugs (67%) were pushed by curiosity, desire to feel new unknown emotions. 22% of that group mentioned the desire to get high and new type of satisfaction as the main motivation for trying drugs. 18% of the group tried drugs for company, 16% - to relive stress or get away from problems. It should be noted that every 10th student from the group noted his desire to try drugs long time before the first try.

The main reason for the second round of taken drugs for 20% of respondents became the satisfaction of the feeling. 24% of respondents said that they tried drugs only once and 23% couldn't tell the reason of their second use the drugs.

35% of the group who has ever taken drugs have taken drugs more than 12 months ago; 14% of them took drugs a month ago; 12% - half a year ago. At the same time each 5th person who has ever tried drugs (21%) mentioned his resent try: 9% of them tried drugs less than a week ago, 6% - few days ago, 6% - a day ago.

Replies on the question about the measures of reducing drugs harm for 20% of respondents were their belief in taking light drugs, 20% of respondents have never taken drugs. Thus, teenagers just underestimate the level of harm, irreparable damage to health and mortal danger that drugs injure to young body. In addition, over the past ten years police officers have mentioned an interrelationship between the usage of drugs and rising the risk of committing a crime.

The majority of respondents confirm the spread of drugs as an urgent problem for the whole Russian society (65%) or for the specific social groups (22%). As a measure for drug addicted people 43% of respondents suggest compulsory treatment, 27% of respondents think it should be voluntary treatment, 21% of respondents choose criminal penalty. The majority of students (77%) almost sure that all drugs should be forbidden, 18% of students think that only heavy drugs should be forbidden.

Students' attitudes toward people who use drugs divided as follows: 41% of student judge those who takes drugs and consider them as weak and squalid persons, 31% of respondents feel sorry for them and consider them as sick persons, 30% of respondents say that taking drugs is personal responsibility of a person, 24% of youth afraid of drug addicted people and consider them dangerous. This level of awareness of drugs harm demonstrates sufficient efficiency of the activities of anti-drug propaganda among students.

As for the future plans about half of students (46%) have approximate plan for future life, while about quarter of respondents (26%) do not have plans for future and live for today.

Youth organizations that existed in Soviet Union quietly gone into oblivion with "institution of managers", leading help, and labor landing force. All that organizations fulfilled and enriched with the content free time of young people and were a tool of socialization the young

generation. To replace nothing new and proper has not come, nothing that could give the youth feeling of being a part of something important and state-forming. On the empty ideological field young people have lifted to themselves that shows the fault of development youth and ideological state policy [Beloborodov I., 2017].

Based on the survey's results the following conclusion can be made: despite on the identification of different types of deviant behavior the behavior of the students of the Industrial and Economical College in Ivanovo compare with others educational institutions of our country can be determined as favorable. The situation in the college on the researching issues in general reflects the main characteristics of students' lifestyle in Russia.

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