RC04 SOCIOLOGY OF EDUCATION INTERNATIONAL SOCIOLOGICAL ASSOCIATION (ISA)
FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA (RUDN UNIVERSITY)
INSTITUTE OF FOREIGN LANGUAGES

EUROPEAN UNIVERSITY OF CYPRUS (CYPRUS)
INSTITUTE OF SOCIOLOGY FCTAS RAS (RUSSIA)
RUSSIAN SOCIETY OF SOCIOLOGISTS (RSS)
FACULTY OF PHILOLOGY OF LOMONOSOV MOSCOW STATE UNIVERSITY (RUSSIA)
MOSCOW STATE LINGUISTIC UNIVERSITY (RUSSIA)

Middle-Term Conference RC04 ISA
"CULTURE AND EDUCATION: SOCIAL TRANSFORMATIONS AND MULTICULTURAL COMMUNICATION"

Moscow
Russia
2019

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SOCIOLOGICAL ASSOCIATION (ISA)
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OF HIGHER EDUCATION
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CULTURE AND EDUCATION: SOCIAL TRANSFORMATIONS
AND MULTICULTURAL COMMUNICATION

**PROGRAM AND BOOK OF ABSTRACTS
of the Middle-Term Conference RC04 ISA**
*Moscow, Institute of Foreign Languages
RUDN University, July 24-26th, 2019*

Moscow
Russia
2019

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Time limit:
Welcome speech – 5-10 minutes;
Plenary speech - up to 20 minutes;
Sessions speech - 10-15 minutes;
Debate - up to 5 minutes.

Languages: English, Russian

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Web of site of the Conference: http://conference-ifl.rudn.ru

Conference organizers

Timetable

24.07.2019

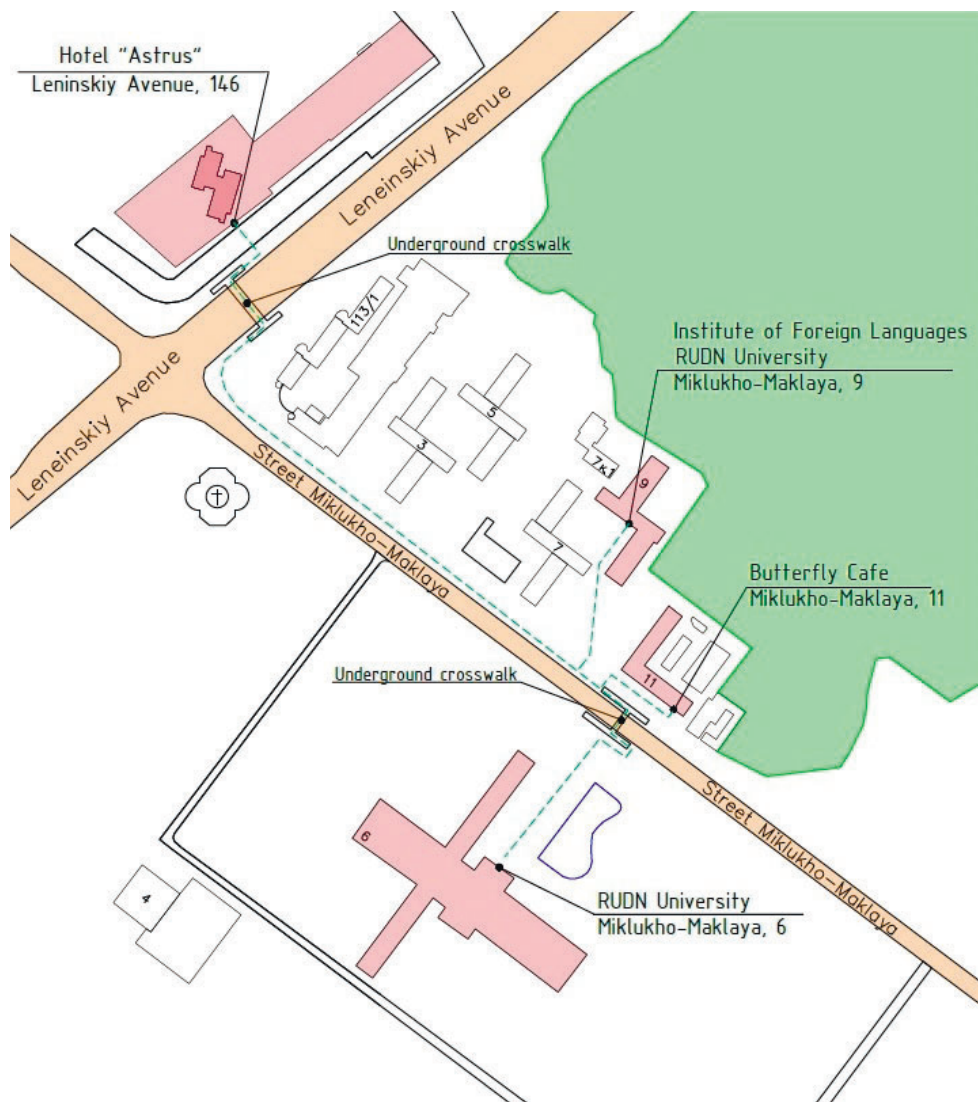|		
Registration	9:00 – 10:00	Conference hall of the Faculty of Economics RUDN University, Miklukho-Maklaya, 6
Conference Opening, Plenary Session	10:00 – 11:30	Conference hall of the Faculty of Economics RUDN University, Miklukho-Maklaya, 6
Special Methodological Session	11:40 – 13:10	Conference hall of the Faculty of Economics RUDN University, Miklukho-Maklaya, 6
Lunch	13:10 – 15:00	Café "Butterfly", Miklukho-Maklaya, 11
Session 2: Religion in Contemporary Education: Intercultural Communication and Social Reflection	15:00 – 16:30	aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 8: Problems of Intercultural Communication and Translation	15:00 – 16:30	aud. 553, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 13: Modern Languages: Educational Challenges and Prospects	15:00 – 16:30	aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 4: Globalization, Neo-liberalism, Social Justice and Higher Education	15:00 – 16:30	aud. 555, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9

25.07.2019

RoundTable	10:00 – 11:30	Conference Hall of the Faculty of Economics RUDN University, Miklukho-Maklaya, 6
Session 1: Evaluation Methods and Visual Approaches in Educational Settings	12:00 – 13:30	aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 3: International Education and Migration	12:00 – 13:30	aud. 553, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session11: Smart Education – New Paradigm	12:00 – 13:30	aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 6: Social Capital and Prestige of Professional Education	12:00 – 13:30	aud. 555, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Lunch	13:40 – 15:00	Café "Butterfly", Miklukho-Maklaya, 11
Session 15: Digital Technologies in Contemporary Science Communication: Problems and Perspectives	15:00 – 16:30	aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 16: Educational Mobility and Social Inequality	15:00 – 16:30	aud. 553, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 5: Inclusive and Special Education: Global and Local Challenges of Modern World	15:00 – 16:30	aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 14: Scientific Leadership: Phenomenon, Formation Practices in the Modern University	15:00 – 16:30	aud. 555, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9

Session 9: Education and Labor Market in Modern and Future World	16:40 – 18:10	aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 7: Cultural Sociology and Education	16:40 – 18:10	aud. 553, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 10: Institute of Scientific Leadership: Challenges of Academic Capitalism	16:40 – 18:10	aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Session 12: Education, Science and Culture in a Digital Society	16:40 – 18:10	aud. 555, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Party	19:00 – 22:00	Hotel "Astrus", Leninskiy Avenue, 146

26.07.2019

Business Meeting of RC04 ISA	10:00 – 11:30	aud. 553, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9
Conference Closing	11:30 – 13:00	aud. 555, Bldg. № 4, Institute of Foreign Languages RUDN University, Miklukho-Maklaya, 9

Hotel "Astrus"
Leninskiy Avenue, 146

Leneinskiy Avenue

Leninskiy Avenue

Underground crosswalk

n3/1

Institute of Foreign Languages
RUDN University
Miklukho-Maklaya, 9

Street Miklukho-Maklaya

5

3

7к1

9

Butterfly Cafe
Miklukho-Maklaya, 11

7

11

Underground crosswalk

Street Miklukho-Maklaya

6

4

RUDN University
Miklukho-Maklaya, 6

PROGRAM / BOOK OF ABSTRACTS

CONFERENCE OPENING
PLENARY SESSION

(24.07.2019 10:00 – 11:30 Conference hall of the Faculty of Economics
RUDN University)

Piotr Sztompka – Prof. Dr. Hab., Jagiellonian University, Prof. Emeritus, Polish Academy of Sciences, Member Ordinarius, Krakow, Poland

Theme: *Contemporary University: Between the Academic and Corporate Culture.*

Marios Vryonides - Co-organizer of Conference in Moscow and President of RC04 Sociology of education, International Sociological Association, Prof. European University Cyprus, Cyprus

Theme: *Unintended consequences from the mass participation in higher education: A Global sociological perspective.*

Abstract. The rapid growth and expansion of higher education should be seen beyond ideological lenses that revolve around the discussion of neoliberalism. A realistic approach sees the expansion of higher education and mass participation as a pragmatic response to a growing market demand. There are at least two aspects of this expansion: (a) The development of a private sector in higher education and (b) the parallel development of public institutions with market conditions that usually refer to the imposition of tuition fees, which means that the cost of studies falls to the beneficiaries rather than the taxpayer.
The widening participation in higher education had been an important component of educational policy in Europe during the last decades. Higher Education is extremely important both at the societal but also at the individual level. At the societal level it builds a high quality human capital that can form the basis for high performance economic activity. At the individual level it is a necessary ingredient for securing a high-paying job and ensuring the perspective for a comfortable lifestyle and upward social mobility.
Even though the overall intention of policy makers had been to enhance countries' human capital capacity, in the end it produced two outcomes: (a) New Forms of inequalities which are not based on exclusion and (b) Brain Drain.
(a) For a long time sociological research has focused on the exclusionary mechanisms with which lower class students were excluded from higher education. In mass participation systems while more lower class students enter university, inequalities seem to arise from the unequal horizons for choice making.

(b) Brain Drain imposes a burden to reaching sustainable levels of growth if the highly educated and trained young people who could pioneer growth and high value economic activity migrate.

The expansion of higher education and mass participation should be seen both as a pragmatic response to a growing market demand but also as a commodity and a field of private investment. However, in countries where demand for higher education is growing rapidly the expansion of higher education may cause unintended consequences. Expansion policies of higher education systems do not necessarily maximize social equality prospects. Inequalities are found in the unequal patterns of choices. Overt or covert mechanisms of stratification provide sociological inquiry with an emerging field to study inequalities. These are produced by stratified social backgrounds and stratifying structures of higher education destinations, which include public/private distinctions. Moreover, when the internal labour market is not in a position to accommodate the growing number of university graduates Brain Drain will deprive source countries of high value human capital.

Miguel Nussbaum – Prof., Pontificia Universidad Catolica de Chile, Co-editor of the journal *Computers & Education*.

Theme: *Higher Order Thinking Skills and Culture*.

Abstract. The evolving reality demands for the development of new abilities. The so-called 4Cs (Communication, Collaboration, Creativity and Critical Thinking) are analyzed, and show the existence of a 5th one: Conation/Grit. We analyze how teachable these are, how learning is mediated by social/emotional knowledge, and the corresponding role of technology. The presentation concludes that we have to transform the paradigms of pedagogy, changing what we teach and how we teach.

SPECIAL METHODOLOGICAL SESSION

(24.07.2019 11:40 – 13:10 Conference Hall of the Faculty of Economics
RUDN University)

Session speaker:
Krystyna Szafraniec - full Professor associated with the Institute of Sociology at the Nicolaus Copernicus University in Toruń, Poland.
Author, co-author and the principal investigator in many research projects (national and international) devoted to social changes, young generation, education. Author of books about these issues. The member of Polish Sociological Association (PSA), European Sociological Association (ESA), the Civic Institute in Warsaw, multiple expert of the Sociological Committee of the Polish Academy of Sciences and (in 2009-2011) of the Polish government.

Theme: *Dynamic and semi-dynamic procedures in sociological studies. Theory and practice in studying social changes phenomenon*

ROUNDTABLE

**"Thematic trends in research publications
and the ethical policy of scientific journals"**

(25.07.2019 10:00 – 11:30 Conference Hall of the Faculty of Economics
RUDN University)

The conference will feature a roundtable with the chief editors of international scientific journals (Q1) indexed in the international citation databases Scopus and Web of Science:

Susan L. Robertson – Prof., Cambridge University, UK, Founding Co-Editor, and Editor-in-Chief of the journal *Globalisation, Societies and Education* (Q1)

Theme: *Founding an Inter-Disciplinary Journal to Foster and Disseminate Critical Research on Globalisation, Societies and Education*

Abstract: Globalisation, Societies and Education was launched in 2003 by myself and my founding Co-Editor, and was one amongst a wave of journals focusing specifically on the relationship between globalisation, broadly understood, societies and education. In our opening remarks we noted that globalisation was hardly a neglected topic; that it had been on the agenda of politicians and researchers since the mid-1980s as neoliberalism as a political project was being advanced in countries like Chile, the USA, UK, Australia and New Zealand. However our concern, and reflection, at the time was that globalisation tended to be viewed as a

context, and not as a complex set of dynamics in their own right leading to what James Mittelman came to describe as a condition and syndrome. Our own view at the time was that this was a dangerous state of affairs in that viewing globalisation as a context meant not looking closely at its different dimensions; the ideational projects that were changing relations within and between countries, the actors involved, the role of new institutional arrangements, the role of education and its transformation as a consequence, and what now social outcomes and subjectivities were emerging. In my presentation I will reflect on the challenges of establishing a journal that is explicitly interdisciplinary so as to create new kinds of research agendas and conversations, on the role of the editors as also stimulating new angles on education, the global and societies, and on the research papers and special issues that have been important in shifting debates forward. Our bigger challenge, given its use of English, is how to be truly global, and what the challenges are ahead in the face of emerging nationalisms.

Miguel Nussbaum – Prof., Pontificia Universidad Catolica de Chile, Chile, Editor-in-Chief of the journal *Computers and Education* (Q1)

Theme: *My experience as editor of Computers & Education*

Abstract. After 5 years of being editor of Computers & Education (rank three, out of 243 journals in the education category, with an impact factor of 5.6, for 2018), and being in charge of more than 3000 papers, I have constructed a set of guidelines, that will be shared.

Chiang Tien-Hui - Distinguished Prof., Zhengzhou University, China, International Sociological Association, Constitutional Standing Committee, the World Congress of Comparative Education Societies, Editorial Board of *Asia-Pacific Journal of Teacher Education* (Q1), *International Journal of Educational Research* (Q2), Senior Editor, Cogent Education

Theme: *The ethical code of reviewers*

Abstract. In the context of neoliberal government, public managerialism has been viewed as a panacea for improving the efficiency of the public sector so that the logic of entrepreneurialism becomes the new creed for running the higher education market. This logic comes to legitimize the idea of performativity that ushers researchers to be productive in terms of academic outputs. Accordingly, journal articles are viewed as the yardstick for auditing their contributions to organizational development. However, this phenomenon provokes at least two core problems, namely poor quality and plagiarism, which could be possibly reduced by an excellent review policy that has been implemented by academic journals. As the reviewer

functions as the gatekeeper of exercising this policy, the ethical code of reviewers could secure the referees to comply with their professional obligation stipulated by the review policy. While the ethical code covers many aspects, this panel would like to shed some light on three interrelated themes associated with reviewers. More specifically, professional ability allows them to identify the quality of manuscripts. Personal commitment facilitates them to generate constructive comments on manuscripts. Integrity can prevent them from abusing review authority.

Elsa Huertas Barros - Lecturer, University of Westminster, UK, Editorial Board of the journal *Interpreter and Translator Trainer* (Q1)

Theme: *Publishing in T&I indexed journals: understanding the process*

Abstract. Publishing in peer-reviewed journals is a fundamental aspect of every researcher's career and plays a key role for promotion and tenure purposes. This presentation will focus on some of the main challenges faced by authors and journal editors in the current research landscape. The presentation will start with an overview of thematic trends in research publications in T&I indexed journals, including indicators of quality of research. Focusing on the code of practice followed by The Interpreter and Translator Trainer, the second part will address some of the main ethical issues facing authors, peer reviewers and journal editors and their role in the publishing process. These issues include authorship, plagiarism and self-plagiarism, citations, declaration of interests, upholding standards, and codes of practice to ensure the integrity of scholarly literature and an ethical research environment.

SESSION 1

EVALUATION METHODS AND VISUAL APPROACHES IN EDUCATIONAL SETTINGS

(25.07.2019 12:00 – 13:30, aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University)

Session Organizer:
Luc Pauwels, University of Antwerp (UA), Belgium

Luc Pauwels, University of Antwerp (UA), Antwerp, Belgium,
luc.pauwels@uantwerpen.be

Designing, Coaching and Evaluating Students' Visual Projects in Sociology

Abstract. This presentation focuses on the use of visual methods by students in the social sciences of the University of Antwerp as part of the 'visual sociology and anthropology' class, the 'visual studies' seminar or their Master thesis project.

First some context is provided about the educational background of the students and about the broader set up of the distinct program elements. Then the path is drawn from introducing the students in the theory, methodology and practice of visual sociology with a short presentation of the selection of materials that is being used. The project design stage then involves an iterative process whereby students choose a subject with a significant visual dimension, formulate a hypothesis or a problem, develop plans to operationalize the research questions into visual indicators and select an appropriate combination of methods.

Through designing, executing and presenting their own visual project(s) students gradually develop a new sensitivity for the visual aspects of society and learn to appreciate the ways in which such methods can also provide access to immaterial treats (values, norms, expectations) of cultures. A hands-on experience in visualizing, interpreting and using the visual provides a useful complement to the more passive ways of learning about the visual aspects of society and the analytical methods to decode its artefacts and its behaviours. Based on experiences with coaching over 300 projects, the presentation will discuss some typical problems students tend to struggle with in setting up, executing and presenting their projects.

The core part of the presentation consists of a detailed analysis of a selection of 'noteworthy' student projects that will elaborate and illustrate the above made points and observations. 'Noteworthy' in terms of one or several of the following evaluation criteria: theoretical underpinning, quality of the visual material (e.g. projective potentiality, data richness…), social relevance, rapport building, the generation of new research questions, the integrated presentation of visual and verbal material.

But the presentation will also highlight the extraordinary research contributions some of the students manage to come up with after such very concise and basic introduction and it will also focus on the broader benefits of using visual methods in an educational setting.

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Evaluation Culture in Organizational Change of Schooling

Abstract. Niklas Luhmann speaks for communications as constitutive for social systems, and operationalizes culture as variety of systemic self-descriptions, conditioned by the structural embedding of the observing system. Viewing social systems as closed in terms of their regulation and operations, which are communications and nothing else, makes it possible to define limits for educational interactions. Communication, however, requires unity of three selections: information, utterance and understanding. Societal communication of education and schooling observes problems and available functional resolutions in reference to the notion of 'life course'.
To enable various system references to be distinguished, Luhmann called the 1) observation of the overall system = function, 2) the observation of other systems =performance, and 3) the self-observation of a system = reflection. Thus, the three logical possibilities for observing education in particular are: (1) The system observes its societal function in forming human minds and the related code of communication. The code of transmittable/not transmittable of contents of education and schooling has led to specification in terms of credentialing schooling, coded (graded examinations) to communicate and observe in terms of better/worse. (2) The performances (e.g., hard and soft skills) are observed in relation to other subsystems or in relation to changes of students' minds (development). (3) The reflection uses reflection theory, i.e. pedagogical theorizing, and special semantics of process reflexivity to deal with pedagogical interactions as well as with making organizational decisions on education and schooling.
Our claim is that the evaluation culture of education and schooling deals with intensification of self-descriptions and external descriptions. The latter means that educational communication's performance, in formative or summative terms, is also observed and described by other subsystems (e.g. politics, law, economy, science, religion), and by the external environment of the learning minds. Expanding evaluation establishment offers structural couplings between education system and other function systems, psychic system included. We argue for a

fruitful systems theoretical way to conceptualize the emerging evaluation culture, in the framework of studies of organizational changes of schooling.

Firstly, we describe the developments in educational evaluation establishment in Finland. This was a switch from inspection culture to evaluation culture. Introducing a national model for curricular and thematic assessments was to ensure equality in different parts of the country. In the Finnish evaluation framework (1999), the sample-based assessment has been an essential component. European Union common indicators, including learning to learn as a part of educational attainments, was taken into account. Secondly, we focus on information offered by educational credentials, and concerns of their comparability in the wave of PISA, Key Competencies and 21st Century Skills discussion. The empirical issue considers assessing these as added-value measures in relation to the information offered in discipline based graded credentials. The latter are essential information in transitions within educational systems. In form of structural couplings, they also perform as information offer for interpretation of other sub-systems. To increase nationwide trust on such information, Finnish evaluation establishment has found international assessments like PISA, as well as EU indicators, useful. Learning to learn is presently a part of the transversal competencies of the Finnish National Core Curriculum for Basic Education as well as one of the Key Competencies of EU. Thirdly, we analyze some practical outcomes of extended assessment and expanded basis of evaluation in Finland. Finally, we consider Luhmannian working model's suggestion that general-domain competences like 'learning to learn' are expressions of the substituting the historically preceding notion of general education (e.g. Bildung in German) by novel "contingency formula" which emphasizes capability of knowing (i.e., competencies) instead of pre-structured knowledge contents.

Keywords: Systems theory, education system, evaluation culture, learning to learn, information of credentials

Tatyana S. Kienko, Southern Federal University, Rostov-on-Don, Russia, tatyanakienko@mail.ru

"Rostov Arena" Stadium: Revival of the Sociocultural through the Audiovisual and Influence of Education on the Perception of Urban Space.

Abstract. Audiovisual environment is a form of sociocultural space. It represents social reality which is constructed through everyday communication. In spite of the fact that ontological status and communicative nature of social reality is generally recognized by sociologists, the hypothesis mentioned above remains debatable. *This paper analyzes audiovisual environment as a "living" sociocultural space in the framework of modern urbanism.*
In this study the author considers audiovisual environment of a large sports stadium in Rostov-on-Don (Russia) – "Rostov Arena", and describes the practices of reading and interpreting its audiovisual content. The study aims at

answering the question of how audiovisual environment channels physical and sociocultural movement of an individual or a group of people by means of its spatial and symbolic properties. The study also addresses the questions of how everyday communication reveals and constructs sociocultural meanings of audiovisual dimension, and how social stereotypes, mental maps, thematic frames, and socio-stratification characteristics overlap with what we hear and what we see.

Audiovisual environment of a modern city is seen as a "living" sociocultural space which is being constructed through communication processes. In our research we rely on the concepts of social constructivism (Berger, P., Luckmann, T.), the theory of "social production of space" (Lefebvre, H.), the methodology in the framework of sociology of space (Law, J.; Filippov, A.F.), visual sociology (Sztompka, P.; Sturken, M., Cartwright, L.; Rose, G.), audiovisual research (Yang W. & Kang J.; You, J., Lee, P.J. & Jeon, J.Y.; Ismail, M.R.; Hong, J.Y. & Jeon, J.Y.), semiotics of the "audiovisual text" (Barthes, R.). Our study is based on a broad understanding of communication as interpreted by N. Luhmann, modern theories of mediatization (Nim, E.G.), the theories of "a media city" (McLuhan, M.), "relational space", the concept of a city as a "media-architecture complex" (McQuire, S.). We analyze the revival of the audiovisual recognizing that social and cultural spaces are inseparable (Saraf, M.Ya.), relying on the context of discourse and thematic frames (Goffman, E.; Yadov, V.A.; Vakhshtayn, V.S.), actor-network and institutions-network theories (Latour, B.; Castells, M.; Maltseva, D.V., Romanovsky, N.V.). This enables us to study the dynamics and multi-way fulfillment of the potential of audiovisual environment, to look at how its meanings are created, decoded, conveyed and transformed.

The example of "Rostov Arena" visitors illustrates the ways of perception, communication and interpretation of audiovisual information typical of a modern city dweller. It is a social behavior pattern of a modern man, who lives in a sociocultural space of a modern city overfilled with audiovisual objects and environments. His perceptions and interpretations are superficial, stereotypical, unoriginal and often lack reflection. A contemporary city dweller tends to focus his attention on the "first-line", "foreground" objects and events discarding all the rest as insignificant "background noise". A modern man living in a big city adopts a multilevel network-like arrangement of both physical and social time and space in the spirit of actor-network theory (Latour, B.) or institutional-network approach (Castells, M.). Physical movement in one social time and space (in everyday reality) is parallel to and synchronic with the location in other temporal and spatial dimensions. The analysis of how a city dweller decodes and interprets audiovisual environment of a big city or a large urban object suggests a metaphorical analogy with "a man on the metro": the outside world doesn't exist, it can be neither heard nor seen, "the second reality" seems to replace "the first". Walking or driving along real streets and squares we neither see nor hear the reality itself.

Keywords: "Rostov Arena" stadium; audiovisual environment; sociocultural space

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Analyzing School Visual Messages to Understand the Effect of Multi Culturalism in Greek High Schools

Abstract. Visual methods are often marginalized in educational research and have not been employed to collect information about the co-existence of multiple cultures in schools and their influence on the students, teachers and the responding community. The aim of this presentation is to use visual methods for understanding the culture of schools and how images/visual messages formal or informal are perceived, processed by high school students in Greece and the extend of intergrading and acknowledging diversity of the examined school units. It reports on a participative research project in four secondary schools in Greece from distinctively different cultural and economic backgrounds. The strategy of research applied in this study is grounded theory and the qualitative methods of research are: structured interviews (4 interviews done and transcribed during one month), scaled questionnaires were distributed (80 done during one month and transcribed) and photography (800 photos done during one month and described) and repeated visits in schools. There were at least 80 students involved at the project during one month. Moreover this presentation draws on content analysis as a systematic, rigorous approach to analyzing documents/visual messages obtained or generated in the course of research. Finally the presentation will conclude that these approaches provide a comprehensive view of how visual images are produced and interpreted, and of what their potential social consequences may be. The use of visual methods is not without challenges however. Securing ethics approval and school participation along with problems with camera retrieval and protecting participant agency were some difficulties encountered in the current study. For those wishing to pursue less conventional research methodologies in educational settings, this presentation will also highlight potential benefits and struggles
Keywords: visual signs, content analysis, multiculturalism, cultural analysis

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Education for Future with Digital Tehnologies

Abstract. Digital society is the result of the invention of computers and the creation of the Internet. Thanks to it were created new opportunity for communication and receiving information. People can find data of many scientific

achievements and cultural particular qualities now. Thanks to it people changed their attitude to education. The modern world is undergoing rapid transformation, dramatically changing the socio-economic structures and lifestyles of people.

Mankind has been approached to own cognitive limits through technological and social development. Modern life requires widespread using of information and telecommunication systems and computers. It requires quality education for real results too. But quality of education is falling.

Cognitive limits are a definite condition of contemporary culture. The information and knowledge dimension has irrepressible and uncontrolled grow and characterizes on one hand civilization itself and on the other hand every individual sphere of knowledge. On the one hand there is an illusion that information is easy to find on the Internet, but on the other hand in this case the necessary information and knowledge volume for effective action can not be obtain, understand and used. This limit can became as well serious obstacle for the civilization development, as resource limitations such as mineral resources, pure water and fresh air. Overcoming this barrier is largely due to the revision of form and content of education with wide using interdisciplinary approach and digital technologies.

Prior to the beginning of the XXI century, the basic form of education was based on traditions of antiquity. This tradition goes back to Euclid.

Philosophy was the most popular scientific tradition in antiquity. Philosophers of ancient Greece were mathematicians mostly. We can prove this idea by mentioning Pythagoras, Democritus and of course Plato himself. Mathematical way of thinking about the world quantitative characteristics developed in the philosophy field.

Now the importance of mathematics is increasing. It is necessary to calculate the resources to determine the necessary actions.

Social development very hardly depends of existent educational system. Education is a base for technological evolution that creates new opportunity for a society and its development. Social development very close connects with evolution of technologies also. It is creating base for economical development.

When mankind began using any technologies for the main purpose of education was creating elites. But technologies come to appeared not only technological elite, but some new ways for social life too. Thanks to digital opportunities now more and more people have new ways for education. That's why education is making life for all the people –not for elite better.

The waves of World economical development were described by Russian economist Nicolay Dmitrievich Kondratyev. They are connecting with technological modes and educational patterns creating new opportunities for designing new technologies and the Social development. As result of this connection we can definite a new technological mode for every economical wave. New technologies demand new types of education.

The using of digital technologies allows adding various forms of information for learning and adding different practices to consolidate the material. Digital technologies are giving the opportunity of the development of the education around the entire World.

The more difficult life is required the more training for new technologies and opportunities. Network communications gives a good role in bringing together more and more professional communities, with more than 64 % of the participants being between 21 and 35 years of age.

Thanks to digital technologies market is increases for educational practice. Many people offer educational services over the Internet and their quantity are growing every year.

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Relationship between an individual and community

Abstract. The relation of the individual Jew to the community and to the world at large has been occupying the minds of thinkers throughout the ages, from biblical to modern times. Over the centuries Jews have been variously referred to as a congregation, a nation, children of Israel or even a kingdom, all implying a connection among people. A sense of community, that always has been the defining characteristic of the Jewish identity, can be translated into a distinctive concept, which describes the feeling of belonging and commitment to the Jewish people and which serves as the primary organizing structure of Jewish life.

In mainstream understanding community is "a group of people living in the same place or having a particular characteristic in common". The Oxford Dictionary of English offers several specifications to this definition, including: 1.4 "the people of a district or country considered collectively, especially in the context of social values and responsibilities; society." (The Oxford Dictionary of English, 2016). The Jewish community can be determined through adding the number of its distinctive features to the above-mentioned notion. Some distinguished attributes can be found in this Talmudic statement: "A talmid haham [Torah scholar] is not allowed to live in a city that does not have these 10 things: a beit din that metes out punishments; a tzedakah fund that is collected by two people and distributed by three; a synagogue; a bath house; a bathroom; a doctor; a craftsperson; a blood-letter; (some versions add: a butcher); and a teacher of children" (Sanhedrin 17b). Thus, the concept of community means that it must provide for all spiritual and physical needs of its members. Contemporary authors refer to elaboration of philosophical views on the nature of social relationships and give opinions of two Enlightenment philosophers John Locke and Thomas Hobbes. Locke estimates a human being as a rational creature, and the social contract is thus intended to maximize what people can do together. Hobbes regards a human being as vulnerable essence therefore, the social contract is intended to protect the self.

Modern authors contrast their opinions with the Jewish tradition, where a human being is viewed as created "in the image of God", thence the community's mission is to allow people to fulfill mitzvot – obligations, which in its turn is intended to perfecting the human being and the world. The members of Jewish community are constantly reminded of their covenantal relationship with God and each other, so the essence of social relationship is the responsibility to respond, which, as Rabbi David Wolpe notes, is "the spine of Judaism".

Referring to the Torah, every Jew is commanded to participate in communal affairs and should respond to this demand with enthusiasm. They urge not to invest all of one's efforts into business activities aimed at gaining wealth, but to spare some time for daily studying on individual and family levels. Such pursuit of knowledge, peculiar to the Jewish tradition and passed from generation to generation, results in appreciation of the invisible treasures of the mind, which is beneficial in multiple directions for: 1) the individual, as an opportunity to have an intellectually satisfying life; 2) the family, as a contribution to a warm and stimulating ambience; 3) the community, as an inspiration and enhancement of its total erudition. The view of the relationship between an individual and community is constantly evolving, and scholars are now approaching the issue of strong commitment to self-determination and individual freedom vs obedience to the Law within the historically covenanted community. Jewish thought seeks to achieve a balance between the needs of the individual and those of the community.

Keywords: Jewish communal life concept, autonomy, mitzvot as "the spine of Judaism"

SESSION 2

RELIGION IN CONTEMPORARY EDUCATION: INTERCULTURAL COMMUNICATION AND SOCIAL REFLECTION

(24.07.2019 15:00 – 16:30, aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN University)

Session Organizer: Sergey D. Lebedev, Belgorod State National Research University, Russia

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Orthodox culture in modern Russian education: to the problem of cultural reflection

Abstract. The article presents a theoretical and methodological approach to the analysis of the practice of teaching / studying knowledge about religion from the

standpoint of cultural reflection. The article main part structure and content are aligned in accordance with three methodological principles: the coherence of the systems "Society - Education" by E. Durkheim, the sociocultural principle by P.A. Sorokin and the principle of unity and complementarity of function and context. A consistent analysis of the main aspects for the reflection of religion in Russian society and education results in a comprehensive description of the corresponding problem for subsequent empirical analysis.

Religion reflection in education is the understanding of the religious phenomena and processes in terms of functions, goals and the objectives of education. It has complex and potentially controversial character due to the diffusion of the education institutional contexts and other social institutions: faiths, families, the media, etc. The field of their intersection and potential conflict of values / interpretations is the consciousness of the education target subject - the student. The quality of his final reflective correlation between the different versions of religion understanding determines the achievement or non-achievement the educational goals and tasks in terms of its study. In terms of Niklas Luhmann, representations that provide self-referencing and external reference of subjects and practices, and their most profound, universal and sustainable part related to the cultural patterns, can provide the key to the understanding and, based on it, resolving the potential and real conflict situations in this area.

The analytical model proposed for the describing and solving the problem of the religion reflection in the modern Russian education involves three dimensions: the axis "social subject - social structure - semantic pattern"; the axis "function - context"; the axis of "society - education." This approach allows "unravel" the problem node, which is presented as a series of several contradictions.

The subjects in the society take different mindsets / reflective attitudes regarding to the religion, which may not fit into the frame of the dominant reflection program. This creates a dysfunctional potential for interactions in the field of a religious situation. Accordingly, the education subjects form and express the various orders for the evaluation / interpretation of the religion in education, both in terms of its quantitative presence in the educational communication, and in the qualitative part of the teaching content. At the same time, a number of requests and expected educational results go beyond the proposed reflective frame. The quantitative and qualitative parameters of such a discrepancy still remain largely uncertain.

There is a tension between the political-ideological and objective-scientific intentions of the religion reflection in the structural-institutional relations in the society. In the field of education, it is expressed through the latent or explicit conflict between the teaching (principle of science) and educational (principle of cultural conformity) functions of education, which is complemented by the contradiction between the particular nature of the corresponding educational segment and the large-scale tasks assigned to it.

In the cultural and semantic terms, the initial contradiction is between the religious and secular ideological meanings and values - it is emphasized by the contradiction

between the asymmetry of the cultures representation in the society in favor of the secular culture (interpretive modus) and the active revitalization of religion (broadcast modus). The secular culture is not always capable to interpret the religious meanings authentically; at the same time, it generates various, including opposite in content, assessments / interpretations of the religious realities. In the field of education, this contradiction takes the form of a probabilistic conflict between the pro- and counter-religious patterns of evaluation / interpretation of religion in a secular cultural perception matrix, which vary in both the subject and the object plans of reflection.

Keywords: Russian education, religion in education, reflection of religion, cultural reflection, Orthodox culture

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From a "society of scholars" to a credential society? The perceptions of Ultra-Orthodox students in Israel, regarding higher education and its influence on work and family - a gender perspective

Abstract. Higher education, the heart of the credential race, is a threatening challenge for ultra-orthodox students. For these students, who live in sectarian religious communities, higher education is viewed with suspicion, as it is associated with forces of destructive potential for their community and identity. Quite strangely, despite a growing corpus of research on highly religious students pursuing higher education, very little is known about their motivation and experiences and about the policies adopted by academic institutions to cater for their needs.

In this paper, we present findings from a study conducted among Ultra-Orthodox students at an academic college at the center of Israel. The fieldwork was conducted during 2016 and consists of interviews with 132 students, 77 women (58,3 %) and 55 men (41,7 %). Findings presented here highlight the perceptions of these students, regarding higher education and its influence on work and family. The students come from "a community of scholars" *(Hevrat Lomdim)*, where most men devote their lives to the study of the sacred texts, while women are entrusted with the dual role of caring for the home and supporting the family. However, due to increasing levels of poverty, they are also part of a growing flux of Ultra-Orthodox Israelis, who pursue academic degrees in order to join the labor force.

Our data show that Ultra-Orthodox students, both women and men, pursue higher education mostly for economic purposes, i.e. in order to support their family, together with intrinsic motives such as self-fulfillment and intellectual curiosity. However, gender differences were found in students' perceptions of the contribution of their academic study to integration into the labor market. It was found that Haredi women more than men perceive academic studies as a path that

will contribute to their integration into the labor market. These findings reflect the growing impact of credentialism among *Haredi* women.

After analyzing the implications these findings may have for the students, the *Haredi* community and educational policies in Israel, we refer, in our conclusion, to the impact credentialism has on religious communities in the "Global Village".

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Religious Values and Student Population

Abstract. Values – as universal and relatively lasting orientations speak about objectives that individuals or groups deem appropriate and whose achievement they are inclined to. Values may refer to the sensible goals of individual life, but also to the more universal social values and objectives that individuals consider appropriate and which achievement they are endorsing. An important determinant of the term "value" refers to the idea of the worthy, which means that it is not enough to know what an individual is inclined to, but also whether he deems appropriate and worthy whatever it is he is inclined towards. Acquired values give shape to a way of life and indicate to the means of meeting the needs.

Values are not simply a matter of "taste" or an absolutely autonomous choice of an individual, they are rather socially determined; Certain values are variable, characteristic of certain historical epochs, but there are values that are characteristic of the society and culture of all times and therefore have the character of permanent or universal. By passing on the chosen value systems to each new generation, the societies strive to provide an unobstructed process of the entire social and cultural self-reproduction. The values are acquired during social learning under the influence of various socialization agents. The presence of a certain value system and its intensity within a given time interval, speak of the spirit of that time, and the comparative findings obtained at different times make it possible to determine the influence the current social circumstances have on the formation and changing of values. Knowing to what extent religious values influence the formation of value systems of the teacher education faculties' students is very important because they are the ones that will in the quick change of the generations take part in achieving one of the most important tasks of institutionalized education – molding of an *appropriate* personality of new generations. An empirical research was conducted on the so-called random sample of central Serbia's teacher education faculties student population in aim of establishing whether religious values are and if so, to what extent part of the reference value framework of future teachers.

The student population is exposed to various factors that influence the formation of their value systems and behavioral patterns. The behavioral patterns acquired through the process of primary socialization within the family, in which the influence of family environment is decisive in their formation, are in subsequent

phases of socialization exposed to the influence of other factors, such as peers, mass culture, the media, as well as religion. Exposed to this conglomerate of influences, individuals and various groups, such as and including the students, chose their lifestyle and form their behavioral patterns. Affinity and antagonism towards someone or something are defined by the *values* that are embedded in those patterns.

The intention of this research is to determine the existence of religious values in one part of the students of the Teacher Education Faculties.

As a research technique a descriptive and analytical method and survey was used in this research. The research included the second-year students of the Teacher Education Faculties in central Serbia (149 students).

The main findings of the research have shown the following: (a) that it is possible to speak of unequal acceptance of different religious values within the surveyed student population; (b) that a group of religious rules, which regulates relationships among people in the social community, is deeply respected within the surveyed population, while the regulatory influence of the rules that directly relate to their relationship to divine authority are smaller accepted from a significantly smaller number of students.

Keywords: Values, Religion, student population, socialization, religious behaviour

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Gender identity and family values in Russian *spiritual and moral education* textbooks

Abstract. Teaching religion in post-Soviet Russia public schools is implemented in a number of compulsory and optional school subjects united under the name of spiritual and moral education and based on the so called national traditional values, such as patriotism, traditional religions, family and so on. I analyze spiritual and moral education as conducive to creating a very specific state ideology, which can be characterized as neotraditionalist, the main components of which are great-power ambitions, ethno-nationalism and Russian Orthodoxy. I draw special attention to the problem of patriarchy, family, and gender roles as important components of the ideology of neotraditionalism. The objective of the article is to show how the ideological principles of neotraditionalism are embodied in methodological materials and textbooks used in the religion-related courses and what types of identities – civic, religious, and gender – they construct.

In accordance with the "Concept of Spiritual and Moral Education," family is one of the main national values.

In the narrative of family, emphasis is placed on patriarchy and traditional family roles: "The husband is the head of the family," "the wife is the husband's help," "for the sake of the family you need to forgive everything". The "holy families" –

patrons of family and marriage Saints Peter and Fevronia and the family of the last Russian Tsar Nicholas II – exemplify the ideal traditional Orthodox family.

The course of "Moral foundations of family life" (MFFL) has been proposed in 2011. It is considered secular, although written by the nun (Nina Krygina) and the priest (Dmitry Moiseyev), and therefore suitable for teaching all schoolchildren, regardless of their religious affiliation. The course is fully devoted to the Orthodox family, while only two pages from the two-volume textbook are given over to family traditions in Islam and Judaism.

The authors pay great attention to the description of masculine and feminine qualities, which, they believe, are inherent in men and women and manifest themselves in early childhood. The authors claim that the need to be a mother lies in "the female nature." The idea of gender equality, under the influence of which young men become irresponsible and girls turn into careerists, is perceived as a significant threat to the welfare of the modern family.

On the whole, the course is intended to prepare pupils for the creation of a "strong, monogamous, large, economically independent, sober, socially active, culturally traditional, and faithful family". The authors see a direct link between strengthening the family and consolidating the State. Demography becomes a matter of national security, since "Russia is on the verge of a demographic catastrophe: There is a real danger of the loss of human resources to ensure the country's defense capability and the production of material goods".

Thus, the images of ideal family men and women are intended to complete the neotraditionalist ideal of patriot and religious believer. As Lynn Davies notes in *Gender, religion and education in a chaotic postmodern world*, religious narratives may become the most powerful way of communicating patriarchy: "Across nearly all religions, when narratives become gendered, the ideal woman is a loyal and obedient wife and the chief homemaker." She points out that the infrastructures of the patriarchal order can adapt to modern social conditions. Thus, this is how "neopatriarchalism develops, a modern patriarchalism that is taking shape between traditionalism and modernity" (Davies, 2013: 367).

School programs in Western countries have encountered problems with implementing modernist approaches in religious education, in particular, the difficulty of avoiding gender essentialism, which underpins the patriarchal order. Russia, in its turn, has adopted the opposite strategy: It is trying to use the patriarchal potential of religious traditions to form a neotraditionalist identity.

Keywords: spiritual and moral education, teaching religion, de-secularization, neotraditionalism

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Religious Social Work: Experience of Reflecting New Realities in the Teaching Process

Abstract. Higher education in modern Russia is becoming a space of contact between secular and religious worldviews. The secular nature of education at a classical university does not diminish the opportunity to discuss religious processes and to have one's own point of view about them, both for the teacher and the student.

This research presents an analysis of the case study of the development and implementation of the course "Religious Social Work" in the framework of "Social Work" (Bachelor's degree) at the Lobachevsky National Research State University of Nizhny Novgorod in the period from 2009 to 2019.

During the period from 1991 to the present day the social work of religious organizations has passed a huge way of development in our country, from the beginnings of social service to professional activity, performance of the state order to provide social services to the population.

At the same time, the analysis of curricula and training materials of various Russian universities shows that this phenomenon, which is new for the country, is not yet fully reflected in the educational process at different levels of secondary and higher education. Cases of inclusion of such subject in the educational program are rare and, as a rule, it is possible for confessional-oriented universities or universities that have the right to develop educational standards (including federal and national research universities).

The author's course "Religious Social Work" was developed in 2009, and for 10 years now I have been conducting it as part of the preparation of Bachelors of Social Work for students of 3d year study. During this time, more than 200 students have attended the course (mandatory), more than 80 % of them women. The course is designed in the form of research to answer the question - is the social activity of religious organizations in the provision of social services professional social work? We use different theoretical approaches and define the professional component of such work in different practical cases.

Throughout this period, from 2009 to the present, as part of the course, I have followed all the trends in the development of the professional social work of religious organizations in Russia and around the world, including an analysis of emerging new regulations, practices, and opportunities for cooperation with government agencies and secular social institutions. At the same time, these 10 years have been the period of a series of sociological studies aimed at studying the phenomenon of confessional social work and the attitudes of secular social work specialists, the academic community, the general public and students.

As a result of the research, the following complex should be presented: a questionnaire survey of the population of Nizhny Novgorod on expectations from

social services of religious organizations (2013-14, N = 1992); (quasi) an expert survey of social work specialists of public and budgetary social service institutions of Nizhny Novgorod and the Nizhny Novgorod region (2016, N = 53; a semi-structured interview, the average duration of which is about 1 hour); included monitoring of the teaching process and an annual survey of students on the value of the course; analysis of scientific materials on the topic (2008-2019).

The results of the study indicate positive expectations of the population of Nizhny Novgorod from social services provided by religious organizations (assuming that they are better suited to the most difficult life situations - palliative care, alcoholism and drug addiction, rehabilitation of prisoners, as well as confessional specialists and the services themselves give soul and spirituality). Secular specialists from social service institutions talk about the need for knowledge and skills to work with faith-based clients who require religious sensitization.

Keywords: Religion, religious social work, sociological research, discipline, higher education

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Innovations in the Institutions of Religious Education

Abstract: Modern globalized education influenced Russian national education and triggered its reorganization, which in turn influenced other public institutions such as Orthodox Church. Religious background has been influencing Russian humanitarian education despite of Soviet anti-Church campaign. At the turn of 20th-21st centuries, Russian theological education demonstrates even higher quality after Soviet and Imperial periods. Soon after the Socialist Revolution in 1917, the state became secular. As result, Soviet government seized to recognize the education mechanisms of Russian Orthodox Church as a whole. Student of academy or seminary of the Church would graduate with diploma, but such a diploma would be recognized in the Church environment only. The Church raised the problem of accreditation of its religious education institutions in early 90s.

We believe it is important to analyze the way Orthodox education incorporates into modern Russian education. As a big picture, two approaches apply: A). newly established theological institutions comply with Federal regulations, while applying custom features in order to align with Church ways, as long as the two regulatory frameworks remain consistent, B). Federal accreditation of theological institutions effective since 2008. Recently, authorization process brought a visible outcome: in 2016, Moscow Theological Seminary accredited after 5 years of preparations.

One of the most important questions facing the Institute of professional religious education in the 21st century is whether a modern higher spiritual school is capable of forming a person with a bright and creative theological attitude to society and to

the life of the Church. When discussing the importance of state accreditation of higher religious institutions of professional religious education, it should be emphasized that as a result of many historical events of the 20th century, there is a big gap between the Church and society. If spiritual schools don't receive accreditation, the existing discrepancy will only increase. At the same time, we are talking not only about the level of education, but also about the process of incorporating religious education into the single educational space of modern Russian society, as well as about the constant joint dialogue with society.

We cannot go to ghettos, we cannot isolate ourselves from society. The Church exists for people, so it must sanctify society. It should call people to salvation, to keep the commandments of Christ, this is its mission. The Church is not obliged to agree with society in everything, but it should not lose touch with it. We are in favour of dialogue. This is especially important for the social Institute of professional religious education, which operates in the multi-ethnic and multi-religious regions of our country, where dialogue with society and other religious denominations is of particular importance for all social groups, the state and the Church as a whole.

The reform of spiritual education has been the Central theme of the annual International Christmas educational readings for many years. Historically, the circumstances of the life of the Church in the 20th century clearly show that the scientific quality of theology is directly related to theological, namely - religious education and spiritual enlightenment. Religious education has become an integral and essential part of the Church's mission in the modern world community.

Theological education in Russia has always been set on a mission of moral development of the nation. Nowadays, key topic for research is positive influence of Russian theological education on one's morality through theological perception of national society and its everyday life. In this regard, special attention required to maintain a balance of innovations and traditions of the theological institutions. Either approach to the incorporation proved to have its advantages and drawbacks. Recently, both approaches efficiently apply on the national scale.

SESSION 3

INTERNATIONAL EDUCATION AND MIGRATION

(25.07.2019 12:00 – 13:30, aud. 556, Bldg. № 4, Institute of Foreign Languages RUDN University)

Session Organizer: Yingyi Ma, Syracuse University, USA

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International Education in Russia: Key Issues of Student Migration

Abstract. Russia is actively involved in the process of international education. The number of international students in Russia is increasing, and in 2016/2017, it was almost 230,000. In this context, researching the international education and student migration has scientific and practical importance. **The purpose of the study** was to find out the main barriers for international education in Russia as well as to identify the key problems international students face in Russia. The **main research methods** were the analysis of statistical data and data of previous studies on student migration in Russia. In addition, to identify the main problems of international students studying in Russia, survey of 100 international students from various universities in Russia was conducted (45male and 55 female respondents). The majority of respondents were from the following countries: Uzbekistan (N=16), Kazakhstan (N=15), Moldova (N=6), People's Republic of China (N=5) and Tajikistan (N=5). **The findings** show that there are a lot of barriers to the development of international education, and researchers highlight bureaucracy, too complicate process of quality assessment and university accreditation etc. Some scholars believe that Russia has entered the process of international education without fully taking into account the specifics of Russian higher education, and without conducting a deep analysis of the consequences of the transition to international principles of academic mobility. Analysis of the results of the survey of foreign students studying in Russia revealed key patterns of educational migration and the main problems faced by international students. Firstly, in contrast to academic mobility in Western European universities, international students come to Russia for a full-time program, and the number of foreign students visiting one or two semesters is very low. A significant part of international students have poor skills of the Russian language; sometimes even students of Russian-language programs demonstrate only basic Russian. Russian language is a significant obstacle to including of students in the processes of

academic exchange, and the insufficient level of Russian skills reduces the quality of education for those who study in Russia. Of course, there is every reason to assume that most international students have difficulties not only in study process, but also in everyday communication. At the same time a lot of international students studying in Russia do not speak English. One of the problems identified by international students is that in Russian universities, the practice of orientation week is not widespread, although the international students need in such kind support. Many students noticed that the process of granting academic visas is rather complicated and takes a lot of time, beside that there is a problem to get long-stay visa for relatives (spouse and children) of international students. According to survey, in some Russian regions there is a serious problem related to living conditions in dormitories. Also some international students have mentioned about follow problems of staying and studying in Russia: adaptation to climatic conditions, depression, difficulties in finding housing, poor environmental situation, loneliness, refusal of financial assistance to international students with disabilities, insufficient work of education department of university. The recommendations related improving situations were also discussed with international students. There is demand to developing online services, to facilitating visa services. The living conditions in dormitories need a special attention of regional and universities authorities. Among the most urgent measures for the further development of international education in Russia there are the promotion of the study of the Russian language abroad before coming in Russia and the development of social support system for international students in Russia.
Keywords: international education, international students, problems, Russia

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Translanguaging as an Emergent Practice and Pedagogy at Multicultural and Multilingual Universities

Abstract. The global mobility has reached the stage that sociologist S. Vertovec called 'super-diversity'. World universities striving to internationalize become sites with an increased cultural and linguistic complexity. Such universities are spaces where a complex multilayered social interaction between people with different cultural context takes place. There, as sociolinguists N. Flores and M. Lewis argue, forms of mixed multilingualism emerge. Universities engage with this super-diverse environment differently. Some universities acknowledge and integrate forms of a flexible multilingualism such as trans- and polylanguaging into their policies and practices. Other universities observe shifts in language use without reflecting upon them. The objective of this paper is to study how accidental practices of translanguaging, which emerge in multilingual classrooms, as compared with deliberately introduced pedagogy of translanguaging, effect students' motivation and their belonging to learning. As M. Kalantzis and B. Cope

put it, belonging is the most important condition for learning. To learn meaningfully, students have to feel that a certain type of learning is for them, that learning content is in their zone of proximal development, and that the learning space is comfortable. Researchers, who support translanguaging practices as pedagogy for multilingual education, argue that their use increases students' sense of belonging to learning by affecting their identities. This study suggests that deliberate practice of translanguaging increases students' sense of belonging, yet its emerging use may result in demotivation for learning. Observation of translanguaging practices took place at Roskilde University (RUC) in Denmark and at Ural Federal University (UrFU) in Russia. The main data for this study are the opinions of local lecturers and local and international students of the two universities expressed and recorded during semi-structured interviews. At RUC, translanguaging is the pedagogy used in the Language Profiles Program, and at UrFU it is used occasionally during English-medium classes of the Russian Area Studies Master's Degree course. Both programs under investigation are not part of the language education. The RUC program is a supplementary class for undergraduate students of humanities and social sciences. It aims at developing cultural and language skills of Danish students who studied other foreign languages along with English at school. Often, international students join the program as well. The students taking the Language Profiles program develop bridge-building skills, since the bridge-building competence is mentioned in the RUC strategy of internationalization. Translanguaging is used as the course methodology, which aims at developing students' interactional and social goals. At UrFU, translanguaging emerges spontaneously when students initiate its use during in-group discussions. The teacher switches between Russian and English, as she thinks that this is the way to facilitate learning for the students with insufficient command of English. Students react to the use of translanguaging differently: in the case where there was no formal introduction of translnaguaging, some were in favour of it, while others were not. On the other hand, when translanguaging was systematic and the part of pedagogy, students responded affirmatively. Students recognized that translanguaging as a method of learning contributed to their personal and cultural transformation and the development of their bridge-building competence. Translanguaging research argues that it facilitates learning and affects students' identities in a positive way. This study reveals that emergent translanguaging might be discouraging. On the other hand, if translanguaging is a part of learning design, it increases students' belonging to learning and maximizes their communicative potential. In the academic super-diverse spaces it is important to recognize that mixed multilinguality is prone to emerge. Universities' policies and teaching approaches need to consider these emergent polylanguaging in order to increase students' motivation and to create linguistically inclusive educational settings.

Keywords: translanguaging as an emergent practice, translanguaging as pedagogy, multicultural and multilingual university

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Non-native Speaker Children in the Moscow School System: Integration Path

Abstract. The urgency of this topic is due to the increasing migration activity in Moscow, including educational migration. Migration flows are changing both quantitatively and qualitatively. Family migration takes place that requires not only employment for adults, but education for children. In the opinion experts, the total number of children of foreign migrants in Moscow schools is no less than 50 thousand people. The children of foreign citizens in Moscow schools became a "visible" group.

The school as a social institute has faced new problems, including education for non-native speaker kids. Here we proceed from the definition that "non-native children are the group of students whose families have recently moved to Russia, their parents also have problems with the Russian language, they speak their own native language at home. These are kids for whom the Russian language is not a native one, it is difficult for apprehension, understanding, and communication".

At present, the problem of non-native student education remains poorly studied: lack of statistical data, information on their educational and professional climes and intensions, and interaction with peers and teachers. Moscow schools are not ready to educate foreign students. Educational programs do not take into account quite large share of non-native kids who should adapt to new cultural environment supposing changes of their values and standards but not requiring their identity change.

To reveal integration paths of non-native speaker children, the inquiry among the teenager students in comprehensive Moscow schools, as well as in-depth interviews of school teaching staff had been carried out. The obtained results have allowed us to reveal main pressure points which non-native speaker students face in the Moscow school system, to reveal their motives to study Russian language, and determine their life strategies. We have managed to reveal high motivation interest among migrants in host society language study: more than 80 % of non-native speaker children admitted that learning Russian is their top priority. Already in their teens, migrants realize that learning Russian can provide them with additional opportunities later in life in a new place: getting higher education, good work, appropriate communication with others. Being very interested in studying Russian, not all migrants want to forget their native language and refuse to study it further. At present, comprehensive schools, unlike schools having an ethnocultural component, cannot provide children with the opportunity to learn the language of their people. 26 % of respondent migrant-kids expressed their concern that did not have the opportunity to learn their native language, although they would very much like to. 18 % of respondents told that they kept on studying their own language in their family, at evening classes, and at ethnocultural centers. We have discovered that the assimilation model of adaptation, which until recently was considered to be

the most successful among specialists, is often not accepted by the migrants themselves. They are rather prone to an integration strategy when the assimilation of behavioral models and values of the host society does not demand full or partial giving up their own cultural identity.

Our research has confirmed the results obtained by other authors, it is necessary to develop state and municipal programs for including migrant children into the Russian educational system through Russian language teaching. Adaptation of foreign children would go faster if there were programs for teaching Russian as a foreign language in schools, including more information about the culture and traditions of other nations. It would be useful for teachers to attend training courses dedicated to work with multi-ethnic classes. The financial rewards for school teachers for additional work with migrant children is required, because the existing payment system does not provide for this.

For more complete inclusion of foreign children in the Russian-speaking environment, it is necessary to develop out-of-school activity, especially teamwork; create special programs for working with children during summer holidays, more actively involve them in hobby clubs. For each migrant child, an individual accompaniment system should be developed as a part of the educational process. It is also necessary to use such relatively low-cost measures as regular meetings with parents of migrant children.

Keywords: non-native speaker children; school education system; integration path

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Professional Dynasties as a Resource of Social Mobility

Abstract. Despite the fact that in today's society, the family ceases to be the leading institute of the formation, preservation and transfer of professional roles, it is still important resource for professional groups. The formation of professional groups costs a lot for the state, the educational system and the professional community. Professional dynasties can act as the informal institution of a professional reproduction and has a beneficial effect on the labor market in the long term. Anyway, are dynasties a serious personnel reserve of professions and a resource for maintaining high standards of corporate culture? The payback for professional dynasties is also important. Does the accumulated social capital give some freedom to the employee in the labor market?

In our research professional dynasty is treated as family project that allow to talk about intergenerational professional loyalty, the situation when children choose the same profession as their parents and/or relatives of previous generations. The research project included analysis of professional dynasties as a resource for its members' and for the entire professional group. The object of study was the representatives of professional engineering dynasties (N=7) and "non-dynastic"

engineers (N=5). The study was organized in December 2018 in 3 regions (Moscow, Samara, Yekaterinburg). The study was supported by the Russian Foundation for Humanities, project "Professional dynasties as a social mechanism of reproduction of professional groups", grant No. 18-011-01129.

Professional dynasties are holders of collective memory, ideas about the past of the professional group and based on family members' narratives. Each member of the dynasty adds his own narratives, which belong to different periods of history. Such stories are an important component of the identity of the profession, a factor of its cohesion, and a significant contribution of the dynasty, they are used to justify the social status of the profession, for the correction of the formal version of profession's history that can be situationally controlled and adjusted by the state or other external agents by highlighting some events and shade others. Professional continuity in the family requires some certain informal family relations. For many-generational professional dynasties is typical the presence at home (in family) of a specialized library used by generations, of places for informal communication and discussion of issues related to professional activities (parlor, desk(s), garage). The interest to the profession can also be supported by the parents' choice of specialization in secondary or additional education, by the possibility of visual observation of elements of the professional practices (for example at parents' work places).

The status of a professional group of engineers in Russia changed depending on how high a position in society could provide a profession. In Soviet times, the status of the engineer profession depended on very contradictory trends. The "struggle against wrecking\sabotage" has become a way of controlling the profession for a long time. The engineer profession in today's Russia is under pressure of the economic situation and this situation is a result of the difficulties of modernization in industry, the big proportion of inefficient enterprises, low-productivity and technologically backward jobs. In today's Russia we can name some professional organizations of engineers and among their main tasks is the certification of engineering personnel with inclusion of Russian engineers in global professional labor market. Participation in international research projects, mobility of professionals, cooperation with global engineering firms help Russian engineers to be more independent. In this context, it is significant that engineers who belong to engineering dynasties highly appreciate autonomy in the profession, in particular such aspect as "the ability to make decisions on their own in the workplace".

Keywords: Sociology of professions, social mobility, engineer, professional dynasty

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Youth Communication Strategies: Communication without Borders and Site Traps

Abstract. The paper summarizes the results of research conducted in a Russian region. The study was focused on the contemporary youth' communicative disposition and communication strategies. The study of the young generation's communication means is especially important, given civilization-related risks of uncontrolled informatization and digitalization. Additional objectives of the research are based on the need to specify the communication practices virtualization and to detect the scope of the problem posed by young men's uncontrolled Internet use.

The study reveals a fundamental difference between the ways Russian and foreign scholars see young people's Internet communication. It constitutes the methodological finding of the paper. Researchers from various states actually complement each other's ideas, with Russian scholars representing phenomenon-based approach and foreign ones demonstrating a utilitarian view of on-line communication environment.

The research finding is contained in the proof of Internet addiction and game addition trends in youth. Risk weights for existing and potential risk groups are provided. Analysis of network communication practices coupled with communicative dispositions enables a conclusion on contemporary youth's socialization result to be made. Communication proves to be superficial, quantity over quality. Young people strive for a high communication status, which is confirmed by network communication presentation.

Internet communication potential and prospects are considered, in terms of building civil values, developing entrepreneurial potential and building efficient educational trajectories.

The research identifies a problem area in managing youth communication environment. A lack of goal-oriented organization of communication processes, as well absence of soft governance technologies for controlling communication agents, is on the perimeter of this problem area.

Keywords: youth, communication, communication strategies, socialization, social networks, Internet addiction.

GLOBALIZATION, NEO-LIBERALISM, SOCIAL JUSTICE AND HIGHER EDUCATION

(24.07.2019 15:00 – 16:30, aud. 561, Bldg. № 4, Institute of Foreign Languages RUDN University)

Session Organizer: Tien-Hui Chiang, Zhengzhou University, China

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Performativity, Self-improvement and Teacher Professional Development

Abstract. Interactionalists argue that professionalism is a predetermined assumption so that structural-functionalism ignores the dynamic nature of social development, which is able to regulate the professional status of a given occupation. Such an interactive approach highlights the idea of professionalization. According to this new philosophy, professional development is the gateway for ensuring the professional status of teachers. Nevertheless, the idea of professional development has gradually shifted from the aspect of personal matters to the sphere of collective missions when neo-liberalism has become a prevailing world value starting from the 1980s. This great change further espouses the concept of public managerialism referring to the application of scientific management in the private sector to the public sector in the name of efficiency. As scientific management and outcome evaluation are the core components of this entrepreneurialism, performativity comes to evaluate individual teachers' contributions to school development in itemized indicators associated with measurable scales of social returns and sanction. Apparently, this new Taylorism has undermined teacher professional autonomy. However, the evaluation system of performativity acquires legitimate authority in the name of collective interests. The common good thus functions as a social discourse allowing the state to be a national enterprise proactively educating people that self-improvement ensures national prospect. This discourse promises that the participants of lifelong learning schemes can fulfil their social obligation and obtain social returns. Drawing on the theory of social discourse, this article sets out to theoretically present how performativity functions as a governing technology for reformulating teacher professional development into a national assignment through the exercise of civil society. In this theoretical lens, it intends to reframe a two-way interaction between structural constraints and agency within the context of neo-liberalization through illustrating the idea of enactment comprising of the processes of interpretation and translation, which allows teachers to exert agency. As

subjectivity is the focus of social control, this article further argues that shaping teachers' souls is the key mission of doing governmentality.

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The Analysis of the Habitus and its Formation Mechanism of Elite University Students

Abstract. Under the background of globalization and the expansion of neo-liberalism, individual countries have to occupy the advanced position in global market. It brings the expansion of higher education, which is aim at promoting the international competitiveness of human resources as a whole. As the result, the competition on education resource within the country transmit from the chance of higher education to the quality of higher education. Recent years, the enrollment in higher education increase continually. Until the year of 2019, the gross enrollment rate of higher education will be more than 50 %, and China will enter the stage of universalization of higher education.

However, the process of universalization didn't bring much more equality for the individual students to get the chance enter into higher education, especially for the students who comes from low social economic status families. According to Bourdieu, the structure and environment of individuals in their early years affect their practical behaviors, and the position in the production relation especially controls practice through certain mechanisms, which control the acquisition of position and the generation or selection of a certain class habitus. Bourdieu argues that habitus functions as a crucial element in determining students' academic performances, which develops within a social space, in which cultural capital is invested by parents. As economic capital enables middle class parents to provide their children a great volume of cultural capital, this irreversible transmission constitutes the phenomenon of cultural reproduction showing that middle/upper class students and working class students situate at a privileged position and an unprivileged one respectively.

When the market reform in China has accumulated a great volume of wealth, the boundary between social classes becomes more visible than the past. In recent years, the concept of cultural capital has been widely used in studies on social mobility and education inequality in China, it is confirmed that the families who hold higher the stock of cultural capital is, the more likely of their children to obtain a higher social status. Different types of cultural capital have different impacts on status acquisition, while, by breaking through the structural constraints and accumulating cultural capital, families with lower social status are possible to achieve upward social mobility of their children.

This article is aiming at figure out three main questions: What kind of habitus build the elite students? How does the elite students come from low social economic

families build up the habitus lead them to get the outstanding education outcome? Are there any differences between the habitus of elite students from lower class families and middle/upper class families? To figure out these questions, this article will be using the interviewing and case study method, and selecting the top students comes from a representative university. Ultimately, based on the experiences shared from elite lower-class students, the article will be summarizing some common characteristics in their habitus. In this way, it will support us to find the path which is enabled to help more students from lower-class families to build up the cultural capital and shape the habitus. As thus, these students may have more chance to entry into higher education or even quality higher education.

Keywords: Habitus, Education Equality, Cultural Capital, Higher Education

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New Managerialism and Higher Education, Neo-Liberalism

Abstract. In universities, managerialism is a management style characterized by control and bureaucracy. At present, there are still traces of managerialism in Chinese universities. In order to further crack the existence and drawbacks of managerialism, we first need to explore how managerialism came into being. This research will take S School of a university in China as an example, using the state theory of Karl Marx and Marx Weber for reference to discuss how managerialism is realized. In state theory, power, contextualization and specific ways are important nodes and means for the country to carry out the will of education. Therefore, this study will use these three concepts for reference to explore the formation of managerialism in universities. Specifically, for the realization of the research objectives, this study will analyse the following three questions.

First, what is the power base of managerialism in universities? What are the sources (formal/informal) of these powers and what are their characteristics? According to the relevant theories of Marx and Weber, the reason why an idea and control mode can take root in life is closely related to the specific power. According to this view, the reason why managerialism can prevail in universities must have the corresponding power base. The main task of this part is to answer: What are the components of these powers and what are their main characteristics?

Secondly, how does the contextualization of managerialism occur in universities? The so-called contextualization means the power changes according to the actual educational situation to meet the local needs at that time, which is of great significance and value for the power to play a role. It can be said that, In other words, as power needs to go through a situational mechanism to really play its role, the power to support managerialism realized recontextualized through what way, with what kind of organizations and materials in universities.

Thirdly, what are the specific ways to realize managerialism in universities? In the real life of education, the formation of managerialism requires specific ways and

means, which is also the most important step in the formation of managerialism. Therefore, this study intends to make a detailed analysis of the implementation of power. On the basis of the above research, this paper explores the concrete ways of realizing managerialism, such as inspection mechanism, evaluation mechanism, etc.

This study adopts the research paradigm of ethnography, making a deep description of the relevant aspects in university management, based on that, summarizing the basis and basic mechanism of the formation of managerialism. There are two main research methods used in this study: one is text analysis. To provide textual materials for the analysis of the formation of managerialism, this study will collect relevant policies and regulations on the university management as text materials, and then analyze its value orientation as well as specific measures. The second is interview method. To provide interview materials for the analysis of the formation of managerialism, this study will select administrators and general faculty to conduct interviews, and collect their ideas and behaviors in management activities.

The expected conclusions of this study are as follows: the formation of managerialism in universities is the result of collusion of various forces, including formal and informal power/administrators and subordinates; the basic forming mechanism of managerialism in universities is the situational power and specific interpersonal interaction; The formation of managerialism in universities has localized ways: power worship, human relationships, face, etc.there is an opportunity to crack the managerialism in universities, and the way is implied in its formation mechanism. However, the cracking of managerialism requires the joint efforts of many parties.

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Cultural Reproduction in the Era of Educational Globalization

Abstract. Under the enthusiasm of international leaders, such as R. Reagan and M. Thatcher, neo-liberalism, the core philosophy of globalization, has been introduced to the international community since the early 1980s. Along with the expansion of globalization, free market logic or entrepreneurialism has been adopted by many countries for undertaking educational reforms. The OECD, under the control of America, further constructs the linear relation between globalization, international competitiveness, human capital and higher education. In order to secure the advantage of international competitiveness, many countries have to expand the capacity of higher education institutes. Furthermore, the evaluation system performs as the device for auditing its result. These great changes highlight a global trend converting various forms of the higher education system of many countries into a similar route. While this convergence addresses the status of international competitiveness in the epoch of globalization, social justice is

gradually losing its voice on the political agenda. Unfortunately, the majority of educational researchers have shifted their attention to the influence of neoliberalism on education policy without including the issue of educational inequity. As the theories of cultural reproduction, such as habitus and code theory, have provided great insights into social justice, this articles draw on the concept of cultural capital to illustrate the relation between cultural reproduction and a globalized system.

2. Research Objectives

a. mapping up the new global thought of education reforms

b. addressing educational inequity in the era of globalization

c. providing empirical evidence to highlight such inequity

3. Theoretical basis

For P. Bourdieu, students' academic performances are not mainly determined by their mental conditions but habitus that develops within a specific type of social space in which parents invest a certain amount of cultural capital to their children. As economic capital is the fundamental condition for purchasing educational resources, social classes mediate the relation between economic capital and cultural capital so that habitus has a collective characteristic. Middle and upper class children tend to develop an academic habitus because they normally situate in a learning-based context. Without such an advantage, working class students are likely to display a practical habitus. As habitus refers to a specific system of disposition or logical reasoning, which can be viewed as the core element in regulating educational attainment, it is meaningful to examine the relation between habitus and the contextual features of social space. As cultural capital affects this relation, this relation prompts a key research question:

What is the distributive situation of cultural capital to different groups of undergraduate students classified in school ranking system?

Wallerstein's theory of world system, explains the global concept from an economic point of view by "an analysis of the historical and structural development of the modern World system" (Wallerstein, 2013d:3), while also dividing the world system into the center, periphery and semi-periphery. Therefore, based on the theory of the world system theory, this paper will analyze the advantages and disadvantages of the "globalization" of education from a macro perspective.

Ii. Research Contents and Methods

1. Research Contents

Through the method of literature analysis, this paper collects the application criteria of international cooperation projects published by the official websites of Chinese universities, and takes the students who are qualified to apply as the research object, with their family background, academic background and career planning as the main research basis for analysis. The whole text is divided into four parts.

A. The first part is the introduction.

● Introducing the research background and research status, and makes a brief evaluation.

● Reviewing Bourdieu's theory of cultural capital and Wallerstein's theory of world system.

B. The second part is the research content and method.

● Defining the concepts of globalization and educational globalization and international cooperation education projects.

● Briefly description the research object and research content.

C. The third part is the research discovery.

● Taking the theory of cultural capital and the theory of world system as the core theory, this paper analyzes the relationship and influence of educational globalization on individuals and the entirety society.

D. The fourth part is summary.

● On the basis of comprehensive foregoing, this paper explores the effect and significance of educational globalization on cultural capital and world system.

III. Research and Discovery

1. Cultural capital

Based on the theory of cultural capital, this paper discusses the interconnection and influence between educational globalization and cultural capital reproduction from three aspects on the microcosmic level: the formation of students' cultural capital, the source and cultivation of students' cultural capital and the diversified choice of education.

2. Globalization

Based on the theory of the world system and studying from the new theoretical paradigm, therefor, analyzed another important significance of the educational globalization is that, this is actually another manifestation of the world system inequality. It seemingly promotes global cultural communication, exchange, integration, in fact, it is a cultural infiltration phenomenon brought about by neoliberalism that takes the standards of Western society as the norm and expands education form the center area to the periphery area. The International cooperation project in higher education is a transnational transportation of teachers, students, educational institutions and so on as commodities.

Keywords: Cultural reproduction; Educational globalization; world system

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Cultural Globalization: How are Developing nations affected?

Abstract. Education, the process of transmitting philosophies, is being transformed overtime, and as knowledge becomes more complex resulting from technological innovations there is heightened migration, causing a continued interaction of cultures. Involving both Developed and Developing societies. The Traditional education is what existed in Nigeria even before the advent of colonialism, this form of education was a complete system providing assistance to people in their various aspects of life - psychosocial, moral and spiritual. There were three

dimensions of education that catered for children; education that hands down cultural values and norms, usually passed down informally; that which promised resourcefulness; and then education that prepared people for future occupation. There was so much secrecy in the various occupations that people assumed, and largely, children could not freely walk into an occupation peculiar to one family or the other except those that their families were known for. The coming on of globalization deformed the trend and varying changes were introduced which till date has only given room to backs and forth in the educational structure. Part of the outcome of globalization is the evaluation and modification of Education, largely to allow change, creating multidisciplinary and multicultural approach to the search for knowledge and information. From this stems the proliferation of sponsorship opportunities by Governments and groups globally. How does this change affect Developing societies like Nigeria? Can this change be used in facilitating development for Nigeria?

This is a qualitative comparative study that uses secondary and primary data to find answers to these lingering questions.

The more conspicuous results of cultural globalization in terms of education for Nigeria is brain drain and modification of technologies but this study reveals other interesting findings that policy makers must put into consideration to expedite progress.

Keywords: Culture, Education, Globalization, Children

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The Neoliberal Reformation Strategy as the Reason for Crisis of the High Education System

Abstract. The work is devoted to identifying causes of crisis in modern system of high education. The functional analysis and Zygmunt Bauman's concepts of «post-industrial society» and «liquid (or late) modernity» are selected as methodological framework of the research. The social order analysis of the main actors in education (the state, students, parents, employers) shows the hypertrophy of economic functions of education and the loss of value of the social and cultural functions, which indicates the transformation of the institute of education in appliance with the neoliberal scenario. According to the authors' opinion the reason for that is that during the conversion from Modern to Post-Modern periods the ideological paradigm was not changed. The ideology of consumerism is preserved and spreading by the efforts of elites. Therefore, for all actors the knowledge is seemed not as the goal of education but as the mean of making a profit.

The authors of Post-industrial society theory believed that the value and role of knowledge, information, intellectual capital, as well as universities (place of their creation and concentration) increased sharply. In reality, we observe that only "useful and technological" knowledge is valued, which can be quickly turned into the popular product or service. Knowledge is not the purpose, but the mean of making money. However, the importance of universities is determined not by the content of new knowledge, and the amount of money earned, and prestige expressed in the rankings.

Since the middle of the last century, activities related to science, education and high technologies began bringing the higher and higher incomes, causing an increase in the importance and prestige of higher education. Awareness of the profitability of higher education has generated the massive demand for it. At the same time the business indicated the high efficiency of investment in education and the merging of education and business had been started. The paradigm of "educational services" was formed. The steady growth of demand for higher education in accordance with the laws of the market has generated consistent decline in its quality.

Massification and consumerism as a social request changed the essence of education, the ratio of its functions and, as a result, devalued its results. If we proceed from the logic of the market, any product, becoming a mass one, must inevitably lose quality. Otherwise the right amount with limited resources is simply impossible to produce. The surrogate called "Human capital" has become the result of knowledge and education instead of the personal development and growth of knowledge. The problem is that the "Human capital" is mainly expressed in the form of formal indexes which is hardly convertible on the saturated market.

In many countries including in Russia, the Education reform is carried out in accordance with the Neoliberal model. The market logic of this model requires either forced demand reduction or additional resources. In the first variant, it is difficult to implement, because it contradicts the interests of a huge part of the population and is fraught with social explosions. The second variant it is too expensive, if quality resources are used. In this dilemma the information technologies presented to society as a sense of the future and a means of solving all problems come to the scene as the aid to the reformers. From technical means that help teaching and learning people in the joint learning process, they become the goal of education, its content and the main channel of its dissemination. The teaching person becomes redundant in the educational process (because it brings the significant reduction in costs), and information replication increases exponentially (and profits also increase, respectively). From an economic point of view, the model is very effective, but from the standpoint of the general needs of social development, it is dangerous.

In accordance with the concept of Z. Bauman in a fragmented, episodic, rapidly and unpredictably changing world the main role in education is played not knowledge itself but by various human interactions with the social environment, which is developing adaptability, intuition and emotional intelligence, which

cannot be made by computer technology. Exactly the multiplicity of universities with a huge variety of "communities that have dedicated themselves to achieving education" can teach people to cope with uncertainty, a variety of points of view and lack of authority; "to change the framework" and resist the temptation to escape from freedom.

But the ongoing neoliberal education reforms are aimed to unify activities and to standardize of content, the formalize the assessment, to restrict the learning by «communication with a computer», to eliminate many universities and to reduce the number of teachers in the rest of universities massively. As the result this aims lead the education system in the opposite direction. The contradiction of this model with the basic needs of society, science and large social groups gives rise to crisis phenomenons and it is not possible to overcome them within the neoliberal model.

Keywords: education, reforms, social order, neoliberalism, consumerism

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Influences of the Social Phenomenon of "Youth Precariat": Case of Taiwan

Abstract. For teachers, understanding what young generation thinks is paramount. Youth culture is a crucial topic in Sociology of Education because it helps adults (i.e., policy decision makers, school teachers) understand the youth's ideas and values so as to adjust the direction of educational policy, curriculum and instruction accordingly. However, new generation's ideas and values temp to change along with the changing of the society. Hence, the results of the prior research seem to be unable to account for what young people think nowadays. Especially, the youth today in Taiwan, due to the influence of internet, globalization, and neoliberalism, seems to move from 'strawberry generation' to 'precariat' and has a 'precarious' life.

Therefore, this study, utilizing the methods of interview (first year) and survey (second year), aims to collect Taiwanese young students' ideas and values, and then figures out their youth culture. Moreover, the research will also go further to see if the youth culture nowadays in Taiwan shows the social phenomenon of 'precariat.'

According to the findings, the "youth precariat" has been emerging and getting worse in Taiwan in terms of living an "unstable life", such as having no goals for their future, forcing to do temporary jobs, etc. This phenomenon, however, would not bother the new generation too much as they are familiar with the changing world in which they were born.

As getting used to the world that changes so rapidly, their opinions and values toward their "unstable" future are quite different from the old generation. In other words, as the adults believe that "obtaining a so-called "stable" job and life" could be a most important "task" in one's life, the group of "youth precariat" tends to see themselves as "multitask takers", namely, enjoying the status of "being unstable" as it is a way to show their "mobility" and "diversity."

This optimistic aspect of value regarding the "unstable" life, contrast to the old generation, could serve as a crucial trait for the new generation. Along with this trait, however, they also believe that the educational system is not necessarily the only place for "equipping" the necessary skills and knowledge for their future jobs; instead, they deem it as a place for expanding the scope of their social connection and perspectives. In this regard, "college learning is not necessary for the preparation of future job" is one of their opinions toward future life.

Based on the research findings, some implications for policy decision makers and school teachers are addressed. For example, the old generation, including parents and educators, should not blame the new generation not getting a so-called "stable" job, as it may not be a living style of their philosophy toward life.

Furthermore, "youth culture" could greatly influence the educational system as there may be a disconnection between adults' thinking and youths' thinking. Therefore, as a teacher, it is important to understand how their students think in this world as well as how to be a teacher accordingly.

In addition, some suggestions for future research are also provided. For example, the study only focused on the group of the age between 21-24, so the future could extend to the lower age so as to see how they see and experience this new technological and globalized world from their own points of view.

Moreover, this study could be seen as a preliminary one to explore this new phenomenon in Taiwan. In addition to the perspective from sociology of education, a interdisciplinary study (etc, psychology or philosophy) is needed.

Keywords: globalization, neoliberalism, youth precariat, Taiwan

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University Perceptions and Practices in Dealing with Students' Academic Diversity: Tendency toward Isomorphism or Diversification?

Abstract. Massification and globalisation of higher education worldwide was characterised not only by expansion of higher education institutions and number of students, but also by diversification of the student body itself. Students with variety of primary and secondary characteristics float universities: more woman and aged students, more students with disabilities, more underrepresented minority students and students from low-income backgrounds create unique mix within universities (for example, see Deil-Amen R. 2011, Bessudnov et al., 2017). This social diversification is accompanied by the inevitable increase of academic diversity, which means wide range of students' preparedness to study at chosen university. Some of the students can easily meet the requirements of their programs while others deal with learning difficulties. Higher education institutions' need to deal with it as a matter of priority comes with universities first mission – educate those people who comes to them and whom they accept.

The current academic literature is divided to the two opposite sides: those who believe that universities around the world become more and more alike in their trajectories and cultural content (Meyer, 2007) and those who state diversification of university types, autonomy (Clark, 1998) and their practices. Clark states that the diversification was the result of the struggle for survival in conditions of insufficient funding. It can be also assumed that universities should strive to diversify opportunities for their students to attract them, and consequently additional funding. However, my hypothesis is that university perceptions of academic diversity is still equally underdeveloped, and practices are rather similar from university to university, most likely because universities do not consider work with student heterogeneity as their priority, since they do not classify it as a key to success.

The purpose of this work is to reveal perceptions and practices of universities towards academic diversity based on Russian experience and compare them with existing perceptions and practices in the world. Therefore, this work answers to the next questions: 1. What is the perception of academic diversity of students in Russian universities? 2. What practices do universities use in order to deal with academic diversity? 3. Do existing perceptions and practices contribute to either isomorphism or diversification of higher education?

To fulfil the requirements of reliability and validity, methodological triangulation of sources was used (Briggs and Coleman, 2007): documentary analysis, semi-structured interviews and a survey were chosen as data-gathering tools.

Firstly, this study is based on online survey of middle managers who are responsible for educational activities and curricula, and for departments working with students. The questionnaire was developed by author and piloted twice before distribution. The distributed version of the questionnaire included 31 questions. The survey was shared within almost 350 Russian public universities for at least three managers from each institution. An invitation letter was distributed to representatives via email.

The second source of information was semi-structures interviews with twenty representatives of university top and middle management, which allowed me to supplement and enrich the data from previous phase. All participants represented university from educational side: they were chosen among responsible persons for education. First, I contacted person from top-management with proposition to participate in the interview. If he\she suggested me to contact another responsible person at his or her university, I did so.

The third step was analysis of institutional documents of the universities where interviewed middle managers work. These documents are related to the university development and to their principles of work with students. In order to find appropriate documents, university websites were analysed. Some interviewees were also asked to name the main documents related to the university activities in working with academically different groups of students and to help with the access to them.

The presence of different sources of information obtained in a variety of ways predetermined the character of the whole analysis as inductive, interpretive and comparative. First, data were analysed separately after each stage of the research. Then, all data were inspected together with a comparison of results obtained using different tools. This research is conducted based on principles of autonomy, privacy, informed consent and voluntarism.

The paper states that Russian universities similarly consider academic diversity in terms of perceptions and academic practices. The main finding is that universities are rather isomorphic in terms of both their perception and of academic diversity of students and practices with slight differences related to the university types. However, interviews and documentary analysis allowed revealing that there is little understanding of the ways to deal with different groups of students, when they are already studying at the university. The most attention diversifying university practices is paid to the 'talented' students, for whom universities may create special educational conditions and opportunities for participation in research and project activities.

In terms of social and practical significance of this work, it allows drawing more attention to the students and their needs within Russian universities. Students with low academic preparedness seems to be forgotten by university practitioners and the government, who does not stimulate higher education much to become more inclusive and student-centred. From practical point of view, the results of the study may also be used in the discussions of stakeholders and researchers on the transformation of higher education system in the country characterised by systemic shutdown of one higher education institutions and merger of others and more fundamental discussions on role of higher education in shaping social environment.

SESSION 5

INCLUSIVE AND SPECIAL EDUCATION: GLOBAL AND LOCAL CHALLENGES OF MODERN WORLD

(25.07.2019 15:00 – 16:30, aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN University)

Session Organizer: Elena V. Grunt, Ural Federal University named after the first President of Russia B.N. Eltsin, Russia

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Teacher in the System of Adolescents' Suicidal Behavior Prevention

Abstract The article is devoted to the sociological analysis of the issue of identifying the school teachers' readiness level to organize effective prophylactic work to prevent suicidal acts among adolescents in the face of increasing influence of information on the Internet and social networks on their behavior. Today, the Internet is in the first place among the mass-media for the rapid search of information by a person. In modern conditions, the Internet provides ample opportunities for adolescents to search various kind of information, some of which calls adolescents for suicide. Parents and teachers cannot always track what kind of information a teenager receives from the Internet. All this testifies to the relevance of the research topic. Meanwhile, this issue has not been sufficiently studied in Russian sociology. The major research objectives were to study respondents' ideas about the reasons causing adolescents to suicide and the role of school teachers in preventing suicidal behaviour.

Methodology. The study was conducted in 2017-2018 in the city of Yekaterinburg, in Russia. The research methodology combined both quantitative and qualitative approaches. The primary data was collected using questionnaires and in depth-interviews. The in-depth interviews (14) were organized for school teachers to obtain information on the degree of their readiness to engage in suicide prevention among adolescents.

Results. The study has shown that the respondents' life experience acquired in the process of transition from school to professional education at a college or at the university affects the suicide causes assessment. The students of these educational organizations revealed more complete ideas about the influence of such factors as loneliness and the level of development of rational thinking on the occurrence of suicidal attitudes under the influence of subjects involved in their formation through the Internet. No matter the age, young people do not believe that teachers can professionally develop adolescents' skills to resist attempts to impose the destructive behaviour using the Internet technologies. The study has revealed that the respondents believe that only their parents are interested in the inward man and they can be engaged in the prevention of suicidal behaviour.

Teachers note that school did not develop a system of professional educational work with children of different ages. Nobody taught them how to identify the nature and content of children's communication with different subjects in social networks.

The main task of the school is still getting students' knowledge in various disciplines, and it does not form the individual's life values and attitudes in the process of growing up. The respondents did not single out those subjects of schoolchildren' socialization that possess the necessary knowledge, techniques to

successfully develop resilience, and to resist attempts to impose an attitude on the voluntary deprivation of one's life.

The system of training teachers for teaching and educating students of different ages, whose socialization takes place in qualitatively different sociocultural conditions, requires taking into account the influence of social networks on the content of their value orientations and attitudes. One of the leading tasks of a teacher's activity is to develop the ability of adolescents to select the information flow received on the Internet, that provides increased self-confidence, development of will and patience in overcoming difficulties and the ability to appreciate life in all its manifestations. In this regard, there is a need for teachers to acquire the skills of independent analysis of texts and messages appearing on the Internet, social networks, identifying among them aimed at establishing in the minds of students' attitudes towards destructive behaviour.

Keywords: suicide, adolescents, teacher, prevention of adolescent suicide

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Capabilitiy Approach as Theoretical Background for Professional Education of People with Dsabilities

Abstract. The professional vocational education of people with disabilities is an important part of the disability policy. The effectiveness of disability policy corresponds to the expectations and needs of disabled people, which appears to be a major problem in modern society. Social inclusion of people with disabilities is largely associated with vocational education, since education is one of the most effective social resources aimed at overcoming social exclusion and economic dependence. The system of vocational education of people with disabilities requires the development of new theoretical approaches that would meet the values of modern civil society. **The purpose of this study** is to consider the capability approach as a basis for the vocational education of persons with disabilities. The capability approach continues the **methodology** of the social model of disability. From the perspective of the social model, the important task is not only to improve the health condition of individuals, but also to overcome structural, institutional barriers which lead to social exclusion of people with special needs. **The finding**s concerning capability approach are the follow. The capabilities approach is developed by Amartya Sen and Marta Nussbaum. It could be a useful framework for understanding disability. Sen's concept assumes an interpretation of capabilities in terms of poverty and social inequality, and people with disabilities have always been considered as the most economically vulnerable groups. Following Sen's approach, disability is manifested as a deprivation of capabilities or as a deprivation of functionings, while deprivation is understood as the result of the interaction of individual characteristics (including physical or mental impairment), the resources available to the individual and the environment (physical, social,

economic, political). Disability correlates with a lack of instrumental freedoms, that are interdependent on the one hand, however they influence each other on the other hand; and education is one of manifestations of instrumental freedoms. The idea of connection between freedom, including the freedom of choice, and capabilities is a key point in Nussbaum's concept of the capabilities approach. The approach of M. Nussbaum offers a slightly different look at capabilities, which is more philosophic. Nussbaum argues that the problem of modern development, at both the international and national level, is to allow people to live a full creative life, to provide the grounds for full potential to exist in accordance with dignity equally inherent to all people. She claims that the capabilities approach "takes each person as an end". Nussbaum distinguishes two types of capabilities: internal and combined capabilities. Internal capabilities are dynamic characteristics of a person (intellectual, emotional capacities, health conditions and so forth). Nussbaum defined combined capabilities as internal capabilities together with social, economic, political conditions in which a person can actually function .The key point of Nussbaum's approach is a set of central capabilities that should be supported for each person, regardless of his state of health or other personal characteristics (for example, gender, and age). A very important aspect emphasized by Nussbaum is that capabilities belong to individuals, but not groups. This approach changes the focus of disability policy, because now an individual with a disability is in the center, and not a group. Therefore, disability policy should be aimed at supporting and creating fundamental or central (as they are called by Nussbaum) capabilities for each person with disabilities. The capability to get a professional education is one of the mechanisms for people with disabilities to become independent and live the life they want. The concept of capability itself is presumed to be, on the one hand, individual abilities for education, and on the other hand, the existence of a social infrastructure and social resources for education.
Keywords: capability approach, people with disabilities, professional education

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Factors Affecting the Implementation of Inclusive Education in Russian Schools: Regional Aspect

Abstract. In modern world as well as in modern Russia there is an increase in the number of children with special needs. For these reasons special needs education has always been of importance both in developed and in developing countries. In 1950s in these institutions special conditions have been created for the education of children with disabilities. Psychologists, doctors, special educators work with such children. Meanwhile, the experience of teaching children with disabilities in special educational institutions has shown a number of shortcomings: firstly, in many respects these children were isolated from the society, their socialization took place in an artificial environment specially created for them where there was a lack of

communication with healthy children. Secondly, this led to a lack of competitiveness of children with disabilities in comparison with healthy children in the educational market. Thirdly, it was believed that children with disabilities were indifferent to education and were not able to learn as successfully as others. Fourthly, there was the lack of tolerance towards disabled people in many countries, including Russia, that led to the division of society into healthy and disabled people, and to the segregation of the latter. To eliminate these shortcomings in the 1990s, inclusive education was implemented in the education systems of Western countries. In the Russian education system, inclusive education began to be implemented in 2010.

The purpose of the research is to study the factors affecting the implementation of inclusive education in secondary schools of one of the largest regions of Russia - the Sverdlovsk region.

Methodology. The research methodology combined both quantitative and qualitative approaches. The primary data was collected using questionnaires and focus-groups. 2800 respondents took part in the questionnaire survey (1000 schoolchildren' parents and 1,800 teachers of regional schools). 5 focus groups were conducted with teachers involved in the process of inclusive education.

The methodological basis of the study was the structural-functional approach to the analysis of inclusive education and factor analysis.

Results. Implementation of inclusive education in the majority of the region school is quite difficult. Meanwhile, the study has shown that 53.0 % of the teachers work in classes where children with special needs and children with disabilities study together with healthy children \ children without HIA (Health Impact Assessment) and, therefore, face issues in implementing it in regular education settings. 47.7% of them approve of the inclusive education implementation. 40.0 % of respondents are indifferent to this situation, 5.9 % of teachers give a negative assessment of this situation, 6.2 % find it difficult to assess it. The majority of healthy children's parents (74.8 %) give a negative assessment of inclusive education. They see only the disadvantages of such an education for their children. 30.0 % parents of children with special needs see the benefits of inclusive education for their children.

The study has revealed territorial differences in the attitudes of respondents towards inclusive education. Teachers working in rural schools (58.5 %) and parents of children living in rural areas (60.0 %) are more loyal to the inclusive education.

The study has determined the key group of objective (zero tolerance of the society in relation to children with disabilities; unavailability of the school to introduce inclusive education; mass media) and subjective (teachers' unavailability to introduce inclusive education; parents' unavailability to co-educate healthy children and children with disabilities; zero tolerance of healthy children to children with HIA) factors affecting the implementation of inclusive education in schools in the region.

The study has led to the conclusion that the key factor affecting the successful implementation of inclusive education in schools in the region is the need to organize professional training for most teachers in implementing inclusive education.

Keywords: inclusive education, factors, teachers, parents, healthy children, children with disabilities, Russia

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Organizing and Monitoring Nursing and Paramedical Sector based on Quality Assessment in-house Expertise Card in Sechenov University's Departments

Abstract. Quality of medical care constitutes a totality of characteristics substantiating medical care conformity to the patient's needs, his expectations, the modern level of medical technologies.

Quality care is the one which meets the standards of medical technology, barring complications as the result of the treatment and patient is satisfied. (European Regional Bureau of the World Health Organisation WHO, 1992).

To optimize quality control in Sechenov University's departments in the scope of monitoring nursing and paramedical sector, "quality assessment in-house expertise card for monitoring of nursing and paramedical sector" (hereinafter, In-house expertise Card).

At the first, initial stage, the In-house expertise Card was developed only for hospital departments, regardless of their profile. While the current document was created, the following goals and objectives were considered:

− the quality of medical care provided by nurses should be improved;

− time spent by Superintendents and head nurses on monitoring in the departments should be reduced;

− self-testing of nursing and paramedical staff at the workplaces in the departments should be introduced.

In-house expertise Card is formed according to the positions being presented in these particular departments and divided into parameters, applicable to each position. Based on In-house Expertise Card of charge nurse, the following functionality for quality control can be considered:

− documentation, charge nurses' activities - nursing unit, department;

− handling of medicines, consumable materials and medical products.

In-house expertise Card is run on a quarterly basis by the senior nurse (or as necessary). Monitoring results are submitted to the head of the department.

The advantage of the card is the ability to implement self-control by nursing and paramedical staff at the workplace. Due to the regular self-monitoring, which the

nurse or midwife conducts at the workplace, the professional level of the employee is improved, documentation management is improved, and handling and storage of medicines and dressings is systematized, and the sanitary and epidemiological regime is observed.

Accessibility, ease of control is an advantage in the application of the In-house Expertise Card to improve the quality of care provided by nursing and paramedical staff.

When Superintendent of Nurses conducts checks, it becomes more effective to use the In-house Expertise Card, it is possible and reliable to assess the quality of the activities of head nurses, nurses and paramedical staff in the departments.

Due to the introduction of the In-house expertise Card, the systematization of the control of the activities of nurses and paramedical staff was carried out. When using such a tool as the In-house expertise Card, there are clear parameters for the control of nurses and paramedical staff.

By studying the above material, it is possible to recommend to use the In-house expertise Card in order to improve monitoring nurses and paramedical staff as:

– the card is applicable to any department;
– the card is convenient and easy to use;
– it is possible to carry out control and self-control at any stage of medical care;
– it is possible to assess the level of quality of medical care by nurses and paramedical staff;
– possibility to systematize the activities of nurses and paramedical staff.

Introduction of quality assessment In-house expertise Card will bring the system of quality medical care provided by nurse and paramedical staff to a higher level. It will improve quality medical care services being provided.

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Social and Psychological Well-being of Students in Inclusive Groups

Abstract. Since 2012 inclusive education has become the integral component of the Russian education system. Russia has adopted an inclusive education policy in order to address barriers to learning disabled students in the education system. There is a distinctly declared agreement in the world that all students have the right to education regardless of their gender, nationality, race, well-being, disability, etc. Social and psychological well-being of students as a subjective assessment of the degree of their material and spiritual needs' satisfaction is an actual issue for students with disabilities and with any other student who study in inclusive groups. Such assessment is the integrating result of an emotional and rational condition of inclusive groups' students, conditions and components of educational process, extracurricular activities and moral and psychological climate in higher education

institution.

Not by chance, sociologists, educators, psychologists began to pay more attention to the study of the socio-psychological well-being of inclusive groups students', its conditions and factors affect it. At Chelyabinsk State university from 1990th years the issues of availability of the higher education to disabled people and to people with disabilities have been analyzed and solved, and since the end of 1990 the integrated training of disabled people in the general flows of students is carried out. The major research objective was to study social and psychological well-being of students in inclusive groups.

Methodology. The research was conducted in 2018 in three large regions of the Urals in Russia (Chelyabinsk, Sverdlovsk, Kurgan). The research methodology combined both quantitative and qualitative approaches. The primary data was collected using questionnaires and interviews. 1047 students, including students with disabilities of 10 Ural's universities were questioned on the basis of quota sampling.

Results. The study has fixed a high level of socio-psychological well-being of healthy students, disabled people and students with disabilities studying in inclusive groups in the region. The majority of the students (about 80.0 %) support inclusive education. They note their overall satisfaction with their student's life, basic conditions, components of the educational process, extracurricular activities and provision of meals.

Meanwhile, there is a lack of significant differences in the opinions of the disabled students and the students without disabilities on the assessment of their socio-psychological well-being.

The survey has revealed some issues dealing with social and psychological well-being of the students studying in inclusive groups of the region. A part of the students feels lonely and they are not to be immune to other students at higher education institution. Some of them are not satisfied with the student's life, firstly, communication in student's environment, secondly, with the conditions of healthy lifestyle at the university.

The study has elucidated that the existence of side effect of the socio-psychological state of inclusive groups' students in the region is determined by shortcomings in the process of education and leisure activities, by providing students of such groups with medical and psychological assistance, assistance from curators, tutors, professors and university administrators, by living conditions in a hostel, by catering, by use of special equipment and technical training aids and by other issues. It should be noted that every sixth students believes that the conditions created at their universities do not contribute to a healthy lifestyle. 20 % of the students note that they are facing issues in their training etc.

The study has allowed the authors to conclude that it is necessary to identify, track and solve such issues even for small groups as well as for healthy students and students with disabilities.

Keywords: inclusive education, University, students with disabilities, students, well-being, Russia

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Inclusive Education at the University: Construction of Social Space

Abstract. The research explores the mechanisms that could solve the problem of inclusion from the perspective of the socio-cultural aspect. The purpose of this study is to justify the study of inclusive education emerging as a system of social values and actions that are able to form patterns of anti-stigmatizing social interaction.
Research based on Sociological survey of university students using Google forms and personal questioning (145 students of the Ural Federal University, 2018).
Main results of the research showed positive students' attitudes towards the idea of inclusive education. It was explored that the conditions of inclusive education are not enough developed. More than half of the students are not aware of the fact that people with disabilities study with them. And students with disabilities are not ready to inform their fellow students about their features. The main negative factor of inclusive education is the underdevelopment of the accessible environment for people with disabilities. This problem in society is not discussed enough. Healthy people create a barrier, preventing communication with people with disabilities. According to students, it is necessary to create conditions of accessibility. Sometimes, students with disabilities create such barriers. More than half of the students are ready to help students with disabilities in the event of possible communication with them. Inclusive education is a positive value for students without disabilities. Inclusive education also is a positive value for students with disabilities. The usefulness of inclusive education is that students with disabilities can feel like usual people and it develops their personality. Students think that their attitudes are likely to change in the process of developing inclusive education; the development of social qualities associated with the construction of socially positive communication, helping social environment, based on humanistic values. Inclusive education means for students developing respectful attitude towards other people, tolerance, empathy, responsiveness, benevolence, self-determination. Most students believe that co-education will influence their future activities. More than half of the students think that inclusive education will lead to the development of communication skills. Two thirds of the students say that this will help people with disabilities to feel like ordinary people.
The main value of inclusive education is to satisfy the need of students to be social. This is expressed through the actualization of the need to be helpful, to be merciful and to take care of others. There is indirectly and individual interest, which consists in taking care of yourself, about your health and the development of your own

personality, the ability to communicate. Social interest as a mechanism for the development of an inclusive environment is more important.

Inclusive education as social exchange, which makes experience useful for all students, could create culture and social mechanisms of developing positive anti-stigma social environment. This means the creation of conditions for the development of students' personal potential, including the development of their stress tolerance and resilience, promising is the creation of conditions for professional development, promising is the creation of conditions for professional.

As the future perspectives, values inclusive education at the university will help to develop of social responsibility of the university causing macro social changes of attitudes toward people with disability.

Keywords: Inclusive education, University, anti-stigma, culture and social mechanisms, social exchange

SESSION 6

SOCIAL CAPITAL AND PRESTIGE OF PROFESSIONAL EDUCATION

(25.07.2019 12:00-13:30 aud. 561, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizer: Larisa V. Tarasenko, Vladimir A. Kirik, Irina V. Mostovaya, Southern Federal University, Russia

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Development of Human Capital of Educational Institutions in the Context of the Competence Approach

Abstract. Starting from the 90s of the 20th century, all major educational institutions are in search of a new conceptual apparatus of development management. Historically, the first attempts were to adapt the potential of program-targeted management and methodological issues (in the sense of the Moscow Methodological Circle, G. P. Schedrovitsky) to developmental processes. Despite the fact that most educational institutions acquired concepts and development programs, their influence on everyday practice remained extremely insignificant.

In the 2000s, emphasis was placed on the concept of modernizing education, operating with ideas of quality and efficiency, which ultimately led to the formalism of licensing and accreditation procedures and further stratification of educational institutions in their development opportunities.

The current stage of development is characterized by a heightened interest in various "flexible methodologies" of development, such as Agile, Scrum, Kanban,

attempts to build holistic ecological systems of innovations, and active internationalization of educational activities. All these areas represent a fairly diverse and differentiated package of activities requiring some kind of conceptual unity and justification. In this context the concept of "human capital" appears to be a meaningful generalization of many ideas of social, cultural capital, human development indexes, etc.

From this point of view, the main function of the education system is to increase human capital, and the means are the regular redesign of educational institutions in order to achieve their maximum performance. A special circumstance of the implementation of the concept of human capital growth in relation to educational institutions is the fact that over the past two decades the competence approach has become the basis of the state system of educational standards. Both advantages and disadvantages of the competence-based approach are related to this: it seems to be a more flexible tool for determining the requirements for the result of education. On the other hand, in the absence of a systemic model of competencies and processes of their formation, competence interpretation is given through sets of individual knowledge and skills, which, in fact, eliminates the differences between competence and knowledge approaches.

Thus, it gives rise to any new methodology, which is based at the ideas of P. Bourdier such as "social field", "discourses", "practices" and "capital". In our study, educational situation can be modeled by a three-level construct, the upper level of which is defined by competences and their interpretations, the middle level by social and humanitarian practices, and the lower level by the current distribution of human capital.

So, this allows us to develop analyzing and modernizing educational institutions procedures, among them:

1. Clustering competences and modularizing content. Competences can be integrated around the socio-humanitarian and educational practices within which they are created, as well as by the types of capital to which they correspond. As a result, educational modules emerge that include not only sets of related competencies, but also a description of practices, resources, and the nature of the development of human capital in them.

2. Diagnosis of performance quality and breaks. From the point of view of the three-aspect concept of educational institutions, the main problems are caused by gaps between symbolic, practical and resource bases. Thus, a double projection arises: competences to practice, and practices to capitals, where any violations of connectivity and correspondences predetermine the appearance of problems.

3. Dual representation of the resource policy. An increase in a resource, as well as any development of human capital in educational institutions, must be represented twice: as changes in the system of status and competences and as changes in the system of practices. Only under these conditions, human development will be sustainable, and investments in this process will be effective.

Keywords: human capital, cultural capital, social capital, educational standard, competence-based education

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The Significance of Social Work Education in the Innovative Development of Social Services

Abstract. The study continues to search for importance of social work education in the context of the development of social services in Russia. The aim of the study is to study the significance of social education in the preparation of entities capable of operating under the conditions of the development of the institution of new providers of social services, specialists ready to work in public and private organizations.

Research based on sociological survey of specialist of governmental and non-governmental organization of sphere of social services (141 employees, 2018). We conducted a comparative analysis of the educational characteristics of specialists working in state (103 employees) and non-state (38 employees) organizations.

Despite the fact that social work education was mostly oriented towards governmental organizations of social services, there are specialists in this ratio who do not have professional social work education and more people without any higher education. In governmental organizations specialists have opportunity to work as a specialist in social work. In governmental organizations, there is the possibility of vertical career mobility for specialists with higher social work education.

In non-profit non-governmental organizations, there is no vertical career mobility per se, specialists with higher education work here as social work specialists, educational psychologists, family counselors and others. But here there is the possibility of creative work, occupying positions of project coordinators, public relations managers, etc. In private organizations, higher education specialists in the "social work" profile more often occupy the positions of managers and perform the roles of other specialists.

Reasons of working in governmental organizations: "helping people"; comfortable working environment; good relations in the team"; social significance of the activity; opportunity to work, no matter where; possibility of self-development; the possibility of career growth; relationship with management.

Reasons of working in non-governmental public organizations: opportunity to self-development; altruistic orientation; the social significance of the activity;

Reasons of working in private organizations: possibility of self-development; altruistic values and understanding of the social significance of the activity; working conditions and relations in the team.

Reasons of working in public and private organizations contribute to enhancing the value of helping, which is combined with the need for self-development. The absence of an accidental, irrational choice of place of work indicates that a

conscious mechanism lies at the heart of the choice of activity. In combination with altruistic values and the desire to fulfill of socially useful activities and self-development, this characterizes the core of new social service providers.

Non-governmental organizations attract subjects that are ready for an active social role in the form of realizing a significant social function. Higher social work education contributes to the development of greater adaptability among specialists, awareness in activities and readiness for self-development. It develops the ability of specialists to overcome difficulties in the process of their activities, to act effectively under conditions of uncertainty. New areas of activity in relation to the value of social education are a value perspective for the development of the profession, social work, clarification and increase of its social significance.

For the Russian specificity, this stage of development of the social services sector is characterized by communication between the governmental and non-governmental sectors. Nevertheless, new areas of activity are attractive for the most promising university graduates. They are also actors developing these areas of activity due to their motivation and readiness for self-development. Through this process, it is possible to reveal the tendency of development of education, which is determined by the subjects interested in it.

Keywords: Social work education, non-governmental organizations, motivation, social changes.

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Structural-functional Model of an Organization, Implementing Employment Assistance and the Professional Preparation of Psychologists

Abstract. The key trends for the psychology profession in future are the growing demand of psychological services and the need for a narrow specialization of psychologists as well. Meanwhile, the issue of employment of a professional psychologist by profession still remains unresolved in Russia.

Objective of the study is establishing a structural-functional model of an organization, that implements employment assistance and the professional preparation of psychologists.

The aim of the project is specified in the following tasks:

1) To analyze the expertise in establishing organizations which, provide assistance in job placement of specialists from different countries (Russia, Republic of South Africa, Association of European countries);

2) To identify the constructive aspects in other countries' experiences, that can be applied to the professional activities of psychologists;

3) To develop a structural-functional model of the organization, based on the reviewed experience;

4) To describe the functional features of an organization that provides assistance in finding employment and preparation for the professional duty of psychologists.

To achieve the above stated objectives, we used the following methodological tools:

1) analysis of the literature on the employment of specialists,

2) analysis of the websites of staff and recruitment agencies,

3) an analysis of Internet resources to assist job seekers in finding employment,

4) analysis of the experience of higher education institutions in assisting graduates in regards to employment.

The work was carried out in the framework of a project activity implemented by a team of authors - teachers and students (citizens of the Russian Federation and the Kingdom of Eswatini) of the Academy of Psychology and Educational Sciences of the Southern Federal University.

The analysis and integration of the experise from a number of countries in the recruitment of specialists, as well as successfully operating in this area of Internet platforms allowed us to summarize the positive international experience. This experience was reflected in the structure-functional model of the organization that we developed, which provides employment assistance and preparation for the professional activities of psychologists.

Three areas of this work are highlighted: assistance in the employment of psychologists; preparation for an interview and preparation for professional activities.

As part of the first line of work, it is planned to assist psychologists in finding employment. For this purpose, an Internet site will be created that allows registered users - employers and job seekers-psychologists to find each other on their own. The described direction is a priority and is closely related to the implementation of the following two areas of work.

For applicants as a second direction of the organization, preparation for an interview is offered. Within this direction, a number of trainings are held, aimed at increasing the ability to competently present themselves as a professional. These are resume drafting trainings; writing an effective cover letter; training of confident behavior; communication skills development training; self-presentation training.

In addition, our organization can contribute to the professional development of novice psychologists by organizing events that contribute to enhancing their professional competence, and acquiring the skills necessary for further work. This is the third area of work of our organization. Within its framework, master classes from practicing psychologists for beginning psychologists are carried out; author's trainings for both practicing psychologists and beginner psychologists; organization of internships with employers.

Distinctive feature of the organization is its focus on interaction with both applicants and employers, facilitating contact between them. The predicted high efficiency of this organization will be manifested in increasing the number of job placement psychologists in their specialty and improving the quality of their professional activities, motivated by the desire for self-realization in the professional psychological activity.

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Educational Motivation and Achievement Motivation among Students with Different Academic Performance

Abstract. Empirical research is devoted to the study of the relationship of educational motivation and motivation to achieve students with different academic performance. Motivation is an important component of any learning technology, as it affects both the active involvement of participants in collaboration and the result of training. In our research the concept of motive and motivation is considered, specifics of educational motivation, motivation of achievement, namely, motive of achievement and motive of avoidance of failures are revealed, and also the role of these motivations in educational activity is found out.

The aim of our research is to study the relationship of academic motivation and achievement motivation of students with different academic performance.

We suggested that the relationship between academic motivation and achievement motivation of students with different academic performance is different, and the impact of academic motivation on academic performance is higher than the impact of student achievement motivation.

In this study, the motivation for success we understand as a set of goals, needs and motives that stimulate the student to achieve the corresponding goal. To study the motivation of achievement, the method of diagnostics of A. Mehrabian's achievement motivation was used. It allows you to determine the predominance of one of the motives – the motive of striving for success or the motive of avoiding failures.

Educational motivation is defined as a particular type of motivation included in educational activities. The formation of educational motivation is not just an increase in positive or aggravation of negative attitudes to learning, and the complexity of the structure of the motivational sphere. Some motives are related to the content of the educational activity itself and the process of its implementation, others - to the wider relationship of the student with the environment.

To study the level of formation of educational motivation, we used the method of diagnostics of educational motivation of students A. A. Rean and V. A. Yakunin.

Research of academic performance was carried out by studying the rating of the success of mastering the educational material by students at the end of the last semester of their training.

The results of the comparative analysis (n=83) of groups of students with different academic performance in terms of the frequency of the trait clearly demonstrate the positive impact on the academic performance of students as a more pronounced educational motivation, and more pronounced motivation to achieve, that is, the motivational trend of the desire for success. Thus, the most significant correlation was found between the indicators of the level of educational motivation of students and indicators of the level of academic performance of students (r=0.73 at p<0.05), which indicates their interdependent change. The next most important correlation was found between the indicators of the level of motivation of students and indicators of the level of academic performance of students (r=0.62 at p<0.05). The greatest number of students have an average level of achievement motivation, i.e. they do not have a pronounced motivational tendency to focus on success and avoid failure. This allows them to learn the program material well, but does not contribute to the achievement of high results in educational activities.

The average profile of educational motivation and motivation of achievement of students in view of their academic performance clearly demonstrates the relationship of educational motivation and motivation of achievement of students with different academic performance.

It is proved that there is a statistically significant relationship between the level of educational motivation and motivation to achieve students. Both academic motivation and achievement motivation have a positive impact on students' academic performance. The degree of influence of educational motivation on academic performance of students is higher in comparison with achievement motivation.

Keywords: Academic motivation, achievement motivation, academic performance, pursuit of success, avoidance of failure

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Expanding social capital in the digital age: paradoxes

Abstract. The article studies the process of expanding social capital in the digital age. Special attention is given to three main determiners. Firstly, in the context of digitalization expanding social capital is connected with the implementation of intelligent systems. Secondly, the phenomenon of "network cooperation" provides innovative opportunities to develop social capital. Thirdly, using Big Data might become a rich resource. However, when studying these factors, we have to confront a number of paradoxes. The article reveals and classifies paradoxes with regard to the process of social capital development in the digital age. The authors claim that

the first paradox is related to two opposing processes: massive implementation of intelligent systems, on the one hand, and "desolation" on the labour market, on the other. The second paradox is connected with the fact that many specialists who possess professional knowledge and valuable personal experience tend to be old-fashioned in their judgements and lack computer skills. On the other hand, excellent digital skills, which younger people are quick to acquire, enable them to "borrow" fragmentary and superficial knowledge rather than develop a profound expertise. The third paradox is related to a "computer metaphor", which is based on the analogy between human brain and intelligent systems, whereby human consciousness is viewed as an integral model of the world and one's own self, that follows the principle of maximum probability for a given scenario. The forth paradox arises from the fact that together with ample opportunity for interactive communication the Internet increases loneliness.

The article discusses the phenomenon of "network cooperation" as a factor of social capital development. The authors differentiate between various kinds of "network cooperation". "Crowdsourcing" involves voluntary cooperation of Internet users, who often remain anonymous. "Noosourcing" is a kind of network cooperation based on professional communities. The authors claim that the lack of physical "face-to-face" contact within the new "network sociality" does not prevent the development of social capital.

It is argued that Big Data technology can contribute to the expansion of social capital in a rapidly changing digital environment. Big Data helps collect and structure diverse information, revealing the results of human activity and bringing "invisible forms" of social capital to light. The article raises the question of Big Data "social maturity" and demonstrates that the value of Big Data is not limited to collecting quantitative characteristics. Its value is also related to processing information, which contributes to adaptive, managerial and functional effectiveness. Thus, there arises a need for a new type of subjectness – "data scientist", who would create a subject-oriented information platform on the basis of Big Data analysis and value system.

The authors come to the following conclusions. The new digital world has given rise to "network sociality". Social networks serve as the basis for social capital. Developing digital skills becomes the main priority of education, since information is viewed as the main strategic resource. Techno-socialization becomes the "meeting place" for an individual and the modern civilization. The younger generation tends to acquire innovative digital technologies faster than traditional cultural heritage. Due to the massive use of online technologies, the Internet is becoming the main resource for social capital development. Furthermore, when evaluating the Big Data it is worth mentioning that their "maturity" should be related to anthropological perspective rather than post-human future. Quantitative analysis cannot be sufficient since it is the reflexive consideration of the Big Data that may ensure the transition to a new stage of modern development. Finally, when analysing the functional aspect of social capital it is important to consider the

gap between the digital world and hybrid physical reality which integrates various life practices.

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Gender Analysis of Professional Potential of Future Engineers

Abstract. The article is relevant as it raises the issue of the importance of attracting women to science, technology, engineering and mathematics (STEM).
The main goal of the research is to identify the gender asymmetry in professional socialization of future engineers in the educational field. Gender asymmetry in professional roles starts with choosing a training program for preschoolers, a learning profile at school, and later a professional training program. The success of professional socialization among women engineers is less connected with the specific character of the professional field of engineering, than with the preservation of gender-role stereotypes.
The resource approach used in the sociology of young adults became the methodological basis of the study. The authors conducted a comparative analysis of the professional potential of future engineers, as the volume of various personal opportunities, in three aspects: they evaluated the motivation of the realized choice of the educational institution, revealed the perception of the status of the profession they are trained in, and evaluated the students' plans for the near future. Along with the temporal direction of the analysis, a comparative analysis of the professional potential of girls studying at different levels of STEM-programs (bachelors and masters) was conducted. Such a "vertical" aspect of the analysis allowed us to fix the increase in "gender resilience" and girls' confidence in their choice of engineering career.
To identify the gender features of the process of professional socialization among students of engineering programs, the research group conducted a number of field studies in the period of 2014-2018:
1) the semi-formalized interviews with applicants who had chosen engineering training programs;
2) the survey among the students of Bachelor and Master's degree programs in the STEM areas of training after their entering the university;
3) the secondary analysis of materials of the seventh stage of sociological monitoring among the students of the Ural region.
The analysis of the interview materials showed that women's choice of an engineering profession begins at the stage of choosing a specific physical and mathematical direction of schooling. Training in such specialized classes increases

the confidence of girls in their ability to master a laborious engineering program. Moreover, the successful completion of the STEM educational program adjusts the professional plans of graduates. The confidence in their own abilities and opportunity to master complex engineering educational programs grows; the decision to self-develop in engineering field strengthens.

Our analysis showed that the influence of gender stereotypes is the most pronounced at "entrance" to the educational field and on "exit" from this professional field, when students assess the prospects and problems of their future employment, professional plans and expectations.

Keywords: engineering education, professional socialization, gender, women, professional potential

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Formation of Readiness of Future Pedagogues to the Development of Initiativity of Senior Preschool Children

Abstract. The federal state educational standard for preschool education requirements and targets determines the importance of supporting the initiative and independence of children in their specific activities through the construction of a social situation.

The senior preschool age is defined by researchers as a sensitive period of development of socially significant personal qualities (L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontyev, S.L. Rubinstein).

The trends of volunteering development have conditioned the response of the preschool education to modern challenges in the form of the implementation of projects for the involvement of preschool children in volunteering activities of various directions.

Analysis of the professional training of future pedagogues of preschool education shows that special educational subjects are not included in the state educational standard that would prepare future pedagogues of preschool education for the development of the initiative of senior preschool children based on children's volunteering of preschool educational establishment.

Thus, the significance of the problem of developing initiative of senior preschool children on the basis of children's volunteering is actualized by the social order of the society (social and pedagogical level); by the lack of theoretical grounds and practical recommendations for pedagogues on the organizing of volunteering for senior preschoolers and by a sensitive period of the preschool childhood.

The purpose of the study is the scientific substantiation, development and testing of pedagogical conditions for the development of initiative of senior preschool children on the basis of volunteer activities.

The use of a comprehensive research methodology is supposed, which includes the study, analysis and generalization of philosophical, psychological, pedagogical, and managerial literature on the problem under study; development and conduct of experiments for identification, transformation and control, quantitative and qualitative analysis of the data obtained.

The development of initiative implies a transition from the joint activities of a preschool child and an adult to the independent activity of a child in certain created conditions. This can be achieved by building a social situation with the participation of senior preschoolers in volunteering.

In the course of the study, volunteer projects were implemented: measures to support children of the cancer center ("New Year's post card for a distant friend", participation of children of preschool age together with volunteers in a theatrical performance); help in the daily life of children of junior groups of the nursery school; environmental protection measures (waste paper collection, bird feeding, separate garbage collection, planting flowers, etc.); help for children with special development (preparation of theatrical attributes), etc.

During the work, pedagogues had a number of questions on the organizing of volunteer activities and the creation of conditions for the manifestation of children's initiative.

The obtained results became the basis for the development of a model of formation of pedagogue's readiness for the development of initiative of senior preschool children on the basis of volunteer activities.

The model project is a model and block structure consisting of the following elements: target; organizational and pragmatist and effective (respectively goal principles and objectives levels; stages directions, types and forms of pedagogues' activities; indicators of formation of pedagogues' readiness for the development of children's initiativity on the basis of volunteer activities, result).

As the main factor of formation of the model system, a socially-oriented practice is considered, which will involve pedagogues, preschool children, parents and social partners. Consequently, future pedagogues will not be just listeners of information, but they will receive knowledge and skills through an active search.

Thus, the intended result of the model implementation is the formation of a complex of professional competencies of the future pedagogue - organizer of children's volunteering activities with the aim of developing initiativity of senior preschool children.

Keywords: initiativity, senior preschool age, volunteering activities, readiness of pedagogues

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Self-assessment of the appearance and assessment of the appearance of other people among Russian students with different economic status

Abstract. A person's appearance is considered by a number of Western and Russian researchers as "social capital" with investment strength (Gordon R. A., Crosnoe R., Wang Xue, 2013; Labunskaya V.A., Bzezyan A.A., 2018). In this regard, it is especially promising to consider the potential of young people who are focused on active self-realization both in the field of study and in family, hobby, professional and socially beneficial activities (Obukhova Y.V., Zinchenko E.V., Belova E.V., 2016). The study of assessments of the Russian students' appearance in connection with their assessments of their economic status and success of educational activities is relevant.

Objectives: to determine the features of self-assessment and assessment of the appearance of other people among Russian students with different subjective assessments of their economic status. The assessment of the appearance of other people has been understood as the assessment of the appearance of other students and teachers of their university. The relationship of self-assessment and assessment of the appearance of other people by students with their subjective assessment of the success of educational activities was considered.

Participants. 135 university students aged from 16 to 35.

Methods. 1) A questionnaire "Subjective assessment of an economic status" (Labunskaya, 2016). 2) A questionnaire "Self-assessment and assessment of appearance" (Labunskaya, 2016). 3) We have developed a questionnaire to assess the subjective success of student learning activities. There, a student has been asked to evaluate his academic performance, active participation in learning activities and satisfaction with education process. 4) Spearman's correlation analysis, non-parametric Mann-Whitney test.

Results. More than half of the sample (55.5 % of respondents) evaluated their economic status as "Rather poor than rich", the remaining 44.5 % classified themselves as "Rather rich than poor".

Data analysis showed that the subjective assessment of their economic status by students is related to their subjective assessment of the success of educational activities. At the same time, higher grades of their economic status correlate with higher grades of academic achievement, degree of learning activity and satisfaction with learning.

A comparison has been made of groups of respondents with different economic status in terms of their self-assessment of their appearance, the assessment of their teacher's appearance and the appearance of other students. It was determined that students who consider themselves "rather rich than poor" evaluated higher both their appearance and a teacher's appearance, than students who consider

themselves to be poor rather than rich. The indicator for assessing the appearance of other students has not been significantly different in the two studied groups.

Relationships have been established between the indicator of class missing and self-assessment of appearance. The results show that attendance is not related to the self-assessment of the appearance, but is related to the assessment of the appearance of teachers and other students. The higher it is, the higher the likelihood that a student absents only for a good reason.

Conclusions. Subjective assessment by students of their economic status is connected with self-assessment of the appearance, assessment of the appearance of teachers, but does not have a significant impact on the assessment of the appearance of other students. High self-assessment of the appearance of a teacher and other students is positively associated with attendance. Students with a high assessment of their economic status more highly evaluate the success of their learning activities as a whole than students with a low assessment of their economic status.

Keywords: appearance, self-assessment, education, economic status.

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A Model of Social Capital Formation of Students with Special Learning needs in the System of Macro-Regional Educational Cluster

Abstract. The research subject in the article a model of social capital formation. The purpose of the article is to show the importance of social capital formation of students with special learning needs. The scientific novelty of the research is determined by an interdisciplinary approach to the formulation of the subject field and the proposed research methods at the conjunction of the sociology of education, pedagogy and management theory; the use of the concept of social capital in assessing the effectiveness of educational paths in the system of multi-level continuing education; an expansive interpretation of the concept of inclusive education. Due to the fact that the implemented state policy in the field of education, on one hand, focuses primarily on the modernization of the education system, on the mass and unified education, and, on the other hand, sets the emphasis on defining and implementing the practices and technologies of including students with special educational needs in the system - and in a sense, deviating from the typical model; due to the inability to integrate those students in a traditional way into the existing model of mass education, and at the same time due to the urgent need for such integration, due to the need to ensure the segregation

without negative effects, but, on the contrary, with the positive effects of an additional benefit from the realization of their unique personal potential, we can categorize the students with special educational needs that belong to the subcategories of talented with those who have disabilities.

Indeed, both former and latter, due to innate and acquired unique features, properties and characteristics, which result in special educational needs, are forced to approach the choice of education and professional route with more attention and focus than other categories of students, and therefore, by the example of students with special needs, we observe the type of social actants, who are interested in and require the most advanced pedagogical technologies and educational environments - they are a kind of "privileged users", who lawfully expect, due to the established legal order, the most from the education system to enable them to form a set of social capital, first of all, professional and cultural, which would guarantee the barrier-free transition from one level of education to another within their strategic vision and the maximum return on stratification, that not only compensates for the existing limitations, but fully facilitates the development of their personal and social potential.

Since the main focus is on the formation of social capital of an individual who advances in a multilevel education system, and also since such a transit takes place in a specific educational environment of the region, of a municipal locality, at school, college, or at university level, it seems appropriate to focus on the regional and macro-regional education systems, paying special attention to those regions whose educational systems are integrated into the so-called educational clusters - associations that unite educational organizations of various types and levels. In this study, we turn to the experience of the Educational Cluster of the Southern Federal District, created by the initiative of the Council of Rectors of the Southern Federal District in 2015, and which currently includes a partner network of more than 300 educational institutions (including federal and base universities, colleges - first of all, pedagogical, - general educational organizations, educational organizations of continuous education, as well as pre-school educational organizations).

To the positive factors at the level of federal regulation, we can include the focus of the Federal Law novellas "On Education in the Russian Federation" to expand the individualization of students' educational paths, to legitimize the networking mechanisms of interaction between educational institutions of various levels, which makes possible the clustering policies that combine practices of individual educational organizations, infrastructure, and social partnership, including for the purpose to solve support problems, implement support tools, incl. scholarships, expanding participation in the modernization of the corporate sector, including in the framework of public-private partnership.

The negative aspects of the normative regulation in the considered sphere include a certain vagueness, fragmentation of the legal field, the absence of a number of basic documents, experience in law reinforcement, a significant advance of actual pedagogical and managerial practices, which leads to the antinomy of the legal and legitimate, deployment of mechanisms and practices, not fully entered in the field

of official standardization, which, in turn, creates the need for the creation and testing of the development model of social capital of students with special educational needs in terms of macro-regional educational cluster.

In general, we can talk about a fairly well-established system of work with students with special educational needs, covering all levels of education and consolidating the professional pedagogical community around recognized and shared strategic orientations and tasks, but one cannot but admit that the institutionalization of this system is far from complete, which allows to identify positive factors contributing to its development, increasing the coverage of target audiences, improving the applied technology and tools, as well as negative factors, causing the fragmentation of the legal framework and decrease of the effectiveness of the interaction of various educational institutions.

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Interdisciplinary Approaches in the Formation of Student's Human Capital with Higher Education

Abstract. The research subject in the article is the student's human capital, formed by the subject synthesis in the field of higher education. The purpose of the article is show the importance of using interdisciplinary approaches in the study of individual professional disciplines. The scientific novelty is the study of the educational essence, the formation and improvement of human capital theory in higher professional education by interdisciplinary approaches in student training. The theory of human capital concept is an integrated approach to analyzing human activities range in the light of a certain worldview. In this approach higher education is the center and the source of economic development in the regional and national economy. The relevance of the article is to consider the role of human capital both in the economy and in the pedagogical context.

In this regard, the university mission is to train students to perform their professional competencies at a high level as well as to take on additional responsibilities in human capital formation. This process includes professional development and professional retraining. Therefore, the modern educational system requires constantly new approaches in teaching, optimization of its didactic models, we have focused on interdisciplinary connection in training in the formation of students' human capital. We have developed and introduced into the university educational process the curriculum for students' human capital development, based on interdisciplinary connections. The relations indicated in the

article play a significant role in enhancing the practical and scientific-theoretical student training, an essential feature of which is the mastery of students by the generalized nature of cognitive activity. Generalization allows one to apply the knowledge and skills in further specific situations, when considering private issues, both in academic and practical activities, in the future production, scientific and social life of various specialties graduates. Using multilateral interdisciplinary connections provides a qualitatively new level of forming human capital, as well as creates the foundation for an integrated vision, approach and solution of ambiguous problems of reality. In this connection, the optimization of interdisciplinary connections and the didactic modules formation on their basis is the most important factor in ensuring the systematic students training, which we conduct at the Academy of Psychology and Pedagogy of the Southern Federal University in various pedagogical areas of training.

Interdisciplinary connections are an important aspect in the formation of human capital, and the result of a comprehensive approach to technical and technological student training. The implementation of interdisciplinary connections in the process of disclosing the educational topic provisions is most effective, when the necessary and essential connection interdisciplinary topics are used to overcome contradictions in the educational process. When students are convinced these contradictions can be resolved by using knowledge from other subjects.

The result of the interdisciplinary synthesis of knowledge will be the classification of reserves increase in labor productivity according to such features as:

- technical re-equipment (improvement of the motor car park structure, improvement of the car structural qualities, improvement of the maintenance materials quality, etc.);
- transport process and efficiency of goods and passengers' transportation (improvement of transportation technology, rationalization of transportation organization methods, implementation of dispatching management, etc.);
- organization of labor and traffic safety (organization of technical regulation, increase of labor discipline, use of moral and material incentives, increase in traffic volume, organization of traffic safety and safety techniques).

The theoretical foundations development of interdisciplinary connections in an educational subject makes it possible to use a mechanism for identifying and planning interdisciplinary connections to specific topics of the academic subject being studied and revealed its leading positions. For an experimental research work and as an example, let us consider the integrative discipline "Production Logistics" delivered to students in the Field of Science 44.03.04 - Vocational training (by industry), major: logistic and technical services for road transport.

Keywords: human capital, higher education, investments, interdisciplinary approaches

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The Problem of the Existence of Notional Barriers in Teaching Students

Abstract. The article deals with such a problem of education as the interrelation of semantic barriers and learning efficiency. Learning, as a process of interaction between teacher and student, has a complex structure, due to the polymotivation of both parties. The effectiveness of such interaction is influenced by a very large number of factors - both objective, related to the learning conditions, and subjective, related to the personality characteristics of students and teachers, students' attitude to learning activities, the presence of positive experience in overcoming problems.
Training is a complex system, the set of elements of which are interconnected both linearly and probabilistically and nonlinearly. The structure of any system necessarily includes barriers that ensure the integrity of the system and prevent its collapse. The educational activity of students has an external and internal side. Students in the framework of the implementation of educational activities may experience semantic barriers that affect its effectiveness. The semantic sphere of a person is constantly evolving, which creates the potential for reaching new, higher levels of development. Overcoming the semantic barrier leads to an increase in the quality of learning activities. The presence of rigid and stagnant semantic barriers inhibits and distorts learning activities. The effectiveness of any human activity, including learning, is determined by many factors, among which the most important role is played by the ability to overcome obstacles to achieve the goal. Psychological barriers that reduce the effectiveness of training become such obstacles in the university. They inhibit the thought processes of students. Because of the fear of failure, anxiety, fear, low self-esteem and excessive self-criticality, even gifted students cannot fully reveal their abilities, realize their knowledge and skills acquired during their studies. Traditionally, barriers are perceived as something undesirable that creates interference, but it must be borne in mind that barriers are permanent attributes of life, its necessary satellites. Any integral system consisting of elements owes its existence to the barriers that prevent its disintegration. Man himself has ceased to be a savage only because of such a barrier as conscience - which is considered as the core of any civilized society. Barrier is a psychological phenomenon (represented in the form of images, sensations, experiences, etc.), which reflects the properties of the object to limit the manifestations of human life, to hinder the satisfaction of his needs. The absence of a barrier devalues a subject of any need, therefore it can be noted that the presence of barriers makes learning more attractive for students.
Keywords: education, training, student, meaning, barrier

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The Gifted Students: Psychological Problems and Problem Solutions Techniques

Abstract. Gifted individuals always existed in society, yet the scientific study of giftedness only began in the second half of the 20th century, large-scale studies of giftedness have recently been published. Several psychological studies of gifted children have been conducted, albeit, no unifying theoretical and methodological has emerged that enables a full understanding of the complexities of the giftedness phenomena. Social psychological studies show that gifted children study in uniquely individual ways and that there is no consistency in how gifted children approach academics. It is of interest to note, that most research focuses on gifted school age children and only a few deal with gifted preschoolers, but what happens with these children after their school finishing? The literature also lacks studies that follow up on gifted children once they complete secondary school. The few studies that do follow up on post-secondary school aged children show contradictory outcomes. That is why, it is much better to prepare gifted schoolchildren to such conditions in the high school. Educational center "Sirius" - is one of the places for gifted children's talents mastering that was founded in Sochi in 2014. To figure out how successfully does this center perform their functions and what attitude to this center activities the gifted children have empirical research was conducted. Content-analysis was taken as the main research method. Unit of analyses is statement correlated to one of the categories. Based on current theories and children's statements, the following categories were developed: 1) "Organization of life-sustaining activities" (statements concerned with nutrition, center location, living conditions, features of educational activity), 2) "Sirius characteristics", 3) "giftedness" (personal and other children), 4) "interpersonal relationships" (with adults and children), 5) "summative assessment". Statements that were not related to any of the above categories were put into the "Other" category. The statements posted on the official web-sites of sochisirius.ru and otzovik.com since April 2017 to April 2019 were analyzed, 100 children "Sirius" students and 4 their parents. Students at "Sirius" enjoyed the sea, food, living in a 4-star hotel, windows but few considered the center as an educational program that furthers their interests and potential. It is surprising that so few statements were made about interpersonal relationships since this is a period of development where relationships are salient in the life of a teenager. In sum, gifted children are not protected from social-emotional problems as their peers, but they are complicated with more specific problems. There are interrelationships problems with other people (peers and adults). It is proved by our research and by researches of other authors. Undoubtedly, the students who submitted statements are interested in attending

Russia's universities to further their education, talents and potential. To ensure the success of gifted individuals in academics and society we need evidence-based practices for educating and supporting these individuals in various life transitions. Perhaps one of the areas that requires focus is the social psychological welfare of gifted children. Research can focus on problems of socialization so that programs can incorporate elements of good practices resulting in successful socialization with minimum social problems.

Keywords: gifted students, interpersonal relationships, socialization, higher educational

SESSION 7

CULTURAL SOCIOLOGY AND EDUCATION

(25.07.2019 16:40-18:10 aud. 556, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizers: Dmitry Yu. Kurakin, National Research University Higher School of Economics, Russia; **Anna Lund,** Stockholm University, Sweden

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The double standard in schooling. Refugee youth, opportunity structures and relational student agency

Abstract. Exploring school achievement for refugee youth in Sweden this paper narrates how available opportunity structures for learning, within and outside school, can enhance youth's scope of action within educational settings. We will learn from the educational biographies of two young Somali Muslim women, Ayra and Saab. They came to Sweden in their teens with very different educational backgrounds. After five years in Sweden, they are performing well in school and are firmly on track to reach their academic goals: graduating from high school with a clear picture of their next educational step; i.e. university studies. While sharing their experiences of receiving support but also of facing discriminatory practices inside educational institutions we will increase our understanding of how conditions for learning for newly arrived youth are related to network of friends, family and local community as well as to individual learning/educational histories and hopes for the future.

The two biographies are part of a larger research project investigating opportunity structures for young newly arrived students in Sweden from different perspectives and viewpoints. For Merton (1996), "opportunity structure" "designates the scale and distribution of conditions that provide various probabilities for individuals and

groups to achieve specific outcomes". To explore how different social spheres, within and outside school, could strengthen, but also create, difficulties for young immigrants' school achievement and feelings of inclusion, I have interviewed 34 persons. My interviews ranged from one to four hours. My methodological point of departure is in line with Sennett, when he refers to the need of "taking people seriously as competent interpreters of their own lives". This paper point to how Ayra and Saab as "subjects make sense of themselves" and others in a new educational context.

In addition, I have done two weeks of ethnographic work at an organization for newly arrived children and their families, shadowing the work when new Swedish students' knowledge and health are screened, as well as talking with newly arrived parents about Swedish culture and how the school system works. I have gone on "go-along-ethnography-walks" (Kusenbach 2003) with experts on integration in two class- and ethnically segregated areas of the city for my research, experts who themselves grew up in these neighborhoods. This mixed method involves interviewing, observing and being a participant. It is an illuminating method for familiarizing oneself with the interrelationship between subjectivity, everyday life routines and space and how it effects the opportunities for individuals and groups to achieve specific outcomes. In addition, I have been inspired by what Wulff (2002) call 'yo-yo fieldwork', which is a form of concentrated ethnography where one visits the field on a regular basis. I have chosen to visit a specific class- and ethnically segregated neighborhood in one metropolitan area on numerous occasions, when specific events have taken place – such as when youth organize community meetings to increase political engagement in the neighborhood and during art and cultural events. The purpose is to obtain a slightly more holistic view of what lived opportunity structures can be from the inside rather than only looking at important spaces that impact on people's lives from the outside.

I analyze the relation between social chances and life chances in the light of the double of standard of schooling and students relational agency. Robert K. Merton wrote a short essay on opportunity structures. In this text we encounter, through his reading of Weber and Dahrendorf, a discussion concerning life chances and social chances. Life chances are connected to the differentiation of opportunities vis-á-vis the social hierarchies, such as race, ethnicity, gender and class, in a society. Social chances are connected to the expansion or contraction of opportunity structures. The Swedish school system and Sweden as country where gender equality is important could be seen as providing new social chances to Ayra and Saab as they escaped from a country that with few opportunities for schooling and limited possibilities for women. But at the same time they are encountering hierarchical thinking concerning who is seen as the norm within the Swedish school system. Having Swedish as a new language, arriving from the global south, carrying the veil, is not an advantage. This means that new social chances not automatically are a cause for increasing life chances. The paper illuminate relational student agency and through this school professionals own unexamined belief structures, as when

teachers are seeing some students as negative stereotypes, in Ayra and Saabs words as "faces", and not as sophisticated and skilled learners.

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Cultural and Educational Aspects of Publications on University Websites (Case Study of Regional Universities)

Abstract. The present work studies publications on the websites of two Russian regional universities (Chelyabinsk State University and South Ural State University, the Russian version) which are situated in the multicultural region and work with applicants from Asia and Africa. The unique history of the region may it possible to outline specific strategies and digital opportunities to reflect university life, including its cultural and educational components. It analyses positive and negative aspects of publications to attract local and foreign prospective students and pays special attention to news about cultural events. The research shows how publications reflect university policy and discusses strategies to improve cross-cultural activities.

The work studies the general overview of two university websites, their sliders, news sections as well as changes in the content during a six-month period. The slider of Chelyabinsk State University website differs by its simplicity of information presentation and lacks any unique character, reflecting the so-called "educational path" from childhood to university graduation. In comparison, the slider of South Ural State University website traditionally uses more pictures than the one of Chelyabinsk State University and shows the university policy and its international status.

The six-month period of watching the given websites signals about a positive tendency in the slider of South Ural State University where the number of pictures has been reduced from twelve to eight and the absence of "kaleidoscope" effect has become more comfortable for viewers to focus on the news they are interested in. In the slider of Chelyabinsk State University we can notice a negative tendency because the number of pictures has been reduced from four to two and it produces an effect of no university life, which cannot attract any prospective students who look for friendly and lively atmosphere with implications for a possible successful future.

In the news section the research looks at the time period of updating, the presentation format and the content. The website of South Ural State University publishes news more often than Chelyabinsk State University. The high frequency of publications has its advantages (the evidence of lively university life) and disadvantages (viewers can miss some significant news). The number of news is similar on both websites (8 and 10, respectively). However, the key difference

between two news sections is the visualization of news on the website of South Ural State University. It is especially important for international students. In the content of publications the priorities of university news at South Ural State University are the following: cross-cultural aspects, technologies, communication. Most pieces of news offer a mixture of these priorities. The subjects of publications on the website of Chelyabinsk State University are different depending on the period and have no permanent strategy. In the autumn of 2018 the news section told the viewers about cross-culture relations, prospective students, science and education while in the spring of 2019 they show the interest of the university in its personnel. Unfortunately, this positive idea almost neglects students, prospective students and science, and makes it ignore cross-cultural aspects.

The websites of universities should choose topics of publications much more carefully as the "clip mind" generation can detect "empty" news quite easily. Moreover, bad navigation and the absence of visualization can push off the young viewers. To attract prospective students, home and foreign ones, the public relations of universities should put an emphasis on the human-centered factor as communication and abilities connected with it are of great importance nowadays.

The international activity of universities should be shown through interaction of local students and cross-border ones. The current website versions reflect home and foreign students separately which should be overcome in the future.

Keywords: education, culture, prospective students, foreign students, space

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Early School Leaving in Biographical and Discourse Perspective

Abstract. Early school leavers (ESL) are defined as 18-24 years old persons without qualification at upper secondary level who are not participating in education or training. During the last years, they have gradually become a target group of EU and Austrian education and labour market policies. Attention at ESL as an issue of social research has increased during the last years with a focus on quantities, reasons, consequences and solutions along with sociology of education's interest on social inequalities and their reproduction. The aim of my research is to approach ESL outside of a problem and solution framework, seeking not to pre-suppose but to reconstruct the meaning of ESL for young people who match the definition. Still I take the problem-framing of the phenomenon into account and make it an issue of my research. Hence I address ESL in a very open qualitative perspective via biographical analysis and I investigate ESL as discourse. The purpose of my study is thus to combine both a biographical and a discourse-analytical perspective on early school leaving. These objectives can be distinguished into a twofold set of research questions: Related to the biographical approach, I ask how early school leavers appropriate ESL-discourse along 'lifelong biographical work'. Which elements of the discourse/s do they select? In what different ways do they refer to the relevant discourse/s? Related to the discourse

approach, I ask how ESL-discourse/s structure biographies of early school leavers. In what kind are early school leavers constructed *as* subjects of policies? How are self-perceptions *as* early school leavers constructed?

In combining biographical analyses and discourse analyses I in both cases apply a methodological approach based in sociology of knowledge. Regarding the analysis of biographical-narrative interviews I use Gabriele Rosenthal's 'biographical case reconstuction', a hermeneutic-reconstructive approach composed of five different analytical steps. The dialectics of experiences and narratives on experiences are taken into account and their relatedness is used as basic principle for the interpretation of biographies. During the first analytical steps, both perspectives are systematically separated in order to reconstruct the sequential configuration of the experienced life-story as well as the sequential configuration of the narrated life-story and in the end to relate both perspectives to each other. Regarding the analysis of policy documents related to ESL I refer to Reiner Keller's sociology of knowledge program of discourse analysis. According to this approach discourses as perceived as constructions of reality and as institutionalized frameworks of knowledge and the potential of creative handling discourses is highlighted.

My first analyses show the complex 'problemness' in the biography of an early school leaver ('Robert'). In his problems structure both his experienced and his narrated life-story but their meanings are very complex and in part contradictory.

Questions of the threshold between legitimacy and guilt arise; they exceed the fact of school drop-out, and are related to wider societal knowledge about the have-to-be structure of problems. Robert represents a case of relating his biography to discourses on counselling – in applying the logic of problem solving via identifying triggers and sources, reflecting, and bettering. This finding can be connected to ongoing discourses of individualization and meritocracy shaping the understanding of responsibility, legitimacy, and guilt. Questions of guilt seem to be inherent in ESL discourse, but go beyond the fact of school failure.

Keywords: early school leaving, biographies, discourse, problem framing, legitimacy

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Uncertainty of Educational and Career Aspirations

Abstract. Educational decision-making today unfolds in new environment: risk society, late modernity produce individualization and reflexivity, lead to destandardization of educational and career trajectories and set new tasks before young people which don't have readymade solutions. Nowadays, when technologies are rapidly changing, new professions appear and old ones disappear,

success in the labor market is largely associated with openness to new opportunities, hence openness to unpredictability and uncertainty.

On the other hand, the education system, at least in Russia requires a fairly high degree of certainty from students about their preferences quite early. For example, students who choose vocational track at the age of 15 (half of all school students in contemporary Russia) need to decide on their future profession right away. Policy making is still build around an idea that one gets one education for life and that profession is stable during one's life and progression from education to labor market is linear.

Speaking of research, uncertainty of educational and career aspirations and their impact on future achievements has been studied in different ways, including longitudinal data evidence. For example, based on USA data it is shown that being uncertain in the age of 16 about your future profession correlates with lower wages ten years later (Staff, et al. 2016). However, uncertainty about future career at age 16 turned out to be beneficial for educational trajectory two years later in some cases (Gutman, Schoon, 2012). These examples provide controversial evidences. However, from theory we can assume that those young people who've managed to navigate uncertainty and cope with it will become most successful, not the ones who reduce uncertainty and establish certainty.

Is uncertainty beneficial for future trajectories or on the contrary? Is certainty beneficial? Does it allow students to make better choices or leads to not optimal choices? How is it socially constructed? What processes are behind it?

In this paper we aim to investigate uncertainty of aspirations based on data about school students in Russia. We will combine survey data and narrative interview data. We suggest that uncertainty and relation towards it is socially constructed and most of all is shaped by structures of meaning. To uncover these mechanisms of meanings of certainty and uncertainty and their relation to educational trajectories, we use frameworks of Mary Douglas and Philip Smith.

We will use survey data of the Trajectories in Education and Careers – a longitudinal study of school students in Russia which has been initiated in 2011 (trec.hse.ru). The national panel represents all students of 8th grades in Russia in 2011. This sample is about 5 thousand students who are followed up annually since then. We will use their answers about their future plans and aspirations in education and career to investigate the share of those who are uncertain about it and how these students differ from others in terms of their socio-economic characteristics and level of academic achievements. Then we will compare level of educational achievement for those who were certain or uncertain in plans and aspirations.

We will use interview data from the sub-group of panel participants who took part in qualitative sub-research. 108 longitudinal respondents took part in the first round of interviews when they were 16-17 y.o. About one third of them participated also in the following waves of interviews. So, the data from around 200 interviews collected over the course of three waves of research will be used to analyse uncertainty of aspirations on the level of narratives.

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Teacher's body, intercultural communication and inequalities

Abstract. What happens when the high school teacher is at a social distance from his students? What about this meeting where the former is not familiar with the latter? And how much does the teacher's socializing experiences weigh on his practice? Or again: is the exercise context and its specific constraints likely to provoke a set of transformations? These are some of the questions we are interested in in this work. These appear central for several reasons. One of them is that the social distance between teachers and students has changed a lot. On the one hand, the trend in secondary education in France is that of an averaging of the social recruitment of professors - career now less embraced by privileged circles and more invested by less privileged circles (Farges, 2011). On the other hand, the increase in the demand for education, mass schooling and the lengthening of studies contribute to the college being invested by all social groups (Poullaouec, 2002; Dubet, 2002). In addition, this "democratization" has gone hand in hand with an urban segregation that is prolonged and reinforced in the school space (Barthon, 1998). The social contexts of teaching thus tend to be socially marked (Felouzis, 2001). Teachers experience this: they invest in plural work contexts that are more or less contrasted according to their social composition. These developments are probably not without effect. The latter may be confronted with situations of discrepancy from the point of view of language, cultural references or areas of interest, not only with their pupils, but also with their colleagues and parents.
This invites us to describe, understand and explain how teachers behave according to the professional contexts in which they practice. More precisely, we can aim to shed light on the forms of socialization (Lahire, 2013) and transformation - corporeal - of teachers who realize themselves or not according to the working contexts in which they evolve. To do this, we rely on fifty interviews with French secondary school teachers in three colleges with socially and academically contrasted audiences - favored, mixed socially and disadvantaged. Over the last five years, this semi-structured interview campaign has consisted of meeting secondary school teachers with diverse profiles - from the point of view of age, sex, discipline, social background - during interviews lasting from one hour to three hours. The questions asked teachers about the uses of their bodies both before entering the profession and once teaching. They also aimed to have the interviewees re-classify these uses according to the establishment context and the conditions of practice. We will see that between the teacher and his students, the first are located at a greater or lesser distance - body - class of the second. And that this can have implications for intercultural communication and inequalities.

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The Controversy over Changing the Curricula of Teaching Religion in Moroccan Public Schools: Between Political Stakes and Educational Considerations

Abstract. Changing curricula of teaching education in Moroccan public schools has become one of the most controversial issues in the last decade. This controversy has taken the form of an ideo-political debate that exceeds the didactic and educational considerations. In general, there two visions that frame this debate. The first one is an ideo-political view that upholds the existence of an external conspiracy with the aim of imposing change on the current methods of teaching religion as they are assumingly responsible of inculcating a religious extremist discourse among students. This vision is represented by Islamic political movements and some conservative elites in alliance with the official authority in order maintain the status quo.

The second vision, represented by some writers and civil society activists, departs from the view that Morocco needs to consider the current social transformations in values and therefore the current methods of teaching religion for being so traditional and classical. This view calls for a new reading of the religious text in accordance with the requirements of the modern time and the principle of religious peace and coexistence.

This paper holds the premise that the first vision (the ideo-political) has succeeded in imposing its choices by circulating the classical curricula in the methods of teaching religion -with some slight and superficial changes- in a way that perpetuates its political legitimacy as based on the religious factor. With this, it overlooks the educational considerations and the social transformations in Morocco. In another regard, this paper argues that there is a process of "bricolage" and ambivalence in drawing Moroccan educational curricula, and this will create a hybrid personality among students and deepen the "crisis of values", it will also create a crisis of trust among both trends and cause the reproduction of values inclined into more closure and exclusion instead of openness and co-existence.

One question that frames the scope of this paper is about the ideo-political backgrounds that orient the policy makers in the field of education in order to keep the name "Islamic education" instead of "religious education", especially in the context of the relation between religion and secularism. Another question is the extent to which the current educational methods contribute to feeding the extremist religious inclination, and if this indicates a conservative orientation that serves the interests of the governing authority? And how can we understand the relation

between the state and society through the issue of educational curricula, especially the religious one?

Based on these problematic hypothesis, this paper has relies on a theoretical framework derived from the sociology of curricula as a branch in sociology of education that helps in understanding the dimensions and implications of teaching religion in public schools. Furthermore, the paper invokes the Ethno-methodological approach as a qualitative method (based on interviews and Observatory's participation) that questions the different social structures and perceptions elicited from varied actors in the educational field, especially in consideration of the "hidden curriculum" which appears to the surface during the teaching session in classes.

Parallel with this, this paper relies on the method of "case study" in order to examine a sample of public schools in the regions of Rabat (the capital of Morocco) and Meknes (the center of Morocco), respecting the proportion of rural and urban areas and all other sociological variables (age / educational levels / socioeconomic conditions…) during the process of undertaking this study.

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Culture, Cognition, and Education: Exploring the Intersections

Abstract. Educational studies have a long-standing history of productive engagement with cognitive neurosciences, including research on learning, memory, knowledge acquisition, language comprehension, etc. However, as fruitful as this cross-disciplinary engagement has proven to be, it is still flawed in some important respects, particularly because it lacks the cultural dimension of analysis, almost completely dismissing the meaning-making processes that shape today's educational environments.

Cultural sociology, on the other hand, has been able to provide rich and theoretically saturated accounts of cultural processes in education that challenged traditional assumptions about the role of schools in the institutional life of modern societies. Nevertheless, this line of theoretical and empirical inquiry is also vulnerable to criticism, largely because of its dogmatic commitment to a set of dubious underlying assumptions about human cognitive capacities imported straight from the classical sociological theory of the 20th century.

Consequently, I argue that given the limitations and conceptual gaps of both approaches, there is a clear necessity to develop an integrative 'best-of-both-worlds' account of culture and education. A good starting point here might be a critical evaluation of those efforts to bridge culture and cognition that already exist in the literature, particularly the ones that constitute the so-called Sociology of Culture and Cognition research program.

One well-developed account is the dual-process model of culture brought forward by Vaisey and Lizardo. Drawing on the psychological ideas about automatic and

non-automatic cognitive processes, this approach states that social actors are primarily driven by 'deeply internalized cultural schemas', but are also capable of deliberation and justification to some extent. This approach explicates the distinct types of cognitive processes that occur in different enculturation phases, including the acquisition, storage, processing and use of culture, which in turn might help educational sociologists to develop a more viable and robust account of how cultural factors exert causal influence on educational choice.

Another recent integrative proposal comes from Vaisey and Valentino, who suggest that key cultural sociological terms (such as values, frames, narratives, etc.) need to be translated into the language of the judgment and decision-making (JDM) sciences, with a particular focus on such common JDM-terms as beliefs, preferences and endowments. This proposal seems quite promising given that cultural sociologists frequently theorize about choice, decision-making and judgment in education, but often lack precise conceptual and methodological tools for this work.

I then argue that the major source of constraints for the said approaches lies in their reliance on the standard computationalist model of cognition, which has recently come under criticism by the so-called 'enactivist' approaches to cognition that focus on the mutual interaction between mind, body, and environment rather than on internal computational processes. Although no full-blown enactivist account of culture has been developed yet, Turner outlines the directions in which the work on an alternative conceptualization must proceed, focusing in particular on the ideas of empathic understanding (made possible by mirror neurons), joint attention, affordances, scaffolding, pattern recognition, predictive processing, and much more. The ideas of affordances and scaffolding might prove to be specifically relevant for educational researchers, since schooling, for instance, is largely considered to be a textbook example of designed affordances, where each step enables future steps, but also requires the next affordance. Finally, some important philosophical issues pertaining to the link between culture and cognition are addressed. I argue that no viable model of culture and cognition (and education) could ever be developed, unless we clarify the ontological status of the different 'levels of explanation' (i.e. social, psychological, neuronal, molecular etc.) and the causal relations between these levels. In this respect, I argue, the philosophical ideas of emergence and downward causation deserve particular attention from cultural theorists.

Keywords: Culture, Cognition, Education, Dual-Process Framework (DPF), Enactivism

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Sociological and Research Optics of Reading: Theoretical and Practical Aspects

Abstract. The paper is devoted to an important and relevant problem of reading, which is not studied enough in sociological discourse, but important for developing effective social policy strategies aimed at enhancing reading activity. The general state of affairs in the field of sociological study of reading as a multidimensional process is debated; the variability of the role of reading in everyday life is substantiated. The article is based on the results of an empirical sociological project dedicated to the study of the characteristics of readers' preferences among the university teachers and students. The practical application of various research practices to everyday reading is shown here. First, we are talking about the identification of the semantic loading of reading in the direction from the perception of reading as a tool for developing your own reflexive strategies to identifying it as a means of recreation and entertainment. Secondly, it is important to study reading as a process, continuous, long-life, and never fully completed. Sociohistorical aspect involves the analysis of the genesis of reading, its changes depending on socio-cultural and economic conditions. Thirdly, we studied the repertoire of readable literature.

Fourth, the study of reading as a mechanism of socialization of an individual within certain institutions, as well as the analysis of special social institutions related to reading: public libraries, schools and universities, literary critics and observers, a jury awarding prizes and awards. The authors emphasize the fact that reading in the process of socialization cannot be a "missing link", as it orients the existence of modern man.

It is shown that the creative search for reading empowerment is associated with the following research areas: reading interpretation as a way of authentic self-expression of a person without false expressiveness (as opposed to the idea of reading as the pursuit of vested interests or purely regulatory obligation), as well as reflection of emotional landscapes of reading (emotional reception of texts, emotional reading reaction, mood in the process of reading). In these areas, reading is viewed not as a completed action, but as a character of an action imbued with emotional content with its inherent sensory receptivity of the reading subject. While reading, a person experiences a wide range of emotions; moreover, the same emotion in modality can be experienced with different shades and even as an emotion of a different sign (pleasant or unpleasant). Emotions can be combined and re-combined in a variety of combinations. Strong emotions do not give up reading without reading the text to the end. The specific form of reading with the utmost enthusiasm is the "avid reading", which in everyday life can be a real fiasco, caused by the imbalance of current affairs.

As a result, it is concluded that in the educational field, as well as in society as a whole, there is a process of transformation of reading: along with the rootedness of traditional forms of reading and reading preferences, they are modified with the development of information technologies, entertainment and commercialization of the social sphere. The authors believe that the inclusion of market mechanisms in the activities of various social institutions has different limits, the excess of which leads to the degeneration of the institutions themselves.

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The Differentiation of Russian Universities in the Conditions of the Higher Education Institutional Crisis

Abstract. The problem of contemporary universities development is complicated, on the one hand, due to inability to respond to modern challenges of classical university models, on the other hand, due to the instability of new university models. It is also extremely acute in today's Russia. Permanent education system reform, which began in 1987, with more or less intensity is still ongoing. The more paradoxical and dramatic is the fact that the current state of this sphere is still qualified by experts as an acute crisis of higher education.

The starting hypothesis of the research is the assumption that Russian higher education is experiencing the institutional crisis and possibility and direction of development of universities depends on its depth. As the study objectives were chosen:

1) analysis of the current situation in Russian higher education in terms of possibility of its definition as an institutional crisis;

2) depth estimation of the crisis phenomena and identification of differences in adaptation strategies of universities;

3) analysis of educational field structure in terms of level of overcoming the institutional crisis by universities and their differentiation on this basis.

The assessment of the situation in Russian higher education in the present study was given on the basis of two methodological models:

- model of "crisis of the Institute of education" by Manfred Furman;
- model institutional crisis by Pitirim Sorokin.

Application of the M. Furman model gives grounds to state the existence of the institutional crisis of modern higher education in Russia. At the same time, it is difficult to make conclusions without drawing attention to the fact that the mortality of Russian universities – as a key sign of the institutional crisis by Furman – is largely "artificial". The decision of power but not the refusal of society from a particular university, expressed primarily in the absence of students, was the reason for the termination of educational institutions. To explain this contradiction, we turned to the model of the institutional crisis by P. Sorokin.

As a result of the application of two models of the institutional crisis, the initial hypothesis of the study was confirmed. However, it is obvious that the crisis does not reach its peak in the form of complete degeneration as a social institution. The current crisis of the Russian higher school rather leads to the redistribution of usual institutional functions, which is caused by different initial conditions, adaptation strategies and integration practices of universities.

Crisis coping strategies differentiate universities. Among the groups formed during the crisis, the research interest was represented by "outsider" group of universities, "recognized" universities and universities - "hidden leaders". "Outsiders" get their name in connection with the discontent or indifference shown in their attitude by the state and employers, which indicates a low level of overcoming the institutional crisis. "Recognized" universities to the greatest extent, showing positive signs of getting a high agreed valuation of virtually all interested groups. A special place in the crisis structure is occupied by universities - "hidden leaders". Against the background of lack of choice of these universities by the state, they demonstrate great and steady success with employers and university entrants.

Research prospects of models of overcoming of institutional crisis by Russian higher education institutions are connected with the comparative analysis of changes in formal and informal structures, and also university corporate cultures of the described groups. Among the social transformations, the ones that require the most attention are those whose consequences lead to an increase in the viability of university. It can be assumed that the differences found in the actual implementation of the adaptation strategies of universities, which are most successful in overcoming the crisis, and the integration practices of these university communities are social guidelines for the development of higher education in Russia as a whole.

SESSION 8

PROBLEMS OF INTERCULTURAL COMMUNICATION AND TRANSLATION

(24.07.2019 15:00-16:30 aud. 556, Bldg. № 4, Institute of Foreign Languages RUDN university

Session Organizers: Natalia F. Mikheeva, Institute of Foreign Languages, RUDN University, Russia; **Enrique Quero Gervilla**, University of Granada, Spain

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Translation in the Aspect of Intercultural Communication

Abstract. The purpose of this study is to promote the efficient training of translators in Russian universities. Undoubtedly, it will accelerate the integration of Russia into a single global educational space.

The direct observation and analytical description, method of projects (including the organization of international projects), methods of pedagogical influence, way of pedagogical experiment were used as research methods.

We experimented with two groups of Ph.D. students (Russian and foreign post-graduate students had been studying together). At the same time, the communication with each other and with the teacher was more successful when the linguistic material containing elements of intercultural communication was separately 'presented' to them. Each foreign Ph.D. student had an assistant, the Russian post-graduate student. He had been assisting his/her foreign colleague to overcome difficulties in understanding, behaving, and avoiding the state of cultural shock. As a result, our foreign friends came into intercultural communication very quickly and effectively and got used to the Russian way of life and thinking. Besides, it has happened due to their participation in various international projects (including via the Internet), when all the participants in the experiment found many friends abroad. They specifically discussed with them emerging situations of 'misunderstanding' and conflicts that they successfully coped with them.

Translation activity is becoming increasingly considerable and social significance in the modern world. The profession of the translator has become widespread. Russia has established specialized educational institutions that train professional translators. Representatives of many other jobs are also engaged in translations in one form or another. The wide range of the public is interested in translation issues. A new scientific discipline "The Modern Translation Studies" has appeared based on numerous studies.

Participation in international studies and organizations of international projects, including via the Internet, are new and promising areas of teaching and research

activities in national education. They create the basis for the integration of the educational system of Russia into a single global educational space.

At the heart of any project lies a problem requiring specific language tools on the part of students for its development and solution. It has a certain practical and theoretical cognitive significance.

In our opinion, the requirements for the use of the project methodology in teaching foreign languages and translation at the university are:

1) Existence of a personally significant problem in the research, creative plan (a task requiring integrated knowledge, search for its solution): organization of travel to different countries; family problems; the problem of free time among young people; the issue of relations between generations, etc.);

2) Practical, the theoretical significance of the expected results (for example, a joint project for simultaneous translation of an official event; an almanac with live commentary, etc.);

3) Independent (individual, pair, group) activity of students in the classroom and outside;

4) Structuring the content of the project (with the indication of the phased results and distribution of roles);

5) The use of research methods involving a certain sequence of actions; discussion of the ways of forming the final results (presentations, defense, creative reports, views, etc.); summing up, presentation of the results, their presentation; conclusions, the promotion of new research problems.

The creation of a dialogue of cultures in the process of students' foreign language speech activity is extremely important.

It seems to us that the active involvement of intercultural communication issues in modern translation studies will not only expand the possibilities for a more detailed description of their problems in translation theory and practice but will also allow them, over time, to take a rightful place in the theory of intercultural communication.

Keywords: translation activity; professional translator; modern translation studies

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Discursive Techniques Negativity Image of Russia in the Western Media

Abstract. The article discusses the discursive techniques of negativity the image of Russia and the Russians - deconstructing stereotypes, changing the pragmatic focus, and intentional news framing.

Modern Western discursive practices and, in particular, the mass media, present a far from objectivity, often negative and hostile image of Russia and Russians, due to non-linguistic factors. From a linguistic point of view, it is of interest to systematize the means of verbal expression and semantic content of Russia's image and the Russian nation in the space of a foreign (western) community.

The study of the country's image involves the analysis of its perception, both by its citizens and by representatives of other states. The attitude of the citizens of a country depends on its reputation. If citizens do not trust their government, they will not serve it in good faith.

The most important characteristic of image communication is the factor of the target audience. Different audiences need different standards for the communication channel. The message, formulated for different types of audiences, may differ in content (set of facts) or specific techniques.

When analyzing images in media texts, a discursive approach is used. The analysis of media discourse, on the one hand, is aimed at isolating the essential elements of the process of creating and transmitting meanings in the course of mass communication and, on the other hand, at determining the role of the media context in meaning formation.

The purpose of this article is to establish linguistic means in the formation of the modern media image of Russia and Russians in the Spanish-language media.

In this study, analysis of newspaper articles is carried out at the lexical-grammatical and syntactic levels within the framework of two models: the "image of Russia" and the "media image." The first concept is formed historically in the public consciousness of other nation, and the second one is created in a particular media system.

As a result of constant analysis of Russia's image by Western media, linguists and journalists can observe the evolution of this image in diachrony.

The author considers such metaphorical models of the political life of Russia as monarchic, anthropomorphic, zoomorphic, and mechanical.

The strengthening of negative elements in the structure of Russia's image is connected with the latest political events.

The author used the Spanish-language media (el Mundo, el País, ABC) as an empirical material and applied not only discourse analysis but lexical, semantic, and linguistic stylistic analysis.

Articles' selection of the newspaper Las Provincias for 2006–2014 devoted to Russia (4387) identifies three main headings: "international events" (1940), sports (698), and regional news (439).

The structure of the image of Russia in the mass media includes such components as the internal political image, the external political image, the image of the state's head, the image of the Russian history.

The author of the article examines in detail the lexical and semantic compatibility of the adjective Ruso - Russian - in Spanish, clearly describes concepts related to the everyday consciousness of the Spanish language personality with Russia, presents lexemes with negative axiological content, demonstrate particular dynamics of ethnocultural stereotypes about Russia.

After analyzing the image of Russia in two aspects: 1) the "image of Russia" and 2) the "media image," it can be concluded that the Spanish media is most interested in Russia as a state in terms of its foreign and domestic policy. Undoubtedly, in the era of globalization and the development of international relations, the state policy

comes to the fore. In this way, a change in the pragmatic focus contributes to the negativity of the media image of Russia.

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Translation Technology and Teaching Methods in a Multifunctional TV Studio

Abstract. This article is devoted to the consideration of key questions of the methodology of foreign language teaching focused on the subsequent inclusion of the translation/interpretation in a professional probe through the multifunctional television studio to create educational television content.

Translation training is a professionally oriented component of general language proficiency in a foreign language and is carried out based on existing language and speech competences with their parallel development, and its goal is to form general and specific competencies of this kind of activity.

Speech competencies are formed within the framework of actual "live" speech situations based on the identification of the functions of the participants in the speech situation.

The content of translation training in a multifunctional television studio includes transferability of learning, as well as the formation of translation competencies. Competencies are the ultimate goal of the translation process, as they contribute to the professional activities of the translator during the creation of television content.

D. Kiraly believes that translation teaching should be based on practice, i.e., what professional translators do in real life. For nine years, the students of the secondary school No. 24 of the Yakutsk city, (Russia) have been immersing in communicative practice during professional trials, actively participating in the TV program *Jumanji Land*. It is a linguistic, educational program that consists of several TV spots: *English for "dummies," Life of Interesting People (LIPs), It is interesting, Situations*. The television program is in the air twice a month through the regional television channel.

The purpose of the program is to provide students with a professional orientation on the specifics of translation/interpretation and television journalism, socialization by creating optimal opportunities for the individual and collective implementation of creative ideas through the integration of various types of specific activities.

Before appearing in the role of the interpreter on the TV screen, the student needs to master five types of interpreter's competencies: translating, linguistic and textual, research, cultural, and technical.

During the classes in the conditions of the multifunctional TV studio, the teacher systematically analyzes with the students the authentic communication situations used in translation exercises before performing them during the first months of the beginning of the education course.

Moreover, the teacher:

• gives students controversial, complicated, dual elements, eradicating students' ideas about translation as transcoding;

• explains to the students that it is not the words that need to be translated, but the meaning;

• teaches to counter interference and calques and make the translation as close as possible to the original, without violating the norms of the translation language

• prepares students to read and analyze the original text very carefully, to pay attention not to individual words, but the context;

• teaches the correct method of working with dictionaries, students understand that the dictionary does not "translate" and does not always give ready-made translation options;

• teaches to work with the context, acquire the necessary thematic knowledge.

Besides the practice as the interpreter in the TV program *Jumanji Land*, the students can check their abilities in translation the documentary films.

More than 800 students took part in the course of translation/interpretation studies and mastered translating, linguistic and textual, research, cultural, and technical competencies. At present 85 % of participants of multifunctional TV studio work in the fields of Applied Linguistics, TV journalism, International Relations and in foreign companies as translators/interpreters.

Teaching a foreign language through a multifunctional television studio involves the training of translators/interpreters of a new type who are able to work efficiently, quickly and effectively. Their distinctive features are flexibility, ability to master new topics of texts, new areas of knowledge, and new sources of information.

Keywords: Translation technology, interpretation, teaching methods, professional competencies, multi-functional TV studio

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Modern Sociocultural Context of the Spanish Language: New Challenges

Abstract. The coexistence of different cultures, identities and ethnic sensitivity has formed the configuration of the contemporary Spanish-speaking society that is facing two essential problems: that of migrations and that of identities. In the modern sociocultural context, the Spanish language is determined by the balance

between the two opposite extremes: globalization and the diversity of cultural identities.

The objective of this publication is to analyze the current social context, emphasizing the fact that Spanish, trying to preserve its own global cultural identity, is forced to compete with English, on the one hand, and with regional languages and minorities identities, on the other. At the same time, the development of migration and globalization processes is associated with the intensification of intercultural communications unfolding in a pluralistic society. The versatility of the phenomenon of intercultural communication in the Spanish-speaking space in the context of globalization explains the need for its study, taking into account the current sociolinguistic situation.

The main goal of the paper is within the following theoretical framework: the first relative to the construct of the superdiversity of S. Vertovec (2007), and the second, the concept of interculturality of C. Walsh (2009) and the third, the plurilingualism and pluriculturalism in global societies.

The most recent research in the field of sociolinguistics proposes theoretical approaches oriented towards the analysis of so-called "super-biodiversity". This concept reflects the complexity of the current plurilingual and pluricultural scenario in which speakers use hybrid communication resources, which confirms that language is one of the most flexible and expansive tools in the cultural production of identity.

But, at the same time, nowadays it becomes more evident the desire to seek and protect their own national, ethnic, cultural or linguistic identity in minority societies. In the opinion of M. Marusehko, the identity problem has become so acute that it already has a global character. It is surprising that in the context of globalization the regional languages are experiencing a parallel spread throughout the last thirty years.

The analysis of the sociolinguistic situation in Spain, which being a multinational country, presents a very diverse panorama shows that the search for its own identity very often provokes social conflicts.

Migratory studies have emphasized the theme of identities and ethnicity until now understood as the isolated realities of cultural interactions between different diversities (immigrant populations and native residents) that until up to now have not been sufficiently studied. The research materials published in the journal "LANGUAGE AND MIGRATION" reflect the new social reality in which the global communities of many countries live.

At the same time migration is connected with the effective teaching of the Spanish language to new residents of Hispanic countries. The hardest didactic difficulty that Spanish teachers will have to deal with is, precisely, the diversity of its geographical, dialectal and discursive modalities that must be known and taught properly. But the problem is no longer burning because, from the normative point of view, the Spanish language offers a plurality of national and supranational standards with a polycentric perspective that, at least in its fundamental aspects,

must be assumed by teachers and professionals of ELE to exercise your work competently.

Regarding the teaching for immigrants, recently, the problem of the specific and adequate training of Spanish teachers for immigrants in different educational contexts has been discussed: from students in university education, to Primary Education, Secondary Education and linguistic support classrooms, etc., because the professionals that work with this type of students are still missing skills they need to meet the needs and demands of this educational practice.

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Language Politics in the Portuguese Speaking Countries: Institutional Aspect

Abstract. Modern language politics in the countries of the Portuguese speech is a continuation of the ideological and political activities in the diverse space of the lusophonic world. The main goal of the language politics is the formation of the language environment that could be favorable to the state, to the authorities that realize the political communication. The language environment is created within the limits of state formations and, therefore, depends on the state structure.
The language environment is an integral area of national culture. In the language politics, a literary language is a powerful means for the formation and construction of national-cultural identity.
Language politics measures can be applied in three areas - institutional, educational and economic ones. The institutional aspect of the language politics helps to determine the status of a language. It normally occurs in various documents (from state constitutions to documents on intercultural cooperation) and serves multiple activities in the intergovernmental institutions.
Language politics is usually considered to be a sum of rational measures that could help to catch the language problems. The realization of the language politics is associated with the government, which chooses the principles of behavior concerning the language.
It is not easy to draw the difference between the official and state languages. There are some states in which native (indigenous) languages are also official and state. In some cases, the state and official languages are identified. The difference between them is drawn on the basis of the sociolinguistic situation. If the status of the official language is emphasized in the linguistically diverse state, the part of the state/national language is determined mainly in mono-ethnic states. On the other hand, it is only in the relation to the state language that its integration function and capacity to serve as a state symbol are mentioned. The official language is usually

described as the language of a multinational state, endowed with various official functions.

In the Portuguese-speaking countries there are different documents that vary in content, level and degree of legislative influence. Thus, the main documents that emphasize the question of language, are the basic laws in the countries of the Portuguese language, i.e. their constitutions. Some state laws, laws of regional level, acts, decrees, which are issued by state institutions also refer to the language problems.

In the formation of legislation on language in the Portuguese-speaking countries, several stages can be distinguished: promotion and adoption or updating of constitutions; integration of the legislative initiatives; preparation of the documents concerning the common language standard (especially, in the field of spelling).

In lusophonic countries, the division into official language (língua oficial), co-official languages (línguas co-oficiais), native/indigenous language or mother tongue (língua materna) and national language (língua nacional) is accepted. Combinations of official, co-official, native (autochthonous) and state languages form complicated configurations - language profiles. Language profiles vary in different countries of the Portuguese world.

In the Portuguese-speaking countries, which are ethnically heterogeneous, the Portuguese language is mainly official, what is declared in the respective Constitutions.

In Portugal and in Brazil, for example, Portuguese is considered to be the official language. In the People's Republic of Angola, Portuguese is recognized as the official (state) language alongside with the indigenous languages. In other countries of the Portuguese speech - in the republics of Cape Verde, Bissau, Guinea, São Tome and Príncipe, East Timor and Equatorial Guinea, - Portuguese has the status of an official language.

The integration activity in the lusophonic world, supported by the linguistic unity, is supported with the help of the Commonwealth of the Portuguese-speaking Countries.

Keywords: Language politics, institutional aspect, official language, state languages, indigenous languages

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Utopian Education? Possibilities and Challenges of Establishing a Secure Society through Japanese Schooling

Abstract. In this report, firstly, we introduce characteristics of Japanese education, specifically focusing on the positive aspects (e.g., excellent education offering equal opportunities). Then, we examine the ways in which minority students are

excluded from mainstream schools and explore the possibilities of alternative educational settings for these students. We conclude the report by considering whether or not Japanese education may become a solution for creating a secure society that could be applied to the rest of the world. Throughout the whole paper, we mainly focus on the lower secondary school level (lower secondary school, 12-15 years old).

Even in this post-industrialized era, it can be said conclusively that Japanese education is similar to More's Utopia both in a good sense and in a bad sense. The Utopians manage their education on the island as a Utopia, with an emphasis on "forming minds and manners." As many indicators show, Japanese schooling has been highly evaluated academically from an international perspective. However, Japanese society boasts remarkable feats not only in education and schooling but also in other areas. According to UNODC (United Nations Office on Drugs and Crime), Japan has the fourth lowest homicide rate in the world, and in terms of other crimes, it has lower rates than other countries, too. Until the 1980s, many educational researchers in the English speaking world examined Japanese schooling from economic and developmental perspectives. Scholars have often focused on the positive sides of Japanese education, including low levels of inequality and high equity (Cummings, 1980; Shields et al., 1993; Rohlen and LeTendre, 1999), high levels of academic achievement, and well-organized teaching styles (Stigler and Hiebert, 1999). Some have celebrated the values of cooperation, community, and association emphasized in primary and lower secondary schools (Cummings 1980; Shields et al, 1993; Rohlen and LeTendre, 1999). However, the emphasis on the possibilities encouraged by Japanese education has obscured its constraints, specifically concerning the issue of exclusion.

Under the neoliberal reforms that have taken place in Japan, a number of "minority" students, a vulnerable population that lacks power because of their socio-economic status, nationality, ethnicity, and language, among other things, are excluded from mainstream school systems. Unlike people of privilege, they do not "benefit from the existing social arrangement" (Weber, 2001: 19) and are often excluded from "systems, structures, personal relationships, and physical space" (Abe, 2011: 5). Newcomer immigrant students and educational exclusion are other related problems in Japan. Since the late 1970s, there has been a flow of new foreigners, whose entry into Japan was mostly to compensate for the shortage of unskilled labor in the Japanese economy. They are called "newcomers" in contrast to the existing ethnic minorities called "oldcomers" such as the Koreans and Chinese who have roots in Japanese colonization. In 2014, the number of registered foreign nationals (not including Japanese citizenship holders) in Japan reached 2,121,831 (about 1.7 % of the total population of Japan). The top three nationalities of foreigners in 2014 were Chinese (30.9 %), Koreans (23.6 %), and Filipinos (10.3 %) (Ministry of Justice, 2015). In 2014, the number of registered foreign children who attended Japanese public schools numbered 73,289, which does not include students who have Japanese citizenship. There were 29,198 students who needed

Japanese language instruction (MEXT, 2014b). Recently, scholars, policy makers, and practitioners have shed light on the possibilities for alternative educational settings, including "free schools," democratic schools, NGOs/NPOs, youth centers, and community organizations for minority students for these "minority" students. Japanese schooling also executes egalitarian inclusive education. In addition, there also exists other critical works that reveal negative aspects of daily classroom activities in Japanese schooling. All of these criticisms are related to the characteristic of Japanese schooling as a community. Some characteristics of Japanese schooling could be "adopted" to other countries to consider effective schooling in solving social problems and creating a secure and equal society. However, in a globalized world with increasing diversity and changes, Japanese schooling could only offer partial implications.

Keywords: egalitarian schooling, minority, exclusion

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Ambition and Personal Space as Phenomena of Social Interaction

Abstract. The interest in phenomena, reflecting interaction of the person with other people, realization of aspirations and potential is typical for the Russian psychology. Ambition and personal space are such phenomena.

Social interaction is any manifestation of social activity that focused on other people. Social interaction is interaction in everyday life, for example, within a family, within a group of friends, within a small working group or a student group, etc. So social interaction takes place in various spheres of human life - family, professional, political and others.

On the one hand, a person feels the need for social interaction. On the other hand, in the process of social interaction, a person realizes his intentions and satisfies various needs. One of such needs is ambition.

Ambition is motivational psychic formation. It is aspiration of the person to be a significant and recognized personality for others for the real achievements important both for him and for other people. Ambition includes desire of the person to improve his status, position in the world, to achieve popularity, fame, power; to succeed, achieve a certain result and heights. Ambition "makes" the person to go ahead and achieve some heights on the professional and the social ladder. Ambitious person needs other people: other person or other people for recognition of which the ambitious person aspires. So ambition can be realized only in social interaction. In this way we can develop a typology of ambition according to the criterion "the sphere of social interaction in which a person realizes and satisfies his ambition". For example, family interaction is family ambition or interaction in professional activities - professional ambition.

Personal space is integrated psychological formation. In this phenomenon the sources of such means and forms of relations are found, like hierarchy and domination, cooperation, aggression, protection, identification and other types of behavioral performance of the person, as well as development of subjectivity of the personality. Personal space of the person gives him the possibility to realize himself on a large scale.

Ambition influences and regulates personal space. Ambition determines the content and boundaries of a personal space in person interaction with other people. An ambitious person actively realizes himself in the areas of social activity, significant for him, as a rule, this refers to professional growth and career development, the place on "the professional scale". Achievement of the desired goal and realization of ambitious aspirations lead to achievement of recognition of the person by his family members, colleagues and the chief, and, in a more comprehensive sense, such person can gain global recognition and become history (for instance, to become an Olympic champion). As stated above, ambition is connected with the scope and the importance of those tasks and affairs for which the personality accepts responsibility as the subject of his life.

In interaction with other people the person satisfies his needs. Aspiring to win recognition and to become a significant personality for other people (ambition), the person can "broaden" his world, adding it with new content or, on the contrary, "narrow" it, having concentrated on any one thing and having refused another one (personal space). It can be assumed that ambition and personal space are two interconnected phenomena. On the one hand, they are due to the social interaction of the personality. But at the same time they influence and define this social interaction. For example, ambition "chooses" the sphere of social interaction and expands a person's personal space. Or other people hinder the satisfaction of ambition and narrow the person's personal space.

Keywords: psychology, ambition, motivation, personal space, social interaction

SESSION 9

EDUCATION AND LABOR MARKET IN MODERN AND FUTURE WORLD

(25.07.2019 16:40-18:10 aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizers: Galina A. Cherednichenko, Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Russia; **Krystyna Szafraniec**, Institute of Sociology, Nicolaus Copernicus University, Poland

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The Role of Parent-Child Relations in the Formation of Children's Educational Aspirations in the Context of a Transitional Society. Example of Kyrgyzstan

Abstract. Kyrgyzstan is a post-soviet country, which is undergoing transition processes. The collapse of the Soviet Union affected people's lives in many ways. Unstable political and economic situation has brought insecurities to many spheres and has given rise to changes in many biographies. The hope for confident and stable future was also disturbed by two revolutions which happened in 2005 and 2010. Besides, globalization brings its own uncertainties into social structures, when old rules no longer apply and individuals have to adapt or overcome risks and inequalities. All these processes force parents and their children to develop new approaches to ensure children's 'successful' future. In contrast to new approaches, the idea of 'being well-educated' is continually transmitted across generations as one of the most effective strategies to ensure 'successful' future, though its interpretation varies from generation to generation.

The results of various studies show that although children and adolescents of 2000s get more opportunities brought by globalization, at the same time they come across new challenges which are often related to social inequality on the local level. In this contradictory context children tend to declare aspirations, which seem to be vague and inconsistent. This makes it relevant to investigate children's educational aspirations in Kyrgyzstan – the country which is characterized today by the combination of local circumstances and global effects which is described by Doris Bühler-Niederberger (2016) as 'transport of global ideas to local conditions'. The relevance of programs offered by international organizations, and their effect on the quality of childhood in local conditions are questionable. International organizations' expectations in terms of childhood seem to be different from Kyrgyz parents' expectations. And this can be accounted for by some differences between individualist society vision and collectivist approaches and hierarchical generational order (Alanen L., 2009; Bühler-Niederberger D., 2016).

Besides, parent-child relations have considerably transformed, and the parental role in the formation of children's educational aspirations has increased. For example, several decades ago parents' participation in children's school performance was minimal, and today parents take an active part in gaining school achievements and stimulating academic success of their children. That is why it is important to consider the construction of children's future projects and the formation of educational trajectories in relation to parental strategies and expectations, using parent-child relations (kinship-relational principle). It should be pointed out that parent-child relations are considered in the context of hierarchical generational order of the Kyrgyz society.

For this purpose, the current research employs the intergenerational approach to explore the structuration of biographic projects in families (grandparents born in 1940s - 1960s; parents born in 1970s -1980s; and children born in early 2000s) in different socio-historical contexts. The main focus of the research is made on women and girls, whose life styles have changed more dramatically compared to boys and men.

Narrative interviews with multigenerational family members (grandparents, parents, children) in 17 families in Bishkek city and 8 families in Osh city (urban context) showed that parents actively participate in the development of children's projects, irrespective of the family socio-economic status. Several reasons have been declared for this: first, to transmit obtained resources to the next generation; secondly, to enrich or to hold on to current socio-economic status of the family; and also to mitigate and avoid possible instability in their own life and in children's future life. Besides, no tendency to individualised biographic projects has been observed in children's narratives, although children are ready to negotiate possible failures on the individual level taking responsibility for being 'not good enough' in the future. The present study shows that parents and children consider global and local opportunities, but they do not completely accept them. Here modernisation encounters restrictions imposed by traditional family roles.

Keywords: social transformations, value transmission, intergenerational approach, social inequality, children's aspirations

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Professional Choice of Students of Pedagogical University

Abstract. The article is devoted to certain aspects of professional choice of students of pedagogical high school, their ideas about professional development. The analysis is based on the results of monitoring of students ' satisfaction with the conditions of implementation of educational programs conducted by Krasnoyarsk State Pedagogical University named after V. P. Astafiev in 2016-2018.The authors 'interest in the influence of the University environment on the students' ideas about the reasons for their choice is in the center of attention.

The sample study for data analysis consists of undergraduate students numbering 408 people in 2016, 349 people in 2017, and 617 people in 2018. The data were obtained by means of a survey conducted by an anonymous survey. The questionnaire included 48 direct, indirect, as well as closed and semi-closed questions. The data obtained during the survey were processed using content analysis using mathematical and statistical methods.

Features of data processing allowed discussing certain aspects of students ' views of the grounds of their professional choice, ideas about professional development. So, the authors conducted a content analysis and identified the following groups of the formulations of the answers that allow you to analyze the choice of the teaching profession and of the University, views on the future of the profession and the professional development of students.

The authors suggest the following groups of factors. The choices of the teaching profession and of the University are invited to consider from the point of view of groups of factors: "Informed choice", "Status", "Influence", "Bad option". The authors discuss the analysis of ideas about the future profession from the point of view of groups of factors: "Content", "Career", "Career guidance". And to analyze the perceptions of students about the professional development offered factors: "the Development of up," "Development deep into", "Development in breadth".

The choice of teaching profession is quite conscious. About half of the students are focused on the content of the profession and 10 percent of the respondents have career expectations.

Students' ideas about professional development in different years are associated with "Development deep into". Every fourth student is focused on «Development in breadth». For every tenth student of the pedagogical University is characterized by movement up the career ladder.

In addition, the article deals with a comparative analysis of data of first-year students and students of all other courses. According to the authors, this step allows not only to correlate the results, to see changes in the trajectories, but also to draw a conclusion about the effectiveness of the University. The authors found that with each course "Informed choice" and "Status" of the profession is growing, which indicates the impact of the environment of the University on the views of students. Also, according to the authors of the article, the marked tendency of growth of ideas about professional development "in breadth" among students is a consequence of popularization of opportunities to participate in project, research activities, participation in grant programs, etc.

In general, the analysis of the reasons for choosing a profession proves the weak validity of the professional choice of students of pedagogical universities. When entering a pedagogical University, every third applicant does not think much about choosing a profession, choosing a University and choosing according to their inclinations, abilities and desires. In fact, this leads to adverse consequences: without strong motivation and professional self-determination when faced with the problems of entering the labor force, the young specialist easily refuses all the results of training at the University and begins to work not in the specialty.

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Competences of Future Engineers

Abstract. The research is directed, on the one hand, to prove the additional professional competences in innovations and business when training engineers in modern conditions, on the other hand, - to analyze educational behavior and professional competences of university students. The paper discusses that the quality of training engineering students can be improved not only at the expense of material base of higher educational institutions and contribution of employers (the called positive changes of training conditions are confirmed by our empirical data), but also due to the students' set of knowledge and skills - professional, technical, innovative, research, economic and business. Also, it can be done by the creation of motivation system to the professional and working activity. The originality of the used approach and represented results is, in the fact, that these conclusions are based on the data analysis of the mass sociological survey of university senior students in Novosibirsk region (in 2016 2583 sociological questionnaires were gathered) and are confirmed by the case from the real practice of big engineering university like Novosibirsk State Technical University (NSTU). Method of comparison of three groups of the interviewed students is applied in the research: engineering students of NSTU, all engineering students, all students of the sample.

The material base of the most engineering departments in NSTU was greatly enriched in recent years, including due to the cooperation with business. However, there are problems of harmonization of professional competences among students.

When interacting with enterprises students are absolutely not introduced to their "economic world". They do not analyze the organizational or administrative tasks relating to production, logistics, quality, and information systems. They do not define the marketing demands, which could lead to the realization of the project on creation of an innovative product or service.

These practical tasks could become the basis for the competence formation to establish a new venture or activity on all aspects, including commercial, financial, economic and legal ones. Apart from the traditional scientific and technical training, the modern engineers should be trained in the context of innovative and market environment.

On the case of NSTU which has different innovative structures (research centers, centers of modern technologies, scientific-educational centers, scientific laboratories), it is shown that this factor favorably affects the results of professional education. As it was succeeded to find out, NSTU students-engineers in general are more prepared for work on the specialty (in comparison with average data). Also these students slightly differ from all interrogated young people because they are more interested in innovations.

However many contradictions remain. Most of students of final years of this university (on a self-assessment) are lack of practical skills necessary in engineering work and the more so for business, they assessed relatively low organizational and managerial competencies and not so remarkable innovative ones. Author's experience in teaching and executed observations give the grounds to consider that the expected strong motivation of entrepreneurship among graduates is not formed. At the same time the career of businessman seems attractive to 44 % of the interviewed students of engineering specialties. Authors of the article are convinced that these issues occur because of using an active learning methodology on the basis of the large industrial enterprises where students-engineers fall into a rigid hierarchical system. So they cannot get beyond the influence of large well-established structures and standard thinking.

We draw conclusion about the insufficiency of measures and processes, which need to be applied in order to unite skills and habits in design, technique, commercial, marketing and financial areas of future engineers for transforming ideas into reality.

Keywords: professional competences, students, motivation, innovation, engineering, entrepreneurship

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Departure Puzzle of Russian Students: Student Attrition in Russia

Abstract. The problem of student attrition has gained much attention in recent years. Researchers relate it to university performance and overall quality and efficiency of education (Archibald & Feldman, 2008; Sneyers, De Witte, 2017). In many countries policymakers, researchers, and faculty members see attrition as a thorny but urgent topic, slowly transforming into a national concern (Gilardi, Guglielmetti, 2011; Kerby, 2015; Trautwein & Bosse, 2017; Sass et al., 2018).

The research conducted mostly in the US academic settings demonstrates that the main factor of student attrition is the failure to integrate successfully in the social and institutional context of academia (Terenzini & Pascarella, 1980; Christie & Dinham, 1991; Braxton, Sullivan & Johnson, 1997; Melguizo, 2011). This idea was firstly developed by V. Tinto and found reflections in his Interactionalist Theory (1975, 1988, and 1993).

It was found that students' drop out patterns depend on the year of study that is why retention strategies should be chosen accordingly. For example, the results of Ishitani's study (2016) show that academic integration was effective at retaining students for the first year only, and was ineffective to promote second-year student willingness to continue their education. Besides a variation of drop-out patterns by year, there are some differences caused by organizational structures of educational

systems worldwide. That is why the approach of treating student attrition in various countries should be different. For example, in the USA, high graduation rates are counted as an indicator of university quality and can influence its competitiveness and accountability. At the same time, it shows 'how well an institution is serving its students' (Cave et al., 1991; Cook, Hartle, 2011; Sneyers, De Witte, 2014). In other countries, for example, in Russia, the high percent of student attrition is typical for highly selective universities where the educational process can be characterized by high grading standards, an extreme level of difficulty, heavy workloads, and increased efforts of students.

Since the percentage of students who drop out of university is the highest in their first year regardless of their place of study (Willcoxson, Cotter & Joy, 2011), it places an emphasis on studying freshmen's experience. There is a large body of work where the relationship between attrition and first-year American students' experience has been already deeply explored. However, there have been a few attempts to look at this phenomenon in comparison to other cultural settings; therefore this study draws the attention to Russian freshmen's experience providing an overview of the results of the studies conducted in the U.S. context. By using cross-sectional data on bachelor student experience and some administrative data, the current study investigates factors associated with probability of Russian freshmen to drop out from baccalaureate-granting institutions. It is critical to analyze differences in factors of dropping out and variations of educational landscapes before implementing retention policies as some strategies can be beneficial for certain types of students at a specific period of studies and their location of studies.

In this study, we analyzed data on first-year students enrolled in a selective Russian university in 2012-2013 and 2014-2015 academic years. This study is important in a number of ways. First, it is one of a few attempts to check Tinto's model implemented in educational settings different from the USA. Second, it uses double time measurement as a robustness check of the obtained results.

As the results show, the majority of dropout factors tested in Vincent Tinto's theory of student departure are not relevant to the Russian academic environment. In his seminal works (1987; 1993) Tinto argued that social and academic integration into the campus environment is the most critical factor of students' persistence and successful degree completion. However, within the Russian educational context, social and academic integration is not as crucial as in the American education context. It appears that such variables as class engagement, academic challenge, student-faculty interaction, and collaborative learning stay insignificant in both years. This result can be explained by the fact that American students are more integrated into university life. The majority of US campuses takes a huge territory and has its own infrastructure: buses, cafes, student dormitories. As a rule, US undergraduate students live on-campus, and they have their own student community, they get involved in various extracurricular activities such as student clubs, concerts, sport etc. In contrast in Russia, campus system is not developed, usually university has several buildings, which can be located close

to each other or spread out across a city but they do not own land. Besides, not all Russian universities can offer undergraduate students places in dormitories that is why the majority of Russian students live with parents while they are in the process of obtaining their degree. Extracurricular life is not developed either as universities mostly concentrate on academic process.

The variable 'disengagement' remains significant in both models. Students who tend to turn course assignment late, go to class unprepared or just skip classes are more likely to drop out. This result finds its reflection in a rather strict system of 'punishment' for academic disengagement.

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Military Services, Education Attainments, Career Paths, and Life Course Outcomes: Implications for Social Mobility

Abstract. Movement up the socioeconomic ladder is generally best achieved through higher education, but it is least accessible to those most in need of the benefits. Entering the military is a less understood pathway to socioeconomic attainment. Service members obtain transferable skills through military training or enjoy educational benefits after temporary service. With accumulated human capital, they develop a lifetime military career or receive competitive wages in the civilian labor market after discharge. Drawing on data from 26 rounds of the National Longitudinal Survey of Youth, this project examines how military service shapes, reshapes, and moderates the patterns of income mobility over the life course and across three generations. Based on sequence analyses, clustering solutions, and multinomial logit models, this work explicates the ordering, timing, and contexts of educational attainment, military service, and labor market participation that constitute unique career pathways. It analyzes the differences in the mechanisms of intra- and inter-generational transmission of income among military personnel and their civilian counterparts. Preliminary results reveal that military serves as an engine for upward social movement for selected groups of Americans, and social mobility is a fluid concept that different pathways to social attainment lead to differential mobility patterns. Analyzing the dynamic processes within and across generations sheds new light on the causes of diverging life course outcomes, better explaining how major life events and socioeconomic factors enable or constrain upward social mobility.

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Key Problems of Education of the «Third Age» People: Russian Variant

Abstract. Changes in the population of the «third age» under the influence of the factor of education are considered. The necessity of creating a special system of «silver» education for these people is proved.
The purpose of our study is to identify the potential and opportunities of Russian education to create a holistic «silver» education in the country and to determine the readiness of people of the «third age» to improve their own educational level. To achieve this goal, it is necessary to solve the following tasks: 1) to identify regulatory and organizational opportunities to bring the Russian education system in line with the educational needs of society and the «silver» community; 2) to determine the readiness for interaction of educational structures and the «silver» community; 3) to show the trajectories, ways and forms of development of education «silver» community.
The strategy of the research included the use of the following methods: 1. Survey of representatives of the social community of the «third age», including people of pre-retirement and retirement age. 2. Expert interviews with representatives of educational, labor, non-profit organizations, authorities and their subordinate institutions (employment services), recruitment agencies working with the social community of the «third age». 3. Analysis of documents (normative and legal acts, state and municipal target programs, conceptions of social projects, media materials, social network content). 4. Analysis of statistical data (demographic statistics, statistics on education, labor market).
The analysis of statistical and demographic data shows the quantitative growth of the «silver» community. In 2018, the number of people of retirement age alone (men aged 60 and over, women aged 55 and over) was almost 37 million. In the next 5 years (until 2023) the number of «silver» community is projected to exceed a third of the country's population.
The «silver» community has a significant potential and growth resource in relation to secondary vocational and higher education. The results of our studies show a very contradictory attitude of people of the «third age» to increase their own educational level. On the one hand, a large number of Russians of pre-retirement age do not seek to study, improve their skills, get a new profession. On the other hand, a certain part of the «silver» community has already formed attitudes and willingness to implement the strategy of active longevity, including through education. Hence, there is a public need to disclose the educational potential of the social community of the «third age» and the development of activities of state and non-state structures for its formation and use.
One of the key problems is the organizational structures of most Russian universities, institutions of secondary vocational and additional education are not

adapted to the needs of «silver» students. In the context of the beginning of pension reform requires regulatory and legal provision of education for the «third age» people. There is a need for a well-developed law on adult education, which would stimulate the development of «silver» education as a special subsystem within the all-Russian education system.

Our analysis of various practices in secondary vocational and higher education organizations has shown that some of them have structures, units and groups of teachers focused on working with adult students. These are institutions of additional or continuing education. Cultural institutions also have non-formal education practices for the «silver» community, but they are clearly insufficient. However, studies show that there is no integral «silver» education in the country. An important key problem of education of the «third age» people is the readiness of the state, business and non-profit organizations to work on the problem of education for the «silver» community.

Keywords: population of the «third age», «silver» education, trajectories and forms of «silver» education, interaction of educational structures and of the «third age» people, normative support of the «silver» education

SESSION 10

INSTITUTE OF SCIENTIFIC LEADERSHIP: CHALLENGES OF ACADEMIC CAPITALISM

(25.07.2019 16:40-18:10 aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizers: Riccardo Campa, Jagiellonian University, Poland;
Natalia G. Popova, Institute of Philosophy and Law, Ural Branch of the Russian Academy of Sciences, Russia

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Fourth Industrial Revolution and Emotional Intelligence: A Diachronic Scientometric Analysis of Terms and Concepts

Abstract. A growing number of social scientists argue that we stand on the brink of a technological revolution that will drastically change the way we live, learn, and work. One of the terms adopted to name this social phenomenon is "Fourth Industrial Revolution" (FIR). Other social scientists, in particular psychologists, have independently elaborated and discussed a concept of intelligence which is complementary, and sometimes alternative, to that measured by traditional IQ tests, namely "Emotional Intelligence" (EI). In recent years, these two concepts came

into contact and started interacting in scientific literature. Enhancing EI in educational programs has been seen as a possible way to prevent a predicted negative side effect of FIR, that is technological unemployment. This article provides a diachronic scientometric analysis of terms and concepts, rather than citations. Quantitative and qualitative research tools are applied to FIR and EI, in order to reconstruct the dynamics of their Emergence, Frequency, Distribution, and Contiguity (EFDC) in scientific literature. The EFDC dynamics of alternative terms adopted to represent the same concepts is also tentatively explored.

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The Factors of Student Attrition in High Participation Systems of Higher Education: a case of Russia

Abstract. Student attrition from higher education has always been considered as a serious socio-economic problem with negative implications for students expecting less monetary and non-monetary benefits from higher education, for universities bearing financial loses, and for states making inefficient investments in human capital development. But as more and more countries are moving toward high participation systems where gross tertiary enrollment rate exceeds 50 %, the patterns and factors of student attrition also change. The heterogeneous student body that includes more non-traditional students (low-income, first-generation, working full-time or belonging to ethnic minorities) is more challenging to retain.
Student attrition in high participation systems of higher education also presents a theoretical challenge as most of the dominant theories of student attrition – e.g. Tinto's theory of college attrition or academic momentum perspective - were developed and validated for elite or mass higher education systems. High participation systems, however, are moving towards providing a universal access to higher education and enroll more non-traditional. Empirical studies showed that Tinto's model is vulnerable to criticism when explaining the departure of non-traditional students from university.
Our study aims to explore factors of student attrition in the context of Russian high participation system of higher education. Russia's gross tertiary enrollment rate reached 76 % by 2012 with higher education dropout rate of 22 %.
The study relies on the unique nationally representative longitudinal survey of undergraduates majoring in Computer Science and Electrical Engineering enrolled at 34 Russian universities. Data collection was part of the Study of Undergraduate Performance (SUPER-test). In 2015, the representative samples of first- and third-year students were surveyed about their educational experience at university and took tests in math, critical thinking, and quantitative literacy. Both cohorts were

surveyed again two years later, and universities were requested the information about the students who were not enrolled at the university during the second survey.

By the end of the second year of studies, 19 % of students left an institution and 24 % – left their academic program. The attrition rate among the junior students is much lower – about 5 % from an institution or a program. The results suggest that the non-traditional and minority students are at a higher risk of attrition, namely the females, working students and those whose parents do not have higher education. The level of academic engagement and college preparedness, commitment to the university and major, and academic skills are also related to the attrition. The students are more likely to attrite from the broad-access higher education institutions that were primary drivers of the development of high participation system in Russia. The results of the study contribute to our understanding of factors of student attrition in high participation systems of higher education and argue for the need of additional support structures for non-traditional and minority students.

Keywords: Student attrition, dropout, Russia, high participation systems

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"Why do Girls Shoot Higher than Boys?": Linking Structural Opportunities and Gender Ideology in the Reversed Gender Gap of Educational Expectations

Abstract. Cross-national studies have shown consistently that girls have higher educational expectations than boys. The literature has provided macro and micro level explanations for this phenomenon. Country-level indicators such as gender inequality and the rate of female enrollment in tertiary education have been significant predictors of higher educational expectations for girls than boys. On the other hand, psychosocial studies have found a significant mediation of gender attitudes on the formation of educational expectations for girls. However, the interaction of structural opportunities and individual gender ideology has not been addressed. By using data from the second wave of the International Civic and Citizenship Study 2016 (N=86,803) of eighth and ninth graders from 22 countries, this study aims to understand why girls have higher expectations for completing college than boys, considering the interplay of micro and macro-level predictors. Overall, the results indicate that girls are more likely than boys to hold expectations for completing tertiary education (OR=1.72). Mediation analysis suggests that an important proportion of this effect is mediated by individual gender attitudes (69 %). Contrary to the literature, gender equality at country-level reduces the pro-girls gender gap. Moreover, the interaction between individual gender attitudes and structural conditions suggests that, even for highly equalitarian countries, individual attitudes against gender equity offset the effect of macro-level conditions. Additionally, this analysis addresses issues of small sample of countries

in multilevel modeling overlooked by previous studies. The study of the reversed gender gap in educational expectations will shed lights on fields where pro-male differences remain.

Keywords: gender, inequality, educational expectations, gender ideology

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Prestige of Academic Activities in Estimates of Teachers of Culture Universities: Mission or Bureau?

Abstract. The article provides a comprehensive assessment of the modern educational process from the standpoint of teachers of higher education institutions of culture. It observes the correlation of the scientific activity of teachers with the performing various professional duties within given time budget. In addition, this work explores the basic problems that impede the prestige of education, from the viewpoint of university professors of culture in the context of reforming the higher education system. Cultural institutions of Barnaul, Kemerovo and Chelyabinsk provided the study base for this research. This article operates the results of the sociological survey, a single instrumentarium questionnaire selected as the main research method. The total number of 250 teachers participated in the survey at each university. The study showed that the paperwork on instructional programs accompanying the educational process forces out any field-specific types of teachers' professional activity, which in its turn compromises the researchers' satisfaction with their own scientific activities.

The overwhelming majority of respondents of 76.5% consider the lack of time, as the main cause of insufficient scientific activity. In particular, the respondents point to time-consuming workload with additional assignments, as well as performing duties, distracting from the full focus on science. According to the respondents, the bureaucratization of higher education in the cultural sphere displaces actual scientific activity, which allows achieving prestige, career growth and upward mobility in the university environment. Furthermore, an increasing number of rate indicators, a variety of paperwork describing methodological standards, increasing procedures for monitoring and supervision of the activities of the teacher lead to the shortage of time for self-education of teachers, reduce research activity and, eventually, become a tangible obstacle to sustainable interactions with students preventing personalized translation of personal influence and experience.

Tutors of universities of culture state that the general atmosphere in the country does not give the feeling that science is in demand in our society. Therefore, they do not see the point of spending efforts; and only 14.4 % admitted that difficulties are purely subjective in nature (that means that a teacher does not fulfill his or her

responsibility to reach new scientific problems generate original ideas, look for ways to implement them). In other words, the shortage of time combined with the underfunding of scientific activity are the main reasons for the lack of scientific efficiency of teachers of higher educational institutions of culture. Overwhelming majority of the teaching community is dissatisfied with the formalization (bureaucratization) of higher education. A common thread in researching the problems and prospects for the development of modern education is that an effort to standardize results (shaping them as an effective and technological educational "product") in order to increase the competitiveness of Russian universities among the world's leading scientific and educational centers, manifests totalitarian standardization of the educational process.

Reforms of higher education remain unintelligible for a critical majority of teachers of universities of culture under this study. Most scientific and pedagogical workers believe that these reforms are rather harmful, as they aim at destroying traditional communication between the teacher and the student. As the teachers believe, converting educational process into the mere "paper flow" deprives the teacher of the possibility of effective interpersonal communication with students.

The empirical base of the research described in this article features several Universities of Culture. However, numerous publications on similar topics in various publications and the Internet make it possible to expand the article conclusions significantly, and to extend them to the entire system of higher education of the Russian Federation. With the only exception of particular metropolitan universities that have a special status and, therefore, the ability to ignore most odious reformist attitudes.

Keywords: universities of culture, prestige of educational activities

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Gender Policy of the Modern Company in Digital Society

Abstract. The information age creates opportunities for realizing the professional and personal potential of both men and women. The organization of work is being changed, new working conditions are being created, women have more opportunities for their career growth and self-realization. The gender policy is one of support from both the state and the civil society. Its objectives are to eliminate gender discrimination, form the egalitarian society, support women and persons with family responsibilities in the social-and-labor sphere, support women in the field of the equality and in the realization of their abilities, etc. The article shows how one can form and realize the gender policy in practice, and what internal and external factors are needed to do this.

So, the external factors are the socio-economic situation of the country, the type of the social policy, organizing and financing the demographic and family policies, the availability of the national mechanism for dissecting the gender equality at the

level of the state and of the gender policy, and the sociocultural characteristics of the country. But the companies need the internal factors such as the attitude of the head of the company and the top management, tolerant corporate culture, gender-sensitive social, personnel, motivational programs, financing these programs, the availability of the organization structures, monitoring and the control of developing the gender policies.

It is necessary that the management of the organization should have gender competence. It should construct the gender picture of the world of the egalitarian type, otherwise the process of forming the gender policy may not take place, and to begin the process of forming the gender-oriented corporate culture. The organization's employees should have a positive perceptivity to the gender equality and understand that "gender" is not the very desire of women for careerism and global emancipation, but the social characteristics of sex.

Not every company can state the availability of the gender-sensitive personnel development HR-strategy. Basically, these are large international companies, adherents of corporate social responsibility of business.

This strategy is developed within the framework of the concept of the personnel diversity.

The responsibility in developing gender-oriented HR-strategy primarily with the manager. In turn, HR-services realize the specific programs together with line managers. Some advisory bodies may also be established at the enterprises, "the commissions on cultural diversity, to solve the problem situations regarding the relationships between women and men in the collective, to support gender-oriented initiatives, cultural events, to give advice to employees who find themselves in conflict situations, to help them psychologically, etc.

The business-processes at the information age there is a need to change the management paradigm. The goal of the modern gender system is to create the unique socio-cultural, public and professional digital environment that would be aimed at achieving the gender equality through overcoming the problems of discrimination.

The introduction of a special post "Gender Equality Commissioner" will help solve problems of creating a favorable climate in the team, ensuring social protection of employees of enterprises, and of the attraction intermediaries in resolving conflict situations.

Keywords: gender policy, gender equality, human diversity, information society

SESSION 11

SMART EDUCATION – NEW PARADIGM
(25.07.2019 12:00-13:30 aud. 559, Bldg. № 4, Institute of Foreign Languages
RUDN university)

Session Organizer: Svetlana A. Sharonova, Institute of Foreign Languages,
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Internet use and Educational Achievement of 10-year Olds in European High-Income Countries

Abstract. Children's online presence is increasing rapidly: both as proportion of
children using the Internet and as the amount of time spent by the average child
online. Yet, time spent on games or social networks does not have to translate into
crucial skills of the Internet age, such as locating reliable information online. In
fact, children tend to overestimate their online reading skills because they
extrapolate their gaming or social media skills into online reading. The paper
analyses the impact of four types of screen activity on reading achievement among
four graders in six countries. For two activities – playing computer games and
surfing the Internet - the relationship between screen time and reading achievement
has shown consistent pattern that held across countries: a right-skewed inversed U-shape with moderate use having a mildly positive effect when compared to both
no-use and heavy use. By contrast, online chatting and watching videos showed
negative and more linear relationship to online reading scores. A common
denominator of all online activities is that more than two hours daily of screen time
had an adverse effect for school performance when compared to moderate use.
Keywords: Internet use, online gaming, watching videos, educational achievement,
ePIRLS

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Development of Creativity as the Basic Competence in the Postindustrial Digital Society

Abstract. The relevance of this paper is defined by methodological and practical
needs to obtain new methods and technologies for developing creativity and
exclusivity, mastering communication skills of teenagers in the contemporary
digital world, learning rules of effective teamwork aimed at achieving mutual

results. The topic arose in the process of development of creative industries. The theatre is a creative industry.

The paper describes results of a sociological experiment carried out in the form of a theatrical production made by a group of teenagers during a 6-day training (collective initiation and realization of the Creative camp model, 2019). The target was to reveal creative potential of the respondents in a small artistic group in the atmosphere of creative social activity, to develop skills of effective communication, situational leadership, artistic potential, project thinking, responsibility.

The participants had a common task to write a script and make a production upon the well-known fairy tale The Magician of the Emerald City. The respondents were free to choose the topic of the performance. They chose the characters they were going to play in their own. In this process we reckoned to the method of social constructing and formation of creative proactive personalities together with the Gladwell theory of promotion of social innovations by potential supporters of social changes (connectors, mavens, salespeople) (Gladwell, M. 2002)

It was important to stress positive experience of the respondents in overcoming at least one personality problem since in the course of one experiment it was possible to work on just few of them. That's why we were not supposed to distribute all the types of innovative personalities suggested by M. Gladwell. A participant performed creatively the part he had chosen. Analyzing the results, we could define the type of innovative activity showed by each participant – the connector, the maven, the salesman. Cooperating with creative approaches of other group members each respondent had to think over and aline his/her actions with others. In the course of the experiment collective discussions with elements of psychological performance increased content of knowledge, influenced development of personal qualities required for innovative and creative activities.

The group named friendship as the topic of the performance. While discussing which events of the fairy tale characters' life journey could be included in the script we worked simultaneously on understanding of negative sides of our personal lives and opportunities to change them. The experiment confirmed the hypothesis that a key to success of any project was a positive image of the future and personal participation of each member in creation of the vision of its final fulfilment. It is rational to develop for each participant an individual plan of mastering attractive personal qualities appropriate for innovators (connectors, mavens and salespeople), to define them clearly and play these roles while working on other projects. Ability to develop technologies of creative consolidation in virtue of collective construct is the most important quality required for live in the contemporary digital society. The personality problems shown in the course of the experiment defined the choice of the qualities necessary for teenagers in their future life in the creative digital society.

Keywords: social experiment, social design, creativity, digital society

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Education in Digital Society: New Challenges for Educators

Abstract. The modern society has dramatically changed recently as information technologies have entered all areas of human society, therefore, in order to be able to comprehend and act in this new digital world, citizens need particularly new education. In the light of this context, the aim of this study is to clarify forms, methods and resources for teaching and learning in a digital society and major skills of graduates, to evaluate the current situation in the field of developing these new skills in provincial institutions of higher education and the necessary changes for adapting teaching and learning to the challenges of the global market.

Based on the literature review, we have found out that the key skills in a digital society are knowledge management, self-learning and lifelong learning skills. The analysis of educational resources has shown that not only new digital educational platforms, which can be used both by students and their educators for the purpose of lifelong learning, have been created but also there is a great variety of accessed free online open educational resources, what is more, educators can use various Google apps for creating their own resources.

The factual basis of the research includes data of a content analysis of all current 64 curriculums in humanities of the three leading Volgograd institutions of higher education and a survey of students with the aim to identify the degree of their use of digital devices and technologies, the use of digital technologies by educators in the teaching process, as well as the degree of immersion of educators in development of digital skills of students. Content analysis of the abovementioned curriculums showed that insufficient attention is paid to subjects associated with information technologies.

According to the survey, the current generation of young people can be called a "digital" generation, since all modern students are strongly interested in technologies, have a smartphone and at least also a computer or a laptop and use them daily. The results of this research demonstrate that the current generation of students is characterized by their immersion in using digital technology, and using digital technology in their education is reasonably demanded. Moreover, such distinctive features of modern youth as distracted attention, easy online interaction, visual perception, clip thinking and the desire for personal freedom must be considered by the higher school educators in the process of teaching students.

Regardless of the fact that the students are totally involved in using e-devices for learning, only slight support from educators in their learning process was

mentioned. The research data indicate that most students do not know about online educational platforms and have never used any elements of distance learning. Almost half of the students mention that educators have not developed their knowledge management skills and only the minority mentions that some Google apps for education have been used in their educational process. Though a slight majority of respondents reported using visualization and flipped learning by their educators, only a small group claimed that educators use gamification or their own audio or video educational resources.

The lack of academic disciplines associated with IT must be compensated by teaching all curriculum disciplines with the use of digital technologies. The challenges for educators in a digital society are transforming their functions into 'navigator' in the educational, including digital, environment, being familiar with using new learning tools and technologies in their teaching and effectively making use of them.

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Innovative Technologies in the Vocal Lesson at the Children's Art School

Abstract. The study addresses the problem of identifying and developing artistic talent, including vocal talent through innovative technologies used by the teacher.

Issues related to supporting the development of giftedness have always been relevant. At the state level, regulations are adopted to support gifted children. Vocals as a means of developing giftedness is one of the unique means, since on the basis of natural inclinations - voices, specific features of the development of the vocal apparatus - individual speech and intonation abilities are developed, the aesthetic sensual outline of the melody is traced, speech skills are developed (breathing, diction, articulation apparatus, etc.). Vocals as a means of developing giftedness is one of the unique means, since on the basis of natural inclinations - voices, specific features of the development of the vocal apparatus - individual speech and intonation abilities are developed, the aesthetic sensual outline of the melody is traced, speech skills are developed (breathing, diction, articulation apparatus, etc.).

Time does not stand still, education needs new trends. Thanks to this fact, innovative technologies are being developed in the education system, as well as the use of digital technologies in the classroom.

Purpose of the study to develop and test technological tools for the development of students' needs to achieve success in improving their voices and develop their creative abilities - vocal talent.

The development of the child's vocal talents requires the teacher to possess pedagogical and artistic-aesthetic competences that would actualize two components simultaneously: the development of the child's personality motivated, prompted the child to success, developed the need for continuous improvement and the development of vocal talent as an individual others making his voice recognizable among a multitude of voices.

The tasks of the application of innovative technologies: developing - the development of emotional and aesthetic responsiveness to musical sound and speech intonation, artistic and aesthetic taste in the selection of the vocal repertoire, culture of vocal performance; technological - the development of vocal-performing, vocal-technical skills based on understanding and understanding the theoretical knowledge of vocal; educational - raising interest in musical culture, spiritual and moral qualities of the individual (initiative, independence, self-control, etc.), pride in the cultural vocal heritage of their country.

The research methodology is based on the works of T. D. Smelkova. L. B. Dmitriev, V. A. Bagadurov, M. L. Lvova, I. K. Nazarenko, B. M. Teplova, K. K. Platonov, V. Shtern, A. Melik-Poshaeva.

When classifying the methods, the features indicated in the works of N. A. Samoldina - "the method of phased analysis of the work", M. I. Glinka "the concentric method", O. S. Izyurova, Seth Riggs "the method of singing in the speech position", V. V. Yemelyanova, "a photo-pedic method of voice development", V. Kuznetsov, "a method of communicating with the audience."

The results of the work are the development and testing of pedagogical methods for the development of a culture of vocal performance and vocal talent.

The application of innovative technologies to the practice of vocal lesson has shown its effectiveness. The following results were achieved between the teacher's and the student's joint activities: confident and high-quality performance of the work in public; ability to use mobile applications for the development of vocal abilities: Da tuner, metronome, beats, piano pro; education of students of citizenship, patriotism, dedication, diligence, respect for the rights and freedoms of a person, love for the surrounding nature; organization of meaningful leisure activities for children; individual manner of performance, coordinated motor apparatus, excellent ear for music and memory, public recognition of the outstanding vocal abilities of the individual, self-realization of the personality.

Keywords: Innovative technologies, digital technologies, additional education, artistic talent, vocal talent

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Communicative Competence and Changing Social Reality: Reflecting in the Modern Education

Abstract. Complicating modern society nonlinear processes are presented from the perspective of transforming communications. It is argued that understanding and taking into account the characteristics of modern communications and communicative competence is a resource for the reproduction of modern cultural meanings that are important for the integrity of society and are transmitted through education, primarily through young people. The aim of the study is to identify the characteristics of the communicative competence of the individual in virtual interactions. This determines the specifics of modern cultural reproduction and should be taken into account in the justification of modern educational technologies and models.

The research methodology is based on: 1) the theory of social reality in the paradigm of phenomenology. The concept of a changing social reality defines communicative competence as a subjectively constructed phenomenon. A key role in this mechanism is given to sociocultural self-regulation. 2) the concept of a modern complex society, in which society is viewed as a non-linear, self-organizing, reflective system. 3) the concept of virtual reality, where all cultural forms obey, adapt to the system, to its logic, language, etc. under the conditions of changed parameters of space and time. Communicative competence of the individual encompasses the cultural characteristics of virtual communication and consolidates them in social practices. Virtual interactions are human-computer interactions with the outside world. In these interactions, a person is replaced by his virtual representative - e-mail, Skype name, nickname in blogs, etc. These methodological foundations have defined the concept of communicative competence of an individual in the context of a changing social reality, its institutional and sociocultural aspects. Communicative competence is interpreted as the ability of an individual to maintain his or her sociality through the possession of knowledge, norms, values, communication skills and behavioral strategies. The principal differences lie in the zone of the indicated features and require virtually different competences from the person.

The empirical verification of the concept using the written survey method revealed two empirical types of communicative competence in modern Russian practices - real and virtual. The following manifestations of communicative competence are characteristic for real interactions: the life world is perceived as stable and orderly, the prevailing values are terminal in nature, supporting the common living space, the norms are institutional in nature with rigidly fixed status-role expectations, the behavioral strategies are dominated by adaptation that

supports the traditional space with its foundations go back to the roots of Russian catholicity. The following parameters of communicative competence are typical for virtual interactions: the life world is perceived as changing, fluid; values of communication are flexible and mobile; norms of communication are designed for the specific situation and are temporary; skills are reflexivity, rationalization, self-regulation, and behavioral strategies are focused on autonomy, rivalry in modern society.

There is a merging of real and virtual forms of space intersubjective interactions, the formation of a single communicative space, including direct personal communications and Internet communications. These forms are in the relationship of both complementarity and inconsistency, they require the personality to expand attention in an open communicative space, reflexivity, self-regulation, self-design, self-organized creativity, and the ability to rationally transform uncertainty into certainty. For virtual interactions, simulacral communications are characteristic, distorting the cultural meaning of interactions, violation of the ethics of interactions, substitution of meanings with hyip.

The inclusion of these components of communicative competence in the structure of the structure of educational models becomes a prerequisite for the preservation of sociality, especially for young people, and for society to achieve integration. Understanding and consideration of the sociocultural mechanisms of these phenomena by educational institutions is the potential for the integration of society.

Keywords: communicative competence, changing social reality, modern education, specific of youth

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Opportunities and Barriers of Implementation of Smart-Technology in Education: Opinions of Teachers and Students

Abstract. The article is devoted to the analysis of the main stakeholders' ideas about the opportunities and barriers of smart technologies implementation in the learning process. The actualization of this topic is due to the understanding of the need to respond to the significant challenges occurring today in society as a whole and in the education system. Russia is gradually implementing a new development paradigm called digitalization. These circumstances require the use of smart technologies in higher education, creating conditions for improving the quality of training. Issues related to the assessment of the importance, opportunities and barriers of the implementation of smart technologies in education by the target groups.

What attitude towards smart-technologies of the stakeholders connected on a straight line or indirectly with an educational system? Whether they are ready to their active use in the practicians? Whether there are obstacles to implementation of smart technologies in education and what estimates of the main stakeholders of

barriers? For the answer to the questions sociological examination was conducted. It was conducted in March-June, 2018. The qualitative methodology allowing and 37 stakeholders were interviewed using the semi formalized interview technique.

Focus of attention was concentrated on identification of description of the diskursivny field of effects and barriers of smart technologies in education. For the analysis of data, the discourse analysis of texts of an interview of the interviewed persons was used. During systematization of statements of participants of inspection, the following was revealed.

First, regarding the views of respondents about smart technologies in training, three ways of reasoning are formed. First: smart learning is "something new, necessary, special", characterized by greater detachment from the educational process, because it is endowed with uniqueness. The second discourse is a "reluctant rejection", bordering on denial of the use of technology. The third - "discourse of everyday life", presented by students and researchers, is close to the ordinary, so it has a better chance of inclusion in the training

Secondly, in the assessments of stakeholders of the advantages of new ways of learning, three groups of opinions can be distinguished: "unjustified pessimism", based on the moments associated with the inability to replace the personal communication of the student with the teacher with formal interactions that are inherent in smart technologies. The second group - "unjustified optimism", focusing on the independence, independence of the student, the comfort of the temporary and spatial type - "when I want, then I learn." And the third, reflecting the "adequate capabilities" of smart technologies in training.

Thirdly, ideas of stakeholders of the importance of smart technologies in education, possibilities of their introduction and readiness of participants to use clever technologies in the course of training are individualized and poorly make common cause with each other. In educational community there are no unambiguous positions concerning effects of Smart technologies in the higher education system, but there are polar and opposite judgments.

Fourthly, the absence joint responsibility (consensus) about opportunities, barriers and prospects of Smart technologies in education forms two main models of a reasoning. The discourse of optimists is more approximate to reality, has concrete active focus, is focused on introduction of new forms in education. The discourse of pessimists means forming of barriers, distances with clever technologies. In the social environment the deficiency of opportunities for development of smart technologies in training seems. Elements of the environment are estimated as a hindrance, and possible "partnership" with clever technologies is described as "the postponed introduction". Its carriers are not ready to show activity in relation to new technologies. Heterogeneity of reasonings is directly connected with optimistic or pessimistic moods of interested persons and sets different models of motivation among stakeholders in relation to the prospects of use of smart technologies in an education system.

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Social and Informational Prerequisites for the Transformation of Education

Abstract. The study aims to identify the prerequisites that affect educational transformation and shaping the personality in view of informatization. In addition, the study aims to justify the creation and content of lifelong digital skills training system.

The author focuses on the sets of factors providing specificity and direction of educational transformation.

Technological factors cause by rapid convergence of basic communication channels, information technologies and services. Increasing number of information services provided by smart systems, rapidly developing opportunities for machine learning and robotics lead to the active substitution of human intellectual capacities by technologies.

Informational factors result from the increasing volume of structured and unstructured data exceeding the opportunities of information technologies to efficient data collection, storage, transfer and process. Increased, uncontrolled and chaotic flow of information raises concern of informational overload, when the amount of incoming useful data surpasses the objective human possibilities of perception.

Communicative factors directly relate to the mobile informational exchange actors and the popularity and accessibility of Web-based technologies. Both interpersonal and collective interactions proceed far more quickly online, than in real social groups. In turn, the Internet community instantly reacts on problems emerging in society by appearing of values, norms, samples of culture etc. Nevertheless, online communication frequently results in changes of personal values, attitude, worldview, ways of thinking and appearance of new forms of deviation.

Cognitive factors influence by the fact that knowledge in modern social media is clear with the expectation that both of them are epistemologically equal. The growth of haphazard distribution and use of information resources leads to informational exchange polysemy; discrepancy between formal relevant information and actual needs and requirements; multi-dubbing and creation of superfluous information resources. Devaluation of the authority of knowledge sources and expert estimates results in increasing infoglut.

Socio-pedagogical factors due to the need for lifelong education that ensures not just prompt update of educational attainment, but also free choice of development path and the formation of a comfortable lifelong level of social mobility. Education is the process, which is taking place not only in the study room, but also inside of real processes. It becomes more efficient because of detailed consideration and concrete problems solving.

The publication sets out the case for training and education of a person with developed cognitive, communicative and technological skills through the

modernization of State educational standards, curriculum development and changing skill requirements for graduates of training institutions at all levels, in the following areas:
− development of media literacy skills;
− development of analytical and critical thinking skills;
− improving the level of information culture;
− promoting a responsible attitude to information security.

The formation of these skills should be lifelong, systemic, continuous updating as new challenges are identified. Education should implement according to changes in cognitive processes occurring among the new generation of students under the impact of digital technologies.

Keywords: Education, informatization, digital skills

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Digital Education of Employees as a New Trend in the Corporate Formation

Abstract. The purpose of this study is to analyse the evolution of online methods of education, digitalization of corporate educational programs, and to identify the impact of recent changes at the quality and speed of the employees' formation.

The authors use the sources that reveal the main trends in corporate education along with doing the comparative analysis of the open sources (international scientific views in regards to online and blended education, practical examples of programs), and apply the own empirical experience. The integral analysis of theory and practice allows creating the new knowledge in understanding of benefits and limitations of such education, by developing the corresponding recommendations for the companies' management.

Along with the innovative methods of education, which received a qualitatively new impetus thanks to the development of the Internet, mobile communications and digital presentation technologies, the innovative management technologies for improving the efficiency of the corporate training are now on the spotlight.

The authors identified such global trends in approach to online education as on-the-job trainings, corporate storytelling, Micro- and Macro-education, interval and hybridity as characteristics of modern digital learning, personalization and customization of corporate education, combination of familiar tools of the offline teaching with digital.

The new technologies are being actively incorporated into corporate trainings and universities.

The authors made the analysis of the evolution of online methods of education and of the Digital learning as the most recent trend in online education and its

applicability to the corporate world. A number of companies started to integrate it into the corporate training programs. These technologies bring a number of benefits to companies' employees formation as well as complement to the trend of distant / homework, while have a few issues that should be taken into consideration by the companies' management.

This study helps to systematize the conceptual and practical knowledge of the companies and professionals involved into the development and implementation of the modern educational solutions, and to develop the corresponding recommendations.

Keywords: digital education, corporate universities, on-the-job trainings

SESSION 12

EDUCATION, SCIENCE AND CULTURE IN A DIGITAL SOCIETY

(25.07.2019 16:40-18:10 aud. 561, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizer: Ludmila A. Vasilenko, The Russian Presidential Academy of National Economy and Public Administration (RANEPA), Russia

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Sociology of Information Processes: Modern Culture of Scientific Research and Citation in Russia and in Great Britain

Abstract. Digitization of society affects the consciousness and behavior of scientists and heads of scientific organizations. Major changes have occurred in the development of scientific information and communication infrastructure of scientific research. At the same time, the expected full-fledged international scientific integration and cross-country cooperation of scientists is not happening in the 21st century. There is a temptation to introduce a quantitative measure of the quality of work of scientists, new rules for financing research projects, and the participation of the scientific community in assessing the quality of scientific publications.

The impact of the methods for evaluating the performance of science and education on the level of social responsibility of scientists was discussed at the methodological seminar RANEPA (Vasilenko L.A. 2013: 35).

Would Nicolaus Copernicus or Giordano Bruno become the leaders of the citation indexes of their time? How to make so that the meaning of reforms in education and science is not lost behind the "figure"? In a speech in the regime of the teleconference, Daina Bennet (ICE – International Consultants for

Entrepreneurdhip and Enterprise, United Kingdom) cited data on the lack of effectiveness of the selected quantitative indicators, since the citation index does not take into account such an important component as social efficiency, that is, the results that the scientific achievements bring to society. There are cases when scientists with a high citation index were not always able to offer innovations and solutions that are necessary at this stage in the development of society. On the contrary, scientists with significant results, but a low citation index, had no chance to receive funding because of the low score of their research work within the framework of the established system of criteria.

On the basis of a comparative analysis of Russian and foreign sociological research, the author formulates general trends in cultural change and the conditions for conducting scientific research. On the basis of the analysis performed, the common problems inherent in both Russian science and global science are revealed:

– the formation of requirements for scientific personnel and teachers, based only on quantitative indicators of publication activity and citation, forcing scientists to break the integrity of the research description;

– reliance on "external" funding "research scientists;

– short-term contracts and discriminatory rules for young researchers and women.

Based on the analysis of empirical data of several sociological studies, the author identified problems and peculiarities specific to Russian science:

– the main experts in the assessment of the teacher's activities are colleagues in the department and the head of the department, which contributes to unfair competition in scientific and educational groups;

– a ban on joint research with foreign scientists funded from foreign sources under the threat of becoming a "foreign agent".

Summarizing all the above, we emphasize that the system of financing re-search should rely on the real scientific and practical contribution of scientists to the development of the country, instead of the controversial and not always correctly calculated citation index.

Digital technologies set a new context for creating and using knowledge, shaping a modern culture of scientific research and evaluating their quality. The findings can be a step towards mutual integration of Russian and world science. It is important for scientists from different countries to know each other's professional capabilities, to form a common culture of research. Society is the most complex self-organizing system. It can develop only if there is a variety and richness of internal relations that unite the common world universals of culture.

Keywords: Digital Sociology, Culture of Scientific Research, Science Citation Index, Science International Communication

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Information Technologies and the Internet as a Factor of Socio-Political Participation

Abstract. In the 21st century the Internet and information technologies open up new prospects for political participation. The Internet wide coverage has created unprecedented opportunities for dissemination of information on socio-political processes, for enlargement of the aware sector and for their active involvement in those processes. The authors proceed from the definition of political participation through the Internet as involvement of various groups of people via information technologies in political processes, as well as in presentation by the authorities of positions and proposals concerning issues of public importance, ways to resolve them, or in taking decisions through formation of public attitudes and opinions, in influencing the processes aiming to enforce these decisions.

The use of the Internet in politics promotes the evolution of the conventional, i.e. consultative, model of political participation into the interactive model, thus securing the impact of broad masses on the political decision-making processes. Political discourse that has acquired features of horizontal communication is turning into a multi-component, multi-lateral model of interactive communication. Political Internet participation makes it possible to overcome such obstacles as time and distance.

The article presents the role and influence of the Internet and means of electronic communication on political ongoings and participatory processes. It is exemplified by the results of the electronic voting during the 2005-2019 elections to local and state bodies held in Estonia, a European pioneer in providing elections through the Internet.

A more detailed analysis is given on the role of the Internet and information technologies in the revolutionary events and power turnover processes of 2018 in Armenia. The possibilities arising due to the use of the electronic mass media and Internet information websites are demonstrated and analyzed in the context of radical political changes and revolutionary events. Evidence is provided that permanent coverage of the developments and interaction with Internet users enhanced and regulated the then-opposition activities, and involved the public at large in the 'Velvet Revolution'. The new Armenian authorities are rather sensitive about communication on the Internet platform. They not only present reports on the work fulfilled, but also follow the society feedback.

The survey is conducted with the methods of content analysis of documents (mass media publications), Facebook monitoring, elements of statistic analysis and

secondary analysis of research works on political activities and political participation.

Having noted the advantages and disadvantages of the use of IT in politics, the authors come to the conclusion that neutralization of abuses and risks of the opportunities given by continually developing technologies, supposes not only philosophical consideration but also moral and legal studies, as well as practical mechanisms.

Keywords: Information technologies, Internet, social network, political participation, electronic voting

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The Information Technologies and the Features of Information Culture of Master's Students in Russia and the UK: a Comparative Analysis

Abstract. Studying the phenomenon of information culture as the active principle of information society started in the second half of the 20th century due to increasing importance of information and information technology. The new type of culture in its content and structure includes not only the culture of the industrial society in the form of luxury, folk and popular culture but also various subcultures and information culture with its elements, such as screen culture, computer culture, and Internet culture. The cultures of virtual reality in the material sphere germinate most clearly. This is due to the phenomenon of automation, mechatronics, robotics, information technology (especially computers). All these technical features affect the skills of working with information, which is especially important in the process of training, education and future profession.

The influence of the information society on the characteristics of information culture today is often the subject of research. However, it is first of all necessary to understand whether there are differences in the characteristics of its formation and manifestation at the level of mature persons studying at the second level of higher education. Basic information skills for students acquire different levels of education. The master's level is the level of the formation of research skills and competencies, he consciously makes a responsible choice of the older category of young people and not only.

Basic information skills for students acquire different levels of education. We believe that masters, as well as those who are at the second, a higher level of higher education, information culture in terms of performance and information processing, must necessarily be formed at a high level. This master's level is the level of the formation of research skills and competencies, he consciously makes a responsible choice of the older category of young people and not only.

The purpose of the study is to determine the type, the general and highlight the particular in the level and characteristics of the information culture of graduate students in Russia and the UK.

Methodology. The concept of the information society is used as a methodological base. Methods of research were the analysis of documents and a case study in the form of a survey, conducted in 2018. The sample size was 215 graduate students in Russia and the UK.

Findings. The type of information culture was studied in accordance with the typology proposed by Choo: Russian students are more focused on common rules, while groups of students from the UK tend to results and teamwork.

Conclusions about the influence of the existing rules and traditions of universities of the two countries on the attitudes of the students in the field of scientific ethics, methods, and frequency of using various sources of information, etc. were made. For example, British students are more than Russian focused on traditional paper forms of information sources. Students in the UK are less likely to write written works, so their main problems are the choice and appropriateness of the format of work, it's structuring, and presentation of their thoughts. For Russians, the main problem is the rules of formatting the work. Russian masters chose extreme options for working with primary sources - they either read everything and rewrite everything in their own words or simply copy the information, while their British colleagues do not read everything and paraphrase only a part.

British students know more clearly what scientific ethics and copyrights are, they know how to quote borrowed materials. At the same time, the overwhelming majority consider plagiarism as a variant of unwanted unethical behavior. For Russian students, the term "plagiarism" is more familiar, in contrast to the rules of ethics and citation, while borrowing someone else's material for them is a variant of ethical behavior.

Keywords: Attitudes of information work, information culture, higher education, master's degree, plagiarism, technics of information work, types of information sources

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Indicators of Political Leaders` Communicative Strategies in online Space

Abstract. Contemporary, including Russian, online-space has become an essential part of political processes. Brand new communication practices between political leaders and civil society actors based on digital technologies and new technological solutions are actively progressing. New public political actors who represent either real social subjects (bloggers, social network `group` administrators), or

`imitations` in the form of computer programs or a synthesis `man-software` (bots, cyborgs etc.) emerge. They are being actively involved into political life, affect planning and execution of political decisions.

At a theoretical level, the main objective is, first of all, a conceptualization of political leaders` communicative strategies structure and its content in the online space, self-presentation of political leaders expressed through the profiles in social networks and blogs as well as mechanisms and forms of communication used online by the individuals and various groups.

Practical application of the research on political leaders` communicative strategies in online space is a collection of data which is necessary to create more efficient interaction mechanisms between political leaders and civil society actors based on best values and traditions, also considering contemporary digital technologies and ways of its influence on collective consciousness.

The increasing role of digital technologies in the life of contemporary society created the need for researches dedicated to subjects and processes of communication in online space. This research is dedicated to investigation of organizational structure of communicative strategies through the profiles of political leaders and their publication activities in the social network 'Vkontakte'. The research was based on the analysis of massive data, not located in the specific spot of content placement but limited by the search keys. For the research some statistical and behavioral indicators have been revealed, among them are 'existence/non-existence of official profile', 'number of other profiles', 'number of posts', 'number of comments', and also we introduced an indicator 'cumulative number of potential views of the posts'. The results received during the pilot research helped us to understand that profiles with the names of political leaders have different statistical data for these indicators which means existence of wide range of communicative strategies used in online space.

Keywords: communicative strategies, digital technologies, online space, political leader, social networks

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Information and Communication Competence: the Relationship of Concepts

Abstract. Today, trying to push the limitations of the human capacity, the specialist is increasingly dependent on the information and communication environment. This work provides interpretation of the concepts "information competence" and "communication competence" for specialist as a category of workers, for which successful solution of functional and managerial issues depends on the ability to handle information and en-gage in communication.

During the study were carried out 1) meaningful interpretation of the concepts of "information competence" and "communication competence», 2) formulation of definitions of these concepts by analysis, comparison, abstraction, synthesis and generalization, 3) this operationalization by introducing definitions containing in the definitive part a test condition, performing which you can be determined whether the phenomenon under investigation falls under this term or not.

Note, information competence is the ability to effective activities for the creation, collection, storage, processing, transmission, presentation and use of information when performing their professional duties. And communicative competence is a certain ability that allows a specialist to master new ways of professional communication within the framework of the information and communication environment. Consequently, in the considered competences, in addition to the knowledge and skills to use information and communication technologies in professional activities, it is necessary to include components that are responsible respectively for self-regulation and self-analysis (reflection) of thinking and behavior, for the understanding of the functioning and development of information and communication environment, for the transformation of information and the development of communicative space.

As a result of the study, the operational, cognitive, creative and reflexive components were singled out in the structure of information and communication competence. Operational definitions of information and communication competence were formulated by referring to the professional competence of a modern specialist.

Thus, information competence is that part of the general cultural competence of the specialist, which provides its owner with the skills of operating professional information on the basis of knowledge of storage, processing and transmission of information, its search through computer and mobile applications; the ability to create high-quality new information, its presentation in the communication space, as well as self-regulation of thinking and behavior through the adoption of moral and ethical standards of work with information. Communication competence is that part of the general cultural competence of a specialist, which provides its owner

with the skills and abilities of professional communication on the Internet based on language skills and rules of communication through computer and mobile applications; the ability to configure the network space for solving professional problems, as well as the self-regulation of thinking and behavior through the adoption of the moral and ethical norms of professional communication in the Network.

Empirical verification was carried out through a survey of 100 experts representing middle and lower managers, senior and lead specialist of budgetary organizations. The analysis of expert estimates of the importance of components of information and communication competence shows that the value of each of them was highly appreciated enough. The received results allow to recognize correctness of the selected internals as markers helping to allocate the studied as a holistic phenomenon. At the same time, an expert assessment of the expressiveness of the components investigated is not high for a modern specialist.

Keywords: information competence, communication competence, modern specialist, operationalization definition

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The Digitalization of Socium: its Side Effects on the Socialization of the Young People

Abstract. The digitalization of socium has traumatic consequences – affects the consciousness and behavior of the young people which is specifically manifested in their disembedding from the context of social bonds. This presupposes the departure from the historically prescribed social forms and attachments which are parts of the process of the youth's socialization and education. On the one hand, the youth as a social group is being subjected to the process of fragmentation of society caused by the fact that the educational institutions designed to act as mediators for the interests of the young people lose touch with them leading to an increase in uncertainty in the understanding of basic values. On the other hand – this fragmentation of the society is also promoted by the "digital risk" and "digital metamorphosis of society" which, according to U. Beck, causes a "radical type of individualization": the young people tend to get rid of institutional relations, attachments to the local cultural context and begin to depend on the consequences of their own risks. The concrete factors of these processes are as follows. The digitalization of society radically changes the socialization of young people. They have become addicted to "googling". They rely more not on parents and teachers but on the opinions available from their mobile computers. As a result, the young people, being exposed to the codes of signification of Good and Evil taken from "googling", become dependent on digital realities that determine the nature of their behavior in which the values of novelty begin to prevail. At the same time, their way of thinking is especially deformed, likened to the functioning of computers.

Historically, the younger generation was socially and financially dependent on the older generation which actually caused a conflict between fathers and children. However, the circumstances of life in one socio-cultural space and time settled these contradictions quite successfully. Today the socialization takes on a digital character that is not directly related to the specific socio-cultural worlds of people, their previous status and roles. If socialization usually means the transfer of the values and norms from the older generation to the younger generation that are necessary for entering the existing social and political order, making young people actually social beings, now, according to U. Beck, with socialization there is a metamorphosis: "the young generations, on the contrary, were already born as 'digital being'. What has been packed into the magic word 'digital' has become part of their 'genetic outfit'" (Beck, 2016: 189).

The digitalization of socium that has come into our lives brought social and cultural changes, radically transformed the nature of society and the young people. In my view, the adoption by scientists and then politicians of the integralism of digital and humanistic turns can ensure the transition of civilizations and societies to a fundamentally different trend of development. Our optimistic forecast regarding these opportunities is based on the following assumption: the existing very deep intergenerational conflict is not eternal – it may be forecasted that in a generation it will exhaust itself in the current forms because practically the socialization of all people will assume the mastery of values and norms necessary for the management of becoming socio-techno-natural realities in the humane interests of the mankind.

Key words: digital metamorphosis, digital socialization, digital youth, digital turn, humanistic turn

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The Impact of the Social Networks having Name Instagram on Values of Youth

Abstract. Youth is a socio-demographic group under the age of 25 years. Young people are the foundation of the future of society. The level of morality of young people contributes to the value basis of any person. Changing the values of young people entails social changes at the system level in all spheres of society. The level of morality of youth contributes to the value basis of any person. Moral education of young people determines the main task of any society and state.

The social network Instagram is one of the most popular global networks. The level of user involvement in Instagram is at 15 times higher than users of Facebook. 90 % of all network users are young people. Instagram has a great influence on the consciousness of the younger generation. Every year the number of young users of the Instagram network increases significantly. The content of visual images in Instagram has a great influence on the formation of value settings of users of this

network. Control over the content of the content of Instagram publications is an effective way to manage changes in the value orientations of young people all over the world.

The size of the sociological sample is proportional to the top categories of Instagram statistics. To implement the study, the author developed indicators to measure the level of moral values of each photo or video publication. Analysis of the content of one hundred selected leadership positions over the past year, which were evaluated by five criteria at intervals of three months showed a negative trend. The content of more than 60 % of publications reflect immoral behavior, human vices, directed against the values of the family, different rigidity, anti-spirituality, promote alcohol and tobacco consumption.

The trend of Instagram development continues to grow. Since 80 % of Instagram users are young people under 35 years of age, it can be concluded that Instagram is a medium for the promotion of immoral and immoral values. The author suggests along with "likes" to enter a user assessment of posts on compliance to moral values. The inclusion of summary assessments of morality in the procedures of moderation and control, as well as the selection of the most popular publications in the feed, will change the direction of the value impact of the content of the Instagram network on young people.

Keywords: individual values, society values, values management, social network Instagram, content Instagram, control over the content of the network Instagram, Instagram management

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Human Centricity of Education: Contradictions and Meanings

Abstract. Human centricity is determined by an understanding of the value of knowledge preservation and transmission. An adaptive and successful person is socially demanded by modernity. Reforms of the education system suggest that changing the content and methodology of learning processes is possible on the basis of the principle of the organized centricity of relations between teachers and students. The organized centricity meanings converts the education field into a market type of sociality.

The education system correlates with the realities of life: if society is conservative, the education system functions within the framework of traditions. If society positions itself as «progressive», ready for reforms, the education system is filled with new meanings, focusing on the social order: the formation of a citizen open to innovations, creative, able to work with information; make independent decisions, capable of communication, etc.

Human centricity of education is historically determined; each element of the process has passed the selection of culture, the test of time and common sense for availability. The organized-centric orientation is justified by management structures and market needs, where benefits are understood and welcomed, but the risks associated with the loss of education as a cultural basis for the functioning of society are not counted.

An educational service changes the relationship between teacher and student. The interaction of the master and adept acquire the meaning of communication between the seller and the buyer. The incompatibility of the quality improvement goal of education and the methods for achieving the goal (pursuit of ratings, technical re-shaping of educational programs, and mechanical increase of publication activity) is obvious. The pedagogical practice is limited by standards, instructions, dependence of the teacher's work on the amount of «funds attracted by him». The process of acquiring knowledge and personality self-disclosure of the student and teacher is left out of this activity. This creates a threat to the social order of society: the positions of interaction between the teacher and the student are violated; the requirements for fulfilling the «indicators» block the meanings of the process of social inheritance, transfer training from the culture to the market relations. The process of transferring knowledge and experience takes on the characteristics of a bargain. The confrontation between human-centric and organized-centric meanings of educational processes reflects the dichotomy of culture and civilization.

The article examines the contradictions (incompatibility) of the organized-centric requirements and the traditional (culture-centric) values of education, based on enlightenment, familiarizing the younger generation with the eternal values of humanity that are part of the content of true knowledge. Using the methods of sociocultural and hermeneutic-semantic analysis, content analysis, the basic meanings of the traditional values of education and organized-centric positions that change these meanings are investigated.

The authors studied 11 documents regulating the work of the education system at the federal, regional and municipal levels. The units of analysis are the meanings of the distribution of managerial categories of the organization of the work of educational institutions, which are characterized by belonging to the «human centricity - organized centricity» dichotomy. The interpretation of value concepts of education as the acquisition of knowledge and the management process has become the central procedure for hermeneutically semantic analysis. The sociocultural analysis fixes the social «binding» of the functioning of the processes of human-centric and organized-centric education subsystems. It is based on the search for sociocultural contradictions - points of social tension.

Modern education is seen more in the categories of pragmatism than unselfishness and service. Modifying the value core of human centricity, reformers introduce the gene of economics into the structures of pure knowledge. Such a genetically modified product also generates knowledge, but in their perverted form. This is no longer a service to the values of Truth, Love, and Mercy. In the Russian pedagogical community, the idea of a successful professional as a person is

actively cultivated; the meaning of his career is to achieve high «indicators», victories in professional competitions that are indirectly related to the socialization of new generations. The existing education system today cultivates dependence on the success of all participants in the educational process, stimulates activity buildup to enhance the image of an educational institution, and conflicts with the goal of educational processes. Focusing on the success of professional activity is associated with a loss of logic in the fulfillment of the mission of educating the young generation. Today the graduate is an effective consumer, ready to work in the organizational structures of society. For a merciful, generous man and a woman capable of loving, there is no place in such structures. Representatives of the new generation will adequately address important organizational tasks. But can they love each other?

The authors emphasize the rationality of organized centricity as rules for organizing the learning process and controlling its financing. However, reforms bring a positive effect when they are not carried out based on reason, but with the help of reason. Such a position means a balance of human-centric processes meanings of knowledge transfer and organized-centric structures that regulate these processes. At the same time, the primacy of the person-centered orientation of education is preserved: the preservation of the national and cultural traditions of the functioning of the institution of education, the formats of interaction between the teacher and the student.

Keywords: Human centricity and organized centricity of education, educational services, culture-centrism

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Network Communication: Reflection in Different Types of Interaction

Abstract. This article is devoted to the analysis of reflection in different types of network communications. Its purpose is to identify interactions in the virtual world, their types and the role of reflection in each of them. As a research methodology the author uses the distinction between objectivist and subjectivist approaches in social theory, the model of reflexive communication of Anthony Giddens and the model of communicative management of the author of this article. The distinction between objectivist and subjectivist approaches became the basis for the analysis of the motives of the subjects of network communications seeking to overcome the objective limitations of their activities. The model of communicative management is adequate to the task of describing the structure of network interactions of Internet users. The model of reflexive interactions allows to distinguish different types of network interactions and to reveal the presence, vector, functions and role of reflection in them.

It is shown that in modern society there is a wide variety of network communications, the consequences of which are evaluated very ambiguously. On

the one hand, the Internet is characterized as a social space of free communication, as a technology that improves the efficiency of many types of production activities, show the high importance of business communications. On the other hand, they fix problems related to personal alienation and loss of self-identification in network communication. For the analysis of such a motive communication network, as an attempt to overcome the limitations of the conditions of their life, as a methodological basis was used, the distinction between subjectivist and objectivist approaches, which focus on the relationship between freedom and necessity. It is shown that people in different historical periods have relied on different forms and activities in their quest for freedom: in antiquity believed that freedom is achievable in the field of leisure and in the implementation of cosmopolitan attitudes, in Modern times, hopes were placed on science, etc. Internet and network communications have become a real means of overcoming the limitations imposed by natural factors, social environment, individual trajectory of life. The communicative management model was used to deploy the characteristics of an active Internet user. This model assumes that the individual in an effort to change the circumstances of their activities and get some freedom from them, trying to choose the determinants of their activities and enters for this purpose in various network groups or independently builds them.

In the total number of active users the types of network interactions were identified on the basis of different methods of identification. We are talking about "adequate" and "illusory" identification. Users of these groups differ in the ways and directions of implementation of reflexive monitoring of their social interactions and their conditions. The reflection of users with "adequate" identification is aimed at the real conditions of their activity and is used for their transformation or for building a new system of determinants. Individuals with "illusory" identification either do not reflect at all on the consequences and conditions of their real and virtual actions, or their reflection is directed at the components of illusory, duplicating the reality of activity.

Keywords: communicative management, identification, reflection

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Social Network "VKontakte" as a Glocal "Nothing" in g. Ritzer's Theory of McDonaldization of Society

Abstract. In this paper we attempt to propose George Ritzer's theory of McDonaldization of society in relation to the study of the social network VKontakte as a new MacDonaldized sub-institute.
The objectives of the study were:
- to characterize social media as a McDonaldized institution;
- to consider VKontakte as a McDonaldized sub-institute;

- to analyze VKontakte in accordance with the concept of "nothing-something" by G. Ritzer in the context of the processes of *gro*balization and glocalization.

The main methods of research were general scientific methods of observation, analogy, analysis and synthesis, as well as the axiomatic method, which consists in the development of the sociological theory of G. Ritzer.

George Ritzer understands the McDonaldization as an implementing such principles of famous fast-food restaurant as efficiency, calculating, predictability, control and irrationality of rationality into the core of the consumer society. The first four factors add up to a positive effect, the irrationality of the rational means that McDonaldized systems produce unintended and undesirable consequences, among which dehumanization is the main one.

The study revealed that social media has all the signs of McDonaldized social institutions. Efficiency - the use of a variety of multimedia social media tools for optimal achievement of a variety of users' goals. Calculating – tracking the number of views of the created content in the administered communities and profiles in order to increase efficiency in managing social media. Predictability is the ability to use social media anywhere in the world in a user-friendly technological environment with manageable and predictable consequences. Control through the use of inhuman technologies – a neural network or software that offers a user potentially relevant content based on his/her information. Irrationality of the rational is the negative consequences obtained as a result of close affiliation with a McDonald institution (e.g., the risk of becoming a victim of fraud or cyber bulling).

Being a sub-institute of social media, VKontakte has the same signs of McDonaldization. There are many options for convenient using of the virtual platform: from thematic communities, allowing you to be familiar with new information, to different gaming applications, music, self-presentation and online business (efficiency). VKontakte encourages to make a quantitative analysis of the virtual audience that visited the user or company profile (number of views, likes, reposts and comments) etc. (calculating). VKontakte keeps its design unchanged when using a social network anywhere in the world (predictability). Based on user's information, VKontakte predicts and offers him/her similar groups, events, audio-video recordings, products and even possible friends (control). Number of victims of cyber-bullying increases, users become socially and information overloaded, the probability to meet low-grade or illegal content increases (irrationality).

Finally, VKontakte is as an example of the glocal "nothing". In the theory of G. Ritzer, this phenomenon is characterized by the popularization of social forms, which are result of a synthesis of global and local processes, but lacking the unique content. VKontakte appeared after Facebook and in many ways became its copy. VKontakte has acquired a number of locally determined features: 1. Bipolar user registration system; 2. Dependence marital status on gender (only a heteronormative standard is possible); 3. The range of options for expressing

political preferences is limited; 4. The choice of types of worldview (represented by various religious movements) is limited.

Considering social media as McDonaldized systems in general and VKontakte as a glocal "nothing" in particular opens up new methodological possibilities in the study of media culture and the role of digital technologies in human socialization and acculturation. A comparative analysis of social media interfaces in the proposed perspective reveals additional cultural codes and meanings of social communication.

Keywords: McDonaldization, grobalization, glocalization, social media

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Adaptation of Young Specialists of the Health System with the use of Digital Technologies

Abstract. Digital technologies are the priority of the development of the healthcare sector around the world, annually this market increases by a quarter. To ensure unhindered medical care, it is necessary to continue to work together to break down barriers between offices and professionals, to create cutting-edge innovations, to remove barriers between patients and health workers, and to cross borders between medical facilities and people's homes.

The rapid improvement of the health care system with innovative trends determines the most advanced position of modern medicine in the world science. Many health care projects certainly belong to the category of innovative technologies of medicine in our time. We are already used to information about human organ transplants, stem cell transplants, cloning processes. A significant role in the process of transition to new technologies and optimization of processes falls on the qualification and professional competence of personnel, timely training, improvement of personnel, training of young specialists, their adaptation in the workplace. The term "adaptation" is quite common and is considered in this study as "mutual adaptation of the employee in the organization, which is based on a phased workability in new professional, social, organizational and economic working conditions" (Ilyenkov, E. V. 1997, p.12). The success of the adaptation of a new employee depends on how quickly the values of the organization's team will become its norms and values.

The method of analysis of Internet discussions of three groups of respondents of administrative and managerial personnel, General practitioners and specialists of various profiles, as well as nurses was used during the study period. Respondents were selected from six Federal districts; the sample is representative of public and private medical institutions.

Network communications play an important role in bringing together professional medical communities, with more than 60 % of the participants being between 21 and 35 years of age. There are several medical social networks, and the number of their participants is constantly growing. All respondents have an idea of telemedicine, and administrative and management personnel are the most active in discussions (42 %).

Revealed widespread use of digital technologies and specialized technological and software complexes for diagnostics, monitoring, corrective treatment, etc. In discussions discusses the obtained clinical experience, collectively searched for solutions to difficult situations, the participants share data, included in the procedure of consultations.

73 % of topics of discussion are dedicated to professional issues, such as: remote consultations in case of difficulty in making a diagnosis, discussion of a clinical case, exchange of data on a specific problem, collegial search for a way out of a specific situation. 18 % of online discussions involve problems of professional adaptation and professional ethics. Young professionals who have recently graduated from higher educational institutions are better oriented in digital technology and are more willing to use them in practical work. At the same time, the problem of mistrust towards new technologies of older doctors has been revealed. The conservatism of the medical community reduces the possibility of including mentoring in the process of adaptation of young professionals to the use of telemedicine.

Keywords: digital healthcare, digital technologies, adaptation, young specialists

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The Role of Communication Skills and Competencies of Young People in Employment and Career Building in the Digital Society (on the Example of Russia)

Abstract. Because of the modern vectors of Russia's development, focusing on the informatization, modernization, digitalization, virtualization of communication practices, preparing for the technological breakthroughs we need a successful implementation of new human resources, the development of ready to implement. Hopes of the country's leadership and the population primarily are connected with modern young people. They are this strategic resource of Russia. They, apparently, will be charged with the main burden of the implementation of technological breakthrough and overcome the gap. Of course, these resources should have a number of professional competencies in the field of natural, mathematical, economic, social and human Sciences. They also should know how to use modern digital technologies too, but, moreover, they must have another important quality –

a communicative competence to implement successfully their professional skills and abilities, as a number of researches show.

The results, which will be presented in the report of V. Shilova, are received during the research "Youth in labor market: the strategy of professionalization and employment of a youth cohort in modern Russian society", in the Internet poll of 3865 young people aged 18 to 35 years old, residents of Russia (2017-2018). The survey sample was calculated on the basis of the principle of proportional representation of Federal districts and settlements of different types, it's representative for Russia. In the report there will be analyzed the features of communication processes by search, employment and work of youth in Russia, there are described three key parameters: the effectiveness of search channels, the level of involvement of respondents in communication with the employer at employment and the extent of involvement of communication tools in the work.

Modern Russian youth notes that they do not have communication difficulties in the labor market. Meanwhile, the success of respondents in communication processes in employment material prosperity differs depending on age, education, material wealth and place of residence.

Young people actively use informal interpersonal communication with friends and relatives: about a third (31.1%) of working youth have found their current job in this way. Rather effective way of job search is interaction with the employer: about a third of respondents (32%) have found their job that way. Young people often find jobs by posting resumes on the Internet (13%).

The highest level of communication with the employer in the employment process is observed in a situation where young people are employed in a foreign or private company. The youth gets a job in a state-owned company, using connections with relatives, friends or acquaintances. In this case, a high level of communicative involvement in the employment process is not required, but the expected payment is much lower. Inclusiveness level in communication with the employer is significant in receiving work with the high earned payment and also in perspective branch of economy or in the foreign companies.

Thus, communicative competences and skills of youth are becoming strategic advantages in labor market and help to maintain the high level of the competition at employment. It is a key to get a job with a higher potential and resource advantage. Besides that during the review it become clear that there is a connection between the level of communicative contact of the Respondent with the organization and his level of education. Respondents with a high level of education (master's and academic degree, specialty, bachelor's degree and incomplete higher education) are involved in closer communication with the employer and received higher wages.

During the survey, respondents were asked to answer a question about their view on their professional future: do they associate it with work in Russia or abroad? It was necessary to choose one of three options: "in any case in Russia", "depending on where I will be offered a job", "in any case abroad". On the basis of respondents ' answers received it can be concluded that there is a strong connection between the level of communication with the employer with the Respondent's view on he or she

professional future. A high level of communication is often accompanied by a focus on work abroad. Respondents who have little communication experience in employment prefer to stay in Russia.

SESSION 13

MODERN LANGUAGES: EDUCATIONAL CHALLENGES AND PROSPECTS
(24.07.2019 aud. 559, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizer: Yana A. Volkova, Institute of Foreign Languages, RUDN University, Russia

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Metaphor in Modern Poetry in English and Spanish

Abstract. Language is the most important means of depicting artistic life in literature. Literary images and all works of art consist of verbal images, that is, individual words, combinations of words, paragraphs, strophes, parts of a literary work or even a whole work of art, as a unique organized element of poetical speech.

Metaphor is one of the most common artistic tropes in literature. It is based on the similarity of objects or phenomena in a variety of features and also arises from the comparison, comparison of a new subject with already well-known and the allocation of their common features. In poetry metaphor plays a huge role. There is no author who would not use metaphorical transfer to describe in bright colors the various phenomena and actions. This is especially true of modern poetry, in which all images are metaphorical and full.

Today, metaphor is a popular trope in poetry and in various novels and works. However, despite the popularity of metaphor in poetry, the comparison and functioning of metaphor in Spanish and English are not sufficiently studied. This is what determines *the topicality* of this article.

The objective of the study is the comparison of the functioning of metaphors in modern poetry in English and Spanish.

Many linguists studied both metaphor and poetry. Poetry interested in such scholars as Martin A., Rizel E. G., Smirnitsky A. I., and others. Contemporary poetry studied such linguists as Polozkova V. N., Astakhov I. A., Borodin E. A.,

Dorofeeva, and others. The study of metaphors involved linguists such as Harutyunova N. D, Bessorabova N. D, Efimov A. I., Chudinov A. P., Kharchenko V. K. and others. We took their research as a basis of *the theoretical part* of the article.

The experimental basis was served by the poems of the English poets Robert Service "A song of success" and Robert Pinsky "To Television" and Spanish poets Elvira Sastre "Camino de huída y Vuelta" and David Huerta "El peso de una chispa".

Practical and theoretical significance of the work. Within the framework of the presented work, the task was to carry out a detailed and comprehensive analysis of the poems of English and Spanish modern poets.

The theoretical significance of the presented work is that this study allows to develop and expand the methodological and empirical base of a little developed in domestic and foreign science direction. The presented study is aimed at solving a significant scientific problem that will make a significant contribution to the development of modern issues of development and study of poetry.

During conduction of the presented study were used general scientific methods, which included the analysis of the data on the research topic, the synthesis of individual intermediate conclusions on the presented components of the study, generalization and formulation of the final conclusions on the work, and private scientific *methods*.

The introduction shows the topicality of the article, objectives, theoretical and methodological foundations and the importance of both theoretical and practical significance.

In the first part of the article there is an overview of the metaphor in modern poetry.

The second part of the article is a practical part, which consists concrete examples based on modern poems in English and Spanish, similarities and differences of metaphor in English and Spanish in modern poetry.

In results and discussion there are findings, based on the work with foreign literature.

References consist of main scientific works from different authors that were used in the formation of the article.

Keywords: metaphor, modern poetry, the target domain, the source domain

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Transformation or Adaptation? - Prospects in Language Education for Refugees in Contemporary Greece

Abstract. This paper explores the various dimensions relating to the implementation of informal education programmes for refugees that that have been taking place in the last four years at various locations in certain Greek islands in the North and South Aegean Sea. Some of those lessons have been designed to safeguard the survival and adaptation of refugees to the existing socio-economic settings, where learners are living in conditions of uncertainty and often coping with painful traumatic experiences. Some other lessons aim –at least in principle- to 'transformative learning' and 'social empowerment'.

The language and cultural diversity of the various refugee groups, their mobility, as well as their unstable present and future, have led to the adoption and utilization of new pedagogical approaches, which reflect the dynamic character of the learners' identities (based on *ethnic, religious, linguistic* grounds*, as well as on *educational, class* and *gender* differences) and their multiple needs.

The field research –which employs an ethnographic, action-research approach- attempts to generate a self-reflection of various stakeholders in refugee (informal) education (from academics to students, from volunteer teachers to various solidarity collectivities and/or NGOs). The main aim of the study is to highlight possible weaknesses and barriers, as well as challenges and prospects for such educational interventions. Additionally, the study attempts to juxtapose the potentials of formal, non-formal & informal educational interventions, within the contemporary socio-economic and cultural settings of Greece. The tools used are *teacher and volunteer written reflections* and *the implementation of focus-groups.*

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Adaptation of Contemporary Borrowings from English and Spanish in Mass Media Texts about Fashion in Russian

Abstract. Common to all borrowing processes is the interaction between cultures, economic, political, cultural and everyday contacts between nations speaking

different languages. The contacts may be in the nature of mutual influence or unilateral influence; have a peaceful nature or act in the form of confrontation and even military clashes. It is significant that no culture developed in isolation, that any national culture is the fruit of both internal development and complex interaction with the cultures of other nations.

New words flowed into the Russian language from other languages as a result of the economic, political and cultural ties of the Russian people with other peoples, as a result of introducing realities in the life of the Russian people that are new to Russia, but already have names in other languages.

The topicality of this topic is the lack of research papers devoted to the comparative analysis of borrowings from the English and Spanish languages in journalistic articles about fashion in Russian. The fact that the influx of borrowing into the Russian language has increased especially in the 90s of the 20th century. It is connected with changes in the sphere of political life, economy, culture and moral orientation of the society. There is an unprecedented influx of foreign language vocabulary in all areas. The linguistic phenomenon "borrowed words" are constantly under the scrutiny of linguists. In particular, Arapova (2000), Aristova (1978), Belyaev (1984), Bondarets (2008), Breiter (1997), Maksimova (1998), Marinova (2008, 2012), Senko (2012), Sorokin (1965) and others were engaged in studying the borrowing process. Despite the constant attention to the problem of borrowing in science there are many unresolved issues. In the past decade, the influx of foreign words related to fashion has increased in the Russian language, for example: the usual sweater has become known as a sweatshirt, and shoes as loafers. This area of borrowing is still not studied.

The objective of this work is to study the role and place of borrowed words from the English and Spanish languages in modern journalistic articles about fashion in Russian.

As a *theoretical basis*, the works were chosen: T.V. Matveyeva, L.L. Kasatkin, L.P. Krysin, M.R. Lvov, T.G. Terekhova, V.M. Pankin, A.V. Filipov, V.N. Yartseva, I.V. Arnold, E.V. Klementeva, A.V. Kalinin, N.S. Valgina, and etc.

The *experimental basis* was served by journalistic articles about fashion by Evelina Hromchenco from magazines: Hello, Vogue Russia, Oops, Elle girl, Tatler, 7days.ru, and etc.

During conduction of the presented study were used general *scientific methods*: analysis, description scientific, comparative scientific method, the scientific method of synthesis.

The second part of the article is a practical part, in which a comparative analysis of English and Spanish borrowings is based on journalistic articles about fashion by Evelina Hromchenco. It describes how the words came into Russian and how their pronunciation, spelling and meaning changed. It was found about 70 % of borrowings were adapted semantically, meaning the national element of clothing, which was absent before in Russian culture. Furthermore, 20 % of words are adapted to the grammatical way, with a change in the kind of word. Speaking about the phonetic method, only 10 % of the words were adopted by this method. The

main difference is the change in stress, as in Spanish there are strict rules for putting stress, which is in most cases difficult to pronounce for Russian speakers.

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The Language of Excellence: Insights from Shadow Education in Imperial and Post-Soviet Russia

Abstract. The history of private supplementary tutoring (PST), or shadow education, in Russia dates back to the second half of the nineteenth century. The notable expansion of formal education after the liberal reforms of 1860s and increased importance ascribed to educational credentials were accompanied by the growth of tutoring markets. It was around that time that the word *repetitor,* that is, the modern word for a private tutor, appeared and gradually gained currency in Russian educational discourse. Since then, the practice of PST underwent many changes simultaneously adopting the language and ideology of the ever-evolving education policies. Today, private tutoring – or *repetitorstvo* – is perceived as an essential part of education by the majority of Russians.

The present study seeks to contribute with knowledge on the interrelations between education policies and the practice of PST. More precisely, by focusing on assessment policies developed in Imperial and respectively post-Soviet Russia the study explores how those policies were translated into a specific language of excellence used for promotional purposes on the tutoring market.

The study consists of content analysis of policy documents and tutoring advertisements from both Imperial and post-Soviet Russia. The historical part concerns the introduction of the number system for measuring students' achievement and the subsequent assessment policies in the second half of the nineteenth century. A special emphasis is put on the regulations for Maturity Examination issued in 1873. After that, I examine tutoring advertisements published in the daily newspapers *Novoe Vremya* between 1869 and 1910. The second part deals with the introduction of the Unified State Exam (USE) during the 2000s and proceeds with an analysis of tutors' profiles collected in 2018 from on one of the largest online PST platforms in Russia.

The so-called number system (*ballovaya sistema*) for grading students' academic achievements came into Russian schools' daily practice in the mid-nineteenth century. The need for replacing previous practice of verbal evaluations was justified by the assumed capacity of numbers to serve as a unified and objective measurement device that could protect children from personal bias. Regular measuring of individual achievements by means of tests and examinations was intended to provide a 'fairer' and more efficient basis for transition between different levels of education system. Eventually, a whole apparatus for centrally

administrated nation-wide examinations – *Maturity Examination* – was developed to serve as a tool for final certification and selection to tertiary education.

A century and a half later, in the early 2000s, a rather similar transition policy was launched; responding to global neoliberal discourse, Russia introduced the USE as a common test for both school leaving and university entrance. By means of unification of assignments and testing procedure, USE was supposed to provide students throughout the country with equal opportunities for pursuing further education.

The analysis reveals some striking similarities between the assessment policies of the Imperial and post-Soviet Russia. However, the language of excellence created through those policies has considerably changed over time. This becomes evident in the practice of PST where references to academic achievements are frequently used to demonstrate the existing expertise of a tutor. In the nineteenth century, tutors put forward their academic awards and degrees, which implied highest scores in *all* subjects, without explicitly naming their original numerical value. In contrast, today tutors highlight their expert knowledge in *one or two* subjects by referring to "pure" numbers, which largely correspond to the USE's 100-point scale. In both cases, the highly specialized - categorical or numerical - language of excellence might be unintelligible for the uninitiated.

Keywords: shadow education; private supplementary tutoring; evaluation policies; national examinations; academic excellence

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Some Basics of Binary Research Instrumentality in SLA Theory

Abstract. Second language acquisition (SLA) is referred to a wide-ranging field of knowledge concerned with learning and teaching an additional (non-primary) language alongside the disciplinary inquiry and research of the objects involved in the domain. Distinguished by an ample extent from boundary to boundary, the realm of SLA is not marked off by any circumambient lines revealing the construction of the field. In the absence of the overall underlying frames established and unanimously acknowledged by the associated community, the current state of the arts in SLA theorizing is characterized by multiple conceptions, methodologies and approaches. The significance of the very term *theory* is by no means straightforward as the word encompasses quite a few dissimilar notions like *contemplation* vs. *comprehension* or *hypothesizing* vs. *action, hypothesizing* vs. *comprehension*, *a set of ideal principles* vs. *a set of principles of action*, *ideal beliefs* vs. *basis of action*, *a field of intellectual inquiry* vs. *an intellectual discipline*, *abstract knowledge* vs. *plan of action*, etc. The concept *theory* seems to cover so much that its very usage now appears inconceivable without the term being specified first. Nevertheless, these opposed meanings are not bound to be treated in isolation or, taken separately, to be considered as an underlying research

foundation. With regard to the current study the discreteness of the subject investigated is initially contrary to the ultimate aim of establishing the integrity of both theory concept and construct. Any deviation to a particular part of the meaningful array would inevitably lead to the one-sidedness of the main subject's investigation. Put it another way, the multimodality of the concept *theory* should not prevent researchers from investigating the distinct types of its understanding in holistic terms thus making the idea of theory consistent and harmonious. Despite the noticeable multiplicity and variability of the conceptual meanings the idea of theory could be represented by constant units emphasizing its wholeness. The concept of theory might be interpreted and structured in the mode of correlative equivalence binary oppositions generate, i.e. in the form of a set of binary constituencies. An essential presupposition is advanced with the claim that the notion of binary opposition be capable of making a case for the substantiation of the idea of a universal structural element the common theoretical framework is composed of. The justification of the theoretical model of the current research relies on the following premises.

(1) Binary opposition methodology allows the language, communication and individual universe to be integrated as an organized whole.

(2) It is a binary unit that reflects a common characteristic functioning at all levels of a system. A binary representation mode is an adjustable tool that gives the whole system the means of focusing on all aspects, from the most abstract to the most concrete.

(3) Each phenomenon is to be considered as part of the whole equally important to the entire system; it is irrelevant for any element to be treated separately.

(4) The entire domain of language acquisition can be described by a series of dichotomies, with the opposites not necessarily belonging to the extremities of each binary unit. It is midway between opposed extremities that makes it possible to pass from one to the other or from one binary pair to another.

Language learning theory is certain to have numerous properties other than just binarity, and its constructive principles make reference to more than just a few principal oppositions. Nevertheless, disregarding certain particulars, binary opposition outlines a good prospect for an explanatory general theory of language learning. Binary opposition might function as the central axial interior part of a theory structure.

Keywords: SLA, theory, binary opposition, theoretical framework

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Developing Cross-Cultural Communication Skills through the Course 'Negotiating in Asian and African Countries'

Abstract. Globalization has led to the increase in the interest of the academics to the international negotiations. More and more literature can be found on

international negotiations. The topics that are covered include the main stages of negotiation, strategies, tactics, necessary communication skills, individual and national styles, etc. There are two main views on the role of national culture in conducting international negotiations. Some scholars think that specifics of national culture play an important role in international negotiations (R. Cohen, R. Fisher, L. Katz, J. Brett, I. Vasilenko, E. Kutovoy, etc.). Others think that development of international negotiations is associated with the formation of the unified negotiation subculture (the pioneers of this view were W. Zartman and M. Berman cited by M. Lebedeva (1997)). Several scholars (C. Lee, W.H. Requejo and J.L. Graham) have even written about the new rules of international negotiation. Still most scholars admit that national culture is a significant factor in international negotiations. That is why it is important to create courses that can help to enrich students' knowledge of different negotiation cultures.

This paper is about an experience of teaching 'Negotiating in Asian and African Countries' at the Lomonosov Moscow State University's Institute of Asian and African Studies.

During this course modern approaches to negotiating and reaching an agreement in Asian and African countries are analysed. Main negotiation stages are reviewed on the examples of these states. In addition, most common negotiation strategies and tactics are identified. Specific attention is given to business etiquette in Asian and African states. Some cross-cultural data is analyzed but it should be noted that there is lack of large-scale comparative sociological studies of negotiation culture.

It is shown in the course that the concept of saving face determines the trend towards indirect communication in most of the Asian countries. However, in African countries directness of communication will depend on the ethnic group (L. Katz).

In many Asian countries it is also important to establish good relationship with the partner before discussing the subject of negotiation (L. Katz, C. Lee).

Most of the Asian cultures are collective-oriented and as P. Nixon states Asian people would prefer to discuss potential agreement with all team members before making a decision.

Apart from that, strong hierarchies play a significant role in doing business and conducting negotiations in most of the Asian cultures (L. Katz). Opinion of the manager is extremely important (P. Nixon). In contrast, analysis of negotiating in the Middle East shows that in Israel hierarchy is flat and the society is egalitarian which is reflected in business culture (L. Katz).

National specifics can also be seen in the attitude towards the bargaining process. L. Katz's findings indicate that the majority of the Chinese, Indians and Indonesians like to bargain and the initial price can be decreased during negotiation by 40% or more while the bargaining range of the Japanese will be lower. Speaking about the Middle East it is shown that Arabs are great bargainers (L. Katz).

While analyzing national trends in negotiating students are also taught to avoid stereotypes. Knowledge about national negotiation styles can help students to get

well prepared for negotiating in different countries but it is also very important to be flexible and be able to adjust a strategy during negotiation.

SESSION 14

SCIENTIFIC LEADERSHIP: PHENOMENON, FORMATION PRACTICES IN THE MODERN UNIVERSITY

(25.07.2019 15:00-16:30 aud. 561, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizer: Vladimir V. Petrov, Novosibirsk State University, Institute of Philosophy and Law of the Siberian Branch of the Russian Academy of Sciences, Russia

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Scientific Leadership for Research Universities in Modern Russia: Development Limitations

Abstract. In conditions of system reforms in Russia significant changes happened in a structure of scientific-educational sector that are distinctly revealed in the governmental aim to transfer scientific research from a sector of science to education. The sample is the American system of science and high education organization, which is chosen for comparison appealing to international university ratings: more than a half of the first hundred universities are American, and as we know the USA have a leadership potential in a sphere of innovations.

However, attempts to adapt this model to the Russian conditions do not lead to a qualitative breakthrough in the development of the scientific leadership of Russian universities on the world scientific and educational market. The goal of the work is to identify the factors hindering the development of scientific leadership of Russian universities in changing sociocultural conditions. To achieve this goal, we turn to the implementation of the basic organizational principles of successful research universities: first, the high proportion of research expenditures in the budget of universities; and, secondly, the training of specialists with the highest scientific qualifications at the university.

For achievement this goal, the comparative analysis of the concepts of research and federal Russian universities development in the context of sociocultural transformations is carried out. The method of philosophical conceptualization allowed us to present a new level of analysis of the of science and education development and to overcome the fragmentation of approaches to its study. Socio-

cultural and cultural-philosophical approaches used in the framework of the work made it possible to generalize the value character of the theoretical materials obtained.

As a result of the analysis, it is indicated that the "american" model of university development taken as a basis is fundamentally different from the Russian model of interaction between science and education. There are serious limitations that restrain the adaptation of this model and limit the scientific leadership of Russian universities in the global scientific and educational market. These restrictions include: firstly, these are conceptual limitations – in the USA a notion "research university" has a factual and not a formal character as it is made in the Russian Federation in a way of directive assignment. Secondly, resource limitations – in Russia the leading universities that received a status of "national research" are fully governmental institutions of high education and do not have own recourses and a high grade of autonomy. Thirdly, normative limitations essentially limit the development: in the legislation of the country there is no a united clear definition of a place and a role of research universities in a national innovative system; mechanisms of their interaction with academic institutions in conditions of the Russian Academy of Science reformation are not emphasized.

It is shown that without removing these limitations the movement of the center of fundamental knowledge production from academic institutions to universities, which is a prerequisite for scientific leadership, will be highly problematic. In turn, it will lead to a situation when research universities that still follow Humboldt traditions will have a risk to become "mass universities of a modern type" that will implement absolutely another function instead of generating new knowledge – providing a management apparatus with working places with a full or partial employment of students and professorial teaching staff.

Keywords: science and education interaction, research universities

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What Means to be a Leader in Modern Science? The View of Young Scientists

Abstract. Main question for me: what is happening today with the institute of postgraduate school in Russian science. Some experts believe that the changes took place here had a positive effect. Others, on the contrary, tend to evaluate them negatively. (First of all, of course, we are talking about academic graduate school. So, it was the object of our research). In the center was the question of what makes young people go to graduate school, what motivates them in their studies, whether they plan to choose a career in science, what are the criteria for its success. To study these problems, we conducted the sociological survey of postgraduate students of academic institutes in Novosibirsk Academgorodok. The methodology was based on a comparative analysis the results of two studies: 2005 and 2018.

The results obtained are as follows. The most influential factors that stimulate youth to strive for leadership in science are the conventionally «romantic» factors: «interest in the process of cognition» and «desire to realize my vocation». Slightly less popular are more rational motives: «striving for a successful career in science» and «desire to get competitive training». Only the third group consisted of motives that are not directly related to science – «striving for a successful career outside of science» and «desire to find work abroad».

We confirmed the trend identified in the 2005 survey - a traditional scientific career (an employee of an academic institute) is still the most: about 40 % of graduate students; in a study in 2018 it was 43.5 %. Thus, this trend is sustainable and has remained virtually unchanged in recent years. A similar trend is mainly true for the option «business in the field of science and high technologies». So, the majority of the graduate students surveyed are going to link their lives with the sphere of science, high technologies, and broader intellectual production. The number of supporters of the "scientific career in non-state scientific center" variant has not changed much. Only the number of those who do not exclude for themselves the position of a teacher at the university has increased significantly.

The postgraduate students of academic institutions are characterized by a preference the traditional scientific career and the traditional criteria for its success. The most significant criterion are: «authority among foreign colleagues»; then is «the opportunity to deal with those scientific problems that are of interest primarily to themselves, regardless of the situation and financial considerations». We also can find «defense of Ph.D. and doctoral theses» and «authority among Russian colleagues». The «high incomes at the expense of science» is ranked only the fifth place. Finally, the least popular criteria are «the number of received grants» and «the opportunity to travel abroad often».

Postgraduate students seeking leadership understand it first and foremost as success in the field of knowledge production, which has specific characteristics. It is worth paying attention that the leading positions here are occupied by purely professional criteria such as freedom of scientific research and authority in the academic environment, and no means material. Also important is the fact that graduate students remain faithful to the traditional principles of the scientific ethos.

Keywords: Modern science; leadership; young scientists

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Institutionalising Inclusion as a University Mission: Reputation through Diversification

Abstract. The relationship between university reputation and inclusion has been widely explored in the sociology of higher education from a structural lens, in respect to issues of access faced by traditionally underrepresented students and staff to elite universities (Boliver 2013). Despite staggering institutionalisation of

inclusion as a university mission, little is known about the relationship between university reputation and universities' organisational commitments to inclusion. In this sense, virtually all UK universities display formal statements in which they articulate their organisational commitment to inclusion, and a growing number of universities have developed inclusion-oriented offices and organisational sub-divisions to cater for inclusion as a university mission (Baltaru 2018). This paper provides a conceptual framework for understanding the uniqueness of the pursuit of inclusion as a university mission, followed by a systematic analysis of the relationship between university reputation and universities' organisational commitments to inclusion.

Theoretical argument. Departing from a sociological institutionalist approach, the author proposes the concept of "agentic inclusion" to capture the growing valorisation of universities' agency in the pursuit of inclusion, and the underlying shift from inclusion as "structural pursuit" to inclusion as "organisational commitment". Agentic inclusion is important from two points of view. First, organisational commitments to inclusion are not a guarantee of inclusion at the structural level, due to long documented dynamics of "loose coupling" between organisational forms and the underlying activity structure (Meyer and Rowan 1977; Krücken et al 2013). Second, the emphasis on organisational commitments represents a game changer for elite universities who have the opportunity to balance "the talk" and "the walk" thus presenting themselves as inclusive institutions. The central hypothesis is that in this context, elite universities emerge as leaders in the organisational display of inclusion despite persistent issues of access faced by traditionally underrepresented students and staff. Furthermore, it is expected that universities' organisational commitments are disconnected from the structural levels of inclusion among students and staff.

Method. The analysis in this paper has been enabled by extensive data collection on 124 UK universities, approximately 90 % of the UK university population. The dataset combines primary data collected from universities' individual websites with secondary data from the Higher Education Statistics Agency (HESA) and the European Tertiary Education Register (ETER). HESA is the official data collection agency for the UK HE sector, whilst ETER is the first pan-European register of HEIs, funded by the European Commission. A logistic regression model suitable for binary outcomes has been utilised to predict universities' organisational commitments to inclusion (the dependent variable) based on university reputation, controlling for the shares of students and staff from underrepresented backgrounds, and net of institutional level differences: total number of students, university resources, foundation era, and region.

Findings. The results support the above hypotheses: elite universities distinguish themselves through greater organisational commitment to inclusion (in terms of inclusion-oriented offices, units and teams) compared to all other universities, irrespective of the shares of students and staff from non-traditional backgrounds and controlling for institutional level differences. The findings call for further research into the pursuit of inclusion from an organisational lens, and critically

reflect on the UK experience in order to inform inclusion policies at the international level. The paper advocates for a shift in the current inclusion paradigm by looking beyond universities as the *de facto* agents in the pursuit of inclusion. This shift may translate into revisiting the role that of the state in enhancing inclusion in HE, for instance by regulating the use of tuition fees or by addressing educational inequalities prior to the university level.

Keywords: agentic inclusion; university reputation; higher education; UK

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Education: Catalyst for Human Development, Sustainable Equity and Enduring Redress. What does it Mean for Developing and Under-Developed Countries in the Global 21st Century

Abstract. Adopted in 2000 by World Leaders, the Millenium Development Goals (MDGs) provide a framework for the global community to work together towards a common end – socio-economic equality leading to human development for all citizens of the globe. It relies on concrete, numerical benchmarks measuring extreme poverty which it hopes to cut by half by 2015 so billions of people, "… will have the opportunity to benefit from the global economy". It is meant to assist government to focus on disparities and inequalities. Yet, by 2011, the number of poor people in South Asia and Sub-Saharan South Africa (SSA) is increasing, gender equality and environmental sustainability continue to face external threats, a lack of progress in combating HIV curtails improvements in both maternal and child mortality. Expansion in education is not necessarily matched by quality.

MDG 2 aims to achieve universal primary education by 2015. Yet, in his paper titled ICT, Science & Technology Division, Hopestone Kayiska Chavula (2010), argues that "…countries in SSA, South Asia, Latin America, the Caribbean, East Asia, the Pacific, Middles East and North Africa must expand access to educational levels that are critical for knowledge acquisition, dissemination and utilisation (e.g. secondary and tertiary education); that there is a need to improve quality of the whole education system as well as content and relevance of what is taught - shifting from the formal education system to the development of life-long learning systems to cater for the technological advances and the need to continuously invest in Information Communication Technologies (ICTs) especially in areas that have a direct bearing on knowledge and technological access and transfer."

The purpose of this session is to establish the level to which developed and developing countries, have embarked on educational developments, formal and informal, high-technology, medium-technology to low-technology, local knowledge systems versus imported knowledge systems in attempts to achieve the twin goals of equity and redress. The session further explores factors that inhibit human development vis-à-vis factors that inhibit educational development, ranging from weak political institutions, countries in conflict and post-conflict countries.

Taking the session further would be looking at how countries can develop, strengthen and accelerate the level of their innovation systems and how educational institutions can serve to act as catalysts for conflict resolution so they can best utilize the growing global knowledge resource base to support efforts at sustainable equity and enduring redress.

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Defining the Next Generation University Model

Abstract. University education, and engineering education in particular, is currently going through the period of intensive change. A number of new universities have been established in recent years to fulfil modern educational model in STEM. Often such new universities are privately funded initiatives. Current research effort reports the finding of a recent study commissioned by a private foundation with a goal to establish a new engineering university in Europe.

The purpose of the study was to identify significant global trends in education and to develop recommendations for setting up a model for a next generation university capable of creating an environment sufficiently fertile for the development of intellectual elite suitable to the modern world. Preference was given to the recommendations relevant to the Minimal Viable Product (MVP) concept.

The data for the study was collected between November 2017 and March 2018. Three qualitative research methods were utilized in the study: twenty semi structured in-depth interviews were conducted with international experts from academia, business, art and policymakers from EU, USA and Russia. In this paper we report on the fraction of the study related to the experts' perspective on local and global trends in higher education.

Expert interviews provided an opportunity to get acquainted with the respondents' opinions on three topics: first, to discuss economic and social processes that influence the education system and how the education system in general and higher educational institutions in particular respond to these processes; second, to understand what innovations are developing in modern universities and what new projects and models of activity within these the universities have been successful and why; third, to find out what the respondents think about launching a new, next generation university, what features they consider necessary for success and what key risks they see in this project

The experts converged on several important trends in higher education: (a) globalization and increased competition as factors in spawning inequality, (b) an advanced university in the future – a center of intellectual power autonomous and

independent from the state, (c) highly personalized educational plan, with an ability to combine completely different modules from STEM, art, history, real-life projects etc.; (d) return to the origin of liberal arts envisioning university as a bearer of the European humanistic tradition; (e) truly multidisciplinary education program in complex socio-technical systems with strong emphasis on data science; (f) distributed and cross-border campus and individual adaptive educational scenarios.

Experts agreed that in a world that is getting more and more complicated, university education should shape thinking in a broad sense, orient people towards the solution of global issues that humanity faces. Extensive basic knowledge in different disciplines should be combined naturally with a deep expertise in concrete subjects. A professional of the future should possess balanced knowledge and skills both in humanities and technical fields.

In the face of rapidly changing social and economic landscape in the world and education in general, it is important to stay tuned with global and local trends and redefine the approaches to education through one's life. We do not aim to determine the one and only possible and complete model of a university of the future, but rather prefer to demonstrate that there is no single approach, that will be able to address every challenge that the society is facing at the moment. We believe that modern world needs substantially more different educational models, more universities with fundamentally different agendas targeting variety of stakeholders in different time of their lives.

The findings of this study highlight global trends in higher education affecting most university models and STEM education as a whole.

Keywords: Modern university; trends in education; lifelong learning; on-line education

SESSION 15

DIGITAL TECHNOLOGIES IN CONTEMPORARY SCIENCE COMMUNICATION: PROBLEMS AND PERSPECTIVES

(25.07.2019 15:00-16:30 aud. 557, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizer: Elena A. Nazarova, The Russian Presidential Academy of National Economy and Public Administration (RANEPA), MGIMO University, Russia

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Higher Education in the Digital Era (Indonesian Case)

Abstract. Education is not only mean formal education like school or university *(higher education institution),* there are also another institution which educate individual, or society, namely *informal education,* such as family, religious institution, and others which exist surround our self. The rest of social institution is *non-formal education*, for examples; institution course, workshop, studio, etc. So, individual can get knowledge and skill from all of three social institutions. Unfortunately, at present if we talk about education many people always think it must be university or school *(formal education).* Even though, as Ivan Illich says that education is not similar or identic with university, school or *formal education institution*. School or university of course just a part of education in general. Because school is institution which is built by using an assumption that teaching activity is produced by the result of studying (Illich, 2008: 40).
If people aware that the medium of education process were a lot, so people, or student can undergo the learning process by using all of information or knowledge which originate from many resources; *formal, informal,* and *non-formal institution.* More and more of knowledge resources which originate from the three education institutions, they will enrich and enlighten individual and people for their life.
Higher education formally limits the students with certain knowledge in accordance to major they took, and university design it's curriculum as close as to the need of industry *(capitalist),* although in social reality the students learn sometimes different from subject matter they take. In the digital era students have a lot of chance to utilize a lot of resources, not only from their university subject matter, but also from other resources, such as social media which easier to be accessed in campus (university). Almost in each university it has internet access which can be accessed freely by the academics.
There are various information resources exist in social media, such as social networks, discussion forums, media sharing networks, and others. All of them are easier to find by using *Google machine, Bing*, and so on. Students can access information and it can be several types of information; online news on various and contemporary issues, or academic *(scientific)* materials, skill, ideas, etc. The bad impact of social media, "Students neglect their studies by spending time on social networking websites rather than studying or interacting with people in person. Actively and frequently participating in social networking can negatively affect their grades or hamper their journeys to their future careers" (Christ V. A., 2019).
Or maybe as the point of view of internet user who has strong rooted and can't change is about Law of Pommer, namely internet only can change one's thought from "have no ideas" to become "having ideas but false" (Nichols, 2018: p, 129). By the existence of social media, the situation also causes students tend to choose

pragmatic and efficient way related their learning process. They less to go to the library to read books or offline resources, as; journal, magazine, etc.

Based on the explanation above, the university faces problem, such as the laziness of student to read *off line materials* at library. And the challenge of university for the future is how to utilize and integrate *on line* and *offline* resources to develop university, especially student creativity, and innovation. If the university success to do, then the rumors of university will be left by the students or society will be wrong et all. And it means that the role of university to enlighten society will be awaited.

Key words: Higher Education, online, offline, social media

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The Distance Education better meets the Idea of Lifelong Learning Education, Self-Conducted Education in the Modern Society

Abstract. This article aims at revealing a new challenge for the foreign language training that are the blogging, the creating and e-learning foreign language training courses that are supported by the Moodle system, that improves the overall quality of training the discipline. These blogs are able to be directly related to the course materials and elaborated provided there is the quality content. The small web page dedicated to one course has to be transformed into the multidisciplinary blog that performs many functions for teachers including the educational scientific research activities, the efficient out of class communication with students, and their colleagues.

During the experience of our professional activities, the authors have encountered with a problem of the quality management for the compulsory independent work of students that has the great importance in modern educational standards. There are some arguments that are against the Distance learning they give several reasons for opposing this type of education: the lack of face-to-face lessons between a student and a teacher, problems with technology resources, low income and rural students, insufficient teacher training. In fact, these problems are able to be solved by gaining the essential technology skills to the teachers before starting the actual course. Best of all, our students are able to complete most of their coursework outside of the lesson. The time of our classroom is able to be reserved for further writing, discussion and debate. The Distance Education and e-learning opportunities must be fully used to efficiently share the teachers' extracurricular workload. The small web page dedicated to one course has to be transformed into the multidisciplinary blog that performs many functions for teachers including the

educational scientific research activities, the efficient out of class communication with students, and their colleagues. The basis of the educational process in e-learning training is purposeful, controlled, intensive and independent work of students. Therefore, the Distance Education system has several advantages over the traditional form of education. It is known that the active usage of this blog for the management of the compulsory independent work of students contributes to a certain level of quality students' e-learning for a foreign language training. It is considered that the Distance learning to be valuable to the students, they are visiting our course blog and using our resources from the comfort of their own homes. The Distance Education better meets the idea of lifelong learning education, self-conducted education in the modern society, and also helps to realize the function of fundamentalization of the knowledge gained. The Distance Education is relatively new form of education, the development and dissemination that depends on the level of technical equipment. Today, students who study remotely receive online training materials and participate in video conferences, which bring guest speakers from around the world into our classroom space and it allows students to introduce their presentations and other documents. The Distance Education and e-learning training are fine, but our task, as a foreign language teacher, is not to immerse a student in the virtual world, but to use the possibilities of the informational teaching tools in order to develop students and to prepare them for life in the real world, for professional activities. The analysis of our article from the leading Distance Education centers suggests that the development of the Distance Education in Russia confirms the global trends, while the pace of the development in this area is far ahead of Western educational complexes.

Keywords: e-learning training, the personal blog, the web teachers' register, the innovative educational tools, web page, and modern educational standards

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Digital Hegemony: Rethinking Power, Resistance and Data Governance across the Digital Landscape

Abstract. In the emergence of the global data revolution, federal granting agencies in Canada and across the global network are focusing attention on the value of digital knowledge. Granting policies are now encouraging the reuse of digital research data through open access and sharing among and between communities of scholars, practitioners and communities. In fact, Canada has joined many other countries at the forefront of this movement, as shown in its support for the Organisation for Economic Co-operation and Development's *Declaration on Access to Research Data from Public Funding* (2004); its commitment to the *Open Government Declaration* (2011); and its approval of the *G8 Science Ministers Statement* (2013). The dispute over who owns personal digital data, and especially

knowledge of Indigenous Peoples, and how it's shared move beyond normative expectations of standard ways of research data management practices, and raise questions that pertain to data governance, power and sovereignty. We are now challenged with tensions between social control and freedom. Indigenous knowledge movements that focus on digital ethics act as resilience and self-determination to the contemporary colonial moment and further encroachment on the digital landscape. In this paper we discuss how policy alternatives that build solidarity towards a community of practice address discursive power imbalances and a necessary act of decolonization. This takes Ownership Control Access and Possession (OCAP) to a digital application, which has not been addressed in the literature.

Keywords: Digital Hegemony, Digital Landscape, Data Governance. Power, Resistance, Self-determination

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Cross-cultural Communication: Practice Icapable of Becoming Science

Abstract. From the period of the 60s with its Hofstede's survey cross-cultural communication being a relatively minor and oft-neglected field in cultural studies has attracted increased attention within academicians and gained popularity as a subject up to nowadays. This is a result of growing needs and available opportunities as experts and businessmen find it increasingly necessary to develop communication techniques that bridge disparate cultures. Global technology expansion, the interconnectedness of the globalized economy has made such contact constantly more common. Experts such as Richard Lewis, Richard Craig, Fons Trompenaars, Kory Floyd, etc. have expanded the field and categorized cultural differences to aid in communication. The refinement of communication has a clear-cut goal to solve problems that transcend cultural borders. Despite the essential nature of its application, the practice of cross-cultural communication appears to be limited from being considered a science or serious field of research. There are three main arguments that consist of a methodological basis, a definitional basis, and an empirical one. Firstly, "communication" is a nebulous and ill-defined term that differs in meaning according to contexts of technical field and cultural background. Additionally, communication is not an entity that exists itself but rather is an informational link between two separate entities. Therefore, communication can be studied only through the lens of separate fields that relate to these entities. Lastly, communication cannot meet the criteria of a science through the Scientific Method owing to the lack of a controlled experiment. Cross-cultural communication therefore cannot exist as a "hard science" without a substantive transformation. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, behavior. This

vague definition is divided into numerous categories depending on field of study and its use. According to Richard Craig, they can be summed into seven traditions: rhetorical, semiotic, phenomenological, cybernetic, sociopsychological, sociocultural, critical. Each of these differ radically by process of handling distinct aspects of communication with unique goals in mind. As consequence, their research process is also at odds in procedure. This divide is exemplified by the difference between the field of cybernetics, established through mathematical theory of communication such as that by Claude Shannon and critical theory, which derives from a more philosophical and ideological basis. (according to Craig). It is the hope of Craig that such setbacks may be overcome and that eventually a unified "metadiscourse" concerning all seven traditions could exist. A united metadiscourse encompassing communication may, nonetheless, prove untenable given the vast area involved. Some forms of communication are different from other forms. Cybernetics handles precise bits of information that are transmitted and received by machines; the goal is to reduce random variance in order to maximize the flow of information. In contrast, the political theory of communication considers the use of political tools, verbal/nonverbal, to sway an audience emotionally. The difference in use and nature of information between these fields is insurmountable. Artificial intelligence is capable of using and interpreting words to some extent and as well as audiovisual context, but outside speculation it is unlikely that machines could ever adopt a sense of "otherness" that the field of phenomenology necessitates. For human being communication is a simple, thoughtless process, but a computer requires internal communication loops of its own in order to process an external message. Sensory input must be transferred cybernetically through circuitry to determine an adequate response based on conditions. Such heuristic processes are efficient in transferring logical information, but they lack the intuition and emotional attachment that a human being provides. Therefore, cybernetic forms of communication are evidentially a class apart from more social and subjective forms.

Keywords: communication theories, cultural dimensions, epistemology

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Willingness of Russian Researchers to Digital Transformation: Basic Digital Literacy and Advanced Skills

Abstract. The development of information technologies and rapid growth in the volume of accumulated data makes it necessary to develop new scientific approaches, technologies and methods for collecting, processing and storing information. Digitalization has significantly affected people employed in science

and technology: the ability to work with large amounts of information, the knowledge of statistics, and the ability to correctly publish research results became crucially important. For researchers the possession of digital skills signifies the confident use of new data analysis tools and implementation of new technologies.

Research practices and competencies of Russian doctorate holders are examined within the framework of the project "Monitoring survey of Highly Qualified R&D Personnel" (National Research University Higher School of Economics, 2010-2019). One of the objectives of the project was to assess the readiness of Russian researchers for digital transformation and to found out to what extent modern digital technologies have taken over the activities of Russian Doctorate holders. It was analyzed whether Russian scientists are familiar with modern digital terminology, whether they apply modern data processing tools in practice and whether they are ready to improve own digital skills.

The sample included the total of 2061 Russian Doctorate holders, representing all fields of science, and employed in the academic sector (research institutes and universities), as well as in industrial and service sector companies.

The professional activity of most Russian Doctorate holders is associated with the regular use of information technologies. Among the surveyed PhD holders, 85 % reported that they regularly use computers and the Internet, another 10 % use them periodically. But scientific work involves not only basic computer skills, but also advanced data analysis tools. Our results show that less than half of Russian Doctorate holders are aware of modern digital technologies, except for Big Data Analysis. Moreover, a number of digital tools and technologies are well-known, but have not yet found widespread practical application.

The "digital outlook" can come from the general erudition of the Doctorate holder or from the practical experience of using various digital tools: researchers can be clearly divided into "abstractly informed" and "practitioners". Employees of research institutes, who are more aware of the meaning of digital terminology, use new digital technologies much less frequently than their colleagues from universities and the non-academic sector. A similar situation is observed when comparing age groups: while the youngest scientists are more often aware of the meaning of digital terms, middle-aged and older scientists, if they know the digital technologies, also quite often use them in practice.

Every third Doctorate holder in Russia at least occasionally uses Big Data analysis, every fourth – Data Mining, User interface design, Cloud and distributed computing, every fifth – Text Mining, Machine Learning, Applied Mathematical Optimization.

The use of particular digital technologies varies according to the type of organization: User Interface Design is more often practiced outside the academic sector, while Big Data Analysis and Machine Learning are more actively used by Doctorate holders employed in research institutes and universities. The biggest number of employees who deal with Mobile Application Development appeared in the research Institutes.

The most advanced digital users are those who specialized in natural sciences, engineering sciences, social sciences, and mathematics; PhD holders in agriculture are the least informed.

A significant part of Russian scientists already have experience in improving their digital skills by taking part in various computer courses. Over the last 3 years, every fifth Doctorate holder (18.9 %) attended computer courses. However, emphasizing digital skills, it is important not to forget about the importance of soft and hard skills, that employers expect from researchers.

Keywords: Digital skills, digital literacy, researchers, doctorate holders, lifelong learning

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Cyber Socialization of Adolescents: Problems and Prospects

Abstract. Cyber socialization has both positive and negative effects. Negative consequences include the negative impact on the social, emotional and physical health of adolescents. Speaking of social health, spending more time on the Internet and social networks, they isolate themselves from their parents and "offline" communication, thereby losing the skills of effective communication. The level of physical health also decreases: communication on the Internet involves spending time in a room without movement. This has a negative impact on posture, vision and can lead to overweight and obesity.

Among the factors that adversely affect the emotional health of adolescents can be identified cyber-bullying. Bullying is a popular term implying aggressive behavior, persecution, harassment of one of the team members by other members. Cyber-bullying is an insult, a threat that a victim receives through electronic communication, through messages in social networking accounts. Cyber-bullying extremely negatively affects the emotional background of a teenager, which can lead to depression and even suicide.

Also, dependence on the Internet exacerbates such psychological characteristics inherent in adolescents as
1) procrastination - a tendency to postpone important matters
2) attention deficit - the inability to focus on the task, jumping from one task to another.

However, one cannot speak of cyber-socialization only as a negative phenomenon for society. Social networks unite people from all over the world being a way of communication without borders. Adolescents who have difficulties communicating at school can make friends for their interests on the Internet, and even enter romantic relationships if they are constrained in real life. Also, the Internet and social networks have a recreative function; teens can chat with friends, keep abreast of news, read books and articles, watch movies, play games.

The active use of the Internet can even help youngsters become more competitive in the labor market for they may have already got knowledge in information technology from experimenting with the production of digital media.

The active use of the Internet leads to the fact that many young people, when it comes time to return to work, have knowledge in the field of information technology, experimenting with the production of digital media, which makes them more competitive in the labor market. In English, there is the term geeking, which means a passion for the sphere of interests that is not popular among peers, most often it is the field of information technology and other scientific fields. Geeking involves the intensive use of the Internet, in which young people delve into a particular area of interest, often through connecting to their online interest group.

New media provide young people with a degree of freedom and autonomy that is impossible within the school. On the Internet, adolescents find reference individuals for themselves, and they are often much more motivated to learn from them than from teachers at school.

Describing social networks as a factor of socialization of young people, it can be noted that socialization in a social network is often spontaneous, while the traditional process of socialization is a regulated and targeted process. Young people themselves choose options for their existence in the Internet space, they themselves find (or are found by) referents, they themselves determine the ways and volumes of existence in the Internet community.

In the conditions of the general computerization, the Internet is also a factor in the socialization of the individual, which has both positive and negative effects on the development of the younger generation. It affects the process of human learning patterns of behavior, social roles, values and cultural norms.

Keywords: socialization, social networks, cyber socialization, socialization factors, youth

SESSION 16

EDUCATIONAL MOBILITY AND SOCIAL INEQUALITY

(25.07.2019 15:00-16:30 aud. 556, Bldg. № 4, Institute of Foreign Languages RUDN university)

Session Organizers: Michael F. Chernysh, Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Russia; **Yulia B. Epikhina,** Institute of Sociology of the Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Russia

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Overcoming Inequality in Education

Abstract. The objective of this paper is contributing to the research for overcoming inequalities in education. I start from the importance and the components of quality education in the XXI century, in the light of the UNESCO 4 pillars of education, and from the awareness of the need of overcoming educational inequalities.

The working method is based on the analysis of international and national studies, gathering statistic data, and collecting good practices, considering the reasons of inequality in education, in the different fields: learner, family, socio-economic-cultural environment-school, in order to develop proposals for best solutions to equalise learning opportunities, especially in the field of the processes of successful learning/teaching.

Education is the main key for personal, social, and economic development in the current era characterized by massive changes in all spheres, in the globalized digital world. Equity in education means that schools and education systems provide equal learning opportunities to all students. Today, the international community is committed to the right to education, which was first established in Article 26 of the Universal Declaration of Human Rights of 1948 and is now mandated in national legislation. Equity in education is also a specific target of the Sustainable Development Goals 2030 set by the United Nations in 2015 (UNESCO, 2015 [4]).

Widening access to education, and improving learning results are a key in reducing global poverty. The level of educational attainment is rising worldwide during the past few decades, younger people are attaining higher levels of education than their parents and grandparents. Data from the countries that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), reveal that the probability of completing tertiary education among adults with low-educated parents grew from 18 % to 24 % between the generation born in the mid-1940s to 1950s, and that born in the mid-1970s to 1980s.

However, the World Inequality Database on Education reminds that there are still big inequalities both in universal primary completion, and in universal secondary school completion.

In many poor areas of the world, even accessing education is impossible or not easy. In industrialized countries, with long educational tradition, there are early school drop out and underachievement.

The global expansion of literacy helps in reducing inequalities both within and across countries, anyway there are more than 124 million primary or secondary school-aged children who are not in school around the world (UNESCO, UIS), and

nearly 800 million people do not have the basic ability to read or write (Education Facts 2018).

According to the OECD Report 'Equity in Education: Breaking Down Barriers to Social Mobility', which features data on 72 countries and economies, including all 36 OECD countries and 36 partner countries and economies, high performance and positive attitudes towards schooling among disadvantaged 15-years-old learners are strong predictors of success in higher educationand work in the adult life.

The findings of this paper will include strategies to achieve better education outcomes for all learners at the level of educational systems and in the daily teaching practice.

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Taking on Neighbor's Color? Compare Educational Expectation between Migrant and Local Teenagers in Urban China

Abstract. Educational expectation has long been shown to be very important in status attainment. The widely observed phenomenon that migrant teenagers tend to hold a lower education expectation than local teenagers therefore has drawn great attention. Previous studies suggested that low socioeconomic status of migrant families, poor integration in host society, and school segregation of the local and migrants can account for the low educational expectation of migrant teenagers. Apart from family and school effect, however, less is known about whether and how the residential context shapes educational expectation inequality.

Residential context, as one of the most important social contexts where teenager's socialization takes places, is found to be influential on teenager development, especially education. According to the North American experiences, disadvantaged residential context is negatively associated with the educational performance of teenagers. The lack of educational resources (*institutional resource model*), role models (*collective socialization model*) and supervision among neighbors (*social disorganization theory and collective efficacy theory*) in the residential context are all possible underlying mechanisms. Several studies further shown that teenagers characterized by low family socioeconomic status and minority identity tend to be more vulnerable. Therefore, easily to be trapped in impoverished living environment and the attached migrant identity is very likely to make migrant teenagers disproportionately suffer from the negative residential context effect, resulting in a lower educational expectation than local teenagers. We suspect the residential context to be one of the major producers of educational expectation inequality. This study is going to empirically examine this hypothesis.

We use urban China as the example here because it has been accommodated a large number of migrant teenagers since the unprecedentedly massive migration from rural to urban area in the late 1990s. The gap of educational expectation between

migrant teenagers and local teenagers has been clearly documented. Using the China Education Panel Survey in the 2013 to 2014 academic year, this study examines whether and how the labor market performance of neighbors in nearby residential area affects teenager's educational expectation. To capture the possible heterogeneous effects, we separate the sample into migrant teenagers and local teenagers. 1831 teenagers, including 1535 local teenagers and 296 migrant teenagers, are included for analysis.

The analysis consists of three steps. 1) We first simply use *OLS Regression Model* for estimation with controlling individual demographic characteristic, family socioeconomic status and school quality. We find that the neighbor's labor market performance is positively associated with the educational expectation of local teenagers, but not with that of migrant teenagers. However, this positive association might be biased due to the unsolved selectivity issue. Residential environment is never a random treatment. Family socioeconomic status largely determines the living place as well as teenager development. Such confounding bias cannot be simply addressed by controlling. 2) We then turn to employ *Simultaneous Equation Models* for modifying the estimation. Findings suggest that neither the educational expectation of local teenagers nor that of migrant teenagers is significantly affected by the labor market performance of neighbors. Our findings drawn from urban China surprisingly contradicts the literature based on the North American experiences. 3) The third step provides an explanation for the unusual insignificance. Previous studies suggested that parents could help transmit the effect of neighbors to teenagers. Parents first set good neighbors up as the reference group in building expectation for their children. Children internalize the parental expectation later through family socialization process. However, our finding suggests that how neighbors perform in labor market would not affect parental expectation, which keeps high no matter for local or migrant group. The insignificance effect can be partially attributed to the failed transmission of parents. This study makes two major contributions. First, we introduce the residential context approach to examine the reasons underlying educational expectation inequality. Second, our findings reveal that the residential context has not been a driving force of teenager development inequality in urban China. The Chinese tradition valuing education at most helps to weaken the strong residential context effect observed in North America. The difference sounds the alarm for contextual effect studies that the effect could significantly vary with contexts.

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More Equal and Less Equal at the Same Time? Measuring Inequality in Educational Achievement of 15-year olds in 37 Countries

Abstract. The article aims to explore how different approaches to the conceptualisation and measurement of educational inequalities affect the conclusions that are drawn from comparisons between countries and over time. It contains new analysis based on the most recent waves of the Programme for International Student Assessment (PISA). It shows that different measures of inequality lead to diverging, and sometimes even contradictory, conclusions about which countries are faring better and worse in terms of educational equality compared to other countries, and over time.

We focus on countries that are a member of the European Union (EU) and/or OECD. The study produces nationally representative and cross-nationally comparable data on schoolchildren's skills and knowledge in reading.

Table 1 shows the Pearson correlations between each pair of inequality measures across 37 countries, using data from PISA 2015. All measures of inequality of outcome are strongly related to one another - with correlations ranging from 0.92 to 1.00. Measures of inequality of opportunity show somewhat weaker relationships, with correlations ranging from 0.56 to 0.83. The limited range (P90-P10) is a good 'representative' measure of inequality of outcome for international comparisons because it is easy to communicate to non-specialist audiences (see UNICEF Office of Research 2018). It shows perfect correlation with standard deviation and very high correlation (0.93***) with the Gini Index. P90-P10 will be subsequently compared with three measures of inequality of opportunity.

Table 1 - Correlation matrix of inequality scores

	Inequality of outcome			Inequality of opportunity		
	P90-P10	SD	Gini	ESCS gradient	SCS R^2	F-G
P90-P10						
SD	1.00***					
Gini	0.93***	0.92***				
ESCS gradient	0.65***	0.63***	0.57***			
ESCS R^2	0.36*	0.32(ns)	0.45**	0.67***		
F-G	0.41*	0.37*	0.54***	0.56***	0.83***	

Note: Correlations based on scores (not ranks) of 37 countries. P-values:
ns (p >0.05) * (p ≤ 0.05), ** (p ≤ 0.01),   *** (p ≤ 0.001).
Source: PISA, 2015.

The complex relationship between the inequality of outcome and inequality of opportunity will be discussed by comparing Iceland and Hungary. The two countries find themselves on the two extremes of the inequality of opportunity spectrum. Iceland is the single most "equal" country using ESCS R-squared and the third most equal using the gradient. As such, it emerges as a country with the single weakest influence of economic, social and cultural status on children's reading skills. Yet, Iceland's ranking goes down radically to the 24th rank when we opt for the R-squared which takes into account factors outside of children's control that are not directly linked to their parents (i.e. school location, migration, language and gender).

By contrast, Hungary emerges as one of the three most "unequal" countries using all three measurements. It is the single most unequal using F-G and ESCS R-squared and the third most unequal using the ESCS gradient. The record 35% of reading score variance can be attributed to factors outside children's control, including 22 percentage points attributable solely to ESCS status – making for an especially strong link between the family status and educational outcomes. However, the most "equal" Iceland and the most "unequal" Hungary turn out to have almost identical inequality of outcome regardless of the measurement method. They show the standard deviation of 99 and 97 respectively, Gini of 0.10-0.11 and P90-P10 of 255-256 points. Furthermore, these outcomes place them in the bottom half of the equality of outcome ranking among the analysed countries.

Keywords: inequality of opportunity, inequality of outcome, educational achievement, reading, PISA

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Beyond Structure Versus Culture: Class-Specific Parenting Practices in Hong Kong

Abstract. Growing inequality within and across the advanced capitalist countries has been among the top concerns of both social scientists and politicians today. An extensive literature on class stratification shows that parental influence on child outcomes is crucial for sustaining class inequality. However, the mechanism underlying the class effects is far from conclusive. One main debate in the existing literature centers on a question of whether class-specific parenting practices in reproducing inequalities is cultural or structural - the 'cultural logic of childrearing' (Lareau, 2011) or class resources play a pivotal role in the class disparities. Alternatively, this study adopts Sewell's (1992) concept of the multiplicity of structures to understand how both cultural and structural elements of the class processes are interrelated. In addition, the class difference of parenting in the context of Hong Kong has been under-researched. Notably characterized by the hyper-competitive and hybrid cultural educational context, and the deeply unequal society, the Hong Kong case can be an analytical leverage for the cross-cultural

comparison of class-specific parenting practices. Drawing on semi-structured interviews with 15 Chinese parents in Hong Kong, therefore, the present study is to analyze complex processes in which social class shapes parenting values and practices.

The preliminary findings of this on-going study point to the subtle differences of parental values and practices in relation to class positions. Regardless of class backgrounds, all the parent respondents emphasized the intensive parenting to greater or lesser degree. Their values in parenting were rather ambivalent. On the one hand, they had high aspirations for their children's future educational attainment (at least completing a university education). As a result, both middle-class parents and parents from the lower class tended to use a similar set of intensive parenting strategies to foster their children's cognitive and noncognitive development. On the other hand, they also valued a fulfilling and happy life for their children. At times, these two types of values are conflicting with each other when being put into practice. Middle-class parents were more likely to see them as a matter of *choice* between a more intensive parenting and a more hands-off one. Conversely, due to the resources limitation, most lower-class parents were struggling with the academic demands of intensive parenting strategies. When they found that they failed to have the desired impact on their children's academic outcomes, they tended to interpret that as a 'fate' or as a result of placing a high value on child's happiness. In other words, despite that they may be similar in their attempts to foster their children in an intensive parenting style, middle-class parents and lower-class parents from the lower class tended to have different ways to make sense of their parenting experiences and struggles.

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Higher Education and Social Inequality in Brazil: Achievements and Setbacks in the Face of the Political Crisis

Abstract. This study analyzes the transformations in the Brazilian higher education system in the last two decades, considering advances in access and permanence, as well as its relation with social inequality. Although Brazil is considered the most unequal country in the world, considering the size of its population and the GINI index, it is well known that the country has made important progress in the last decades in terms of improving educational indicators. In this scenario, we have higher education with a great increase in the number of students in the last decades, with emphasis on the growth of the number of poor, black and indigenous students. Despite the rapid growth in the rate of enrollment observed in the last decades,

factors such as social origin, cultural capital, ethnicity, gender, and urban-rural areas - as well as lack of political stability in the last decades, are still strongly related to educational inequality process. Such factors have made it very difficult to fulfill the national educational goals, as planned in the National Education Plan. In this way, social and cultural heterogeneity and a profound inequality are evident in Brazilian society and education. However, both factors are veiled in formal education, since the society tends to impute only to individuals the responsibilities of succeeding in their efforts in schooling access, trajectory and results. Since the 1990s, there has been an increase in access to education, but social and educational inequalities persist, which has been indicated by several researches. Even with the improvement of schooling over the previous generation, the Brazilian indicators are a far cry from other countries, including Latin America. It is also observed enrolment concentration in primary and secondary education in the public sector (88 % and 80 %) and higher education this ratio is reversed, with 70 % of students in private education, which further complicates the permanence of these young in higher education, despite the current funding policies. Considering this scenario, we discuss the impacts of the current political and fiscal crisis, including the increase of liberal discourse, and the emergence of a retrogression trend in educational and social indicators related to access to education and social mobility. The methodology of the study is based on the analysis of microdata of higher education (considering access and permanence, according to income, ethnicity and gender), that cover the whole country, and on the realization of a case study in the City of Porto Alegre, with survey application. We also analyzed the indicators of the current National Education Plan, as well as changes in the legislation and form of education financing and changes in the main educational programs and projects. Among the results are the clear evidence of a slowdown in the ability to reduce social inequalities through education, worsening of indicators of access and permanence in higher education, and the inability to expand the system to attend a larger public. Among the explanations for the observed trend is the structural configuration of Brazilian society, which is extremely unequal and heterogeneous; the crisis of the socio-economic development model, still strongly focused on the primary and tertiary sector, with little incentive to the development of the information society and knowledge economy; the growing dominance of conservative discourse and the defense of reducing social spending; competitiveness in the private sector of higher education, with a tendency towards oligopoly; the crisis in the regulation and management of higher education, including important changes due to political crisis, and its relationship with other levels of education; endogenous characteristics of the Brazilian higher education model, with the low diversification of types of courses, and concentration of educational institutions and courses in the state capitals. In synthesis, the investigation of the Brazilian case very well illustrates the complex relations between the education system, society and inequality and its causes cannot be understood without considering the historical social inequality, endogenous

problems of the education system, enduring political crisis, the agro- export development model adopted, and the "conservative waves".

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Widening Participation Pedagogy: Employing Inductive Learning to Address Student Learning Equity

Abstract. Marking a definitive break from the elitist approach to tertiary education, widening participation strategies in student recruitment with an aim of achieving greater educational equity are increasingly becoming the norm within the Western educational systems (such as in UK and Australia). While widening participation as a *process* secured diverse (gender, class, age, disability/health status) student cohorts, achieving learning equity requires reconceptualisation of widening participation as a *pedagogy* (McLellan, Pettigrew and Sperlinger 2016). In a bid to address the student learning equity challenge at Western Sydney University, one with a robust widening participation program, I have employed inductive learning pedagogy in teaching Sociology. Signifying 'a definitive break from the traditional positivist and deductive model' (Rusche and Jason 2011: 340) of teaching at tertiary level, Inductive Learning Pedagogy (ILP) has found its way into teaching humanities and social sciences, including Sociology, more prominently over the last two decades (Rusche and Jason 2011, Justice et al. 2001, Atkinson and Hunt 2008). Strongly student –centered and drawing on the ever-expanding nexus of technology integrative learning, ILP has a potential to improve student success of diverse cohorts by allowing for student autonomy in learning and choice of assessments.
Drawing form an evaluative study of the implementation of ILP towards teaching health sociology, this paper will report on findings of the technology-enabled ILP experiences of students who were enrolled in the unit *Health, Illness and Biomedicine: A Sociological Perspective* in Autumn semesters 2016-2017 at WSU and participated in the research by responding to an online interactive form through the Qualtrics online survey system. The interactive form enabled the collection of both quantitative (14 questions to be responded to on the Likert scale) and qualitative data (8 open-ended questions) related to students' experiences with ILP. The findings indicate that the ILP approach was well received by students and exemplified in the positive feedback from the evaluation study (≥ 70 %), the favourable unit analytics data and more equitable student performance outcomes. For example, during the first year of implementing ILP in said unit in 2016, student cohort performance included 23 % High Distinctionss compared to 3.5 % in 2015 and 7.7 % Passes comparative to 29.3 % in 2015. Drawing from the final results of the evaluative study, this paper will deliver a strong argument for the potency of

the inductive learning approach in the service of a widening participation pedagogy.

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Pre-school Teachers: Profession as a Resource of Social Mobility

Abstract. Actual Russian market of preschool education in comparing to the Soviet period faced not only with workplaces reduction, but also with changes in the structure of the professional group. The post-Soviet period was marked by closure of a large number of kindergartens owned by large enterprises and agencies, to which they are now became a social burden and reduction of pre-school teaching personnel. State employment policy in Soviet Russia in general and preschool education in particular guaranteed stable social status for professional groups. Employment in pre-school education ensured not only stability of income, but also the opportunity to receive free basic social benefits (e.g. health care, education, housing). Soviet educational system practiced measures of graduates from rural areas' involvement in the "pedagogical" profession. Such measures as formal "rural quotas", reduction of passing score, the system of correspondence education were used to increase the chances of graduates from rural areas entering pedagogical vocational education. The changes in the socio-economic system stimulated modifications in professional preferences of citizens and the structure of employees in the pre-school education. Actual Russian pre-school education is represented in large proportion by professionals with «too long» work experience. They are close to or over the retirement age. In the coming years pre-school teachers who chose this profession and started the practice in the USSR, in the period when the level of welfare and social security were provided more by state rather than by the employees themselves, will retire and we would like to understand who will come to replace them?

Sociologists associate the possibility of social and professional growth of employee with the openness of society, the processes of social mobility, its intensity. Equality of opportunity is more often seen in the context of intergenerational changes in access to education and income, and less often to professions. Russian and foreign sociologists agree on the continuing inheritance of social benefits and the use of professional positions as one of the tools of closing, artificial restriction of access to outsiders, non-members of the profession, to certain social benefits.

The research is devoted to the analysis of indicators of the status of a group of preschool teachers. Professional group is considered from the standpoint of intergenerational and geographical mobility of its representatives. The study was organized as part of the project of the analysis of social status and prospects of pre-school teachers in Russia in 3 regions (Moscow, Samara region, Nizhny Novgorod

region). A quota sample was based on the criterion of pre-school teaching work experience. For analysis were selected questionnaires of 347 public kindergartens teachers and 93 teachers of nonpublic kindergartens.

In our opinion, social resources available for accumulation in the beginning of pre-school teacher career are stimulating their prospects of social and territorial mobility. Important trends are associated with "closing" the socio-professional community in the medium and small cities and the outflow of specialists from rural areas. "Closer" of professional communities and the rejection of territorial migration in small and medium-sized cities in Russia, in our opinion, is a reflection of certain elements of the estate social structure existence there. Outflow of pre-school teachers from rural areas begins from the period of vocational education and leads to growth of professional status of specialists.

Keywords: Sociology of professions, sociology of education, preschool teacher, preschool education, social mobility

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Generation use: Consequences of Modern Education for the Future of Russia

Abstract. The article presents an important problem for Russian society - identification of social consequences determined by the inclusion in the Russian economy of a large number of specialists - university graduates who are not motivated to work. The author justifies the relevance of the chosen research topic, formulates the problems, analyzes the work published over the past fifteen years, devoted to the implementation of the state exam, formulates the goal and objectives of the upcoming research, and offers research methods. Of particular interest is the possibility of introducing SNFS (state nominal financial support). As part of the modernization of Russian education for 2001-2010, it was planned to combine state (final) certification of secondary school graduates with entrance examinations to secondary vocational and higher educational institutions - a unified state exam (hereinafter referred to as the Unified State Examination). Based on the results obtained, a graduate of a secondary school was given a state nominal financial support (hereinafter referred to as SNFS), which made it possible to fully or partially pay for tuition at the selected university. According to the author, the introduction of SNFS would reduce the social consequences for unprotected categories of graduates, in particular from the rural population, indigenous peoples of the North, from large families, families of single mothers, etc. who cannot finance their studies. As a result, over the past fifteen years, most graduates have received education and today students continue to study in specialties and areas of training which they were not aiming at professionally, which may cause social contradictions and cause social tension in Russian society.

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Educational Tracks of Russian Youth through Education System (on state statistics 2000-2017)

Abstract. Educational tracks of youth between successive levels of education system, from the basic to the higher one, is an important component of educational mobility processes. Their study on the basis of state statistics in the dynamics of two decades is the objective of the author. She has calculated and analyzed a number of relevant indicators from the website of the Ministry of Education and Science of Russia (which are published since 2014 as raw data) and earlier materials that were officially provided by the Federal State Statistics Service.

The evaluation is focused on the changes in the enrollment in Basic and Secondary Schools (BS, SS) and subsequent distribution of students across educational tracks; enrollment in Secondary Vocational Education (SVE): mid-level specialist (MLSP) and skilled worker programs (SWP), distribution of students across modes of study and educational attainment at admission; enrollment in Higher Education Institutions (HEIs) across modes of study, types of HEI ownership and educational attainment at admission to full-time and part-time classes. The data on the number of relevant age cohorts inform the analysis.

The evolution of educational tracks of youth and dynamics of number of students at all levels of education developed under the influence of the expansion of higher education and the demographic factor: the growth in the number of cohorts of relevant ages' young people until the late 2000s and then their sharp decline.

The first bifurcation of tracks occurs after graduation from BS, and it determines future paths of youth socially more fundamentally than a distribution after graduation from SS. The proportion of youth who, after BS, continued their studies at secondary one, was steadily decreasing (now it is half of the contingent); the share of those enrolled in MLSP has tripled; the share of people going to study in SWP was halved; very few people immediately entered the labor market.

The track "BS – MLSP – HEI" was widely spread, which occurred in response to an introduction to SS in 2009 of the complex state exam, which opens access to HEI. An MLSP diploma allowed to enter higher education without this exam. There was a selection in SS and reduction in the number of students, which led to a significant change in the distribution of graduates: the proportion of students enrolled at HEI increased by 1,5 times and reached ¾, while the share of those who went to SVE decreased to the same extent and equaled 1/5.

Educational tracks leading to higher education are diverse, which is determined by the differentiation of HEIs structure and dynamics of characteristics of learning. Reaching the maximum number of admissions in the late 2000s was largely ensured by the growth of part-time education: its share began to prevail over full-time and only by 2017, full-time studies over part-time one was restored. Applicants for full-time and part-time studies vary greatly according to the level of education they come to HEI. The predominant part of the full-time steadily accounted for graduates of this year's SS. Individuals with the formation of SVE-MLSP prevailed among the part-time (up to 60% today); influx of people with the formation of SVE-SWP increased; the proportion of SS graduates, mainly from previous years, decreased from one third to 1/5. The likelihood of getting a state-funded or self-paying seat also affects educational tracks. The share of private HEIs, generally small, increased by the end of the 2000s, now it has decreased to 1/7 of the admission. The share of self-paying seats in state HEIs has grown (from 2/5 to more than half of admission). In general, almost 2/3 of young people (half before) go to study for a fee.

Keywords: Educational tracks, levels of education

For notes

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