

THE EDUCATION SYSTEM AS A „SOFT POWER” IN THE PREVENTION OF EXTREMIST AND RADICAL TENDENCIES AMONG YOUNG PEOPLE

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Abstract: *The problem of propagation of extremism and radicalism among young people is considered in the article. The education system has a special role of „soft power” in the prevention of radicalism. The authors put forward the hypothesis that the process of preventing radicalism of young people will be effective in managing the process of socialization of young people. The methodology and results of the research are presented. The article reveals a set of pedagogical conditions conducive to the formation of social competence. The structural and functional model of the prevention of radicalism and extremism in the youth environment is shown.*

Keywords: Socialization of youth, the prevention of radicalism, coordinated educational space, educational component, pedagogical support, social competence.

The spread of extremist and radical tendencies among young generation is a problem for the entire international community. Young people are the most vulnerable social group to engage in extremist activities of illegal groups.¹

The strategy of the Russian Federation on combating extremism and terrorism contains legal norms that allow to restrain this phenomenon, but this strategy does not solve the problem.

The position of „hard power” on the part of the government can not effectively influence the process of forming the orientations, attitudes, beliefs of young people and counteract the ideology of terrorism. In recent years, the involvement of young people in the activities of extremist organizations has increased.²

In our opinion, the most effective barrier to the spread of radical movements among young people is the education system as a „soft power”. Such an educational system is able to manage the process of socialization of the younger generation and involve young people in socially meaningful, creative activities, form value orientations, tolerance and right-direction, create conditions for self-realization.

¹ I. A. Maslova, „Features of socialization of adolescents in the educational space of institutions of additional education for children”, in *Bulletin of the Pomor University*, no 7, 2006, pp. 94-98.

² *Ibidem*.

The problem of finding an educational space for the successful socialization of youth, the continuous development of the individual in sociocultural conditions conducive to the prevention of the spread of radical orientations and behavior patterns is relevant in educational organizations.

Education in the modern state is positioned as a socially significant good, carried out in the interests of the individual, society, state. The task of modern education is the transfer of skills, knowledge and the formation of professional competencies. Nowadays, education is a social institution for the socialization of the individual, contributing to its integration into the socio-cultural space.

The educational component is very important in the educational process. The educational component becomes an independent direction, which forms an educational system. The coordinated environment of the educational system will contribute to the spiritual, moral, physical, patriotic, labor education of the younger generation, the formation of value orientations, attitudes and behaviors.

Materials and methods

The study was conducted on the basis of the Orenburg State University at the Faculty of Humanities and Social Sciences with the involvement of the resources of the Orenburg Regional Palace of Children and Youth Creativity. The aim of the study is to theoretically substantiate and experimentally test a set of conditions conducive to the prevention of radicalism among young people.

Hypothesis: the process of preventing radicalism of young people will be effective in implementing a set of pedagogical conditions aimed at managing the process of socialization of young people. Set of pedagogical conditions includes the following processes:

- to form a coordinated space, which fosters the integration of young people into the system of social relations;
- provide pedagogical support of the process of socialization of youth in a coordinated space;
- actualize the motivation for socially significant, creative activity;
- to form personal needs, motivation, positive attitudes towards work, creativity through the recognition of the personal significance of socially useful activities.³

³ Idem, „Pedagogical conditions of socialization of adolescents in the educational space of institutions of additional education for children”, in *Education and self-development*, no.

The study was conducted in stages from 2012 to 2017.

At the first stage (2012-2013), the state of the problem was studied in the scientific literature and practice of educational organizations; the methodology of the research was refined; the key positions of socialization of youth in educational organizations that promote prevention of radicalism among young people were identified; an analysis of the regulatory framework and methodological documentation was conducted.

Basic research methods: analysis of practices of implementing models of prevention of radicalism in educational organizations in the Russian Federation and abroad, studying psychological and pedagogical literature, modeling, diagnostic methods (interview, questioning, interviewing, testing), observational methods (direct, indirect and included observation), ascertaining the experiment.

At the second stage (2014-2015), the work on approbation of the set of conditions was carried out, the structural and functional model of preventing radicalism in the youth environment was developed; the hypothesis was formulated, refined and tested; pedagogical conditions and methods of managing the process of socialization in educational organizations were developed and tested.

Methods of research: forming experiment, questioning, interviewing, testing, observation.

At the third stage (2016-2017), refinement and correction of the diagnostic methods used were carried out; analysis was conducted, and the systematization and statistical processing of the materials and results of the study were carried out, results were summarized, conclusions were formulated.

Methods of research: statistical processing of experimental results, interpretation of data, comparative analysis.

Creation of a coordinated space that is comfortable for the entry of young people into society, focused the attention of researchers on creating an educational environment that integrates the potential of general and complementary education.⁴

2, 2007, pp. 86-93.

⁴ Yu. N. Kulyutkin, G. S. Suhobskaya (eds.), *Modeling of pedagogical situations: Problems of improving the quality and effectiveness of pedagogical teacher training*, Moscow, Pedagogy, 1981, p. 120; F. E. Aboud, *The development of ethnic self-identification and attitudes*, Newbury Park, Children's Ethnic Socialization: Pluralism and Development, 1987, pp. 32-55; T. Parsons, *The Social System*, Glencoe, 1951.

An educating environment is a humanitarian space (education, creativity, creative activity). The basis of the educational environment is humanistic and moral values. Integrity, autonomy, openness are the main characteristics of the educative environment, which influence the successful socialization of young people, the formation of humanistic values and a right-oriented model of behavior.⁵

The educational environment is a wide range of opportunities for the participation of young people in various types of socially significant, creative activity, as well as approbation of the opportunities for young people in social roles and gaining experience. Applied importance of the educational environment is to demonstrate the diversity of the world, the existence of alternative destructive activities of opportunities to young people.

Authors applied the method of immersion in various social relations and situations within the framework of a coordinated educational environment.

A coordinated educational environment included activity-creative content (educational programs and projects aimed at developing legal awareness and socially significant behavior), which were filled with personal meaning. In our opinion, these are the basic components for the successful socialization of young people and the prevention of radical sentiments.⁶

The basic principles of the educational environment are the following: activity, individualization (correction of attitudes, value orientations, behavior patterns), dialogicity, integrity (interrelation of internal motives and factors of the educational environment).

6 parameters, such as coherence, stability, intensity, emotionality, latitude, social activity, were used for the examination of a coordinated

⁵ I. A. Maslova, „Formation of the person-oriented educational environment in institutions of additional education of children during the summer holidays”, in *Pedagogical sciences*, no. 4, 2006, pp. 118-120; M. R. Bananji, D. A. Prentice, *The Self in Social Context. Annual Review of Psychology*, volume 45, 1994, pp. 297-332; T. Parsons, *The Social System*; T. Parsons, R. Bales, *Family: Socialization and Interaction Process*, London, 1956.

⁶ I. A. Maslova, „Development of the personality of a teenager in the vacation period in the educational space of institutions of additional education for children”, in *Proceedings of the Development and self-development of the individual as a subject of educational activity*, Kazan, February 15-16, 2006, pp. 376-381; Idem, „Socio-pedagogical substantiation of the organization of children’s rest during the holidays”, in *Vnesbnkolnik Orenburg*, no. 3, 2005, pp. 20-23; Idem, „Formation of the person-oriented educational environment in institutions of additional education”, pp. 118-120.

educational environment (V. A. Yasvin's method). Quantitative parameters and educational opportunities are shown in Figure 1.

Latitude is a content characteristic that shows the subjects, objects, processes and phenomena involved in a coordinated educational environment. Sustainability is characterized by the ability to „survive” in extreme situations, retaining its essence. Intensity is a dynamic characteristic that shows the degree of saturation of a coordinated educational environment. Emotionality characterizes the ratio of rational and emotional components. Coherence shows the degree of correlation of the influence of a given medium on a person. Social activity is the ability to exteriorize socially useful transformations on the basis of interiorized values, the wealth of spiritual culture manifested in willful acts, behavior, interaction with other people, and creative activity. Social activity is an indicator of the expansion of a coordinated educational environment into the habitat and socially-oriented creative potential.

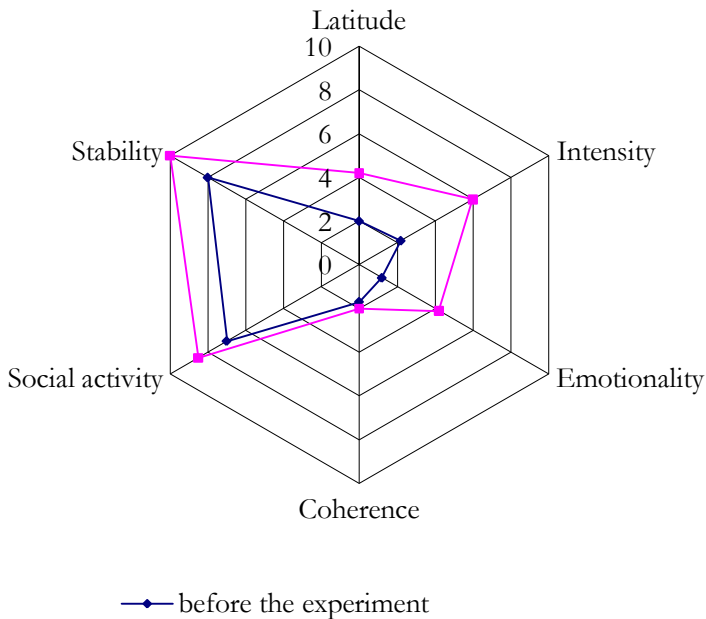


Figure 1: Results of the examination of a coordinated educational environment.

The results obtained showed that the coordinated educational environment has a developing character, contributes to the satisfaction of the individual's needs for self-realization, self-improvement, ensures

the controllability of the socialization process and the prevention of destructive behavior.

Thus, a coordinated educational environment is a potential that can manage the process of socialization of young people. It also serves the prevention of radicalism and extremism in the youth environment and contributes to the preservation and strengthening of the physical, mental, and social health of young people.

The structural and functional model of prevention of radicalism and extremism among young people contributed to the effectiveness of the coordinated educational environment (Appendix 1).

Each stage of socialization of youth in the educational space, aimed at preventing radical attitudes and extremist activities, contains target parameters that allow to present the process in a holistic, systematic way.

The objectives of the motivational target stage are the following:

- formation of the need for self-realization, active life position and implementation in socially significant activity;

- subjective formation of the individual on the basis of assimilation of humanistic values, focus on the right;

- inclusion in socially significant, constructive activity;

- formation of adaptation skills in the society, constructive transformation of the surrounding reality, creative behavior.

The following processes occur at the meaningful-activity stage:

- the possibilities of general and additional education are integrated in the socialization of young people, the formation of attitudes and behavior patterns; the conditions for choosing methods of self-realization are expanded, and the individual program of self-development is stimulated;

- innovative forms of work are applied on the basis of a differentiated approach;

- through the functions of interiorization, exteriorization, active interaction, adaptation takes place in the sociocultural space, successful socialization, the acquisition of social status; there is a sense of satisfaction from constructive, constructive activity;

- there is a process of awareness of the role of man in the socio-cultural space, responsibility for actions;

- there is a consolidation of the skill of free choice of the model of legal behavior; social competence is formed.

Thus, the structural and functional model of prevention of radicalism and extremism in the youth environment is:

-dynamic structure, revealing the way of communication of process states;

-a certain sequence of stages of controllability of the process of socialization, providing qualitative and quantitative changes in the personality;

-the transition from one stage to another is accomplished through the complication of goals and means of personal formation.

The methodological basis of the model is the following approaches: anthropological, personality-activity, culturological, structural, competence.⁷

The orientation of the individual to mastering social roles and the lack of this orientation served in the study as the coefficient of successful inclusion of the individual in social relations.

The presence or absence of this orientation is an indicator of the degree of social activity of the individual.

The main components of the orientation are:

-knowledge of social roles, types of social relations;

-assimilation of humanistic values;

-the perception of „another person” as a social partner;

-comprehension of inner peace and realization of its potential;

-the value of socially significant, constructive activity.

In general, the hypothesis was confirmed, which led to conclusions.

Literature Review

The analysis of philosophical, sociological, psychological and pedagogical works devoted to the practice of prevention of extremism in the youth environment shows that certain theoretical and methodological prerequisites have developed for the solution of this problem. But at the same time, there is a need to develop new approaches to the consideration of conditions and mechanisms for the prevention of extremism.

There are several approaches in the scientific literature that allow us to discover the various causes of extremist behavior: the

⁷ I. A. Maslova, „Pedagogical conditions of socialization of adolescents in the educational space of institutions of additional education for children”, in *Education and self-development*, no. 2, 2007, pp. 86-93; Idem, „Socio-pedagogical substantiation”, pp. 20-23; Idem, „Formation of the person-oriented educational environment in institutions of additional education”, pp. 118-120.

anthropological theory of crime of Sheldon H., Krementer E., Hooton A.; the biological approach of Lambroso C.; psychoanalytic approaches Adorno T., Bassa A., who consider extremism along with other social deviations. The sociocultural approach integrates the scientific achievements of the existing approaches. A conclusion is drawn about the sociocultural nature of contemporary extremism in the works of Arnoldov A. I., Kogan M. S., Mezhuev V. M. et al.

The pedagogical comprehension of the nature of extremism is based on the research of Ananyev B. G., Vygodsky L. S., Rubenstein S. L., who consider the formation of personality in norm and pathology. The role of youth associations in the formation of personality is reflected in the works of Basova N. F., Ermolenko G. V., Ivashchenko G. M. et al. Socio-pedagogical studies of Andreeva G. M., Volkhov A. V., Lisovskoy V. T. are devoted to the study of value orientations of young people. The works of Vasilenko V. I., Korotkova M. V., Sargsyan M. A. is dedicated to the legal solution to the problem of emergence of extremist youth organizations.

The prospect of researching the conditions and mechanisms for the prevention of extremism in the youth environment implies the use of theoretical and practical achievements made in this article.

Results

Today, terrorism and extremism pose a real threat to Russia's national security. The modern education system serves as a „soft power” in the prevention of the spread of radicalism and extremism among the youth. The socialization of youth in the educational organizations (the partnership „*the establishment of additional education and higher education institution*”) is conditioned by the need of society in training young people for productive life in a changing society.

Managed socialization of youth provides a unique experience of social communication and social role tests, participation in socially significant activities (projects, programs etc.) Formed social competence is the result of successful socialization of young people. Social competence is integrative personal education, including knowledge and skills that are formed in the process of socialization. Social competence allows a person to adapt quickly and adequately in society and effectively interact with the social environment.

Analysis of practices and experience led to the conclusion that in the process of socialization of young people, it is necessary to enter the

social environment and the system of social relations by activating socially significant activity. As a result of this process, the assimilation of social experience and the active reproduction of experience through the realization of the functions of goal-forming, internalization, externalization and active interaction take place.

Socializing opportunities of the coordinated educational space of additional and higher education organizations are determined by:

-socio-economic parameters (state order for educational programs in higher education in the discipline „Law”, a high level of teaching, the use of innovative educational technologies);

-social projects in the system of additional education, which allow students to organize leisure activities, meet the needs for self-realization through socially significant activities;

-the ability of the pedagogical collective to create effective conditions that are necessary for the realization of the specified requirements.⁸

The principle of humanistic orientation of upbringing is dominant in the aspect of socialization of a person in a coordinated educational space. This principle provides not only the voluntary nature of participation in educational activity, but also affirms that everyone has confidence in their own abilities, a sense of independence and self-sufficiency as the most important qualities of an adequately (successfully) socialized person.

The structural and functional model of prevention of radicalism and extremism among youth reflects the logic and internal dynamics of the process under study.

Coordinated space allows:

-to organize the necessary conditions for self-realization and adaptation (appropriate level of sanitary and hygienic standards - light, heat, food, medical services, noise level, cleanliness, and competent organization of the daily regime);

-to ensure safety (protection of all participants in the educational process from physical, psychological and social violence);

-to organize communication (attachment and involvement in the group, the creative team, the organization of group reflection in a

⁸ A. N. Basov, *Pedagogical conditions of social tempering of high school students*, Dokt. Diss., Kostroma, p. 26; R. M. Grankina, *The problem of the socialization of high school students in Russian pedagogy and the school of the 60s-80s of the XX century*, Dokt. Diss., Pyatigorsk, 2000, p. 40; I. A. Maslova, „Formation of the person-oriented educational environment in institutions of additional education”, pp. 118-120.

coordinated educational environment).

Thus, a coordinated space is a field of interaction, having a referential significance for the subjects included in it. Coordinated space is characterized by the predominance of a person-centered approach to the activities of participants in the educational process. Also, it affects the emotional-personal and communicative manifestations of its subjects.

Conclusions

The education system has the potential to prevent radical attitudes and behaviors among young people. Managed process of socialization of youth is a mechanism in the prevention of destructive behavior. The result of socialization is social competence. The priority direction in the activity of the teacher is the pedagogical support of socialization.

The pedagogical support is based on the following elements:

- installation of pedagogical workers on the need for pedagogical support of the process of socialization of young people;
- application of democratic style of communication with youth;
- the ability to organize work to include young people in the process of socialization through socially significant activities;
- use of various types, forms and methods of pedagogical support;
- organisation of joint activity of teachers and youth in the process of socialization.⁹

Pedagogical support of the process of socialization of young people, as well as self-actualization and self-realization of young people, contributes to the successful inclusion of young people in social relations.

Analysis of the results of the study showed that a hypothesis is confirmed, the tasks of scientific search are solved, the goal is achieved.

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⁹ V. I. Andreev, *Dialectics of upbringing and self-education of a creative personality*, Kazan, Publ. House of KSU, 1988, p. 238; A. N. Basov, *Pedagogical conditions of social tempering*, p. 115; I. A. Maslova, „Pedagogical conditions of socialization of adolescents in the educational space of institutions of additional education”, pp. 86-93.

Annex 1

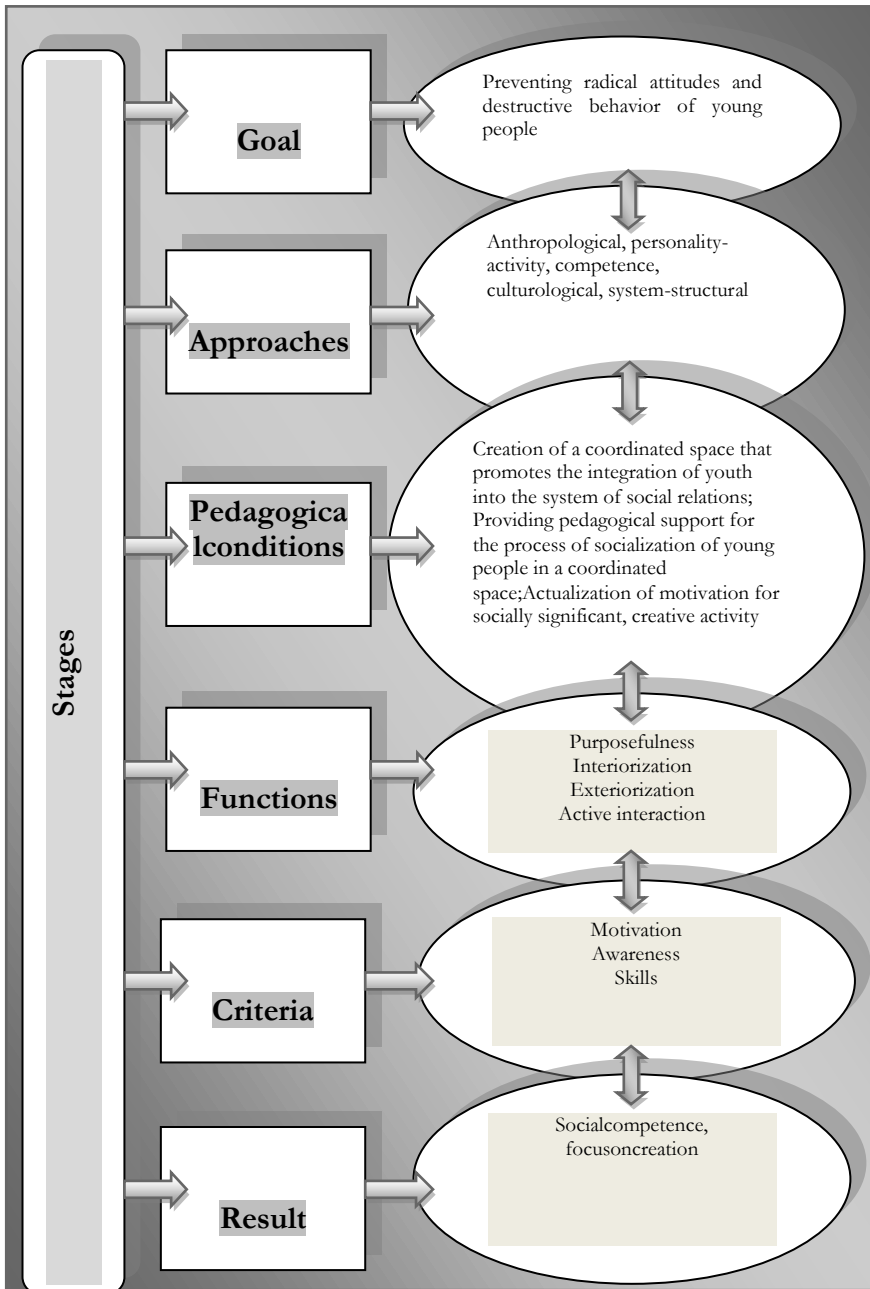


Figure 1: Structural and functional model of prevention of radicalism and extremism among youth

