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TÍTULO: Ámbito educativo y de información como medio para prevenir el extremismo juvenil: aspectos teóricos.

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RESUMEN: La atracción de la generación joven a diferentes tipos de organizaciones y grupos extremistas es uno de los desafíos graves de nuestro tiempo. Este artículo describe la posibilidad de aplicar el llamado “enfoque ambiental” para desarrollar nuevos medios para prevenir el extremismo juvenil. En nuestra opinión, el ámbito educativo y de información especialmente diseñado de una institución educativa tiene un gran potencial pedagógico y un efecto positivo a la personalidad de los estudiantes. Para desarrollar tal ámbito educativo, hemos: 1) resumido la experiencia de los antecesores en el ámbito de la metodología para crear un ámbito educativo y de información; 2) destacado componentes invariantes del ámbito educativo y de información, y 3) destacado las condiciones pedagógicas para formar componentes de tal ámbito.

PALABRAS CLAVES: extremismo, prevención del extremismo juvenil, ámbito educativo y de información.

TITLE: Information-educational environment as means of youth extremism prevention: theoretical aspects.

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ABSTRACT: The attraction of the young generation to different types of extremist organizations and groups is one of the serious challenges of our time. This article describes the possibility of applying the so-called "environmental approach" to develop new means to prevent juvenile extremism. In our opinion, the specially designed educational and information environment of an educational institution has a great pedagogical potential and a positive effect on the personality of the students. To develop such an educational environment, we have: 1) summarized the experience of the predecessors in the field of methodology to create an educational and information environment; 2) outstanding invariant components of the educational and information field, and 3) highlighted the pedagogical conditions to form components of such scope.

KEY WORDS: extremism, youth extremism prevention in an educational institution, information-educational environment.

INTRODUCTION.

Modern global society acknowledges the growth dynamics of extremism manifestation in youth environment. In spite of the fact, that youth extremism is latent in Russia, the country's young generation stands in a peculiar risk group. This can be explained by the presence of various political and social parties and movements, as well as diverse ethnic groups and religious confessions. For this reason, the problem of youth extremism prevention is solved on different levels: from the global

society, state and regional levels to the implementation of preventive measures in educational institutions.

Analyzing the existing measures of youth extremism prevention their multilevel character; obviously, the first level of preventive measures is implemented on the state level. These measures (actions) include:

1) Advancing the regulatory devices, regularizing the interaction of different social groups (political parties, nationalities, ethnic groups, confessions, etc.), prevention of discrimination, extremism, xenophobia and terrorism as well as obeying the laws of hiring personalities belonging to ethnic groups and migrants [1].

2) National-cultural interaction aimed at social adaptation of migrants arriving in the areas with different ethnic factor on the one hand, and at forming tolerant and patient attitude towards them on the other hand. Besides in the framework of the given measures the efforts are taken on studying the “history of the country as a multinational entity, its polyphonic culture and upbringing in the best traditions of interaction and interinfluence of national cultures” [1, c.294].

3) Sustaining the interconfessional harmony which consists of overcoming confrontations, forming tolerant relations between confessional groupings, providing peaceful coexistence of religions and religious unities, organizing cooperation on society disturbing subjects [2].

4) State policy in the field of mass media (mass media of means of youth extremism prevention), that regulates the work of mass media in the area of creating the infosphere as means of mass distribution of patriotic and civil ideas as well as ideas of tolerance and patience, and popularization of universal cultural, peace ethical and moral values.

There is no doubt that state policy in the field of youth extremism prevention is implemented in all the social institutions, i.e. the second level goals. In the framework of the given research, we considered possible variants of implementing the given goals in the system of professional education,

including secondary vocational education. To achieve it we analyzed academic literature as well as educational work plans of secondary vocational institutions.

As a result, it was established that nowadays significant experience in terms of implementation of measures on youth extremism prevention in educational institutions, that is:

- 1) Logic- phenomenological content of the terms “extremism”, “youth extremism” was revealed.
- 2) History-evolutional insight of extremism origin in a youth environment was analyzed.
- 3) Psychological profile of teenagers potentially subject to the influence of extremist-oriented ideas was composed.
- 4) Preventive measures were reasonably revealed and implemented into practice.
- 5) As a rule, youth extremism prevention measures implemented by educational institutions are directed to organizing the multicultural pedagogics and education, forming tolerance and patience towards other ethnic, national groups and religious confessions, forming political, legal and regulatory knowledge as well as to organizing youth leisure activities. We formulated the given measures in a generalized way. Research authors, educational and pedagogical programs plan developers of secondary vocational institutions, specificate and detalize the given measures.

Among the huge variety of implementation of youth extremism prevention measures, we pinpointed the works based on the so-called milieu approach, where the educational environment acts as the means of extremism prevention in youth environment. We made the choice ourselves based on the statement of famous educators S. Dubovitskaya and L. Bekker: “...using the environment as the controlling element in the processes of personality development becomes more challenging. Thus, by changing the environment development in the necessary direction, updating or “subduing” the characteristics of its different, it is possible not only to influence the child and educate him, but also indirectly control him” [3].

Such an environment, according to many scientists “acts as a demotivating factor of the implementation of the child’s needs and demands. It is the main condition of revealing the child’s nature as a person. <...> It (the environment) allows the teacher to find ways of harmonizing relations, softening crisis factors, aggregating even kindergarten children to cultural values; on the basis of these values a person is formed as a humane moral personality and fulfills himself in the world, in creating new values and culture” [4]. Consequently, educational environment as an artificially created complex unit sets an educational goal of influence while “social environment” may influence undeliberately, naturally. Whereas an educator purposefully controls the development [5]. Thus, works by V. Prikhodko [6], T. Ichetkina [7], V. Smirnov [8] and others prove the practicability and efficiency of application of a milieu approach in the field of youth extremism prevention; however, the possibilities of development and introduction of information-educational environment aren’t fully revealed by the authors.

The goal of the research.

With reference to the abovementioned, we formed the research goal: educe the theoretical bases and components of information-educational environment of a secondary vocational institution. The implementation of this goal will allow increasing extremism prevention among young people.

The object of the research is youth extremism prevention in the system of education, while the subject of the research is information-educational environment as means of extremism prevention in the young environment of an educational institution.

Materials and research methods.

For the realization of the desired goal, we used theoretic-empiric research methods, which allowed formulating the generalized conclusions based on the results of the analysis of academic literature as

well as systemizing and processing the quantitative data obtained in the course of the pedagogical experiment.

Thus, for the estimation of information-educational environment application as means of youth extremism prevention we analyzed the academic studies in the field of implementation of milieu approach in pedagogics and didactics. The following was established:

1. Speaking of the understanding the term “information-educational environment” it can be stated that there is no consensus on the content of the term among scientists. The given notion was studied in the works of БЫЛО А. Andreev, А. Ardeev, Р. Vedenneva, М. Goryunova, О. Ilchenko, I. Zakharova, Е. Melnikova and many others. By “information-educational environment” as a rule, we understand the “systematically organized complex of informational, technical ионного, технического, learning and teaching support material inseparably associated with a person as a subject of the educational process” [9].

2. Most researchers studying the possibilities of application of the information-educational environment for the implementation of different psychology-pedagogic and educational goals note that young people obtain significant part of information from the global information space. This information may be presented in an authentic (objective) aspect as well as in a subjective one. That is why the specifically organized information-educational environment must encourage the formation of abilities of an objective choice (selection) of truly authentic information.

3. It is noted, that “the resources of the global information space, information and communication technologies, IT infrastructure become information environment components” [10]. These components interact with each other and influence all the participants of the information space. A person accepts perceives, reinterprets the information obtained from this space and forms his own opinion and world outlook. Therefore, information-educational environment used in pedagogical

goals may be an instrument for forming knowledge, whereas when used in educational goals it may become means of forming culture in different manifestations.

4. Researchers distinguish invariant structural components of information- educational environment (they may have different titles, but single meanings): target, content, processual, controlling-corrective and software technical components. The possibility of interactive cooperation with all the components of the information space allows to promptly influence the personality of the subject of an educational or pedagogical process.

Summarizing the above mentioned, it can be stated that the information-educational environment can be used as one of the effective educational means of extremism prevention in the youth environment of an educational institution. In our opinion to achieve this it is necessary to:

- 1) Fulfill the analysis of pedagogical conditions of implementing the measures of youth extremism prevention distinguished by different authors while specifying goals in the education system (organizing multicultural education and pedagogics, forming tolerance and patience, forming political, legal-regulatory knowledge, organizing leisure activities for young people).
- 2) Specify all the components of the information-educational environment of an educational institution in such a way, that it could maintain functions on extremism prevention.

From our point of view, there can be distinguished two types of implementation of measures of youth extremism prevention among pedagogical measures: content and organization-methodical measures. Content conditions regularize the information component, i.e. they set the knowledge basis for implementing the multicultural education and pedagogics, forming tolerance and patience towards other ethnic national groups and religious confessions, forming political, legal-regulatory knowledge, organizing leisure activities for young people.

Accepting the ideas of T. Kryukova and S. Lisovaya, the given basis can be divided into 2 blocks: “political and historical knowledge”, reflecting cultural values of different social groups and their interrelation and interinfluence in history-political angle; “legal knowledge”, revealing the issues of human rights and liberties as well as civil responsibility for the abuse of these rights and for extremist activity; “spiritual and moral knowledge” which describe moral and ethical norms; “social-psychological knowledge” which allow creating efficient correlation between the members of different groups inside and outside of these groups [11].

In our opinion, the authors missed another knowledge block. It is a pedagogical block, which contains the knowledge of organizing the correlation principles of subjects and objects of educational and pedagogical processes, principles of organizing leisure activity for young people as well as the knowledge of methods and forms of pedagogical activity on extremism prevention in youth environment, particularly in an educational institution, on patriotic and civil education among young generation. Organizational methodical conditions of implementation the youth extremism prevention measures in an educational organization include forms and methods of holding events in youth environment aimed at “forming positive values through a person’s emotional sphere and developing adaptative skills necessary to young people for socializing and overcoming difficulties in life” [12].

Generalizing the obtained results, we can state the coherence between the pedagogical types of conditions promoting extremism prevention among young people and the components of the corresponding information-educational environment (fig. 1).

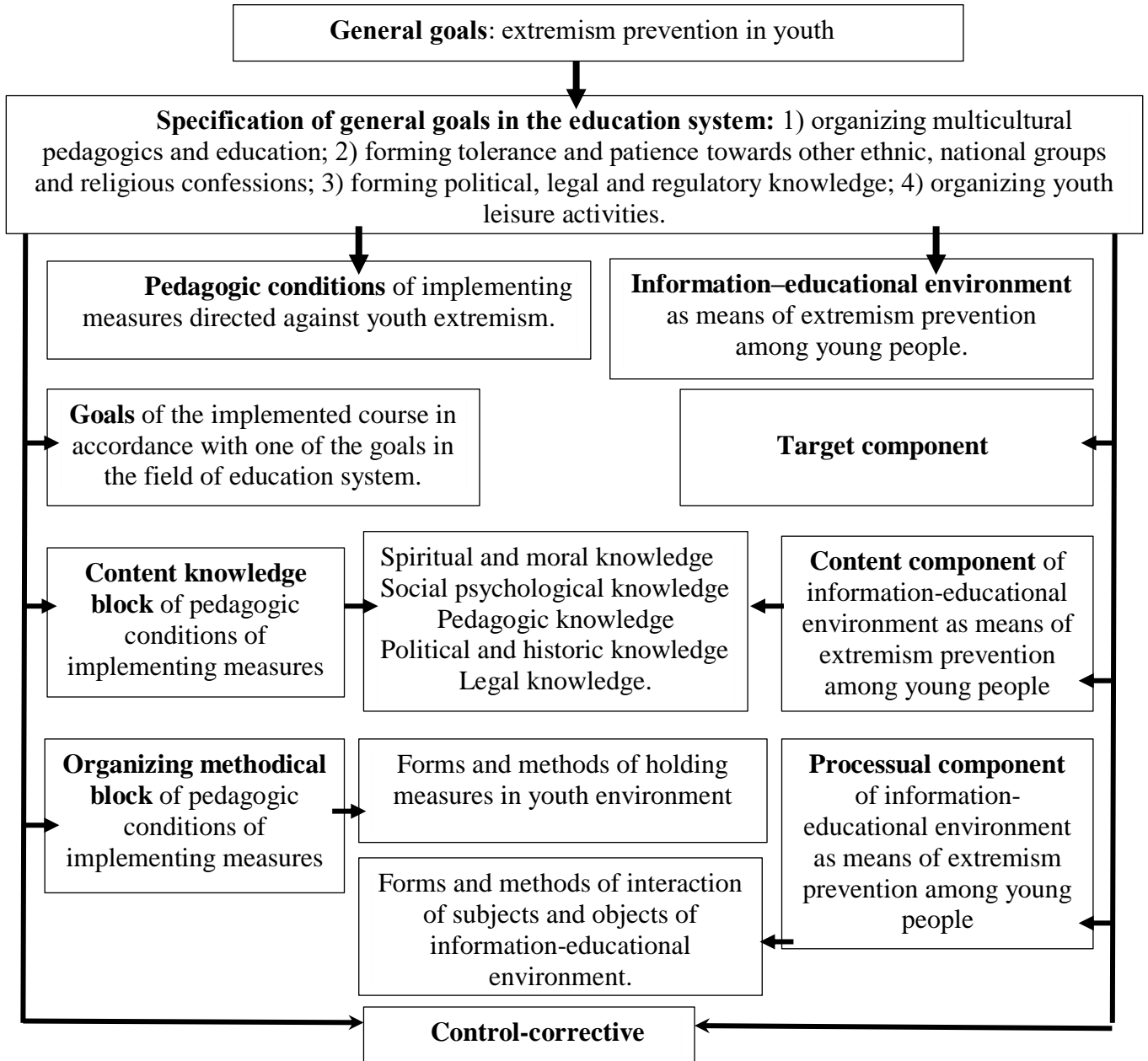


Fig. 1. Comparative presentation of structural components of information-educational environment and types (blocks) of pedagogic conditions for implementing measures on youth extremism prevention.

However, possessing a specific similarity of structure, information-educational environment has a greater education-pedagogic potential. Firstly, pedagogic conditions formed by the authors of the study and implemented in practice are mostly subject to one of the goals on youth extremism prevention, specified in the education system.

Target component of the information-educational environment does not only include all the goals but allows implementing them efficiently. Thus, O. Mirzabekova and S. Makulov proved in their study that information-educational environment might positively influence tolerance formation among students as well as their level of multicultural education [13].

Considering formation of the target component of information-educational environment as means of youth extremism prevention, we believed it possible to apply the researches of educational supervisors and psychologists who state the necessity of including pedagogical, educational and world outlook goals in the given component [12].

For forming pedagogic goals, it is necessary to specify the types of knowledge that should be obtained by the students of secondary vocational institutions as a result of interaction with such an information-educational environment. For forming educational goals, it is necessary to find out which qualities the students should acquire. “In such a case, in the process of acquiring knowledge and skills mentioned in pedagogic and educational goals a person at the same time acquires particular beliefs that characterize world outlook qualities of a personality” [11]. Therefore, the world outlook goal reflects the necessity of preparing students to the “interaction in a specific social space of cultures with equal values and equal rights” [11].

We should specifically focus on the fact that forming beliefs is a long process. That is why involving students in the process of interaction with information-educational environment during the whole period of education in a secondary vocational institution will allow transforming the skills, knowledge and beliefs acquired initially in the framework of preventive activity. These skills, beliefs and knowledge set peculiar behavioral orienting points in the given social-cultural conditions.

Secondly, the content spread of such an environment will allow widening the boundaries of its influence on students of secondary vocational institutions as well as forming skills of objective estimation of the information available in the global information space. Therefore, information-

communication resources included in information-educational environment, to our mind will allow organizing direct work on objective estimation of the information available in the internet and forming skills of resistance to extremism and cyber extremism as well as introducing students to cultural values of various nationalities, nations, religious confessions with the goal of forming multicultural and tolerance.

CONCLUSIONS.

To sum it up, information-educational environment is a complexly influencing object that makes positive impact or purposes of extremism prevention among young people. We proved the given statement as a result of a pedagogic experiment hold in the framework of the given study at experimental platforms of secondary vocational education institutions.

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