

Sociocultural and Educational Spaces of Russia and Mongolia in General and in Particular

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Abstract—Features of the sociocultural, educational spaces and territories of the modern open and transparent world determine conditions for the formation of a worldview, assimilation of knowledge by students and incentives to acquire it, which actualizes the role of the teacher personality as one of the main, but far from the only, guides of knowledge, moral standards and values. This article provides a description of the socio-cultural and educational spaces of such regions of Russia as the Sakha Republic (Yakutia), Moscow and the Moscow region, as well as Mongolia; a comparative analysis of the values and value orientations of teachers and students of pedagogical universities of these countries. The results are obtained on the basis of a generalization of data from a field empirical research on the study of the sociocultural and educational spaces in general and in particular that shape personality, lifestyles, and learning incentives for students in Russia and Mongolia. Conclusions about the differences and similarities of value orientations, attitudes towards social activities and profession, as well as about the fears of current and future teachers of the studied territories are of interest to a wide range of specialists in the field of education and the social and humanitarian sciences related to the formation of the personality and value system of teachers and youth.

Keywords—*teacher, value orientations, sociocultural space, educational space, Mongolia, Russia, Yakutia.*

I. INTRODUCTION

Within the framework of the project “Influence of the sociocultural and environmental background on the ethics and worldview of a modern teacher as a subject of personality formation, lifestyle and innovative thinking of students in Russia and Mongolia” this article has been prepared, and this is one of the main goals to identify the characteristics and general aspects that are typical of sociocultural and educational spaces that form the personality, lifestyle and innovative thinking of students in Russia and Mongolia. This identification is necessary for predicting the development trends of the training system for teachers, specialists in the strategic management of education, the activities of educational organizations focused on new requirements and international educational standards.

The work is based on empirical research methods. To identify the spaces that form personality of the future teachers of Russia and Mongolia in general and in particular, the authors developed a questionnaire containing 7 blocks and 27 questions; identified groups of respondents of the study from selected school teachers, students and teachers of pedagogical universities; organized field

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expeditions to the city of Ulan Bator and administrative entities – aimags (Mongolia), Far North (Russia); questionnaires were conducted in pedagogical universities of Mongolia and the studied regions of Russia.

The total selection of respondents amounted to 975 people, 250 of them are respondents from Mongolia – students and teachers of the Mongolian State University of Education, teachers of rural schools of the Central (Töv Province), Khentii (Khentii Province) and Selenge (Selenge Province) aimags (administrative districts) of Mongolia; 725 Russian respondents: students and teachers of Moscow State Regional University (MSRU), M.K. Ammosov North-Eastern Federal University (NEFU), teachers of the urban district “City of Yakutsk”, rural schools of Tomponsky, Eveno-Bytantaysky, Churapchinsky, Olekminsky, Namsky, Gorny uluses (districts) of the Sakha Republic (Yakutia).

Yakutia, as the largest region of Russia by territory, was not chosen by chance. A vast territory (3103 thousand square km), a small population (964,330 people), its multi-ethnic and multicultural character, stable adherence to the energy-raw material scenario of economic development, and the natural environment vulnerable from the point of view of anthropogenic impact – all these factors determined given choice.

Mongolia is a country of the former “socialist camp” that experienced a post-socialist transformation. Mongolia also occupies a large territory (over 1.5 million sq km). The population of this country is also generally small (more than 3 million people).

Both Yakutia (subject of the Russian Federation) and Mongolia (sovereign state), they tried to find/return a new/old identity, focusing on the idea of “returning” to the “main path” of civilization through the reduction of the “Renaissance” concept in 1990-2000. The main route was understood as a market economy and democratic political institutions (Mikhalev A.V.) [1].

We selected Moscow and the Moscow Region for field research due to the fact that in these regions, as a rule, for the first time in our country, many changes, including value ones, are being introduced and tested, on the one hand. On the other hand, in these regions there is a constant process of population circulation, often of a young age, which makes it possible to understand and present the current value-worldview dynamics.

II. RESEARCH METHODOLOGY

In the context of the topic and content of the presented article, the concept of “fluid modernity” (Z. Bauman) is the

most heuristic [2]. The modern world is characterized by a transition from a dense, rigidly structured state, with a mandatory and shared by people legitimate hierarchy to a more fluid, flexible, optional, network state. "This means that now we are moving from the era of predefined" reference groups "to the era of" universal comparison", in which the goal of a person's efforts to build his life is hopelessly uncertain, not set in advance and can undergo numerous and profound changes before these efforts reached their true completion: that is, the completion of a person's life" (Z. Bauman) [2].

In a dialogue with the modern Lithuanian philosopher L. Donskis, Z. Bauman outlined another important factor, which, from our point of view, complicates the activities of a modern teacher. This is a factor of adiaphorization, that is, the exclusion of almost all aspects of modern life from the sphere of moral evaluation (Bauman Z., Donskis L.) [3]. The technocratic nature of modern approaches to solving absolutely all the tasks facing a modern person paradoxically creates ever new problems for him.

Globalization, characterized as the fourth technological revolution associated with the digitalization of public life, makes modernity even more fluid. Internet is available almost everywhere. He is the main source of knowledge and ideas. One of the results of digitalization, mediation is "an individualized, privatized version of modernity, burdened with interweaving patterns and responsibility for failure, which falls primarily on the shoulders of an individual person" (Z. Bauman) [2].

However, the risks of the "current state" of modernity are that adiaphorization, expressed through sociocultural relativism (everything has a right to exist), lead to the fact that "morality becomes an unnecessary and limiting factor that hinders the choice of actions" (Z. Bauman, Donskis L.) [4]. Therefore, another important basis of our research was the concept of archaization of the society of Doctor of Philosophy Ch.K. Lamazhaa. In her monographs and articles, she formulated the concept of a compensatory, protective archaization function for transforming modern local societies [5].

Strong ethical beliefs of students are traditionally one of the main criteria for the effectiveness of a teacher. And the most important role in this process is played by the teacher, who translates values and value orientations not only and not so much in the learning process, but more so in the upbringing process, in which the person assimilates and accepts moral norms, traditions, accepted rules and behavioral patterns, historical and cultural code, relationships, perception of ways of knowing the world and man. We agree with M. Sultan, reflecting on ethics in general and professional ethics of teachers in particular and determining the leading role of the teacher in the process of forming the personality of the student [6]. According to the author, ethics is applicable primarily to those specialists who are actively working in the field of education [6].

In this regard, the problems of the formation of value orientations and ethical views of teachers are relevant today, since in the modern world education is recognized as one of the main values for a person (E.A. Barakhsanova et al.) [7] and is significant for the sustainable development of society (J. Buchanan) [8]. The main attention in the study of J. Buchanan is given to the ideas of teachers, their role in

education as an area of sustainable development of society [8].

III. RESEARCH RESULTS AND DISCUSSION

A study on the value orientation of future teachers revealed that students of Mongolia and Yakutia (Russia) have Eurasian values (87% and 65%) as the main priority. Students and teachers of central Russia are characterized by the priority of Western values (75%). The priority of Eurasian values prevails among the surveyed teachers and teachers of Yakutia and Mongolia (79% and 88%).

However, the older generation living in rural areas opted for traditionalism, paternalism, stability, family values and ethnic values, characterized as oriental (84%).

Traditionalism in both Yakutia and Mongolia has two meanings: both as a mental adherence to traditions at the level of being, and as a conscious contrast (archaization) of national traditions to the modern (constantly "fluid") state of culture and society. Traditionalism is a kind of defensive reaction to the high speed of social transformation of all areas of public life – politics, economics, education, culture, and social organization due to globalization, digitalization and a change in technological patterns.

Teachers of Mongolia and Yakutia (Russia) maintain ethno-cultural stereotypes of behavior based on their proximity to nature, cultural traditions, and ways of life. In their answers to the question "What types of activities do you do after school/after hours?" Respondents noted: family outdoor recreation; joint hunting, fishing, gathering; various activities related to house maintenance, livestock and animal care. At the same time, the existing socio-economic conditions are changing the mentality of ethnic groups, moving to the adoption of values that meet the globalization processes of the world and a change in technological patterns. When ranking significant values, teachers living in cities, along with the values of family life (respecting and respecting the traditions of their people, traditional food, national clothes and the ability to maintain close ties with relatives and help each other) chose the opportunity to have a comfortable life, use the Internet, modern means of communication, pursuing a career and professional growth, which together comprise Eurasian values.

In addition to the above-mentioned opportunities, respondents from Central Russia prefer to live in beautification, use modern means of communication, and expressed a desire to occupy leading positions, administrative posts, to live/work or travel abroad.

The data obtained are confirmed by the choice of the proposed country of residence. When answering the question "Where would you like to live?" The residents of Central Russia identified mainly the Russian Federation, as well as European countries (Great Britain, Italy, Finland, Sweden, etc.) and the CIS countries (Belarus, Kazakhstan). Residents of Yakutia confirmed Russia as their country of residence and at the same time chose both European (Germany, Italy, Spain, etc.) countries, the USA, and countries of the Asian region (Japan, Korea, China). The inhabitants of Mongolia for the most part chose their own country (60%), then Russia (18%), Korea (9%), the USA (7%), China (5%), only few – European countries (1%).

The study of public activity revealed that 67% of the Russian students surveyed and 72% of Russian teachers and

58% of students and 69% of teachers in Mongolia expressed a desire to participate in public life.

Russian teachers, in general, are quite active in the social life of schools, villages, cities, republics, and countries. City teachers mainly take part in social events of the educational organization, business games and professional competitions held by municipal and regional authorities, and speak at scientific and practical conferences; participate in all-Russian actions “Geographical dictation”, “Ethnographic dictation”, “Cross nation”, “Ski track of Russia” and others. Teachers of rural schools, in addition to participating in school-wide and trade union events, are actively involved in society, since the school is the center of the socio-cultural and educational space village, the center of attraction of all layers and groups of the population. Through the activities of such public organizations as “Women’s Council”, “League of Fathers” of the servant/ulus/republic, the National Public Committee “Russian Family” and others, educators are able to accumulate and translate the values of family education, to form awareness among the younger generation of the role of mother and responsible fatherhood, civic identity.

University students, in addition to student social events outside the classroom, actively participate in scientific and other university events aimed at expanding the training program, such as studying special software products, organizing ability development trainings, and asset schools. At the same time, the ideas of volunteering and the volunteer movement are typical for students of both countries. Students of Moscow State Regional University (MSRU) indicated volunteer work at the 2018 World Cup in Moscow in 2018, as well as work in other volunteer organizations accredited by the university, including charitable organizations. NEFU students are participants in the leader movement of the republic and are composed of 18 pedagogical groups that unite more than 600 counselors, work in children’s camps of various fields every summer, travel to the regions of the republic, organize “communal fees”, “rope courses”, and help in organizing events. Students and teachers are involved in the activities of the Club of Russian Language Lovers at Mongolian State University of Education, which is significant not only in terms of studying or popularizing a foreign (Russian) language, but also in terms of preserving and enhancing the cultural and historical ties between our countries.

Traditionally, higher education in the pedagogical direction is relevant and in demand in regional education and in the whole country. A significant part of the respondents in our countries confirmed their choice of profession (79% in Russia and 88% in Mongolia), of which more than half of Russian respondents again chose a university (68%), in which they received/are receiving a specialty, and Mongolian teachers confirmed the choice of specialty and the choice of university almost completely (96%). At the same time, the attitude to the institution of their choice is important. Thus, the assessment of the readiness of university students to live and work in modern conditions and to adapt to the labor market among Russian respondents is mostly “good”, which is 80%, “excellent” – 15%, “satisfactory” – 5%; among Mongolian respondents, “excellent” – 62%, “good” – 35% and “satisfactory” – 3%. For Russian students of central universities, such components as academic mobility, the ability to study or internship abroad are significant. At the same time, Russian teachers have a single (1%), but still

present, desire to change their occupation to generate more income.

The teachers of Russia and Mongolia are very worried about the threat of unemployment (77% and 82%, respectively), which indicates an unstable economic situation in our countries on the one hand, and teachers’ fears of not meeting the requirements (often overstated) made by the state, employers, on the other. Along with unemployment problems, Russian respondents are more concerned about the threats of terrorism (47%), crime (28%), rising utility tariffs (35%) - these are all problems of modern society, covering socio-political, socio-economic spheres, causing fears and fears of different categories of the country’s population. Teachers of Mongolia are also concerned about the economic crisis in the country (61%) and, as a consequence, the threat of unemployment (82%), which are characteristic of the global economic crisis in general and for countries with a commodity economy in particular. The geopolitical and economic situation in the country affects the mood of the population; nevertheless, the level of patriotic sentiments associated with the patriarchal foundations of Mongolian society, ethno-cultural characteristics and stereotypes of behavior is high.

Over a long historical period, in Mongolia, along with national foundations, the educational system was characterized by the adoption of the Russian model of pedagogical school [9], which remains largely unchanged: pre-school, secondary, vocational, and higher education. At the same time, along with the reform of the economy and other areas of social development, changes in the education system of our countries are subject to training periods (6 years in primary school); organizational and legal forms of education (lyceums, gymnasiums; non-state, private schools / universities); the content of education (reduction of hours for studying the Russian language and increase in hours for studying other foreign languages), etc.

Distinctive features of the sociocultural, educational spaces of one of the northern, Arctic regions of Russia are determined by natural and geographical conditions, traditional types of management, and specific ways of regulating human relations, the environment and nature [10]. In the education system of Yakutia, along with general education schools – complete and ungraded (with low occupancy), the so-called “nomadic” schools are preserved – a special type of general education school adapted to the resettlement route of reindeer herding brigades in the Far North [11]. “Nomadic” schools, on the one hand, fulfill the target component of education - teaching reindeer herders’ children in natural conditions, and on the other hand, contribute to preserving the traditional way of life, such as managing small peoples – reindeer husbandry, forming a worldview based on self-awareness and perception of different ways of understanding the world and man related by relations to the native language, history of the genus, nature.

IV. CONCLUSION

According to the results of the field expedition to Mongolia and to the rural settlements of Yakutia, questionnaires among teachers, students, teachers of Moscow State Regional University, M.K. Ammosov North-Eastern Federal University, Mongolian State University of Education identified general (priority of Eurasian values) and particular (traditionalism, paternalism, stability, ethnocultural

stereotypes of behavior) in the socio-cultural and educational spaces of Russia and Mongolia.

The differences between basic values of teachers of Mongolia, Yakutia, and Central Russia are identified, which must be taken into account when forming the worldview of a modern teacher as a subject of personality formation, lifestyle and innovative thinking of students in Russia and Mongolia.

The presented material can serve as a basis for predicting trends in the development of teacher training systems, as well as for further research in foreign countries with close sociocultural and ecological systems.

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