

Socio-Psychological Health of the Subjects of the Educational Process in the Municipalities of the Altai Republic

G Lizunova^{1,a}, I Taskina^{1,b*}, and N Dolgova^{1,c}

¹ Gorno-Altai State University, 1 Lenkina str., Gorno-Altai 649000 Russia

^aufkz2008@mail.ru, ^b*taskina-i@mail.ru, ^c7589@list.ru

*Corresponding author

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Abstract: The article is devoted to the populations' socio-psychological health as one of the important and relevant issues in the Siberian Federal District of Russia. This problem is discussed both at the state and regional levels, with a particular focus on the Altai Republic. Indicators reflecting the population's socio-psychological health are considered as the socio-psychological consequences of the socio-economic differentiation of the population in the Altai Republic (indigenous peoples particularly). The authors indicate that the socio-psychological health of indigenous peoples, their life, and development are closely related to the adaptation and integration processes in society. The study clearly demonstrates that in order to strengthen the socio-psychological health of the subjects of the educational process, psychologists in all areas should strengthen their work not only with students but also with the teaching staff in key areas. Among such areas, the authors propose to consider the formation of a positive worldview, personal activity, a careful selection of effective ways to achieve goals, as well as personal strategies of behavior.

1. Introduction

Currently, in the process of social modernization and redirecting the vector of social policy of our state towards indigenous peoples (IP), the issue of research on the socio-psychological health of indigenous people as consequences of the socio-economic differentiation of IP in the Altai Republic becomes highly relevant. IP representatives live quite compactly in villages located far from the republican and district centers, with poor roads or their complete absence in the autumn and winter season. As a rule, they live in harsh climates. Among the local population, there are many unemployed. The manifestation of asocial behavior is noted, for example, suicidal behavior, drunkenness, fights, etc. The main occupations of the population that provide material income are the following: housekeeping, livestock raising, hunting, collecting pine nuts, berries, harvesting, and drying medicinal herbs, selling dry horns of deer, roe deer, as well as seasonal tourism, etc. [4]. The series of socio-economic crises have affected the lives of the indigenous peoples of the Altai Republic. The decreasing material wealth, increasing unemployment, decreasing life expectancy are noted everywhere in the region. All these factors increase the social tension of people and give rise to negative consequences of a psychological nature such as loss of self-esteem, depression, insecurity in the future, increased demonstration of deviant behavior by residents [5].

Some branches of scientific knowledge consider health as a system that has negative and positive sides. According to scientists, health is an evolving process. Its development depends on various factors, for example, on social conditions, ecology. Health allows a person to solve problems in the process of his/her life [8]. Almost all studies of human health indicate that health is directly related to the cultural environment in which a person was born and develops, with value orientations of his social environment.

As you know, in the charter of the World Health Organization (1948), health is considered as a state of complete physical, mental, psychological, and social well-being. Research, consideration of the content of these components of general human health, their criteria and development conditions at different age stages, the relationship with the construction of the educational space of a person and the development of society as a whole are both urgent and essential tasks of contemporary science [9]. Psychological health provides a

balance of internal state and external influences on a person, the ability to cope with negative emotional states in the process of life, the formation of a positive worldview, self-realization [3]. Social health characterizes the establishment of a person's relationship with society, the environment. The effectiveness of these relationships affects the formation of goals, motives, development prospects, the desire to fulfill oneself and help others in this. Mental health is called the main part of a person's health. That it provides the relationship between psychological health and social health, this relationship and mutual influence are called synergies.

The following contemporary researchers of various fields of scientific knowledge are interested in studying the spheres of life of indigenous peoples: R. V. Sulyandziga, D. A. Sulyandziga, P. V. Kudryashova, V. I. Kozlov, S. Anthony, M. A. Nikitin, A. A. Maksimov, and etc.; N. V. Ekeev, N. M. Ekeeva, S. P. Surazakova, N. M. Tadina, S. S. Katash, L. I. Sherstova, I. V. Udalova, V. V. Markhinin, A. A. Makhoshev, M. B. Lavryashina, and others. They also investigated the indigenous population of the Altai Mountains. However, the socio-psychological problems of the socio-economic differentiation of the indigenous peoples of the Altai Republic are of interest for scientific research since they are poorly studied.

2. Materials and Methods

The relevance and global nature of this topic led us to study the socio-psychological health of the population in the municipalities of the Altai Republic. In April-May 2015, this work was carried out in 10 municipal districts of the Altai Republic. During the study, 2,000 adolescents being 13-17 years old and 300 teachers aged 20 to 66 were diagnosed. The research purpose was to study the characteristics of socio-psychological health as a consequence of the socio-economic differentiation of the subjects of the educational process in the municipalities of the Altai Republic.

The toolkit used is the following: 1. The Holmes-Rage Method "List of Life Events," adapted by A. M. Prikhozhan [7]. 2. The research technique of basic coping strategies "Indicator of Coping Strategies" was created by D. Amirkhan in 1990 and adapted to research in Russia by N. A. Sirota (1994) and V. M. Yaltonsky (1995) [6]. 3. The Life Orientations Test ("LO") is a version of the "Goal in Life" test by James Crambo and Leonard Makholik, adapted by D. A. Leontiev. The methodology was developed by the authors on the basis of the theory of desire for meaning and logotherapy originally developed by Victor Frankl and aimed at empirical validation of a number of representations of this theory [2]. The reliability of the results obtained is confirmed using measurable criteria such as the Student's t-test, Spearman correlation coefficient.

3. Research Results

Using the methodology "List of Life Events" developed by Holmes-Rage and adapted by A. M. Prikhozhan, students' stress indicators were obtained. Indicators capturing the normal level of stress necessary for adaptation and productive activity, as well as indicators of an uncharacteristic stress state, were obtained in adolescents in Ulagansky (72%; 28%), Kosh-Agachsky (77%; 23%), and Choysky (80%; 20%) areas. Such adolescents are easy to navigate in life situations, have a skill in resolving them, and do not exhibit neurotic behavior. Indicators of increased, easily reversible stress levels are found among students in the Turochaksky district (5.7%), the Ust-Kansky district (3.1%), and the Shebalinsky district (1.5%). As a rule, such adolescents are easily disoriented, getting into difficult life situations, demonstrate neurotic behavior, and can hardly find a solution. Indicators of an increased unadapted stress level, premorbid state are present in Shebalinsky (1.5%) and Ongudaysky (1%) areas. As a rule, these adolescents are maladapted in society, are not able to navigate in a difficult life situation, demonstrate behavior that is close to psychological disturbance.

Studying the basic coping strategies of students by the method of "Indicator of Coping Strategies" by D. Amirkhan, the following results were obtained. Most students, getting into various life situations, are focused on problem-solving, demonstrate the ability to analyze the situation, find a way and skill to do this. This is shown by students from the following areas: Maiminsky, Shebalinsky, Ust-Koksinsky districts. Most of those surveyed in Maiminsky, Ust-Koksinsky, Shebalinsky, Turochaksky, Ongudaysky regions are ready to apply for social support. Such adolescents are focused on resolving problem situations with the help of others, do not have sufficient skills in the self-resolution of problem life situations. A maximum of students is focused on avoiding, avoiding the choice of behavior in difficult cases in the following areas: Maiminsky,

Ust-Kansky, Shebalinsky, Turochaksky, Ongudaysky, Choysky districts. As a rule, such adolescents are disoriented, have difficulties in analyzing the situation, are passive in choosing methods and methods of resolution. The most favorable situation is noted in the following areas: Kosh-Agach, Ust-Kosinsk. The maximum choice by students of a pair of behavioral strategies, “maximum problem resolution – minimum avoidance,” indicates this. One can consider this as an indicator of students' desire and ability to navigate in difficult life situations, to resolve them independently, without turning to others for help, not to go aside when they arise, and the possibility of resolution.

In the Chemalsky district, students find it challenging to resolve life situations independently, are aimed at solving problems with the support of others, not avoiding the current situation. Most students choose a pair of behavioral strategies (“maximum search for social support – minimum avoidance”). An alarming situation appears in Ulagansky, Ust-Kansky, Turochaksky, Choysky areas. Students in these areas showed the maximum choice of a combination of pairs of behavioral strategies “maximum avoidance – minimum problem resolution.” As a rule, such adolescents are not able to navigate effectively in challenging situations, to successfully choose a method, to receive a solution to a problem; they find it difficult to turn to society for support.

Using “The Life Orientations Test” (LO) developed by James Crambo and Leonard Makholik (an adaptation of D. A. Leontiev), the life orientations of teachers in the surveyed areas were determined. The most significant number of teachers over 51 years old live in the Chemalsky, Ongudai districts. The young staff of the teaching staff is represented in the Turochaksky, Choysky, Maiminsky, Ust-Kansky districts. An approximately uniform combination of all age categories is presented in the Kosh-Agach, Shebalinsky, Maiminsky, Ulagansky districts. An analysis of the results of the methodology, which determines the priorities of teachers' life orientations, showed that the majority (more than 80%) of teachers in the Kosh-Agach region have indicators on the scale “Goals in life” that are above average. Points on this scale characterize the presence (high) or absence (low) of landmarks, aspirations for the future, which give life meaning, the importance of implementing the tasks. The largest number of teachers with low scores are present in the Chemalsky, Ulagansky, Turochaksky regions. The test subject with low scores on this scale is characterized by a guideline only for today or only for yesterday.

The percentage distribution of the indicators of the scale “Life Process or Interest and Emotional Richness of Life” is as follows. Most teachers of the Kosh-Agach, Shebalinsky, and Ust-Koksinsky districts have a perception of life as an attractive, emotionally saturated process. The prevalence of low indicators on this scale is typical for teachers of the Chemalsky, Ulagansky, Turochaksky regions. Such people demonstrate dissatisfaction with their real life, but they consider it as not unimportant to turn to the memories of past years. They aim to implement their future plans.

An analysis of the results on the scale “Life Efficiency or Satisfaction with Self-Realization” shows that in the Kosh-Agach district, teachers who give a positive assessment of the years lived and evaluate their productivity prevail. We observe dissatisfaction with the lived part of life among the respondents of the Chemalsky and Ulagansky regions.

Assessments of oneself as a strong personality with freedom of choice, a desire to build one's life following one's aspirations are observed in the Kosh-Agachsky and Ust-Kansky districts. According to the results of the scale “Locus of control-I (I am the master of life),” underestimation of their capabilities, inability to track the course of life events are observed in most teachers of the Chemalsky and Ulagansky regions.

According to the scale “Locus of control-life or controllability of life,” a significant part of teachers in the Kosh-Agach, Shebalinsky, and Ongudaysky regions are convinced of the ability of a person to control their life, manage it, choose solutions. There are also those teachers who believe in the predestination of fate, the impossibility of influencing the course of human actions. A person cannot plan for the future; they consider such actions as pointless. Such indicators attract attention in the Ulagansky, Chemalsky, Ust-Kansky districts.

4. Discussion

Our analysis of the results allows us to outline the characteristics of socio-psychological health as the consequences of socio-economic differentiation of the subjects of the educational process of the municipal regions. The most favorable in all respects is the Kosh-Agachsky region. The administration of the district, the department of education, and the teaching staff of this region should continue maintaining such an environment. In part to work in close interconnection, to improve their professional level, to take care of emotional satisfaction with life, the desire to achieve life goals, self-realization. It is necessary to support the orientation of children on solving problems and difficult life situations. The children of the Maiminsky district are focused on supporting society.

We can assume that they do not have enough skills in independently resolving life situations that they face. This can be explained by the fact that the young composition of the teaching staff, the lack of life and professional experience, as well as the average (undefined) level on all scales of meaningful life orientations of teachers. In the Turochaksky, Chemalsky and Shebalinsky districts, it is necessary to work on the formation of teachers' interest in life, emotional satisfaction, self-confidence, the dependence of their own lives on their own efforts. Positive indicators of teachers are directly related to the psychological state of students who need to form a number of skills. Among them, we would like to notice a few: focusing on resolving problem situations, developing skills for solving them independently, increasing self-confidence, developing a positive attitude to life, and building a positive time perspective. In this case, the children will gain confidence, calm, there will be no increased level of anxiety and increased level of stress; they will not be focused on evading situations.

The same recommendations can be attributed to the Ongudaysky, Ust-Kansky districts. In the Ust-Koksinsky district, we see the desire of children to solve problems, the focus on support for society, the lack of indicators of a high level of stress. Teacher scores attract attention with their low scores on most life orientation scales. Thus, it is necessary to strengthen the work with the teaching staff of the region on the formation of a positive worldview. In the Ulagansky and Choysky districts, during the study, students' indicators indicating an increased level of stress were not identified. But one should pay attention to the identified indicators (in teachers), such as lack of confidence in the future, insecurity in their abilities, capabilities.

5. Conclusion

We consider the indicators of the population's socio-psychological health as the socio-psychological consequences of the socio-economic differentiation of the population of the Altai Republic. And our research mainly concerns the indigenous peoples. Socio-psychological health, as one of the socio-psychological consequences of the socio-economic differentiation of the population, its life, and development, is closely associated with the adaptation and integration processes in society. The results of the study showed the following: the need to strengthen the socio-psychological health of the subjects of the educational process, to strengthen work with students, as well as with the teaching staff, in creating a positive worldview, personal activity, and careful selection of practical ways to achieve goals and strategies of behavior.

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