

УДК 37.014.542:371.6

**ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНАЯ СРЕДА КАК СРЕДСТВО
ПРОФИЛАКТИКИ МОЛОДЕЖНОГО ЭКСТРЕМИЗМА: ТЕОРИЯ И
ПРАКТИКА РЕАЛИЗАЦИИ**

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Аннотация. Проблема профилактики экстремизма является в настоящее время как нельзя актуальной на фоне активизации экстремистки направленных объединений и групп. В настоящее время накоплен значительный опыт в решении проблемы профилактики экстремизма, однако, как показывают данные правоохранительных органов, в последнее время наметилась динамика увеличения численности молодых людей, вовлеченных в подобного рода организации. Поэтому образовательные учреждения, в том числе и среднего профессионального образования, должны принимать активные действия по профилактике молодежного экстремизма в соответствии с запросами времени. Авторы данной статьи, на основе анализа правовой, научно-педагогической литературы разрабатывают модель информационно-образовательной среды как средства профилактики молодежного экстремизма; выделяют и конкретизируют ее компоненты. Полученные в результате реализации модели данные, свидетельствующие о эффективности модели, также представлены в данной статье.

Ключевые слова: профилактика молодежного экстремизма, информационно-образовательная среда средне-профессионального учебного заведения.

**INFORMATION EDUCATIONAL ENVIRONMENT AS MEANS OF
YOUTH EXTREMISM PREVENTION: THEORY AND PRACTICE OF
IMPLEMENTATION**

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Abstract. *Nowadays the problem of extremism prevention is highly vital in the midst of activation of extremism-oriented units and groups. Currently significant experience in solving the problems of extremism prevention has been accumulated; however, as shown by the data of law-enforcement bodies, lately there has been an increase in the number of young people involved in such organizations. Thus educational institutions, including secondary vocational institutions, must take proper actions on youth extremism prevention according to the modern standards. The authors of the given article work out a model of information educational environment as means of youth extremism prevention based on the analysis of legal and educational literature and work out a model with the definition and specification of its components. The data obtained as a result of the implementation of the given model and proving the model efficiency are also presented in the given article.*

Keywords: *youth extremism prevention, information educational environment of secondary vocational institutions.*

Introduction

It is undeniable that the beginning of the 3rd millennium is characterized by the activity of extremism oriented organizations, units and groups. As shown by the statistical data of authoritative world agencies as well as the records of law-enforcement bodies of Russian Federation, there has been noted a significant increase dynamics of crimes related to extremism. Thus, for example, only in Russia the number of terrorists and extremists has grown by 31% in comparison with 2014 and now it comprises 8546 people. Besides, according to the data of regional law enforcement bodies. Besides according to the data of regional law enforcement bodies exemplified by Astrakhan and Tver regions, there can be observed the growth dynamics of delinquencies committed by young people aged 14-22 under “extremist” articles. Obviously, it is the given data that actualized the search of efficient measures of extremism fight and prevention among young people. Russian president Vladimir Putin emphasizes the pressing need of fierce actions of law enforcement bodies towards any manifestations of extremism as well as providing the inevitability of punishment for crimes of such kind. Putin also notes the necessity of strict actions against any signs of extremism and wide implementation of new operative technologies for ensuring order in public places.

Lately vast experience in youth extremism prevention issues has been accumulated. The given type of activity is regulated by regulatory documentation and implemented by state and regional government, social and political movements and unities as well as educational organizations of different levels. Researches in different subject fields are dedicated to the issues of youth extremism prevention. Thus, the analysis of regulatory documentation (Federal Law of August 7, 2000 No. 121-FL “On Ratification of the European Convention on Terrorism Suppression”; Federal Law of February 13, 2001 No. 19-ФЗ “On Ratification of the International Convention for the Suppression of Terrorist Bombings”; Federal Law of July 10, 2002 No. 88-FL “On ratification of the International Convention on the Suppression of Terrorism Financing”; Federal Law of January 10, 2003 No. 3-FL “On Ratification of the Shanghai Convention on the Suppression of Terrorism, Separatism and Extremism”) showed the following. Nowadays there have been worked out and are being implemented international agreements and resolutions, legal acts of state and regional level that define the notion “extremism” and regulate the cooperation of participant countries of the given agreements, law enforcement bodies social organizations and movements in the field of prevention and fight against extremist activity including the field of youth extremism prevention.

Speaking about the researches in the sphere of legal studies and justice in the field of youth extremism prevention (V. Golubovsky, N. Afanasieva, N. Baryshnikova, A. Valeev, S. Sityaev, S. Yarichuk, A. Golovin, T. Aristarkhova

and others), we can state the existence of a significant number of works in the given subject field. In the framework of these researches the content of the notions “extremism” and “youth extremism” is revealed, and regulatory acts are developed. These acts regulate the work of all the interested organizations, governmental bodies, social unities in the field of extremism prevention and opposition in the youth environment.

In pedagogics solving the problem of youth extremism prevention has been reflected in academic studies (S. Marchenko, A. Dokolin, T. Muskhadzhaeva, T. Levkovets, A. Bogdanova, Yu. Shevchenko, T. Kuturga, L. Galeeva, G. Korolyova, A. Zinnatova, T. Kryukov, A. Letunina, M. Chernyak, A. Zhuravkov, V. Vorotnikov and others). The analysis of the given studies showed that their authors see extremism prevention as one of the following activities: 1). fostering readiness for opposition (cyber extremism, ethnicism glorification and others); 2). fostering tolerance; 3). organizing leisure activity for young people; 4). methodic principles (pedagogical conditions) of work with youth social organizations; 5). methodic principles (pedagogical conditions) of work with informal unities; 6). multicultural unity as means of fighting youth extremism; 7). deviant behavior prevention as means of fighting youth extremism prevention; 8). spiritual cultural and value upbringing as means of extremism prevention; 9). educational (upbringing, multicultural) means as means of youth extremism prevention; 10). forming the civic position and patriotic upbringing.

Generalization of regulatory documentation as well as researches in the field of legal law, right and pedagogics allows to form the following conclusions: 1) nowadays there is a pressing need for searching the efficient approaches of extremism prevention in youth environment; 2) there is no united opinion on what is to be understood under “extremism” and whether one should differentiate the notions “extremism” and “extremist activity”; 3) the practice of implementing measures on youth extremism prevention in educational institutions as a rule shows the selective character of the given measures, i.e. only one of the mentioned above directions is applied, while the problem of extremism prevention in youth environment requires complex solution; 4) among the studies there can be distinguished the works that show the efficiency of milieu approach application for solving the given problem, however the possibility of applying the information educational environment as means of youth extremism prevention are still unrevealed nowadays.

The abovementioned allows forming a number of contradictions between:

- The pressing need of youth extremism prevention in secondary vocational institutions against the background of extremist actions growth in the

global universe and the crudity of issues connected to crudity of issues connected to the search of the complex solving of the given problem;

- Between the objectively existing pedagogical potential of information educational environments and its deficient application for the implementation of goals in the field of youth extremism prevention in secondary vocational institutions;

- Between the objective need of creating information educational environment of secondary vocational institutions as means of youth extremism prevention and the crudity of issues of using the balanced combination of milieu approach and resource approach for the given goal.

The relevance of the given study, the insufficiency of its development in pedagogical theory and practice as well as the revealed contradictions, defined the choice of the issue of the study: what are the theoretical bases for the development and the implementation of information educational environment of secondary vocational institutions as means of youth extremism prevention?

Research methodology

For solving the given problem we initially specified the contents of the key notions of the study: “extremism”, “youth extremism”, “youth extremism prevention”. We formulated the following definition of “extremism” on the basis of generalization of notions formed in the regulatory documentations and academic studies in the fields of justice, pedagogics and psychology: extremism is an ideology based on political, ethnic, national, race and religious hatred or antagonism towards a personality, a social group, a nation or a state against the bases of constitutional order and homeland security as well as violation of rights, liberties and legitimate concerns of a person and a citizen. Under extremist activity the following is understood: the activity aimed at fierce, aggressive assertion and intrusion of one’s own actions including violent ones in all the possible manifestations, noted in Federal Law 114 – FL.

As can be seen from the definition, the closest notion expressing the meaning of “extremism” is the notion “ideology”. In our opinion, the application of the given notion is efficient as an ideology reflects the “a set of social ideas, theories, attitudes that reflect and evaluate social reality in terms of the specific interests of certain social groups, parties, classes”[1].

Obviously, the extremists’ ideology is based on extreme and radical views. In turn, the definitions of notions containing such terms as “activity”, “actions” can be referred to the concept of “extremist activity” according to the 1st article of Model law, as they specify the implementation of goals in accordance with the radical ideology.

Such differentiation of the given notions allows speaking about the necessity of extremism prevention as well as the spread of radical ideology prevention in the first place. It is obvious that the reduction of the initial cause won't allow the full "ripening" of extremist activity and realizing into illegal activity (activities) [2].

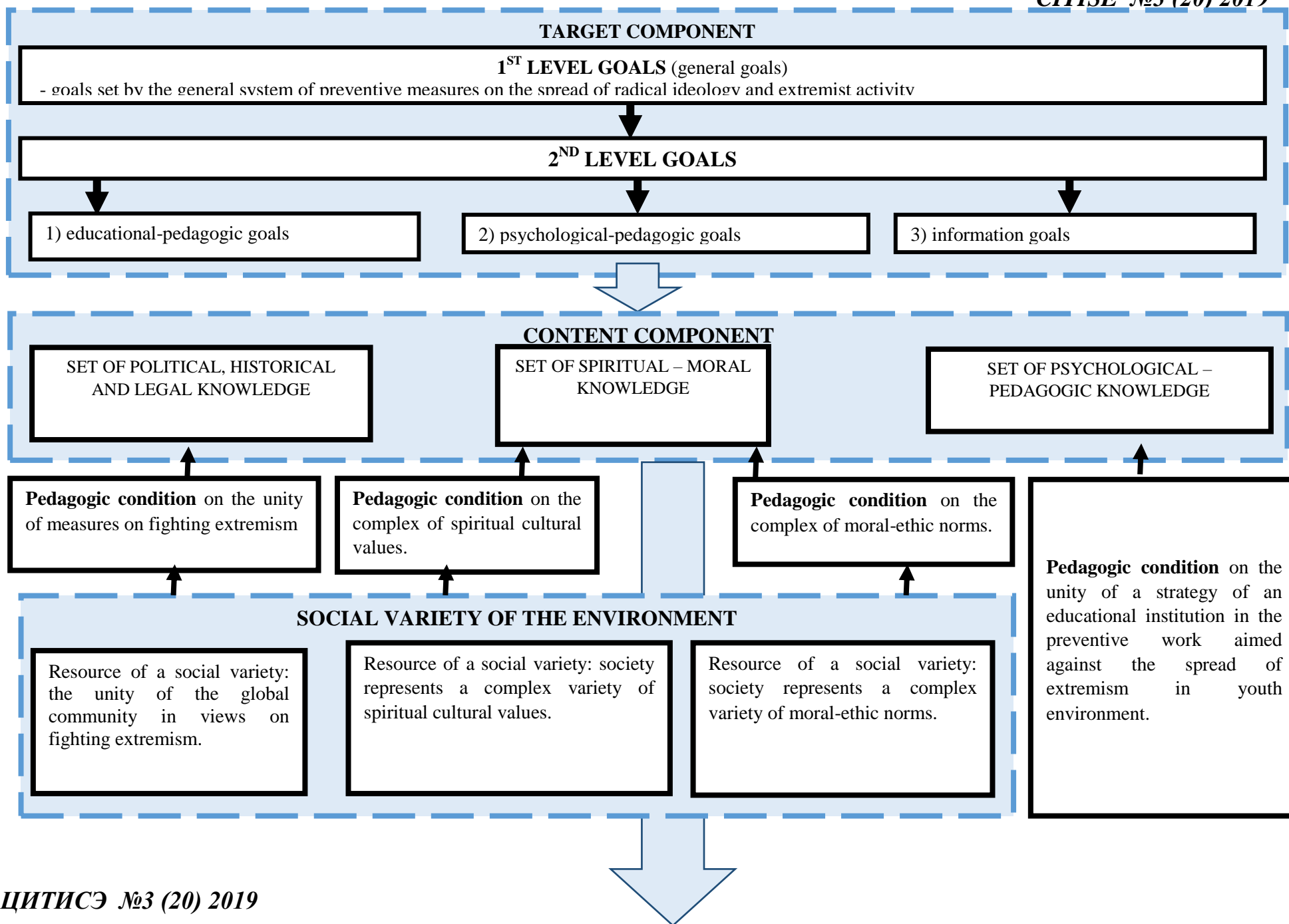
For the developing of information educational environment as means of youth extremism prevention we accomplished a detailed analysis of the accumulated experience in the given subject field (Yu.S. Manuilov[3], V. Slobodchikov[4], V. Yasvin[5] and others), that showed that the artificially created educational environment with the necessary actualized features acts as an efficient object influencing the students. This object may be applied in different educational and pedagogical goals.

Moreover, most researchers distinguish invariant structural components of information educational environment (they may have different names, but the same meaning): target, content, procedural, controlling diagnostic, hardware and software components.

Conceptual approaches to a solution

Using the milieu approach as a theoretical basis of the study, we developed a model of information educational environment of secondary vocational institutions as means of youth extremism prevention. The model contains structural elements (pic). The target component defines a common strategy of preventive activity in secondary vocational institutions. To our mind such strategy is set by the so-called "general goals", i.e. a general idea of a system of preventive measures against the spread of the ideology based on political, ethnic, national or religious hatred in relation to an individual, a social group, a nation or a state and aimed against the bases of constitutional order as well as the violation of human rights, liberties and legal concerns; and measures on extremist activity prevention.

The second level of goals specificates the directions of preventive activity. To our mind among these directions there can be distinguished: 1) educational – pedagogical goals; implementation of these goals is aimed at forming cultural-value orientations of a teenager, forming multicultural outlook and tolerant attitude towards the representatives of different social groups: 2) psychological-educational goals;



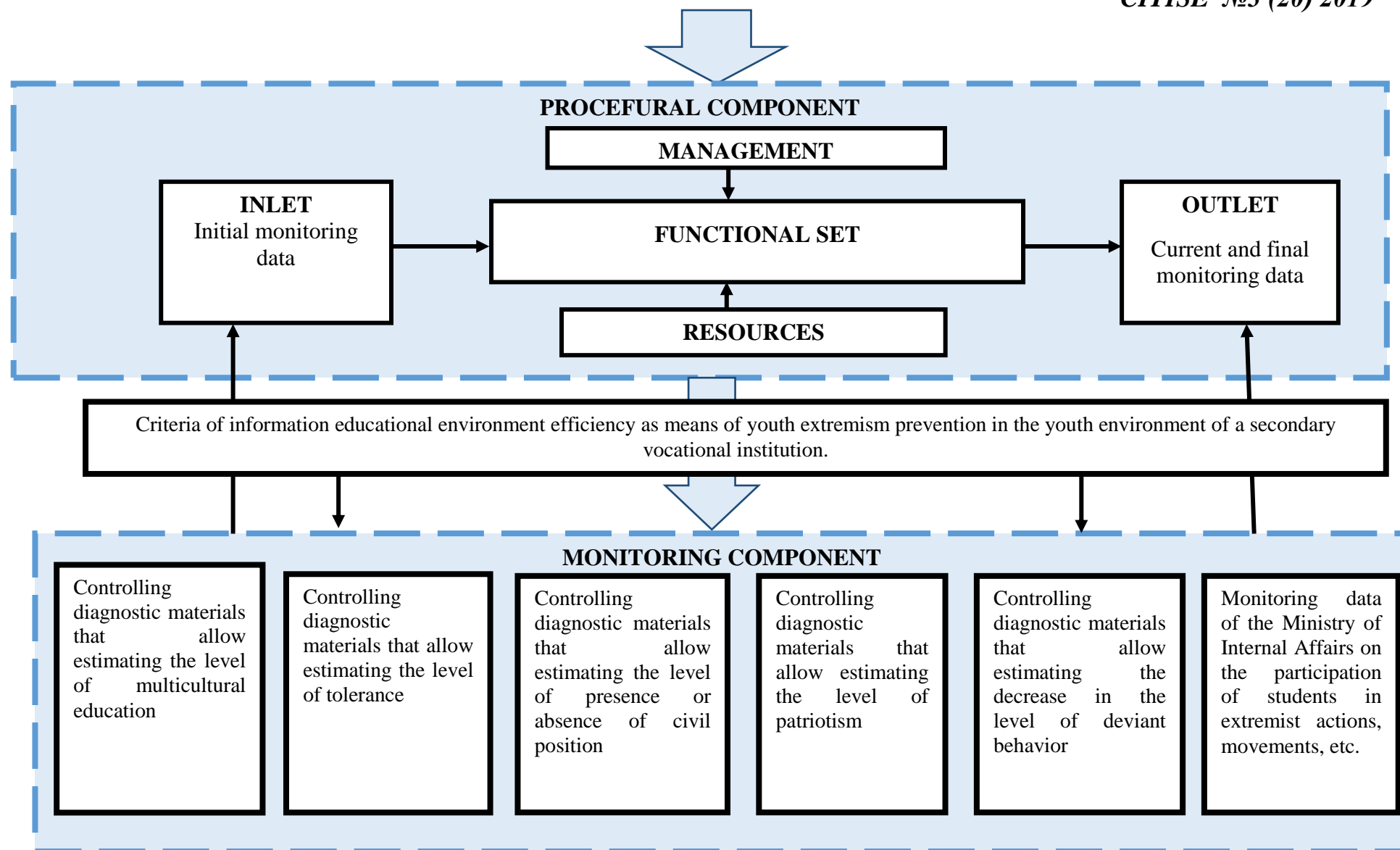


Рис. А model of information educational environment as means of youth extremism prevention

implementation of these goals is aimed at the prevention of deviant behavior of a teenager; 3) information goals that regulate the formation of a personal information educational environment of a teenager.

In turn educational – pedagogical goals (according to different famous specialists in teaching methods and psychologists N. Talyzina[6], S. Anofrikovaa, G. Stefanova[7], O. Mirzabekova[8] and others), include educational, pedagogical, and worldview components. Thus, for detailing the educational component it is necessary to specify what knowledge should be obtained by the students of secondary vocational institutions as a result of interaction with such an information educational environment. For forming pedagogic goals it is necessary to find out, what skills (qualities) students should master. Mastering separate knowledge and skills a teenager comes to specific convictions that characterize the worldview qualities of an individual. It should be noted separately that formation of convictions is a long process, that's why including students into the process of interaction with information-educational environment during all the period of education in a secondary vocational institution will allow transforming the initial knowledge, skills and convictions obtained in the framework of preventive activity. These initial knowledge, skills and convictions set particular behavioral focuses in the given social – cultural conditions.

The content component of an information educational environment is a database of knowledge for the implementation of a complex of measures on extremism комплекса prevention in the youth environment of secondary vocational institutions. It is stated that such a database may be separated into blocks: 1) political and historical knowledge that reflect cultural values of different social groups and their interrelation and interinfluence in a historical – political angle; 2) legal knowledge that reveal the issues of human rights and liberties and issues of civil legal

Liability for violation of these rights and for extremist activity; 3) spiritual and moral knowledge that describe norms of ethics and moral; 4) social-psychological knowledge that allow creating efficient relations between the members of different social groups inside and outside those groups; 5) psychological-pedagogical knowledge that reflect the principles of organizing correlation of subjects and objects of educational and pedagogical processes as well as the principles of organizing leisure activity of young people; methods and forms of pedagogical activity on extremism prevention in youth environment, particularly of an educational institution, on upbringing patriotism and civic consciousness among young generation as well as on regulating the activity on deviant behavior prevention.

For the formation of the given blocks of knowledge of information educational environment content as means of youth extremism prevention we found it in our interest to use the resource approach (V. Voronin[9], V. Lizinsky[10], T.A. Tsesorina[11], V.N. Markov[12] and others). It is obvious, that the revealed resources may set pedagogical conditions for the development of a content component of an information educational environment. We established that the variety of social groups (each of these groups possess a complex of moral-ethical, cultural values) to our mind may present peculiar *resource* of a social environment of a location region of an educational institution and set a pedagogic condition (requirement) for the development of a content component of an information educational environment as means of youth extremism prevention: *a set of knowledge of a content component of an information educational environment as means of extremism prevention in a youth environment of a secondary vocational institution, containing knowledge of spiritual-moral value, must reflect the totality of values of unities and social groups whose representatives are the subjects of an educational environment of a ДОО and a social environment of a location region of a ДОО (no less)*

Simultaneously, taking into consideration the fact of variety of social unities, we can speak about different ways of coordinating actions of members of social groups, communities, stratum and classes, i.e. about the diversification of social norms of interrelation and behavior, which to our mind can be undoubtedly considered a *resource*. The given resource dictates the following pedagogical condition to an information educational environment: *a set of knowledge of a content component of an information educational environment as means of extremism prevention in a youth environment of a secondary vocational institution, containing knowledge of spiritual-moral value, must reflect the totality of social behavioral norms established in different social groups and encourage the formation of a united notion of a community structure and the preservation of its unity.*

Moreover, global community as a variety of states is characterized by a diversity of law principles that regulate measures on extremism prevention and counteractions. This community may represent a particular resource that expresses the unity of social groups' opinions (religions, nationalities, parties and social movements) towards manifestations of extremism in its different forms. In this connection, for the formation of sets of historical, political and legal knowledge, as well as knowledge of the content component of information educational environment as means of extremism prevention in youth environment of a secondary vocational educational institution, the following pedagogical condition must be fulfilled: *legal, historical knowledge and knowledge of political parties as*

social groups, should reflect the unity of measures and attitudes to counteract the spread of extremism in the global space.

We performed the development of a procedural model of an information educational environment as means of youth extremism prevention while sticking to the position of M. Hammer, J. Chumpy [13] that any process represents a “succession of operations at an enterprise (organization, institution) that are aimed at transformation of some incoming information material flows with the purpose of obtaining the necessary results and achieving goals”. The choice of the given position is caused by the possibility to distinguish the main structural elements of a model of a procedural component of the environment. Thus, the model of a procedural component of the information educational environment as means of youth extremism prevention includes the following components:

1. “Inlet”, i.e. the information that is transformed as a result of the process. In the framework of our research the given information includes the results of diagnostic data that allows evaluating, for example the level of tolerance among students, the level of their multicultural education and deviant behavior, quantitative indicators of law enforcement bodies that prove students’ participation in acts and communities of an extremist character.

2. “Outlet” – the component that includes information on the transformed input data, i.e. the monitoring data testifying the changes of diagnostics indicators that were obtained at an initial stage as a result of a practical implementation of an information educational environment as means of extremism prevention.

We should note separately that for realizing the monitoring in order to obtain such data, information educational environment must contain a control-monitoring component, which contains monitoring and diagnostic material in the form of various kinds of questionnaires, tests, questionnaires, etc., that allow obtaining and processing the necessary data. The given material should be formed taking into account the evaluation criteria, for example, the level of tolerance of students, the level of their multicultural education, deviant behavior, etc.

3. “Management” - “describes the purposeful nature of the activity and includes all the permissible control actions (orders, instructions, work specifications, etc.)” [14].

4. “Resources” is a component that includes resources used to achieve the goals of the first and the second level. In our opinion, it is possible to implement the whole range of actions on youth extremism prevention in an educational institution by means of the so-called human resource. For example, such a resource may be considered, firstly, as students and their parents, united by culture, connected by “common life, mutual help, moral responsibility” and forming families with a certain educational potential [15]. Secondly, the teaching staff of an

educational institution. Undoubtedly, it should be noted that the “influence of school on the development of the educational potential of a family” is very limited in terms of, for example, prevention of a deviant behavior, “changes in the educational potential of a family, its financial situation, pedagogical culture of parents, etc. At the same time, the strength and efficiency of educational institutions and teachers lies precisely in the development of their interaction in the direction of cultural values and ethno-orientations of a family as well as upbringing an active civil position and patriotism ” [16, p. 35]. Undoubtedly, the interaction within the framework of information educational environment constituent is only a part of the educational potential of a family as a whole, considered in the framework of our research.

Therefore, the interaction of family and school within the framework of information educational environment as means of extremism prevention may be considered as a resource that should be implemented taking into account the cultural traditions of the society. Then the efforts of a family and school are connected in an integrative unity of goals, evaluations and behavioral norms [16].

5. “Functional set” is the system of actions or the activity on “transformation of the “Inlet” into “Outlet”, pursuing the given goal, established in the “Management” and using available “Resources” for this purpose. It is obvious that such a system of actions may be presented in the form of a plan, for example, on educational work, which includes activities, forms and methods of conducting these activities. It details the work of a full-time psychologist, interaction with representatives of religious community, representatives of ethnic groups, political parties and law enforcement bodies.

The implementation of the developed model of information educational environment as means of youth extremism prevention on the bases of secondary vocational educational institutions of Astrakhan and Torzhok. For the efficiency estimation of information educational environment as means of youth extremism prevention we developed a criterion diagnostic apparatus. Educational, activity, worldview and socio-psychological criteria were distinguished as the main criteria of estimation of information educational environment. The choice of the given criteria was first of all conditioned by the second level goals. Each of the distinguished criteria allows estimating the following: the educational one allows estimating the knowledge on spiritual cultural values of different national ethnical groups presented in the residence region, legal knowledge as well as the knowledge of the unity of methods on fighting the spreading extremist ideologies and counteraction towards extremist actions; activity criterion allows estimating the skills of dialogue building and solving conflict situations, skills of distinguishing texts with extremist ideology using private analysis and key words;

socio-psychological criterion allows estimating the number of students showing deviant behavior and/or inclined to such behavior, the number of parents addressing the psychological pedagogical service of an educational institution, the number of students taking part in extremist actions, protests and others, in comparison with the results of inlet data.

As an estimation basis of the developed criterion apparatus we used test and situational tasks that we developed ourselves as well as famous methods of tolerance estimation (Express-questionnaire “Tolerance index” (G. Soldatova, O. Kravtsova, O. Khukhlaev, L. Shaigerova, questionnaire of communicational tolerance (V. Boiko), revealing inclination to deviant behavior (A. Orel), test “Deviant behavior, its forms and manifestations”, methods of testing the aggression level (G. Lavrentieva, T. Titarenko)).

The received results

Due to the application of the developed criterion diagnostic apparatus, we obtained the data that allows speaking of environment of secondary vocational institutions as of efficient means of youth extremism prevention. The obtained data shows: 1) significant growth of an educational criterion among the students of secondary vocational institutions in the field of spiritual cultural values (from 26,8% to 81,1%) and the unity of methods of fighting the spread of extremist ideologies and suppressing extremist actions (from 12,2% to 78%); 2) negative trend in manifesting deviant behavior among teenagers as well as the number of parents asking for psychological pedagogical advice from the teaching staff of an educational institution.

Conclusion

Thus the information educational environment that we developed is an efficient means of youth extremism prevention and its model may be implemented on the basis of any educational institution.

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