

## **SPECIFICS OF THE INCULTURATION PROCESS OF RUSSIAN STUDENTS IN THE MODERN HIGHER EDUCATION**

© **Svetlana S. Zubareva, Elena G. Zubareva, Galina F. Lemeshko**

*South-Russian Institute of Management of Russian Presidential Academy of National  
Economy and Public Administration; Don State Technical University, Rostov-on-Don,  
Russian Federation*

szubareva@uriu.ranepa.ru, ezubareva@uriu.ranepa.ru,  
galina.lemeshko@mail.ru

The article is devoted to the analysis of the features of mastering the norms of modern social life and Russian culture by a generation of Russian students along with professional competencies. The urgency of addressing the study of the process of inculturation of Russian student youth in the modern educational space of higher education is due to the fact that the specifics of its formation is determined by the transitive state of society, itself and the dynamics of development of the Russian education system sphere. The modern education system playing the role of the production of human resources, is significantly influenced by the digital economy, which is in need of non-standard solutions of production problems. In this regard, methods and technologies from other fields of activity were integrated into the modern educational space to form professional competencies that meet the requirements of innovative development. The purpose of this research is to study the opportunities and risks associated with the education of Russian students and to analyze the social and value aspects of this process. Attention is focused on the analysis of transformations in the axiosphere, first of all, of Russian society, namely the student youth of the 1980s and 2020s, since in these historical periods the transformation of informational reality in historical dynamics was most illustrative. In the course of the study, the differences between the generations of the subjects of the educational process were analyzed, and the key socio-cultural characteristics of student youth that determine their approach to learning were presented. It is shown that being the bearers of digital culture Russian students quickly adapt to the ongoing social and technological transformations and also perceive and share the key values of previous Russian generations.

Key words: digital generation, inculturation; cultural identity, values, electronic culture, information society.

**[С.С. Зубарева, Е.Г. Зубарева, Г.Ф. Лемешко Специфика процесса инкультурации российской студенческой молодежи в современном образовательном пространстве высшей школы]**

Статья посвящена анализу особенностей освоения поколением российской студенческой молодежи наряду с профессиональными компетенциями норм современной социальной жизни и российской культуры. Актуальность обращения к исследованию процесса инкультурации российской студенческой молодежи в современном образовательном пространстве высшей школы обусловлена тем, что специфика её формирования определяется транзитивным состоянием самого общества и динамикой развития сферы российской системы образования. Современная система образования, выполняя роль производства человеческих ресурсов находится под существенным влиянием цифровой экономики, которая испытывает потребность в нестандартных решениях производственных задач. В связи с этим в современное образовательное пространство были интегрированы методы и технологии из других сфер деятельности для формирования профессиональных компетенций, отвечающих требованиям инновационного развития. Цель данного исследования состоит в изучении возможностей и рисков, связанных с обучением российских студентов и в анализе социальных и ценностных аспектов данного процесса. Внимание сосредоточено на анализе преобразований в аксиосфере прежде всего российского общества, а именно студенческой молодежи 1980-х и 2020-х гг., так как в данных исторических периодах наиболее иллюстративно наблюдалось преобразование информационной реальности в исторической динамике. В процессе исследования были проанализированы отличия поколений субъектов образовательного процесса, а также представлены ключевые социокультурные характеристики студенческой молодежи, определяющие их подход к обучению. Показано, что, являясь носителями цифровой культуры, российские студенты быстро адаптируются к происходящим социальным и технологическим трансформациям, а также воспринимают и разделяют ключевые ценности предыдущих российских поколений.

Ключевые слова: цифровое поколение, инкультурация; культурная идентичность, ценности, электронная культура, информационное общество

*Svetlana S. Zubareva – Lecturer, South-Russian Institute of Management of Russian Presidential Academy of National Economy and Public Administration, Rostov-on-Don, Russian Federation.*

*Elena G. Zubareva – Senior lecturer, Don State Technical University, Rostov-on-Don, Russian Federation.*

*Galina F. Lemeshko – Ph.D. of Physical and Mathematical Sciences, Associate Professor, Don State Technical University, Rostov-on-Don, Russian Federation.*

*Зубарева Светлана Сергеевна – преподаватель, Южно-Российский институт управления, филиал Российской академии народного хозяйства и государственной службы при Президенте РФ, г. Ростов-на-Дону, Российская Федерация.*

*Зубарева Елена Геннадьевна – старший преподаватель, Донской государственный технический университет, г. Ростов-на-Дону, Российская Федерация.*

*Лемешко Галина Филипповна – кандидат физико-математических наук, доцент, Донской государственный технический университет, г. Ростов-на-Дону, Российская Федерация.*

## Introduction

The transformation of the modern educational space that arose in Russia as a result of global geopolitical restructuring and changes in the social and economic structure of the country significantly affected the worldview of several generations. The transformation of environmental and humanistic values, new social subjects, communities and a global outlook have emerged under the conditions of the socio-cultural revolution marked by radical economic changes. A generation of people has been formed who can be called carriers of an innovative culture. A special type of worldview and value ideals arose manifested in meaningful life orientations and relationships with other social institutions because "being the core of a person's motivational system, values become a meaning-forming factor in purposeful activity" [3, p. 167].

## Transformation of value orientations of youth generations

Looking through the lens of time at the evolution of a person from the state of "citizen of the USSR" to "citizen of the Russian Federation", we can observe the key changes that have taken place in the value system of young people in the era of socialism and capitalism. Let us consider the dynamics of the value orientations of the generations of youth of the era of the USSR and Russia, compiled on the basis of data from empirical studies conducted by the Institute for Social Research of the USSR Academy of Sciences and the All-Russian Center for the Study of Public Opinion in the 1980s and 2020s:

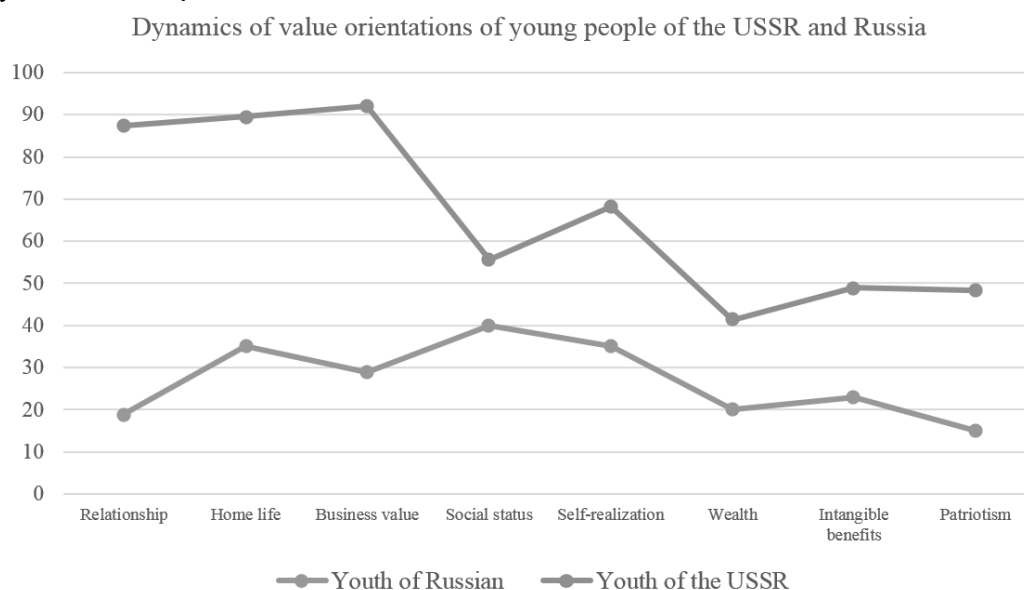


Figure 1

As can be seen from Figure 1, the value system of the Soviet youth included the following values: friendship, the value of labour and creative self-realization, patriotism, i.e. the values of the Soviet youth were associated with "ideological" cultural models [7, p. 960]. As a result of the convergence of Western and authentic Russian culture, a crisis has arisen that has a complex (systemic) character. Under these conditions, a generation of young people of the 21<sup>st</sup> century has formed, which according to the Strauss–Howe generational theory is called the "digital generation". The peculiarity of this socio-demographic group is that they simultaneously experienced the influence of globalization economic, technological and socio-cultural trends. The context of these events led to an exceptional value system dominated by personal value orientations. However, the exclusive system of value orientations, which translates the tendency of modern student youth to individualism, is not the only feature of this generation. They also have certain unique characteristics, expressed in deep involvement in digital technologies and close interaction with communication devices. Significant sociocultural transformations have caused an identification crisis, as well as changes in mass consciousness, adaptation strategies and, in particular, the system of value orientations of Russian youth, which determine development trends on a global scale. As a result, the norms of electronic culture prevail due to technological development has led to changes in the traditional foundations of the social and cultural identification of the individual in accordance with the ideals of the global information space. The current generation of Russian student youth in the system of value orientations has a predominance of such values as social status, business values, the value of family and financial well-being [2, 5895]. At the same time, when analyzing the value system of two generations, certain trends are revealed, for example, spiritual values and the values of family well-being for both generations are of paramount importance, while material values are the least significant.

This circumstance illustrates that despite the changing social conditions, personal identity remains unchanged, the gradual nature of the changes allows you to maintain the basic traditional values of a certain ethnic group, which also explains the similarities among representatives of different generations of the population. Significant differences between generations are observed in relation to work and social status. This phenomenon is due to the fact that in the era of socialism, labor activity meant serving the people, the country and the party in order to bring the era of communism closer, which differs significantly from the values of the capitalist system.

As we can see, the inculturation of modern student youth takes place under the dominance of the fundamental principles of the capitalist system, as well as European values, in truly unique conditions of interaction with the bearers of authentic culture and the value-oriented atmosphere of the new global social space.

### **Cultural and value integration of youth in the educational space of higher education**

In the modern educational space, the process of inculturation of modern student youth occurs simultaneously with training in certain areas of training highly qualified personnel in accordance with international standards. The formal transformation of traditional forms of education was accompanied by a transformation of values, norms, the emergence of new customs, traditions and rituals. Over the past decade, new models and theories of learning have emerged:

- mentoring, which involves the use of mobile devices to maintain communication with mentors through software applications;
- collaborative online learning; game training; group design [4, p. 100].

At present, digital technologies, a key element of electronic culture, play a key role in the learning process of modern students. Let us especially note that electronic culture is the basic foundation of modern world culture, an integral part of all social processes without exception. This is clearly illustrated by the fact that we are currently witnessing an early stage of global interaction driven by new web technologies that use the Internet as a platform or are based on

mobile portable technologies [5, p. 651]. However, the fact that the virtual space determines the construction and positioning of the network identity deserves special attention. At the same time, the virtualization of a person's living space and the processes accompanying it largely determine the specific features inherent in young people. The process of inculturation of Russian youth in the modern digital educational space was accompanied not only by deep involvement in a practice-oriented environment aimed at familiarization with professional culture, but also by interaction with representatives of different generations within the framework of subject-to-subject relations in the learning process.

The noted disagreements in the approach to solving professional problems arising between representatives of different generations, meanwhile, do not exclude the possibility of their self-realization and self-actualization. Thus, we can say that the sociocultural image of the "digital generation" includes a specific type of thinking, high literacy and experience in handling new information and computer technologies, as well as a non-standard approach to solving modern production problems. They are carriers of a unique value system formed in the context of the convergence of Russian and digital cultures of the global space, which determines the speed of their reaction, the ability to multitask and an innovative approach to classical learning, which is currently being transformed to meet the needs of a new generation and in line with the digital "innovative" economy.

### **Digital generation in the projection of vocational education**

At the same time, the electronic culture and the new information space that emerged during the period of global social transformation have become an integral part of the life of modern youth. This also determines the specific nature of generational identity and distinctive value characteristics formed in unprecedented conditions on the border of the real and virtual worlds. The presence of many elements of both cultures in one socio-cultural space has significantly affected the modern Russian student youth, endowing it with a new type of thinking, laying the foundation for specific needs that were not characteristic of previous generations.

The peculiarity of this type of culture is that it is a combination of the results of creativity and communication of people in the context of the introduction of IT technologies [1, p. 34]. And also includes a system of rules of human behavior, which she adheres to when using information and communication technologies [6, p. 212]. We will pay special attention to the components included in its composition:

- rational consumption of information;
- critical thinking;
- digital literacy;
- IT volunteering [8, p. 278].

It is important to note that each of these elements contains a specific message aimed at inducing the subject of the educational process to a specific action. Definitely, the subject included in the modern digital educational space in the learning process needs to look for complete, reliable, relevant, accurate, valuable, understandable, concise information. In addition, he also searches for it on the global Internet and then conducts a critical analysis of the sources of information themselves and the text or any other objects located in the source. If the student has the necessary level of digital literacy, then the amount of time for the process of working with information is noticeably reduced, and the quality of the selection of sources, text and other objects naturally increases. An interesting phenomenon of the era is IT volunteering, which is especially brightly represented in the student environment. In some cases, it is students who are the authors of free digital content, information products of various nature and other similar forms. The most promising direction in the field of IT volunteering seems to be the free placement of a certain type of work performed by students in the course of practical and laboratory classes, as well as additional creative classes. Such work contains a social connotation, firstly, it motivates the student and teacher to solve inventive problems

using non-standard methods, and secondly, it helps to raise the status of the educational organization on the material basis of which the work was performed. During the implementation of such projects, it is especially important that students independently improve their digital skills, which they need to build their individual career development trajectory. Thus, the virtual space provides an opportunity for self-realization through simulacration and participation in social processes similar to those occurring in the real world.

### Conclusion

Summarizing the above, we come to the following conclusions. At the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries during the period of progressive processes of globalization, there were significant changes in the structure of public consciousness. On the one hand, the cultural and value impact of international integration has led to changes in the value system of society and the value orientations of the population on a global scale. As a result of the convergence of Western and authentic cultures, a crisis has arisen in the value-oriented atmosphere of the new global social space. On the other hand, the emergence of an electronic culture containing new values and meanings of a person's being significantly affected the formation of certain patterns of interaction with the environment and personality-oriented meanings of social subjects. Naturally, the transformation took place in the modern educational space, which is already defined as digital. New forms and methods of teaching the modern generation of Russian students allow them to develop digital skills and competencies necessary for highly qualified personnel who carry out their professional activities in the digital economy. At the same time, in the learning process, there is a continuity of values of generations of scientists and teachers-practitioners, new professional values and values of electronic culture are instilled.

### References

1. *Baeva L.V.* Existential and ethical values in an information era. *Journal of Human Values*. 2014. No. 1. pp. 33-43.
2. *Ereshchenko M.V., Zubareva E., Zubareva S.* Academic training with the use of social media: cross-system analysis. 13th International Technology, Education and Development Conference (INTED2019). 2019. pp. 5895-5899.
3. *Rudenko A.M.* Socio-social values of the meaningful life intentionality of human existence. *Economic and Humanitarian Studies of the Regions*. 2012. No. 3. pp. 165-172.
4. *Savin-Baden M., Burden D.* Digital immortality and virtual humans. *Postdigital Science and Education*. 2018. No. 1(1). p. 123.
5. *Tzapchiyan R.M., Ereshchenko M.V., Shapovalova E.Y., Rogacheva T.D.* The success criterion of a communicative act. 5th International multidisciplinary scientific conference on social sciences and arts sgem. 2018. pp. 651-656.
6. *Zavala M., Golden N.A.* Prefiguring alternative worlds: Organic critical literacies and socio-cultural revolutions. *Knowledge Cultures*. 2016. No. 4(6). pp. 207-227.
7. *Zubareva S.* Socio-cultural identity of the digital generation in the 21<sup>st</sup> century: cultural and philosophical analysis. *Lecture notes in networks and systems*. 2020. No. 131. pp. 960-968.
8. *Zubareva S., Zubareva, E., Pazina, L.* Identification of Students' Professional Competence Based on Big Data and Digital Footprints Based on Big Data Analytics and E-proctoring System. 2nd International Conference on Technology Enhanced Learning in Higher Education (TELE). 2022. pp. 277-280.