

Artículo de investigación

Study of the phenomenon of the youth subculture and its place in the cultural and educational environment of the Russian higher education institution**Исследование феномена молодёжной субкультуры и её места в культурно-образовательной среде российского вуза**

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Abstract

The article considers the youth subculture from the position of its place in the cultural and educational environment on the example of universities in Tyumen. The authors concluded that the concept of subculture accumulates a certain system of values and attitudes inherent in this or that isolated social community, as well as their ways of behavior and life styles. In the process of analysis it was determined that there was a positive attitude towards youth subcultures in universities. At the same time, the educational environment of universities is not always able to accept the diversity of youth subcultures. In this regard, the authors proposed some areas of interaction between universities and youth subcultures - the introduction of trendy elective courses in the educational space, the development of technical creativity through the maker culture, strengthening the health of students through the introduction of sports subcultures, etc.

Key words: Subculture, youth, youth subcultures, cultural and educational environment, university, role, place, personality, formation, influence.

Аннотация

В статье рассматривается молодёжная субкультура с позиции её места в культурно-образовательной среде на примере вузов г.Тюмени. Авторами был сделан вывод, что понятие субкультура аккумулирует в себе определенную систему ценностей и установок, присущих той или иной обособленной социальной общности, а также способов их поведения и жизненных стилей. В процессе анализа было определено, что в вузах бытует положительное отношение к молодёжным субкультурам. В тоже время образовательная среда вузов не всегда способна принять многообразие молодёжных субкультур. В связи с этим авторами предложены некоторые направления взаимодействия вузов с молодёжными субкультурами – внедрение в образовательное пространство трендовых элективных курсов, развитие технического творчества через культуру мейкерства, укрепление здоровья студенческой молодежи через внедрение спортивных субкультур и др.

Ключевые слова: субкультура, молодёжь, молодёжные субкультуры, культурно-образовательная среда, вуз, роль, место, личность, становление, влияние.

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Introduction

The new millennium was marked not only by a change of ideological course in many countries, including Russia, but also by a change and development of cultural traditions of society. The flagship of change at all times is young people, who extrapolate the social changes taking place to their conceptual level. The globalization of the information and communication space and the rapid development of information technologies have contributed to the rapid spread of the youth subculture movement across the world. The crisis of social institutions (M.V. Morev, V.I. Popova, 2010) is also considered by some authors to be the factors of its spread; the rejection of the established social foundations, values of the adult world and the protest against them, the search for oneself and one's place in society, typical for the young generation, are the basis for the formation of subcultures. At the same time, the scale of social-economic, ideological, and political transformations in the society increases the tendency of informal youth groups formation (A.I. Kravchenko, 2004).

Thus, the urgency of the research theme is conditioned by the appearance in the modern world of a significant number of various youth subcultures, which have a different impact on the formation of worldviews, attitudes, social attitudes, preferences of young people. The norms of behavior formed in the subcultural environment, personal orientations are transferred into the surrounding space and to a certain extent reflected on it and in it. At the same time, young people are not locked into the chosen community. Young people, looking for their path and place in society, are aimed at understanding new knowledge, skills, development and formation of competencies in educational institutions of various types bring their various subcultural attitudes to the educational environment. In this regard, the issue of the place and role of youth subcultures in the cultural and educational environment of a modern educational institution is being updated.

Theoretical basis for research

The period of appearance of the "subculture" term is considered the 30s of the twentieth century. Its author is the American sociologist Theodor Roszak (Th. Roszak, 1969), who considered the subculture to be a kind of "cultural system of coordinates" developed in a certain society for orientation in a complex and controversial world. According to his

interpretation, the subcultures produced by different communities not only characterize but also describe them in a holistic and multifaceted way.

The subculture is also seen as the norms and values of a particular group that differ from the socially accepted system of values of a large community/dominant culture (M. Break, 1985), (N. Smelser, 1990), (D. Light, S. Keller, K. Calhoun, 1994). In this section, the authors point out that this commonality of goals and norms leads to the development and maintenance of a common lifestyle, often different from that of a large community. Carriers of subcultures contrast with the traditional common culture. At the same time, D. Hebdidge argued that subcultures were dependent on the dominant culture for their feebleness and powerlessness (D. Hebdidge, 1979).

The subculture, as a system of knowledge and expression developed by a group in their collective attempts to come to terms with the contradictions of their specific social status, was considered by J. Murdoch (G. Murdoch, 1997). He stated that the subculture, as well as the dominant culture, is characterized by common cultural universals (traits) inherent to all cultures - language, rituals, joint activities, rules of relations, etc.

Some authors consider the subculture as a "sole searching" and a "world for the self", containing a certain set of qualities and peculiar features of consciousness and behavior inherent only in this community (V.P. Klyueva, O.Yu. Lobanova, 2009), (L.M. Herrera, 2011), (A.B. Parichuk, 2012).

The conducted literary analysis allowed the authors to systematize their interpretations of the "subculture" concept, highlighting their distinctive features (Figure 1). From the above, we can conclude that the concept of subculture accumulates a certain system of values and attitudes inherent in a particular isolated social community, as well as their modes of behavior and lifestyles. The subculture is a special form of organization of people within the dominant culture in the form of an autonomous holistic education that defines the way of life and thinking style of its bearers and is distinguished by its inherent customs, norms of behavior and complex of values.







R. Benedict (1938)		social differentiation as a result of the division of labor, industrialization, changing the structure of free time, increasing the student phase, etc.
D. Clark, S. Hall, T. Jefferson, B. Roberts (1976)		community of interest, specificity of activity, occupied territory
G. Marcuse (1994)		dissent against the traditional social order
H.Y. Kerner (1998)		entities (structural and functional) that distinguish persons belonging to subcultures from other members of society and show a sense of community
N.G. Baghdasaryan (1999)		cultural subsystem in an accepted culture
Z.V. Sikevich. (1996), D.V. Kataev (2006)		certain system of values and norms of behaviour, morality, etc., which distinguishes the group from most societies

Figure 1. Distinctive traits in interpreting the "subculture"* term
*summed up by the authors themselves

Most researchers attribute the emergence of the "youth subculture" concept to the need for socio-cultural differentiation of the society and the emergence of the need to study how exactly the selection of basic values takes place in this or that society (association).

S. Eisenstadt thinks that the "youth subculture" phenomenon, is directly linked to irreversible processes taking place in industrial society, where children are "removed" from their families to be prepared for success in another social system. According to his vision, it is youth subcultures that are the necessary link to ensure the transition of young people into "the formal bureaucratic structures of society" (S. Eisenstadt, 1999).

The youth subculture as a "distorted mirror of the adult world of things, relationships and values" is considered by V.T. Lisovsky (V.T. Lisovsky, 2000). He also states that young people's participation in a particular subculture can serve as a basis for the young generation's self-

realization, while the adult world cannot guarantee it due to the constant decline in their cultural level. Thus, youth subcultures perform the function of socialization, which facilitates the entry of young people into the system of social norms, rules, values, etc. T.G. Krapotina highlights the constructive and creative function because of the direct involvement of youth subcultures in the life of society, defining the image and forms of youth development (T.G. Krapotina, 2015).

It can be concluded that modern researchers interpret the concept of "youth subculture" as both a driving condition for the development of society and as a factor in determining the size, level and degree of spiritual and moral development of modern youth, their social maturity, health and quality of life.

At the same time, the research into the role and place of youth subculture in the cultural and educational environment of the educational institution has not yet found a comprehensive and

systematic mapping. Some questions of the development of youth subcultures abroad and application of positive foreign experience in domestic pedagogical practice found the reflection in works of I.S. Bessarabova, E.A. Glebova, N.E. Vorobiev (I.S. Bessarabova, E.A. Glebova, N.E. Vorobiev, 2014). The consideration of youth subculture as a way of social self-determination in the student environment can be found in the works of A.A. Rusanov (A.A. Rusanova, 2012). The establishment of the importance of the education system in the formation of the subjective position of a student in the space of youth subculture can be found in the works of L.G. Vakhitova and L.V. Mosienko (L.G. Vakhitova, L.V. Mosienko, 2011). Thus, studying the place of youth subcultures in the cultural and educational environment on the example of Russian universities will not only complement the existing system of scientific knowledge about the "youth subculture" phenomenon, but will be the basis for the formation of understanding of the importance of the "university - youth subculture" interaction.

Methods

Methodological difficulties associated with the study of the phenomenon of the youth subculture and its place in the cultural and educational environment of the Russian higher education institution are due to the presence in the scientific discourse of different ideas about the place of youth subcultures in the dominant culture, the degree of its transformational impact on the values, norms, etc. of the young generation. Often the youth subculture is considered only as a leisure activity (A. Yu. Losinskaya, E.V. Kichuk 2016). The youth subculture is also seen as a necessary reality that should only be studied, as it provides an opportunity to gain knowledge about the peculiarities of communication in youth environment, models of their interaction with each other and with the older generation. The study of youth subcultures also helps to understand the cultural norms, values and attitudes of a particular youth group. This forms an understanding of how to involve young people in social processes and to form their active citizenship. At the same time, most researchers agree on the vision that the youth subculture forms a sustainable value system. And the development of society as a whole depends on what values young generations will have.

Issues of the place of youth subcultures in the cultural and educational environment of the university remain poorly studied due to the

specifics of educational activities of modern Russian universities.

In order to study this issue, we used various methods of scientific cognition:

1. The use of the analysis made it possible to separate the object under study from its components, properties and features. The synthesis allowed obtaining new knowledge by combining the obtained data into a single system;
2. The observation made it possible to collect information, form and record the places of youth subcultures in the cultural and educational environment of the university; the collected data served as a basis for checking the hypothesis, as well as for interpreting the results, identifying significant and insignificant facts;
3. The content analysis (analysis of documents, media publications, Internet portals, websites, literary sources on the research problem, including foreign ones) made it possible to carry out a subsequent substantial interpretation of the regularities revealed;
4. The survey provided initial sociological information.

The research was conducted through a survey of respondents through an electronic survey on the vk.com social network. 620 full-time and part-time students of Tyumen Industrial University, Tyumen State University and State Agrarian University of North Ural took part in the survey. The survey was conducted to study youth subcultures and their place in the cultural and educational environment of the Russian university.

Results

Youth subcultures are directly related to the lives of young people starting from the school bench. Even at school, children begin to observe a variety of different youth currents among middle and high schools. The external society is heavily influenced by the preferences given to a particular subculture. In today's information society, the Internet also makes a contribution (Kolesnik E.A., Stepanov V.G., 2019). Over time, some begin to wonder for themselves about their direction, and during the transition period, they may choose a particular subculture.

Each individual subculture has its own history, but what do we know about the origin of this

phenomenon? Figure 2 shows some of the reasons for the formation of youth subcultures in

society, highlighted by foreign and domestic researchers.

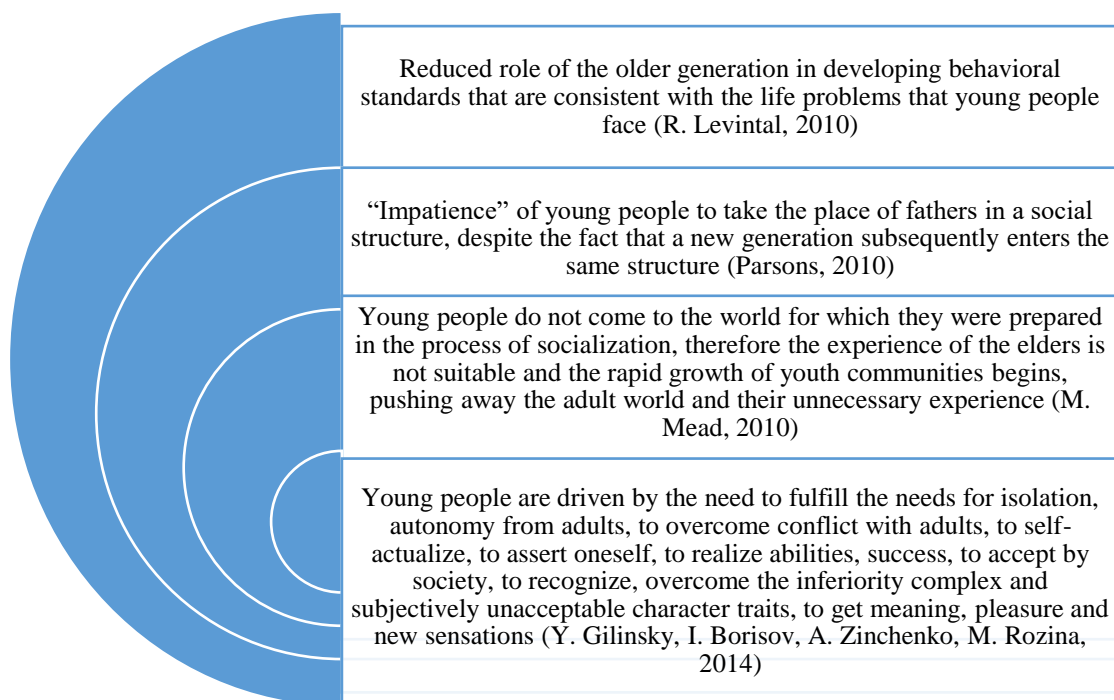


Figure 2. Some of the reasons for the formation of youth subcultures in society*
*summed up by the authors themselves

The entry, acceptance and adaptation of young people into the real world is not a simple process; it requires comprehensive additional support and assistance. The help of adults is globally rejected by young people. Therefore, those tasks are often performed by a group of peers, like-minded people. This helps people organize themselves and learn new roles. Family, school, college,

university, traditional society can not always give a young person the necessary social orientation, so he or she is looking for it in another social system. Such systems include youth subcultures. Our research showed the difference in modern youth's understanding of the "youth subculture" phenomenon (Figure 3).

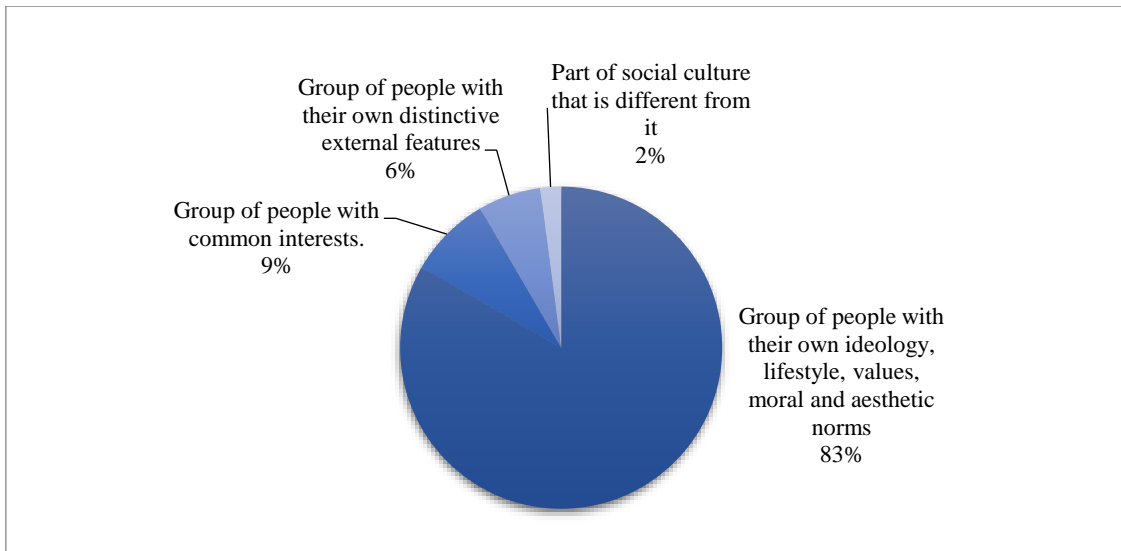


Figure 3. Young people's (age 18-35) understanding of the "youth subculture"* concept
*according to the author's research

Youth cultures existing in modern society can be described as heterogeneous in their cultural components. Its participants must adhere to a certain style, which is implemented in communication, symbolism, conversational speech, musical hobbies, fashion, certain lifestyle and behavior, attributes, etc.

The research conducted among student youth in Tyumen has shown that modern youth, identifying themselves as a certain subculture, is guided by the need to "find themselves" (41.7%) and to find like-minded people, people with a common view of the surrounding reality (29.2%). The desire to stand out among peers (12.5%) and to escape from the surrounding society (6.3%) is also important (Figure 4).

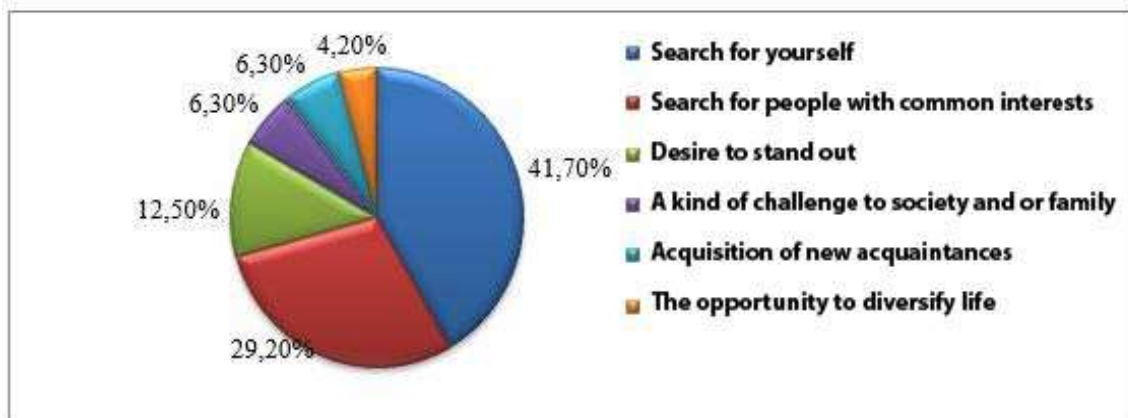


Figure 4. Results of respondents' answer to the question: "What is the main reason for your joining a youth subculture in the first place?"*
*according to the author's research

On the basis of the presented information, it can be concluded that there is a positive attitude to youth subcultures among the students of Tyumen

universities, while only 15% of those surveyed attributed themselves to the representatives of the subculture. The respondents agreed that the subculture is an opportunity to prove themselves, to find new friends and associates, it provides

interesting communication and entertainment, an opportunity to find people with similar interests. They also note the cohesion and organization of youth subcultures. Belonging to a subculture allows you to change your way of life, to stand out from the "grey mass" of people.

At the same time, 4.2% of respondents expressed their belief that youth subcultures are dangerous, 6.2% - most of them are dangerous, 43.7% believe that the lesser part of them are dangerous. At the same time, no detailed answers were provided by the respondents.

At the same time, the educational environment of universities is a set of educational, socio-cultural, as well as specially organized psychological and pedagogical conditions, as a result of the interaction of which the formation of future specialists takes place, raising their intellectual level and emotional development. At the same time, its main task is to provide opportunities for

the self-development of the student's personality and the student's professional development. Due to the global nature and diversity of the tasks performed, the educational environment of higher education institutions is not always able to accept the diversity of youth subcultures, but at the same time it can not take into account their impact on the formation of the personality of students.

The survey confirmed that modern student community tolerates youth subcultures, people try to perceive and accept a person according to their personal qualities, sociability, positive thinking and behavior, openness, success in learning. To the question "Is it difficult for adherents of any subculture to take root in the educational environment of a university?" respondents answered that they do not see any difficulties (41.7%), while 10.4% of respondents answered affirmatively (Figure 5).

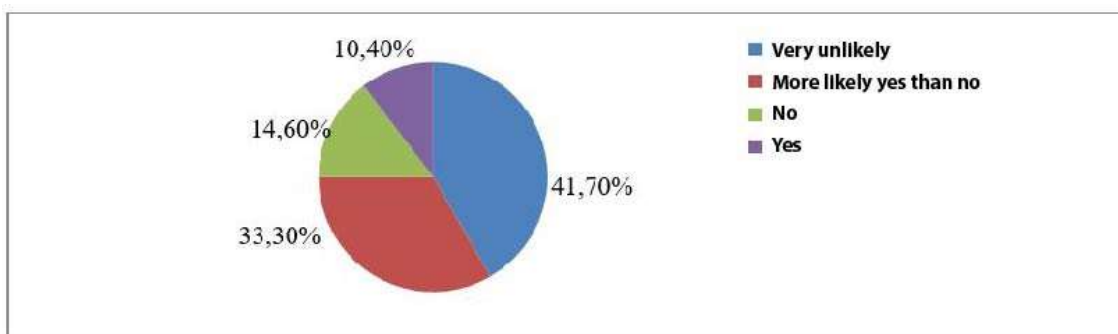


Figure 5. Answers to the question: "Is it difficult for adherents of any subculture to take root in the educational environment of a university?"*

*according to the author's research

They see the difficulty in the fact that the subculture creates a limited circle of communication, as a result of which the receiving of education loses its importance; the subculture forms a different perception of the value of narrow professional knowledge and obtaining a specialty.

At the same time, modern youth subcultures have practically no effective influence and ability (or maybe even desire) to change something not only in the educational environment, but also in society. At the same time it should be noted that the predecessors of modern subcultures, such as hippies, have left their mark on the life of modern society: the movement for the environment protection, focus on good nutrition and the

fashion for vegetarianism, laid the foundations for a feminist movement and the definition of the role of women in the political and productive life of society, etc. The "dandy" subculture was the first significant social movement in the USSR, which laid the foundations for the formation of numerous youth informal associations: punks, rockers, etc.

Answering the question "Have conditions in the university been created for the realization of youth subcultures?" 75% of respondents gave a negative answer. The existing cultural and educational environment of higher educational institutions gives the chance to students to find themselves in creativity, in the chosen sphere of activity. In higher educational city institutions

conditions of self-realization of the person are created, thus those actions are disconnected from the needs of the young people actively aspiring to satisfy interest and requirement for joining to various subcultural movements. The set of interest groups, sections, studios remains traditional and practically does not take into account modern trends, which leads to the search for self-realization through youth subcultures.

Conclusions

At the same time, it is in the university environment that the backbone of leaders and professionals is formed, who are able not only to support the existing stage of socio-economic and political development of the country, but also to lay the foundation for its further growth and prosperity (Kolesnik E.A., 2016). Many modern youth subcultures, moving forward traditional educational framework, allow young people to develop and improve the competencies received in the university environment (subcultures of writers, reconstructors, gamers, makers, etc.), forming, improving and transforming the future reality.

The research has shown that the interrelation of youth subcultural movements is not yet evident in the educational life of Tyumen students. At the same time, trendy elective educational courses are likely to become active sources of interaction between youth subcultures and universities in the future (Vaganova O.I., SmirnovaZh.V., Syrotyuk S.D., Popkova A.A., Kolesnik E.A., 2019). Elective courses as additional trend competencies are in particular demand among students at the present time. The transformation of educational programs and introduction of elective courses in the areas of trend competencies will make the university closer to a modern student. The development of technical creativity among students can be realized through the maker culture (following the example of the city-state of Singapore), the basis of which is the development of new technologies, development or improvement of new technological products. Strengthening the health of student youth - through the introduction of sports subcultures (roller sport, skateboarding, etc.); the development of new modern areas of sports activities in the university environment will meet the specific needs of student youth (following the example of educational institutions in Great Britain).

Thus, the educational environment of universities and youth subcultures represent mutually communicating vessels capable of

complementing each other, transforming the subculture youth protest against the framework and social restrictions into youth communities of professionals, scientists, innovators, citizens with an active life stance.

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