

UDC 31**The dynamics of the formation of sociopolitical views among rural schoolchildren****Ekaterina V. Krasavina**

Doctor of Sociology, Associate Professor,
Professor of the Department of Humanities,
Russian Customs Academy,
140015, 4 Komsomol'skii av., Lyubertsy, Russian Federation;
e-mail: krasavina_2905@mail.ru

Vladimir A. Sologub

Doctor of Sociology, Associate Professor,
Professor of the Department of State and Municipal Administration,
South Russian Institute of Management (branch),
Russian Presidential Academy of National Economy and Public Administration,
344002, 70/54 Pushkinskaya st., Rostov-on-Don, Russian Federation;
e-mail: sva@aanet.ru

Yurii V. Zabaikin

PhD in Economics, Associate Professor,
Associate Professor of the Department of production and financial management,
Russian State Geological Prospecting University named after Sergo Ordzhonikidze,
117997, 23 Miklukho-Maklaya st., Moscow, Russian Federation;
e-mail: 89264154444@yandex.ru

Abstract

Russia takes an active part in global efforts to achieve the goals of millennium development and strives to improve its indicators. However, these indicators are still far from those of developed countries, and achievements are presented only in the framework of reducing poverty and maternal and infant mortality. The authors suggest that the proposed phased strategy of Russia's transition to the sustainable development requires a revision and "parallelization" of the processes of identifying and solving urgent and promising problems. In this context, the search for a special path, a special meaning, a special ideology of sustainable development in the Russian Federation was the subject of the National report on human development in the Russian Federation in 2013. The report set the following priorities in solving the socio-economic problems of sustainable development for Russia. The fight against poverty, overcoming financial crises and creating new jobs are now linked to a focus on the knowledge economy. The new paradigm of the Russian sustainable development is human development, lasting and prosperous in the context of new approaches to education and research. Education is seen as a decisive factor for change for the better. The dominant role of science and education in ensuring sustainable development is

recognized as universal for all people. Unfortunately, in the text of the document, the development of innovative science and education is again linked only with long-term prospects, which complicates the promotion of education in the Russian Federation as a civilizational institution, demonstrating the potential of Russian science associated with environmental culture and general cultural paradigm of development of Russia.

For citation

Krasavina E.V., Sologub V.A., Zabaikin Yu.V. (2019) The dynamics of the formation of sociopolitical views among rural schoolchildren. *Teorii i problemy politicheskikh issledovaniy* [Theories and Problems of Political Studies], 8 (2B), pp. 235-244.

Keywords

Education, development, formation, communication, structure, sustainable development.

Introduction

In Russia, the problem of sustainable development is perceived ambiguously and controversially. The main contradictions lie in the plane of ideology and values: between the ideals of consumer society and humanitarian living standards; between partnership (interregional, interstate) and the struggle for control over world resources. The new vision of our country's development is based on traditional humanitarian values, which is characteristic of Russian culture and mentality [Chernigovskaya, 2016].

Taking into account the Russian specifics, the content of the main state documents of recent times devoted to the problems of sustainable development has been written out: the foundations of state policy in the field of environmental development of the Russian Federation for the period up to 2030, the concept of long-term social and economic development of the Russian Federation for the period up to 2020, presidential decrees.

Of course, the content of these Russian documents is consistent with the final document of the United Nations Summit "Transforming our world: the agenda for sustainable development for the period up to 2030 (Agenda 2030)", which was held in New York in September 2015. On the sidelines of the summit, the results of achieving the goals of millennium development in the field of sustainable development were summed up and new vectors of activity for the period after 2015 were outlined. As stated in the document, it is assumed "the final achievement of those goals that could not be achieved..." For this purpose, an integrated approach indivisibility and balance of all three components of sustainable development are provided,,: economic, social and environmental. The text of the document is human-oriented and replete with relevant concepts: people, planet, prosperity, peace, partnership [Wolf, 2020].

At the same time, we would like to draw attention to the report of the Organization for Economic Cooperation and Development (OECD) in 2015, which was published on the eve of the Summit. It presents data on 50 countries that have not achieved the millennium development goals for sustainable development. The statistics provided in the document indicate that there has not been an expected significant doubling of those living below the poverty line. Unfortunately, in this context, it is not necessary to talk about achieving any sustainability in the development process. We believe that this is why, for the first time in the speeches of representatives of the highest-level countries, the concept of sustainability is omitted in some places. The text of the speech of Russian foreign Minister Sergey Lavrov contains serious concerns about the practice of introducing unilateral coercive measures against

certain countries, whose institutions are not satisfied with the work of the leading countries (donor countries), which contradict the achievement of sustainable development goals and violate the UN Charter. Minister Lavrov expressed his wish to make the decisions of the SD Summit comprehensive, legally binding and universal. In our opinion, this is the most constructive way to stimulate the implementation of tasks of sustainable development. It is this approach that will allow avoiding the ever-recurring process of ascertaining successes and failures in sustainable development at international summits and conferences, will increase the responsibility of countries and supranational structures in the implementation of sustainable development policy. The research field of the European Union is no less extensive than the Russia" in the implementation of the concept of sustainable development. The EU has consistently stated its special role and place in the implementation of the SD strategy, despite the fact that most studies speak about the dominant influence of the global concept of sustainability on the European sustainable development policy [Hebert et al., 2020].

Through the analysis of the documents, we will try to justify the European specifics in the implementation of sustainable development policy, which will allow us to conceptually clarify and complement the traditional provisions of sustainable development in the context of the subject of the study.

Main part

In the works on the role of the EU in sustainable development, the basic European documents (the Amsterdam Treaty of 1999, the Lisbon agreements of 2001, the EU Treaty of 2007, The strategy "Europe 2020" of 2010) are traditionally cited. At the same time, in our opinion, the Hanover document of 2000, where Europe positions itself as a global leader in the field of sustainable development, an example of the scale of strategies for the rest of the world, is unfairly bypassed by Analytics. It was in this document that the "Fundamental principles of sustainable spatial development of the European continent" were presented [Zashchirinskaya, 2017].

The analysis of the main conceptual apparatus of the document allows us to identify new concepts of sustainable development, which were not fundamental in the previously analyzed UN documents. Among them: social unity, united development, balanced development, subsidiarity, reciprocity, cross-border, interregional, democratic stability, mutual assistance. Among the strategic guidelines of sustainable development in the EU appears "multiplication of cultural heritage", which is recognized as a factor of sustainability in development.

The success of the EU in implementing the strategic objectives of sustainable development is quite obvious. They concern both technical and economic indicators (production and consumption in compliance with environmental standards, organization of labor and employment, wide use of renewable energy sources), and the solution of socially-oriented tasks of preserving "green standards" of life; reducing the income gap between high-income and low-income groups of the population [Story, Duffy, 2020]. However, economic concepts in the implementation of sustainable development policy in the EU prevail. Is that why in the texts of official documents, for example, in the EU Treaty of 2007, the sustainable development goals are included in the economic section.

This was facilitated by the financial crisis of 2008, the consequences of which put the EU before the need to strategically revise the previous commitments to implement the sustainable development strategy (Lisbon strategy), and in fact recognize it as ineffective, proposing a new strategy ("Europe 2020"). There is, in fact, the positions are not developmental, and compensatory character, concerning

mainly the "outskirts" of Europe. The cautious concepts of "reasonable growth", "flexible integration", interpreting the understanding of sustainable development in the new strategy, do not correspond in any way to the Lisbon intentions conceptually enshrined in the relevant documents. Basic sustainable development goals related to environmental integrity, eco-efficiency and eco-justice for all, which are difficult to quantify, are replaced by more pragmatic directions for innovative competitiveness, economic efficiency [De Sordi, Dos Santos, Mendes, 2020].

Indeed, today, for sustainable development, the EU offers certain innovations relating to political and administrative changes that affect all other areas of community life. The researchers highlight the strengthening of the federalization of the Eurozone, which obliges the EU countries to complex financial and economic transformations. This will lay a heavy burden on those where the economy and financial sphere is not developed, on the European periphery, on the countries of the EU, which will aggravate the already difficult economic situation of the population in them [Zashchirinskaya, Gorbunov, 2009].

The next innovation is the so-called multi-level or flexible integration, which, de jure, involves the gradual integration of countries into the EU and their adoption of the basic "rules of the game", but in fact manifests itself in the growing gap in the levels of integration between the leaders, "middle-class" and Laggards.

Naturally, the measures taken deepen, literally and figuratively, the dividing lines within the European Union and along its borders. And this is illustrated not only by the increasing isolation of the heavyweight States (Germany, France) from the rest, the socio-economic differentiation of the EU countries, but also by the deeper insoluble problems of the EU, which were clearly manifested in the withdrawal of Britain from the EU in 2016.

This division of the European Union contributed to the policy of multiculturalism and the policy of replacement migration. Once in the official documents of the EU these concepts were considered as factors of sustainable development and had a positive connotation. It was recognized that international migration as a social process is an essential element of the ongoing globalization and plays an important positive role in the development of the world economy, the dissemination of best practices and mutual enrichment of cultures.

The concept of "multiculturalism" in the context of sustainable development is a policy, theory, ideology aimed at the development and preservation of cultural differences of the population in a particular country and in the world as a whole, which, as we have already noted, was once considered the driving force of sustainable development, contributing to the prevention of conflicts.

Indeed, in the beginning, it was somehow possible to improve the demographic and individual economic indicators of some EU countries at the expense of migrants. However, the expansion of the EU, military actions in some regions of the world, the protracted global economic crisis stimulated the growing flow of illegal migration annually, involving millions of people in its turnover [Dioikitopoulos, Minos, VANDOROS, 2020]. Now the processes under consideration conceptually change the connotation. The concept of "soft" threats in the context of the country's security justifies the existence in modern Europe of threats that require not a military, but a different response at the state and regional levels. Migrants and migration policy are now seen as nothing more than a source of cheap and disenfranchised labour, coupled with a violation of the law (illegal trafficking of people, weapons, drugs, organized crime).

Gradually, the concept of "migration" was expanded by the concept of "international terrorism", which represents a "severe" threat to both the EU and the world. This concept first appears in the EU

documents at the turn of the new Millennium, just when the threat of international terrorism loomed over the world, and the concept of security sounded in a new connotation [Chen et al., 2020].

This required a new interpretation of the securitization of the development of EU countries in these conditions, when securitization involves "hard" forms of sustainable development assistance. In 2003, the European security strategy was developed, where the main problems were identified, among which the notorious "weak countries", and among the means of ensuring European security was named "military force". In fact, security, which is recognized as an indispensable condition of sustainable development, requires "hard" intervention in the Affairs of "failed States" up to armed invasion to help establish statehood there. The concept of UR included a militaristic concept, which was further firmly established in various Anglo-Saxon concepts of "weak States".

The first decade of the XXI century was marked by statements of the leaders of the major European powers about the failure of the policy of multiculturalism. In 2008, this was stated by French President Nicolas Sarkozy after similar statements by German Chancellor Angela Merkel and British Prime Minister David Cameron amid heated disputes in Europe over the national question]. The style of speeches of the first heads of the leading EU countries, research, statistics and expert opinions show that in practice migrants were offered a kind of exchange: loyalty to the state in exchange for the preservation of national culture. This is a "hard" version of the multicultural concept, as defined by C.H. Kukatas, the essence of which is to conduct a special policy that protects groups of socio-cultural minorities from assimilation using a set of institutional, legal, ideological and political instruments, the ratio and form of functioning of which varied from country to country. In other words, it is a policy of buying the loyalty of migrants at the cost of granting them substantial social and political privileges.

For Europeans, multiculturalism was just a way to cope with the mass of migrant workers. This policy has deeply divided society. We absolutely agree with the opinion of Sergey Lavrov, who said: "Europe tried to use the American concept of a melting pot. Fail. In the US, this cauldron is leaking, and the example of this is police violence against blacks and Vice versa, this is a serious call, and it is up to them to comprehend. Migrants in Europe for the most part settled compactly, settled in their own circle, and after that the Europeans came up with the concept of multiculturalism, which assumed that people live in communities, use the language and so on [Aguayo, Carmona, Mardones, 2020]. It also did not work because the European elite sought to pursue a policy of falsely understood political correctness," Lavrov said.

In essence, by committing to restore world order for the SD, the EU, represented by the leading countries, has recognized its exceptional power and responsibility. However, we share the opinion of politicians and researchers who recognize that the provisions of the European security strategy (ESB) adopted in Brussels in March 2003, set out in the document "Security of Europe of the future", are weak and irrelevant. Too pretentious, baseless, and time has proved it, in the text of the ECB is the statement that "Europe has never been so prosperous, so safe and so free." The facts suggest otherwise [Hanrahan, Boddy, Owen, 2020]. The economic competitiveness of the region is weakened by social and anthropological problems – the aging of the population, high-quality medical care and education, reduced spending on science and technology.[392] Declared freedom as the primary goal of sustainable development, which is stated in the concept of "Europe 2020", in the Millennium Document, in the texts of the new York conference on SD 2015. and its highest manifestation – the freedom and well-being of the individual-is limited today not only by economic difficulties, but also by the interests of security, the elementary security of the individual, who today needs armed protection in the EU. Therefore, the fundamental basis of sustainable development-ensuring the safe development of nature

and society, the preservation and long-term development of civilization, is now under threat.

Thus the great humanistic European idea became the great European compromise and then the great European myth. In this regard, the leaders of European and world powers need to show political consistency and firmness in the process of finding and developing new principles of coexistence of a multinational, multi-ethnic society on a global scale, taking into account the challenges and threats to the survival and further continuous development of mankind, aimed at the transition to sustainable development.

Our conceptual analysis of the change in the content of the concept of "sustainable development" will be incomplete if we do not touch on some documents of the club of Rome, an international non – governmental public organization, the purpose of which is to analyze the global problems of our time and discuss them in a broad public scientific format. The members of the club are big businessmen, authoritative politicians, outstanding scientists, whose research gave birth to the idea of UR.

The analysis of the texts of the reports to the Rome Club devoted to various aspects of the development of the global economy and new technologies, education and development of thinking, allowed us to find in them a scientifically grounded concept of the evolution of the concept of sustainable development in the context of the historical situation and global problems of modern civilization. The concepts that made up the concept of sustainable development lie in the plane of qualitative analysis of human existence, the system of goals and values, the primacy of personal human qualities that will ensure the "human revolution", "revolution of consciousness" and the transformation of society. These texts, in our opinion, were subsequently the basis for the formulation of UN and EU resolutions and Charters [Capanzana, Aguila, 2020].

We drew attention to the 2012 scientific report "2052: World Outlook for the next 40 years: report to the club of Rome", which is "anniversary" i.e. its text was prepared to mark the 40th anniversary of the first global research initiative, the first report to the club of Rome 1972 "Limits of growth". The report "2052; The world forecast ... " presents a rather complex picture of the future of global society, which expects slow growth of world GDP, economic stagnation, global recession, provoking sustainable unemployment, social conflicts, population decline, climate change will continue. At the same time, poverty is expected to decrease, but inequality will increase. All this will take place against the background of a constantly deteriorating climate with increasingly extreme weather events (droughts, floods, forest fires, steadily rising sea levels, etc.), which by their extreme spontaneity and unpredictability will begin to pose a threat.

The author of the report Y. Randers in subsequent speeches and articles generally predicts "good development of the world" to 2052, or rather, non-catastrophic. Randers' opponent is D.L. Meadows, one of the living authors of "Limits of growth", who is considered an unsurpassed futurist, scientist, expert in the field of UR. In his articles, speeches and presentations, he stands on a special position regarding the future of the world. Meadows believes that the world has not found stability in development and is unlikely to ever happen. But it is too late to change the trajectory of the movement, so we must immediately begin to search for and justify measures to reduce the adverse impact on specific countries, cities, communities of people by increasing the "resilience" - flexibility, elasticity, resilience [Sinnema, Daly, Liou, Rodway, 2020].

The anniversary report of 2017 "Come On! Capitalism, myopia, population and the destruction of the planet" claims to be a philosophical Manifesto. He prepared for the 50th anniversary of the Club E. Weizsacker and A. Vimanam. The main thesis of the appeal to the world is that it (the world) is in danger and salvation lies in changing the worldview. The dominant worldview through the " new

Enlightenment", the fundamental transformation of thinking must be changed to a new, holistic worldview. Humanistic, but free from anthropocentrism, open to development, but appreciating sustainability and caring about the future.

Thus, for more than 40 years, humanity has known the main difficulties that hinder its sustainable development – a rapid increase in production and consumption, which have exhausted the physical capabilities of the planet Earth and which are the fundamental limits of growth. During this time, a number of serious measures were taken to change the trajectory of civilization from "growth at any cost" – to the trajectory of sustainable or reasonable development.

Concludes

The concept of sustainable development during this time has undergone major changes due to the evolution of its basic concepts-concepts, complex ideas, knowledge, associations, experiences that accompany the concept of "sustainable development". The Foundation of the SD concept is the Trinity of concepts "economy-ecology-man". Depending on the characteristics and priorities of a particular historical stage of development of society, the emphasis is shifted to one of the concepts. At the same time, the ecological concept throughout the history of the conceptual evolution of sustainable development is basic, despite the obvious priority of the technical and economic direction in solving natural resource problems. However, the concept of UR became multidimensional and modern sounding only when the concept of anthropological and social came to the fore. At the same time, the concept of sustainable development has received a human-oriented orientation, which made it possible to measure the economic efficiency of the social needs caused by the value attitude of mankind to the surrounding world.

The concept of UR, in the center of which is a person and his ability to live safely, safely and fruitfully in a balanced interaction with nature, subject to care and protection, is for us defining. Sharing the concern about the critical situation in the field of ecology, security, equality, health of mankind, we believe that the way to global equilibrium lies through the development of education.

References

1. Aguayo S.N., Carmona D.L., Mardones D.M. (2020) Politics and ideology in the schooling system of the transition to democracy in Chile in its debates on gender and sexuality [Política e ideología en el sistema escolar de la transición a la democracia en Chile en sus debates sobre género y sexualidad]. *Izquierdas*, 49, pp. 1571–1596. Available at: <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85075734692&partnerID=40&md5=be94eaa114cc199e9f84fe010e5f5196> [Accessed 14/12/19].
2. Capanzana M.V., Aguila D.V. (2020) Philippines Case Study: Government Policies on Nutrition Education. *Nestle Nutrition Institute Workshop Series*, 92, pp. 119-129. Available at: <https://doi.org/10.1159/000499555> [Accessed 15/12/19].
3. Chen Z. et al. (2020) Examining parental educational expectations in one of the oldest children's savings account programs in the country: The Harold Alfond College Challenge. *Children and Youth Services Review*. Available at: <https://doi.org/10.1016/j.childyouth.2019.104582> [Accessed 14/12/19].
4. Chernigovskaya T.V. (2016) *Psikhoфизиологические и нейрлингвистические аспекты протсесса распознавания вербальных и невербальных паттернов коммуникации* [Psychophysiological and neurolinguistic aspects of the process of recognition of verbal and non-verbal patterns of communication]. Saint Petersburg: OOO "Izdatel'stvo VVM" Publ.
5. De Sordi M.R.L., Dos Santos M.H.A., Mendes G.S. (2020) Twenty years of education in interface: Trajectory, trends and challenges [Os vinte anos da Educação na Interface: Trajetória, tendências e desafios]. *Interface: Communication, Health, Education*. Available at: <https://doi.org/10.1590/interface.190192> [Accessed 11/12/19].
6. Dioikitopoulos E.V., Minos D., Vandoros S. (2020) The Agricultural origins of obesity. *Social Science and Medicine*. Available at: <https://doi.org/10.1016/j.socscimed.2019.112523> [Accessed 17/12/19].
7. Hanrahan F., Boddy J., Owen C. (2020) Actually There is a Brain in There: Uncovering Complexity in Pathways Through

- Education for Young Adults Who Have Been in Care. *Children and Society*, 34(1), pp. 46-61. Available at: <https://doi.org/10.1111/chso.12353> [Accessed 08/12/19].
8. Hebert C.A. et al. (2020) Directed content analysis of Veterans Affairs policy documents: A strategy to guide implementation of a dementia home safety toolkit for Veterans to promote ageing in place. *Health and Social Care in the Community*, 28(1), pp. 182-194. Available at: <https://doi.org/10.1111/hsc.12852> [Accessed 10/12/19].
 9. Littzen C.O.R., Langley C.A., Grant C.A. (2020) The Prismatic Midparadigm of Nursing. *Nursing Science Quarterly*, 33(1), pp. 41-45. Available at: <https://doi.org/10.1177/0894318419881806> [Accessed 14/12/19].
 10. Sinnema C., Daly A.J., Liou Y.-H., Rodway J. (2020) Exploring the communities of learning policy in New Zealand using social network analysis: A case study of leadership, expertise, and networks. *International Journal of Educational Research*. Available at: <https://doi.org/10.1016/j.ijer.2019.10.002> [Accessed 11/12/19].
 11. Story M.T., Duffy E. (2020) Supporting Healthy Eating: Synergistic Effects of Nutrition Education Paired with Policy, Systems, and Environmental Changes. *Nestle Nutrition Institute Workshop Series*, 92, pp. 69-81. Available at: <https://doi.org/10.1159/000499549> [Accessed 04/12/19].
 12. Wolf S. (2020) "Me I don't really discuss anything with them": Parent and teacher perceptions of early childhood education and parent-teacher relationships in Ghana. *International Journal of Educational Research*. Available at: <https://doi.org/10.1016/j.ijer.2019.101525> [Accessed 14/12/19].
 13. Zashchirinskaya O.V. (2010) Psikhogenez stilei obshcheniya [Psychogenesis of communication styles]. *Vestnik Sankt-Peterburgskogo universiteta. Seriya 12. Psikhologiya. Sotsiologiya. Pedagogika* [Bulletin of St. Petersburg University. Series 12. Psychology. Sociology. Pedagogy], 2, pp. 206-216.
 14. Zashchirinskaya O.V., Gorbunov I.A. (2009) Emotsii v kontekste neverbal'noi kommunikatsii normal'no razvivayushchikhsya podrostkov i ikh sverstnikov s narusheniem intellekta [Emotions in the context of non-verbal communication of normally developing adolescents and their peers with impaired intelligence]. *Vestnik Sankt-Peterburgskogo universiteta. Seriya 12. Psikhologiya. Sotsiologiya. Pedagogika* [Bulletin of Saint Petersburg University. Series 12. Psychology. Sociology. Pedagogy], 3-2, pp. 174-185.
 15. Zashchirinskaya O.V., Turchaninov E.E. (2017) Sravnitel'nyi analiz psikhologicheskikh zashchit sredi vypusnikov obshcheobrazovatel'nykh i spetsial'nykh (korrektsionnykh) shkol [Comparative analysis of psychological defenses among graduates of comprehensive and special (correctional) schools]. *Nauchnoe mnenie* [Scientific Opinion], 2, pp. 29-34.

Динамика формирования социополитических воззрений у сельских школьников

Красавина Екатерина Валерьевна

Доктор социологических наук,
доцент,
профессор кафедры гуманитарных дисциплин,
Российская таможенная академия,
140015, Российская Федерация, Люберцы, Комсомольский просп., 4;
e-mail: krasavina_2905@mail.ru

Сологуб Владимир Антонович

Доктор социологических наук,
профессор,
профессор кафедры государственного и муниципального управления,
Южно-Российский институт управления (филиал),
Российская академия народного хозяйства и государственной службы при Президенте РФ,
344002, Российская Федерация, Ростов-на-Дону, ул. Пушкинская, 70/54;
e-mail: sva@aanet.ru

Забайкин Юрий Васильевич

Кандидат экономических наук, доцент,
доцент кафедры производственного и финансового менеджмента,
Российский государственный геологоразведочный университет им. Серго Орджоникидзе,
117997, Российская Федерация, Москва ул. Миклухо-Маклая, 23;
e-mail: 89264154444@yandex.ru

Аннотация

В настоящее время Россия принимает активное участие в международных усилиях по достижению целей развития тысячелетия и стремится улучшить свои показатели. Однако данные показатели все еще далеки от показателей развитых стран, а достижения представлены только в рамках сокращения масштабов нищеты, материнской и младенческой смертности. Авторы считают, что предлагаемая поэтапная стратегия перехода России к устойчивому развитию требует пересмотра процессов выявления и решения насущных проблем. В этом контексте определены приоритеты в решении социально-экономических проблем устойчивого развития для России. Борьба с бедностью, преодоление финансовых кризисов и создание новых рабочих мест теперь связаны с упором на экономику знаний. Новая парадигма российского устойчивого развития – развитие человека, устойчивое и процветающее в контексте новых подходов к образованию и исследованиям. Образование рассматривается как решающий фактор перемен к лучшему. Доминирующая роль науки и образования в обеспечении устойчивого развития признана универсальной для всех людей. Авторы отмечают, что, к сожалению, развитие инновационной науки и образования связано только с долгосрочными перспективами, что затрудняет продвижение образования в Российской Федерации как цивилизационного института, демонстрирующего потенциал российской науки, связанный с экологической культурой и общекультурной парадигмой развития России.

Для цитирования в научных исследованиях

Красавина Е.В., Сологуб В.А., Забайкин Ю.В. The dynamics of the formation of sociopolitical views among rural schoolchildren // Теории и проблемы политических исследований. 2019. Том 8. № 2В. С. 235-244.

Ключевые слова

Образование, развитие, формирование, общение, структура, устойчивое развитие.

Библиография

1. Защирина О.В. Психогенез стилей общения // Вестник Санкт-Петербургского университета. Серия 12. Психология. Социология. Педагогика. 2010. № 2. С. 206-216.
2. Защирина О.В., Турчанинов Е.Е. Сравнительный анализ психологических защит среди выпускников общеобразовательных и специальных (коррекционных) школ // Научное мнение. 2017. № 2. С. 29-34.
3. Защирина О.В., Горбунов И.А. Эмоции в контексте невербальной коммуникации нормально развивающихся подростков и их сверстников с нарушением интеллекта // Вестник Санкт-Петербургского университета. Серия 12. Психология. Социология. Педагогика. 2009. № 3-2. С. 174-185.
4. Черниговская Т.В. Психофизиологические и нейролингвистические аспекты процесса распознавания вербальных и невербальных паттернов коммуникации. СПб.: ООО «Издательство ВВМ», 2016. 203 с.
5. Aguayo S.N., Carmona D.L., Mardones D.M. Politics and ideology in the schooling system of the transition to democracy in Chile in its debates on gender and sexuality [Política e ideología en el sistema escolar de la transición a la democracia]

- en Chile en sus debates sobre género y sexualidad] // *Izquierdas*. 2020. No. 49. P. 1571-1596. URL: <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85075734692&partnerID=40&md5=be94eaa114cc199e9f84fe010e5f5196>
6. Capanzana M.V, Aguila D.V. Philippines Case Study: Government Policies on Nutrition Education // *Nestle Nutrition Institute Workshop Series*. 2020. No. 92. P. 119-129. URL: <https://doi.org/10.1159/000499555>
 7. Chen Z. et al. Examining parental educational expectations in one of the oldest children's savings account programs in the country: The Harold Alfond College Challenge // *Children and Youth Services Review*. 2020. URL: <https://doi.org/10.1016/j.childyouth.2019.104582>
 8. De Sordi M.R.L., Dos Santos M.H.A., Mendes G.S. Twenty years of education in interface: Trajectory, trends and challenges [Os vinte anos da Educação na Interface: Trajetória, tendências e desafios] // *Interface: Communication, Health, Education*. 2020. URL: <https://doi.org/10.1590/interface.190192>
 9. Dioikitopoulos E.V, Minos D., Vadoros S. The Agricultural origins of obesity // *Social Science and Medicine*. 2020. URL: <https://doi.org/10.1016/j.socscimed.2019.112523>
 10. Hanrahan F., Boddy J., Owen C. Actually There is a Brain in There: Uncovering Complexity in Pathways Through Education for Young Adults Who Have Been in Care // *Children and Society*. 2020. No. 34(1). P. 46-61. URL: <https://doi.org/10.1111/chso.12353>
 11. Hebert C.A. et al. Directed content analysis of Veterans Affairs policy documents: A strategy to guide implementation of a dementia home safety toolkit for Veterans to promote ageing in place // *Health and Social Care in the Community*. 2020. No. 28(1). P. 182-194. URL: <https://doi.org/10.1111/hsc.12852>
 12. Litzten C.O.R., Langley C.A., Grant C.A. The Prismatic Midparadigm of Nursing // *Nursing Science Quarterly*. 2020. No. 33(1). P. 41-45. Available at: <https://doi.org/10.1177/0894318419881806> [Accessed 14/12/19].
 13. Sinnema C., Daly A.J., Liou Y.-H., Rodway J. Exploring the communities of learning policy in New Zealand using social network analysis: A case study of leadership, expertise, and networks // *International Journal of Educational Research*. 2020. Available at: <https://doi.org/10.1016/j.ijer.2019.10.002> [Accessed 11/12/19].
 14. Story M.T., Duffy E. Supporting Healthy Eating: Synergistic Effects of Nutrition Education Paired with Policy, Systems, and Environmental Changes // *Nestle Nutrition Institute Workshop Series*. 2020. No. 92. P. 69-81. URL: <https://doi.org/10.1159/000499549>
 15. Wolf S. "Me I don't really discuss anything with them": Parent and teacher perceptions of early childhood education and parent-teacher relationships in Ghana // *International Journal of Educational Research*. 2020. URL: <https://doi.org/10.1016/j.ijer.2019.101525>