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SOCIAL RISKS IN THE YOUTH ENVIRONMENT

Summary: *The article examines the issues of the emergence of risks in the youth environment in the context of restrictions associated with the pandemic in the example of work with young people from the Vyborg district, Russian Federation. Causes of occurrence, nature of risks, ways to smooth out a risk-generating situation, a description of possible measures and directions of influence on the youth environment to reduce social risks on the example of the work of the Patriotic education department of St. Petersburg State Budgetary Institution House of Youth "FORPOST".*

Key words: *social risks, events, everyday life, youth environment, gamification, patriotic education, philosophy of everyday life.*

DRUŠTVENI RIZICI U OKRUŽENJU MLADIH

Rezime: *Članak se bavi pitanjima nastanka društvenog rizika u omladinskom okruženju u uslovima ograničenja, povezanih sa pandemijom, a na primeru rada sa omladinom u okvirima institucije Omladinski dom „FORPOST" Viborgskog okruga državnog budžeta Sankt Peterburga. Razmatraju se: uzroci, i priroda rizika, načini umanjenja rizičnih situacija, opis mogućih mera i pravaca uticaja na omladinske sredine, radi smanjenja društvenog rizika, na primeru rada odeljenja patriotskog vaspitanja u Sankt Peterburgu DBU DM „FORPOST".*

Ključne reči: *društveni rizici, događaji, svakodnevni život, omladinsko okruženje, gamifikacija, patriotsko vaspitanje, filozofija svakodnevnog života.*

Introduction

In the last 29 years of modern history, Russia has been experiencing many crisis factors that directly affect the country's population. The collapse of the Soviet Union, the lack of visible prospects, the dismantling of the economic system, and, as a consequence, the loss of social guidelines led to the fact that the young man in his everyday life, in most cases, is "left to himself". The Soviet system of

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primary and additional education, both secondary and higher education, in which the young individual was involved in the educational process for most of his time, collapsed (Leontyeva, 2020: 389-390). An alternative system was not developed; the teenager was forced to form the agenda of his daily life on his own, without the influence of parents and the system of additional education (Kondrashkin, 2013). The decisive factor in shaping the agenda of modern youth's everyday life was a sharp increase in electronic technology in human life - personal computers, game consoles and many other gadgets that occupy the leisure of the growing individual (Rutkevich, 2008: 118). Such a situation inevitably carries with it the danger of social risks - desocialization in society, or, more precisely, getting virtual socialization, being in a society that does not require personal identification, with the presence of two or more electronic personal accounts of one individual, sometimes that does not carry a unidirectional meaningful vector. In this situation, there is a constant possibility of actualizing latent conflicts, turning them into open confrontations with ambiguous consequences - for the country, various social groups, and individual citizens.

The harmful social risks associated with conflicts are very high. Especially if we consider the deficient level of conflictological culture of the majority of the population and, accordingly, the ability of citizens to build a rationally grounded, productive and constructive, from the standpoint of society, the strategy of behavior in conflicts. Conflictological culture, in this case, is considered as the formation of not only specific knowledge and practical skills but also other specific abilities of the individual, which are the basis for a better understanding of others and oneself, for self-improvement, self-realization, thanks to a constructive solution to the problems of interpersonal interaction (Shcherbakova, 79). The regime of forced self-isolation in the context of a pandemic has led to the fact that this situation has taken an alarming pace of development. At the same time, the teenager was deprived of the opportunity to receive information from external physical sources of emotional assessments - "live" communication was forced to cease, both with peers and mentors. The modern upbringing and educational system turned out to be not ready for such a challenge and could not give an adequate answer to the social demand of the young part of society. Youth everyday life has lost the factor of interpersonal communication and has become virtualized, replacing in many respects' actual concepts with virtual ones. Gradually, due to the presence of a sufficiently large number of electronic virtual "assistants" - such as "Alice", "Siri" and others, false expectations may appear related to the fact that someone else will do the hard work for a young person, who must certainly assist, the so-called tendency of waiting for "someone" who will do the hard work (Pishchulin, 2015: 257).

Using uncontrolled access to the Internet, emissaries of many radical groups, suicidal communities, and other illegal groups are substituting concepts in a teenager's unformed mind - which entails colossal social risks. Receiving information about the pseudo-correctness of actions, various challenges to unhealthy competition – "He could, but you?" - adolescents are encouraged to translate their actions into the category of deviant ones, from virtual reality they are embodied into reality.

If we consider the period of the first decades of the new history of Russia, then, for the most part, the flow of information received by young people was pro-Western and demonstrated the superiority of Western superheroes over the enemies of all humanity. Receiving such a flow of uncontrolled information, the teenager in his everyday life tried to copy the behavior and image of the hero he saw. Accordingly, the historical layer of heroes - role models with ties to their own country faded into the background or leveled out to negative values. The risk of getting a citizen who does not have information about the heroic past of his country and, completely, to the level of axiomaticity, confident in the superiority of Western thought has been reduced in recent years due to the activities and the creation of patriotic products that are understandable to the younger generation, as well as by visualizing the exploits of our citizen's state. At the time of the transition to self-isolation, this Westernization risk increases since there is a proper lack of a domestic virtual product available to young people and arousing their emotional interest. The paradigm of the heroic homeland, and its significance, go to the second if not more distant, positions of the emotional background of the adolescent. The teenager cannot fully comprehend and determine what is happening around him. He still lacks critical thinking competence, which can lead to substituting concepts and images. As a result, a specific philosophy of denial of one's environment, both historical and modern, may arise against the background of the dominance of everything foreign.

Research materials

The modern age is the age of information. The younger generation lives under the slogan "Don't watch TV", meaning that the entire flow of information coming from television screens is negative and deceitful. In fact, on the Internet, a teenager receives the same information but with diametrically opposite polarity and considers it correct. Due to his development, a young person cannot yet think critically, compare information, analyze it clearly and draw correct conclusions. The younger generation is a priori rebellious, throughout history there is evidence of this thesis - the Decembrists were barely over 25, all terrorist circles and societies in the pre-revolutionary history of Russia - consisted only of students and youth, even in the criminal environment, the bulk of the so-called "infantry"

is our youth. The risk of getting a large mass of the antisocially minded young population has risen sharply since the transition to self-isolation of the population and the absence of an adequate agenda to fill the information vacuum in the younger generation. Unfortunately, the lack of a domestic product that is understandable and accessible to a teenager, which makes it possible to assess based on the facts obtained, leads to the paradigm of foreign philia. Any information with a foreign label will be perceived as an axiom, any domestic one - as false propaganda. Creating a domestic virtual product that prevents such a situation will be one of the solutions to reduce social risk. After the end of the pandemic and exit from the virtual environment, such a product should help reduce the risk of the antisocial impact of the transition period.

One of the essential social risks in the regime of self-isolation associated with the pandemic conditions is a decrease in education among young people. The modern school needed more time to prepare for the distance education regime, which led to a sharp increase in the load on students and teachers. The lack of visual and emotional contact between the student and the teacher has led to the fact that many disciplines requiring emotional coloring have been formalized due to a lack of time and technical capabilities. Formally, the level of grades increased when answering the questions. The student can use electronic gadgets to find the correct answer, not his own knowledge, not the accumulation of knowledge and the development of brain activity. Lack of skills in applying one's knowledge and building logical chains of reasoning will lead, in the future, to a decrease in the level of brain activity, the possible formation of essential competencies, and motivation when choosing higher educational institutions in non-pandemic self-isolating conditions.

One of the types of global risk that is clearly emphasized in a pandemic is the social stratification of society. So, the learning process in the context of a pandemic online has led to stratification. If the population of cities is more or less adequately provided with means of communication - computers, smartphones, tablets - then the population of rural settlements is provided with these means below the average. High-quality Internet coverage in many settlements, if present, does not allow operational work via video streaming or other similar communication. There is no possibility of downloading didactic and methodological materials. People who are unable, mainly for reasons beyond their control, to receive the entire volume of the educational information offered find themselves at a lower social level. The deteriorating socio-economic situation makes this gap ever widening. The same situation in terms of social stratification is also present in cities, where a part of the population that has the opportunity to purchase high-speed devices and conduct high-speed Internet receives a broader range of services in all spheres of human existence. This clearly showed when schoolchil-

dren from low-income families needed more communication devices to receive educational content. The education system needed to be prepared to address this issue, resulting in social and educational differentiation among those attending public education institutions. This factor will also negatively affect the educational level of young people with communication means since, when entering full-time education, the teacher will have to spend time bringing the material to those categories who, due to lack of technical equipment, missed and did not master the material. This will ultimately lead to an overall decrease in the information received. Unfortunately, these risks are not subject to careful calculation to reduce the level due to the difficult socio-economic situation in society. The pandemic has increased social stratification for both adults and younger generations. The leveling of this situation will take a fairly long period and have far-reaching consequences.

Thus, we can distinguish the following social risks that have arisen or have been actively developed during a pandemic:

1. Receiving uncontrolled antisocial content from the Internet.

2. Obtaining a situation with an increase in the facts of deviant behavior after exposure to uncontrolled content.

3. Substitution of concepts and distortion of the actual situation in favor of a certain direction and attribution of what is happening.

4. Decrease in educational level.

5. Social stratification of society.

Results of practical work

In conclusion, we will give practical examples of work to reduce social risks carried out by employees in a department of patriotic education with colleagues of the FORPOST House of Youth as a whole. After the transition to a remote work format, it became necessary to completely restructure all the activities carried out by the SPb GBU HY "FORPOST" staff. After analyzing the situation when pupils cannot attend events, the risk of losing the contingent in club formations and other movements increased - a concept of Internet space for the pupils of the institution was developed. In the large information flow, it was necessary to develop forms and methods that would come to the teenager from his comfort zone and translate into the mainstream of the necessary movement vector. The flow of information received by the teenager was so great that it was important to find the form of presentation of the material that would not cause negative emotions. A project on the gamification of events in Russian history, successfully developed and implemented by the staff of the patriotic education department, has received its development. The game on the history of the Civil War in Russia received a comprehensive response from young people. It is planned to expand

thematic plans and create new projects in this direction (Nosov, 2020: 61-64). Analysis of the situation showed that young people draw a lot of information from videos on the video hosting Youtube.com. This hosting hosted the channel "Historical Sketches. Briefly about the main thing" (https://www.youtube.com/channel/UC6S5XqyLYCrrvAEUjECHkKg).

A feature of the videos released was their 5-7 minutes since it takes time for a teenager to focus for a long time to assimilate the provided content fully. This format was in demand among young people, but it is gradually being replaced by the Tik-Tok social network, where the videos have a much shorter time parameter. This format has not yet been mastered, but preparations are underway to master this format. To activate and obtain the effect of competition, online exhibitions and quizzes were developed and successfully implemented throughout the pandemic and during non-pandemic times (Pavlova, 2020: 495-498). The work of the department and the entire FORPOST House of Youth has shown that even in a pandemic, it is possible to reduce social risks that inevitably arise in our unstable socio-economic time (Morozova & Pishchulin, 2020: 504-511).

The conditions of the pandemic have exacerbated many of the social risks that exist in our society. The forced emergency rebuilding of all formats, dictated by the conditions of the epidemiological situation, demonstrated that with the right approach to the existing situation, there are ways to reduce social risk factors. The choice of the format in which the influence on the emerging personality comes from the environment of his comfort is the only correct one for reducing social risk. Methods based on the emotional component come to the fore, allowing for smoothing out and reducing the flow of negative emotions that are formed in the youth environment due to a sharp change in the surrounding methods and denial of the perception of uncomfortable actions (Pishchulin, 2017: 121-124). The pandemic has created conditions when only forms and methods that allow influencing the youth environment through psycho-emotional impact, bypassing repressive methods, could have the right to exist. The emergence of new, virtual methods of influencing the emerging personality made it possible to open a new layer for researching the possibilities of forming and correctly delivering the necessary information to the addressee without causing negative emotions in the younger generation.

Discussion

After analyzing the work carried out in the context of a pandemic and neutralizing the emerging social risks in the young part of the population, the authors can determine the following aspects and paradigms of the development of events in the formation of the unique environment, namely:

1. The formation of a young person's environment develops under the accentuated influence of an informative stream from the Internet. Therefore, a teenager is in a comfortable environment, So, to influence the process of personality formation, it is necessary to come from this environment.

2. To reduce the risks of stratification of society, it is necessary to exert influence through game content available to all population segments. It is necessary to form a pool of games that allow a young person to receive information and positive influence without the dominant influence of the older generation or teachers.

3. The increasing growth in the decline in educational level can be stopped by translating educational content into play in additional education and partially, mainly, with the use of an interactive component.

4. The formation of the personal environment of the younger generation, as the target audience of anthropological philosophical research, is one of the most important components of the formation of personal and civic, national identity, which is necessary for the formation of a harmoniously developed personality - a citizen of one's Fatherland.

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