

## Education and morale building activity of youth as system-forming factors in providing the national security of Russia: a model of empirical research

Valentina B. Salakhova<sup>1,2</sup>

Tuyana Ts. Dugarova<sup>3,4</sup>

Maria A. Erofeeva<sup>5,6</sup>

Aldar V. Damdinov<sup>7</sup>

Tatiana G. Karpova<sup>8</sup>

Roman V. Pakhomov<sup>9</sup>

<sup>1</sup>PhD in Psychology, Associate Professor of the Department of Psychology and Pedagogy, Ulyanovsk State University, Ulyanovsk, Russia. E-mail: Valentina\_nauka@mail.ru

<sup>2</sup>PhD in Psychology, Senior Researcher of the Center Research Security Problems the RAS, Moscow, Russia. E-mail: Valentina\_nauka@mail.ru, <https://orcid.org/0000-0001-9582-945X>

<sup>3</sup> Doctor of Psychology, Professor of the Department of Developmental Personality Psychology, Moscow Pedagogical State University, Moscow, Russia. E-mail: dugarovatts@gmail.com

<sup>4</sup> Doctor of Psychology, Associate Professor, Lead analyst of the Education Development Center, Russian Academy of Education, Moscow, Russia. E-mail: dugarovatts@gmail.com, <https://orcid.org/0000-0002-2670-8379>

<sup>5</sup> Doctor of Pedagogy, Professor of the Department of Pedagogy, Moscow University of the Ministry of Internal Affairs of Russia Named After V.Y. Kikot, Moscow, Russia. E-mail: erofeeva-ma72@yandex.ru

<sup>6</sup> Doctor of Pedagogy, Professor of the Department of Psychological and Social-Pedagogical Education, State University of Humanities and Social Studies, Kolomna, Russia. E-mail: erofeeva-ma72@yandex.ru, <https://orcid.org/0000-0002-1335-4575>

<sup>7</sup> PhD in History, Associate Professor of the Department of General and National History, Buryat State University, Ulan-Ude, Russia. E-mail: adamdinov@gmail.com, <https://orcid.org/0000-0002-7252-735X>

<sup>8</sup> PhD in Philology, Associate Professor of the Department of Journalism, Russian State Social University, Moscow, Russia. E-mail: KarpovaTG@rgsu.net, <https://orcid.org/0000-0002-1988-6652>

<sup>9</sup> Assistant Professor of the 2nd year students, Moscow University of the Ministry of Internal Affairs of Russia named after V.Ya. Kikot, Moscow, Russia. E-mail: E-mail: rpakhomov@icloud.com, <https://orcid.org/0000-0002-8750-1195>

\*corresponding author email: Valentina\_nauka@mail.ru

**Abstract:** *The interest in studying the problem of education and morale building activity of youth as system-forming factors in providing national security did not arise accidentally. The current social situation in the country is characterized by an increase in objective risks to the national security of the Russian Federation and the growing importance of the system of education and morale building in reduction and prevention of such risks. The leitmotif of the scientific research is that in current conditions one of the important tools to provide national security could be the purposeful development of the system of education which*

*previously was hardly ever studied in the appropriate context completely. The paper presents the empirical research model of education and morale building of young people, developed by the authors, as system-forming factors in ensuring the national security of Russia. The authors of the paper carried out a theoretical and methodological analysis of this problem and, based on its results, substantiated a program of methodological research. The markers and indicators of empirical research were identified and methodological tools were made up. It was proved that the use of the developed interdisciplinary model will make it possible to conduct a study at a high methodological level, and the results obtained will make a significant contribution to the study of the problems of existing and potential risks to the system of Russian education, their impact on the national security of the Russian Federation; to develop an algorithm and programs for monitoring changes in education that have an effect on the national security of the Russian Federation.*

**Keywords:** *education, safety of the educational environment, morale building activity, a model of empirical research, national security.*

## INTRODUCTION

The initial problems of the study are associated with the increasing number of objective risks to the national security of the Russian Federation and the growing importance of the system of education in their reduction and / or prevention. The end of the XX - beginning of the XXI century is characterized by the intensification of globalization processes and the growth of interconnectedness and interdependence of countries. The global challenges of our time are more often on the agenda: global social inequality, environmental problems, technological lag, issues of peace and international security. Nevertheless, the situation of the pandemic of the new coronavirus infection has demonstrated the importance of national security, including related to the prevention and control of infectious diseases. Despite the development of the system of international cooperation in the second half of the twentieth century, today the issues of national security come to the fore for any state, including the Russian Federation. The basic idea of the study is that one of the important tools for ensuring national security in current conditions could be the purposeful development of the system of education which previously underwent a comprehensive study rarely in the appropriate context.

In modern scientific literature, there are publications whose authors point out to the relationship between education and national security. Scientists emphasize the mutual conditionality of the state of the system of education and national security, their mutual influence. Most often, these publications are descriptive in nature, focus on the overall value of human capital in the contemporary world and do not aim to identify those features in the Russian system of education that may have an impact on national security. The national security strategy of the Russian Federation includes a significant number of security aspects (from economic to information and environmental security). At the same time, there is lack of attention to the potential of the system of education and its ability to influence the state of national security. As a result, a number of problems still exist in the established research and management practice that hinder a full understanding of the role that the system of education plays in ensuring national security and the identification of those social factors which this role depends on.

The problem that will be addressed during the study is multifaceted and has many manifestations. This is due, firstly, to the scale of the topic under consideration, secondly, the importance of the system of education and its peculiarities in contemporary Russia, and thirdly, the variety of components of the national security system. The system of education is one of the key institutions that ensures the social, cultural, spiritual and moral security of our society through:

- Systemic, consistent and deep spiritual and moral development and education of a person from his early age and throughout his life

A school-age child is most susceptible to emotional and value, spiritual and moral development, civic education. At the same time, drawbacks and shortcomings of development and upbringing during this period of life are difficult to remedy in the following years. Experiences and things learned in childhood are characterized by great psychological stability. In this case, the successive age transitions from childhood to teens, and then to adolescence, are of particular importance. Thus, we can note the high level of importance of preschool and secondary general education in the formation of the world view and system of values in the younger generation, in connection with which it is necessary to constantly improve the resources of upbringing and education in preschool and general education institutions, as well as to update the federal state standards of general education and general education programs. Taking account of the importance of the educational process at the subsequent stages of education and the continuity of education throughout life: it is necessary to bring higher education programs in line with the tasks of forming the spiritual and moral culture of students; additional efforts are required on the part of educational and administrative structures to create conditions for the harmonious development of the person and impart the spiritual and moral world experience to the individual throughout his life.

- Maintaining and preserving national culture, dissemination of traditional Russian spiritual, moral and cultural and historical values

The content of the spiritual and moral development and education of a person is determined in accordance with the basic national values and acquires a certain character and direction depending on what values society shares, how their transfer from generation to generation is organized. The sphere of general education is designed to ensure the spiritual and moral development and education of the student's personality for the formation and development of his civic consciousness, the adoption by a citizen of Russia of national and universal values and adherence to them in personal and public life. Programs for the spiritual and moral development and education of schoolchildren, developed and implemented by general educational institutions in conjunction with other subjects of socialization, should ensure a full and consistent identification of the student with the family, the cultural and regional community, the multinational people of the Russian Federation, open for dialogue with the world community (Mitina, 2018).

- The formation of civic self-consciousness and civic responsibility among the younger generation

Education plays an important role in the spiritual and moral consolidation of Russian society, its cohesion in the face of external and internal challenges, in strengthening social solidarity, in increasing the level of a person's confidence in life in Russia, in fellow citizens, society, the state, the present and future of his country (Gadaborsheva and Azhiev, 2015). According to our studies, as well as numerous research projects undertaken by colleagues, most of the today's Russian youth is characterized by

a sense of belonging to Russia and responsibility for their country. However, the ideas about unity and the need for unity differ among young people in cities, regions and localities, in different social strata, ethnic and religious groups, subcultures, professional strata. Without denying the pluralism of opinions and approaches, it is obvious that the internal policy of Russia, including directly oriented towards the youth, must rely on a solid foundation of public ideas about civil unity, as the most important prerequisite for any nationwide transformations. It is required to implement in Russia by means of state and public agencies purposeful and well-coordinated measures to disseminate and strengthen the ideas of civil unity and cultural diversity of the Russian people, foster respect for the small and large Motherland, regional cultures and all-Russian culture, the formation of all-Russian self-consciousness and values. Young people of today are increasingly oriented towards individualistic values. Without denying this objective trend, it is necessary to carry out targeted actions to form an all-Russian identity through educational programs, the media and numerous mass events. It is necessary to correct the patriotic education program in schools and universities on the basis of the ideas that form respect for one's country and locality, for all-Russian culture and regional cultures, for the Russian language and other Russian languages, for all-Russian and regional history.

- Prevention of interethnic and religious conflicts, prevention of extremism and radical ideology

Education should be considered as the most important factor in combating nationalism and religious extremism among young people. It is necessary to design and implement educational programs to prevent xenophobia, nationalism and religious extremism in general educational institutions and universities with any specialization. The use of the regional component of the content of education in school and university educational programs should be carried out with an emphasis on the history and culture common to the Russian Federation, on common values (Vikhryan et. al., 2015).

- Prevention of illegal activities and deviant behavior

The system of general education today is actually the only social institution which all citizens of Russia passthrough. It is this system that largely ensures the socialization of children and youth, their integration into the public space, can diagnose and monitor the value and moral state of a young person, carry out preventive measures to foil suicides, illegal activities, deviant behavior of youth (Salakhova et. al., 2018a). In addition to the foregoing, other problems in the contemporary system of education that can have an impact on national security have been quite clearly identified. First of all, it is necessary to point out the uneven socio-economic development of different regions and spatial inequality in access to education and its quality (technical and moral obsolescence of equipment), the lack of elements of environmental and digital culture in the system of education, a decrease in the prestige of education workers, the rigidity of the education system and in connection with this, its inability to respond quickly and effectively to the challenges of our time, the formality of higher education, lack of critical thinking, low qualifications of personnel in the context of national security issues and the role of education in maintaining it.

At the same time, it seems that the system of education has the potential to become a system-forming factor in providing national security. At present, one of the key problems for the entire world community today is environmental problems. Despite the favorable geographic location, climate change and rise in the number of natural disasters associated with it and permafrost thawing can cause significant damage to the Russian state and its citizens. The system of education can become the main key to the formation

of a new ecological culture in contemporary Russia, which presupposes the effective use of available resources and the achievement of sustainable development goals (Salakhova et. al., 2018b). Cyber threats are becoming another significant problem for national security today. Modern sociological studies demonstrate that providing digital security, along with creating a material base and digitalizing key areas in the life of society, is guaranteed, first of all, by a high level of digital literacy of the population of country. Despite the fact that in the last decade the state has been paying considerable attention to the digitalization process (Digital Economy projects, development of the e-government system, digitalization of the healthcare and education system, etc.), studies show that the existing level of digital literacy does not allow effective use of existing and potential resources and capabilities. According to the Regional Public Organization “Center for Internet Technologies” (RCIT, 2018), with the increasing involvement of Russians in the digital environment and the growth of digital competencies, the level of digital literacy in the context of digital security and digital consumption, involving the storage of information, reliable data protection, etc., decreased in 2018 by 14.7%. The creation of specialized projects aimed to enhance digital literacy, in our opinion, will not allow the effective use of existing resources; the social institution of education should play a key role in this process.

Thus, the initial scientific problem that must be solved in the course of the study is associated with the existence of a fundamental uncertainty that has formed at present in social science and humanities in relation to the description of social factors that influence the specifics of the functioning of the system of education and provoke risks to the national security of the state. The general idea of the important role of education in the process of protecting the national security of the state can be traced both in the scientific literature and in the current strategic documents that underlie the activities of bodies of state power. However, to date, no large-scale interdisciplinary studies have been carried out that would reveal the main characteristics of the contemporary system of education in the context of the problems of maintaining national security, as well as develop specific methodological recommendations, the implementation of which would help to solve these problems (Goloshumova et. al., 2019; Efimova et. al., 2018; Agadzhanova, 2019; Salakhova et. al., 2019).

## METHODOLOGICAL FRAMEWORK

The complexity and multiple facets of the objectives set in the framework of the study necessitate the use of a combination of various methodological approaches and specific research procedures, each of which plays an important tactical role within the overall design of the proposed scientific works.

1) General scientific principles underlying the study:

- The principle of interdisciplinarity: the study will be conducted on the basis of a combination of methodological developments of sociology, psychology, pedagogy, anthropology, history and law, which will be applied to address a single analytical problem that cannot be effectively solved from the standpoint of individual research areas;
- The principle of determinism: the national security of the state will be considered as a variable dependent on the specifics of the functioning of the system of education and those social factors that influence this system;

- The principle of practical feasibility: the studies within the scientific research are focused not only on identifying and describing social factors that have an effect on the system of education and its role in ensuring the national security of the Russian Federation, but also on developing specific management recommendations for identifying and correcting the impact of the relevant factors.

2) Specific methods and approaches used in the study:

- General scientific methods of collecting and processing information that will be needed to work with relevant scientific literature on the research topic and will be used to revise the theoretical and methodological literature and identify the main patterns of the impact of education on the level of national security of the state. In particular, within the scope of this work, methods such as description, analysis, synthesis, comparison, abstraction, typification, schematization, localization, classification will be used;

- Methods of document analysis that will be needed to select and analyze scientific sources describing the theoretical developments of specialized scientists and the results of previous research in the relevant subject field. In particular, it is assumed that the methods of traditional document analysis, discourse analysis and content analysis will be used in the study;

- Conceptual analysis and conceptual systematization as specific analytical approaches that will be required when working with theoretical material and will help to develop working definitions, as well as to verify primary analytical hypotheses regarding social factors, under the influence of which the role of the system of education in the process of ensuring the national security of a particular state may fluctuate;

- Expert research methods: expert interviews and / or round tables that will be required to develop a primary understanding of the specifics of those social factors that can have influence on the role of the system of education in the process of ensuring the national security of the state. The same research procedures are planned to be used at the final stage of the scientific research to refine the findings and correct possible analytical distortions. Scientists from various field of knowledge, staff of educational institutions, law enforcement officers and representatives of government authorities will be considered as experts involved in the study, both at the initial stage of the scientific research and at the stage of its completion.

Special methods of psychological research:

- to study adaptive abilities, factors, scenarios and personal adaptation resources of the subjects of the educational environment: a method for diagnosing social and psychological adaptation (Rogers and Diamond, 1954); the technique for diagnosing social frustration (Wasserman, Iovlev and Berebin, 2004); the technique for diagnosing value orientations (Leontiev and Rasskazova, 2006); the technique for diagnosing interpersonal relations (Leary); methods for assessing the defense mechanisms of personality (Plutchik and Kellerman, 1980; Plutchik et. al., 1979); the technique for factor analysis of personality (Cattell et.al., 1970);

- to assess the conditions and capabilities of the educational environment: methodology for assessing the psychological safety of the educational environment proposed by I.A. Baeva (2002); the technique for assessing the satisfaction of the educational process participants with its various aspects (Kalinina and Lukyanova, 2004; Kalinina et.al., 2018).

Survey technologies and tools: sociological questionnaires, in-depth interviews, qualitative methods of anthropological research. Relying on these research techniques

will allow us to analyze the specific features of the functioning of the system of education in Russian society and collect an array of data on the specifics of the requests from direct participants of this system: students, teachers and organizers of the educational process. The combination of statistical and classical ethnological methods gives a possibility to make the transition from static descriptions to dynamic ones, which makes it possible to strengthen the conceptual component of ensuring national security in terms of education with culturally oriented approaches.

- Secondary analysis techniques of statistical and other empirical information that will be required to identify and describe the main features of the functioning of the system of education in Russian society and the outcome of the influence of these features on the national security of the Russian Federation, described in the scientific literature. Applying the appropriate techniques will make it possible to perform a methodologically correct analysis of previously published scientific works that focused on the problems relevant to the scientific research, and to use the developments described in them to improve the quality of research.

- Techniques and methods of factorial, correlation and regression analysis, which will be used in the processing and analysis of the collected survey data. Statistical processing of materials will be carried out with the use of the program "SPSS 11.5 for Windows" and the following methods: the Mann-Whitney U-test; Student's t-test; the Kolmogorov-Smirnov test; the Wilcoxon signed-rank test; the Criterion  $\varphi^*$  - angular Fisher transformation; the Pearson correlation coefficient.

3) The conceptual methodological approaches that will be required to work with the collected array of theoretical and methodological information and the collected empirical data will help develop the final version of the analytical model that allows us to track and correct the influence of social factors affecting the role of the education system in the process of ensuring the national security of the Russian Federation. These approaches include:

- Socio-philosophical approach (giving an opportunity to interpret society as a form of joint organization of people's activities and to consider ensuring national security as one of its results);

- A systematic approach (giving an opportunity to consider ensuring national security and the functioning of education system as part of a single system and to analyze the specifics of their relationship);

- Sociological approach (giving an opportunity to analyze the dynamics and reproducibility of the education process as a factor in ensuring national security);

- Cultural-historical approach (giving an opportunity to comprehensively consider the social environment in the context of issues of formation and development of personality);

- System-activity approach (giving an opportunity to study the quality of the organization of the educational process and the peculiarities of the interaction of subjects of education);

- Anthropological approach (providing a holistic view of the education system and educational participants in the context of a particular culture, as well as adapting theoretical developments to everyday practice and in line with ensuring national security).

## RESULTS AND DISCUSSION

The priority objective for the Russian Federation today is the response to the so-called “big challenges” which represent a combination of problems, threats and opportunities of high complexity and scale. Big challenges can significantly have an effect on the state of national security. To reduce the risks and negative consequences of the impact of these challenges on the national security system of the Russian Federation is possible if the role of the system of education on these processes is identified and its effective use as a system-forming factor for national security is determined. The study is aimed, first, at solving the problem of the insensitivity of the economy and society to innovations which is indicated in the Strategy of scientific and technological development of the Russian Federation. The impossibility of implementing this scientific research in individual educational institutions is determined by the complexity, significance and scale of national security problems, as well as the role that, in our opinion, the system of education can play in maintaining national security. Studying the current state of the system of education, identifying key factors in its influence on national security, and developing appropriate methodological recommendations can contribute to the accomplishment of the following priority objectives for the Russian Federation:

1. creation of a more effective system of education, which will become the basis for new developments within research organizations. This will improve the quality of upbringing and education of the younger generation, including the aim of forming spiritual and moral personality and fostering civic responsibility of young people, as well as intensify the process of transition to advanced digital technologies, a new ecological culture, required for the implementation of modern environmental projects and the conservation of resources;

2. the formation of an adequate response of the Russian Federation to great challenges related to national security in its various aspects: cultural security (preservation of national and cultural identity, etc.), spiritual and moral security (creating conditions for consistent and deep spiritual moral development and education of a person from his early age and throughout his life, etc.), social security (the point is about improving decisions on issues of spatial and social inequality, differences in access to education and health care; improving the quality of education and upbringing, creating safe educational environment; formation of civil society; reducing the level of social tension and protest potential; prevention of interethnic and religious conflicts; prevention of offenses, extremism and deviant behavior), digital security (ensuring the preservation of information and effective use of created digital platforms, etc.), environmental safety (we imply an increase in anthropogenic pressure, food security, issues of finding new energy sources).

The initial purpose of the study is based on the understanding that without studying the role of education to provide national security, it is not possible to implement the Strategy for the scientific and technological development of the Russian Federation completely.

## CONCLUSION

Thus, the Model of empirical research of education and upbringing of young people as system-forming factors in ensuring Russia's national security should include:



- Analysis of the significant theoretical developments of social and humanitarian scientific knowledge in the field of studying education as a factor in ensuring the national security of the state;
- A comparative analysis of the state of activities aimed at ensuring the safety of the psychological, informational and socio-cultural environment in educational institutions of the Russian Federation, taking account of the socio-economic, territorial and ethnic specific features of the regions (based on the data for all territorial entities of the Russian Federation). Creation of a database of the status of activities aimed at ensuring the safety of the educational environment of educational institutions in all territorial entities of the Russian Federation; construction of a safety trend map of the educational environment in educational institutions;
- Description of the most significant patterns of the influence of education on the level of national security of the state and the identification of a continuum of specific effects that can arise as a result of this influence;
- Identification of key indicators to determine the level of safety of the psychological, socio-cultural and informational environment in an educational institution;
- Analysis of the current content of technologies for civic and patriotic education and the formation of Russian youth identity; determination of the strategic dominants of building a system of education for young people based on the current ideas of the policy of education and upbringing in contemporary Russian society;
- Consideration of the existing and potential risks to the national security of the Russian Federation that stem from the negative impact of various factors on the system of education;
- Development of a technique for comprehensive diagnostics of the safety of the psychological, socio-cultural and informational environment in educational institutions and its testing at least in 8 territorial entities of the Russian Federation - one territorial entity of the Russian Federation in each of the federal districts;
- Development of principles of designing technologies to create a psychological, socio-cultural and information environment for an educational institution of a high security level and technologies for maintaining and monitoring security at the level of municipal and regional educational systems; creation of a special mobile application to optimize the work of educational subjects in the field of security;
- Formulation of substantial proposals for minimizing risks to the national security of the Russian Federation stemming from the impact of negative factors on the system of education; preparation of analytical materials and specific management recommendations for representatives of government bodies, education and specialists involved in ensuring the national security of the Russian Federation;
- Expansion and systematization of scientific and methodological support of education as a key point of national security through the creation of educational and methodological kits and sets of modules for updating the conditions regarding the content of education technologies, training and retraining courses for teaching staff;
- Identification of the flaws in federal laws, acts of the President of the Russian Federation, acts and regulations of the Government of the Russian Federation, departmental legal acts and other acts that regulate legal relations in the field of education in terms of improving the national security of the Russian Federation, as well as preparing proposals for amendments to the relevant acts; updating the priorities of

medium- and long-term state policy in the field of education, which directly affect the national security of the Russian Federation.

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