18th A. KHARCHEV READINGS

3 SHABASHEV V.A., SHCHERBAKOVA L.N. (Both – Kemerovo state university, Kemerovo, Russia)

Trends of the digital divide/equality in contemporary world

Summary. The article shows ambiguity of digital divide issue. Digital equalization is demonstrated on the basis of the growth trend related to cellular communication and growing Internet users numbers in developing countries as compared to developed countries, as well as that related to improving information development index in all countries of the world. Global institutions’ efforts are represented by assistance funds, special programs, summits, forums dealing with the issue of narrowing the digital divide. Digital equalization is matched by the digital divide. Dynamic digital divide manifests itself through leadership in the production of ICT, information based management, advantageous possession of consumer effects, by the gap in e-Government, by information war connected to information influence and information security. Leadership in the production of information and communication means is reinforced through aspects of monopoly, specifics of the export-import relations in this sector, dynamics of their specific components. The article argues that the digital divide is not only not bridged, but is deepening.

Key words: digital inequality • dynamics of digital inequality • digital alignment • formation of electronic government • monopoly in information-communication field

13 LEVASHOV V.K. (Institute of Social and Political Studies, Russian Academy of Sciences, Moscow, Russia); SAR’YAN W.K. (National Academy of Sciences of Armenia, Erevan, Armenia, Scientific research radio institute, Moscow, Russia); NAZARENKO A.P. (Scientific research radio institute, Moscow, Russia); NOVOZHENINA O.P. (Institute of Social and Political Studies, Russian Academy of Sciences, Moscow, Russia); TOSHCHENKO I.Zh. (Systems Solutions LLC, Moscow, Russia); SUSHPANOVA I.S. (Institute of Social and Political Studies, Russian Academy of Sciences, Moscow, Russia); SALOMATINA E.V. (Moscow Technical University of Communications and Informatics, Moscow, Russia)

Civil society in the networks of information and communication technologies

Summary. The authors investigate impact of new information and communication technologies (ICT) on the structure and nature of social relations in civil society. Attention is drawn to the fact that ICT do not lead to a harmonious improvement of the standard of living of all strata of society. The question is how to use ICT to reduce social risks, primarily, to solve contradiction in the development of the information society (IS) – the increase in the number of socially vulnerable citizens with the general increase in the number of ICT users. New models are proposed and prospects of ICT development are investigated. The authors make assumptions about the causes of negative trends and suggest approaches to change the situation.

Key words: information society • information and communication technologies • civil society • “digital inequality” • social risks • social paradox of ICT • sustainable development • ICT standards

21 DUDINA V. I. (St.Petersburg State University, Saint-Petersburg, Russia)

Digital data potentialities for development of sociological knowledge
Summary. Intensive development of Web 2.0 allowing people to communicate on the Internet resulted in a situation when almost every aspect of everyday life is represented in digital space. In spite of research using digital data being rapidly growing, interpretation of digital data is still based on models of social reality when social data was collected by question-based methods. More fruitful usage of digital data in social research might demand a fundamental reconsideration of basic sociological concepts. The article offers interpretation of the Internet as a space of digital footprints related not only to Internet subcultures, but also social reality. The purpose of this article is to answer the question how changes in the nature of data available to sociologists affect revision of basic sociological models such as social reality and social actor. Digital footprints are seen as unobtrusive measures. Some contradictions of digital footprints are described: unobtrusive character versus socio-technical construction; naturality versus digital self-presentation; qualitative/quantitative data versus scalability of data; digital body versus biological body; availability of data versus restricted access to digital data. Possibility to follow individs through their connections using digital datasets leads to reconsideration of relations between micro- and macro-approaches. The paper treats transformation in social models as a transition from hierarchical models of social reality and social actor to the “one-level” models. B. Latour’s interpretation of Tardian notion of “monads” is considered as a model of social reality, allowing for navigation through digital datasets. Availability of information about actions and communications and absence of reliable information about the users’ demographics in digital data lead to rethinking of model of social actor. The model of social actor is considered in terms of post-demographics, presupposing that social activity explanations are based not on such traditional demographic variables as race, ethnicity, age, income and education, but tastes, choices and preferences.

Key words: digital data • unobtrusive methods • social reality • social actor • post-demographics

SOCIOPY OF YOUTH

31 VARSHAVSKAYA E.Ya. (National Research University Higher School of Economics, Moscow, Russia)

NEET-youth in Russia: characteristics and typology

Summary. In recent years, young people not in education, employment or training (NEET) has become an important indicator in studying young people by both international organizations and in various countries. NEET indicates young people with a high risk of social exclusion. The number of studies in Russia on this subject is so far very limited. The aim of the study was to identify and describe the socio-structural attributes that characterize NEET youth in Russia and main reasons for the NEET situation. The data source is the Russian Labour Force Survey for 2014; young people between 15 and 24 are analysed. The paper shows that 2.3 million young people aged 15–24 years were excluded from the labour market and education in Russia in 2014. This means that 13.0% of all young people in this age group fell in the NEET category. Unemployment and disability is a major reason for NEET among young men while majority of women are NEETs as a result of family/home responsibilities. Low level of education and lacking work experience significantly increase the likelihood of being NEET and extend duration of joblessness. Youth with lower secondary education are 2.5 times more likely to be NEET compared to those with tertiary education. Young people without any work experience are 2.5 times more likely to become NEET than those with work experience. Employment potential of the Russian economically inactive NEETs is low. Only 8.2% of inactive NEETs are potential labour force i.e. they sought employment not currently available or did not seek employment, but wanted to work.
Key words: NEETs • youth economic inactivity • youth unemployment • potential labor force

YADOVA M.A. (Institute of Scientific Information on Social Sciences, Russian Academy of Sciences, Moscow, Russia)

Crimean crisis-2014 as seen by the post-Soviet youth generation

Summary. The article presents results of individual in-depth interviews with representatives of post-Soviet generation featuring modern and traditional behavioral attitudes. The main topic of conversation was the events of the Crimean crisis-2014. As research showed, most of the so-called “modernists” and “traditionalists” approved Crimea and Sevastopol’s entry into the Russian Federation. However, this support is more symbolical than real: respondents are not ready to sacrifice their own material well-being and life fighting for the Russian world. Some “traditionalists” said they are not interested in politics, therefore they do not know enough about the Russian-Ukrainian conflict. Insignificant number of “modernists” condemned Crimea’s accession arguing it will have dangerous consequences for Russia.

Key words: post-Soviet youth • Crimean crisis-2014 • modern and traditional behavioral attitudes

IVANIUSHINA V.A., ALEXANDROV D.A. (Both – National Research University Higher School of Economics in St.Petersburg, Saint-Petersburg, Russia)

Is there a differentiation of teachers in Russian school system?

Summary. Through the last 25 post-soviet years with the rise of economic inequality, Russian school system became highly stratified, and numerous studies have demonstrated that so called ‘elite’ schools (i.e. schools with advanced curriculum – gymnasiums, lyceums, specialized schools) are very different from schools with
standard curriculae. The differences pertain to socio-economic status of students as well as to a number of academic outcomes: achievement on standardized tests, particularly Unified State Exam; percentage of students pursuing higher education; quality of chosen higher education institutions. However it is unknown whether teachers from standard and ‘elite’ schools do differ. We undertook our study to answer this question. Data and method: Data was collected in St.Petersburg in 2014–2015. In total, we surveyed 769 teachers from 39 schools (18 schools with standard and 21 with advanced curriculum) randomly selected from two city boroughs. The questionnaire included items on education and professional trajectories, social capital, self-efficacy and professional commitment, attitudes towards teaching profession and students, lifestyles, cultural consumption, sociodemographics. We used ANOVA for statistical analysis of differences between categories of teachers, and factor analysis (PCA) for multi-itemed scales. Results and conclusion: In spite of existing differentiation between ‘ordinary’ and ‘elite’ schools, differences between their teachers are almost non-existent and concern mainly cultural preferences. Teachers tend to stay in the same school for many years, horizontal mobility is rare. However, mobility between schools of different types occur as often as within the same type. It is important to emphasize that such essential characteristics as self-efficacy, professional commitment, attitudes towards students, disciplinary practices are the same for all teachers regardless the school type or socio-economic composition of schools. We conclude that professional group of teachers is not stratified. Results are discussed in the framework of educational inequality.

**Key words:** teachers • self-efficacy • commitment • social capital • life style • cultural consumption • socio-psychological attitudes • school differentiation

65 SHAFRANOV-KUTSEV G.F. (Tyumen State University, Tyumen, Russia)

**The place of teachers in the socio-stratification structure of contemporary Russian society**

**Summary.** Every human society always includes socio-professional groups, that perform major functions. In the contemporary context it is primarily social strata that form human capital. Most of these groups generally belong to the middle class. The structure of this stratum can be presented as kernel and periphery. Teachers should be included into the middle class group according to nature of their work, functions and level of education. Otherwise, they would fail to perform fully their functions. The aim of this research was to emphasize conditions, factors, parameters that define position of teachers as representatives of the middle class in the Russian society. The work shows that the level of school teachers’ living standard and social comfort as well as the status of teachers clash with the accepted parameters of the middle class.

**Key words:** social stratification • the middle class • teachers as the part of the middle class

73 SHMANKEVICH T.Yu. (St.Petersburg State University, Saint-Petersburg, Russia)

**Evolution of school of external studies: concepts, practices, issues**

**Summary.** Subject of the article is evolution of school of external studies as a reflection of the history of civic education and a dialogue between citizen and the state. XIX century results are briefly summarised: how did external studies evolve from a compensative practice for under-privileged people into an alternative educative strategy based on self-education, development of critical thinking and growth of civic engagement. The interpretation of the Soviet period as a fledging period of the school of external studies within the scope of the system of adult education is explained. Special attention is paid to the phenomenon of “children” school of external studies. Post-Soviet period is focus of the research.
Key words: civic education • school of external studies • social procurement on external studies • social contingent of externs

82 DEMINTSEVA E.B. (National Research University Higher School of Economics, Moscow, Russia)

Education trajectories of the youth from CIS-countries in Moscow

Summary. The article considers factors shaping educational strategies of potential students from the CIS-countries applying to Russian universities. On the basis of interviews conducted in Moscow in 2014 we identify factors that explain the choice of specific Moscow universities by such students: 1) “common history”; 2) opportunities for tuition-free study; 3) family connections; 4) intention to emigrate from their home country. The article considers information sources on opportunities to study in Russia. We argue that the mastery of Russian language is not the most important or prime factor for the choice of Russian university: students rarely select specific university, but rather choose a town they would like to study in. The choice of Russia as a place to study is to a significant degree driven by the existing social and/or family ties. Student choices are also shaped by perception of relative prestige (or its lack) of a given university, which are largely determined by the Soviet-era inertia, and not the university’s place in global rankings or any certainty regarding the quality of education there.

Key words: student migration • foreign students • CIS • Russian education • Russian Universities

SOCILOGY OF PROFESSIONS

88 MANSUROV V.A., YURCHENKO O.V. (Both – Institute of Sociology, Russian Academy of Sciences, Moscow, Russia)

Dynamics of professional altruism interpretations (the case of preschool educators)

Summary. The paper is centered on the analysis of the concept of institutional altruism and its studies in the professional practice with preschool educators in kindergartens as research object. Social researchers studied the concept of ‘professional altruism’ on the example of socially important intellectual professions in the spheres of health, law and education. In our research we consider the dual nature of the professional behavior. Some of professional actions may be concerned with self-enhancement, but the reverse side of the coin is that what they provide is still an ethical service for their clients. On the basis of qualitative and quantitative research in three Russian cities we conclude that preschool educators consider altruism to be an important part of their professional life and culture. Many of them state their work does not depend on the income they earn. They highly rate the quality of professional work of their colleagues.

Key words: sociology of professions • professional altruism • preschool educators

96 ABRAMOV R.N. (National Research University Higher School of Economics, Moscow, Russia)

Professional culture of Russian technical specialists: universal elements

Summary. This article analyzes the professional culture of the Russian technical specialists – engineers, programmers, and so on. The article is based on data from a series of semi-formalized interviews with Russian technical experts. The theoretical frame of this study includes articles by Soviet and Russian sociologists, in which researchers studied the identity of Soviet scientific and technical intelligentsia. Another important source is a publication of G. Kunda, P. Meiksins on engineering culture and professionalization of engineers. A separate topic of the article is the definition of a professional culture that includes values, norms of behavior, Slang, common social practices and professional
ethics. Professional culture of Russian technical experts contains a number of elements. First, rationality and system thinking is the result of technical education. Secondly, masculinity is part of the professional culture of the technicians. Thirdly, the technicians are working hard and well. Fourth, the creative involvement is important for technicians in their work. Also, the organizational context affects the culture of professional technicians.

**Key words:** engineers • technicians • professional culture • masculinity • rationality • creative work

---

**SOCIETY OF SCIENCE**

105 GAVRILLOVA E.V. (Moscow State University of Psychology and Education); USHAKOV D.V. (Institute of Psychology, Russian Academy of Sciences); YUREVICH A.V. (Institute of Psychology, Russian Academy of Sciences) (all – Moscow, Russia)

“Native scientists” and “citizens of the world”: regarding the scientists’ productivity

**Summary.** This article aims at describing empirical results dealing with scientific achievements of the Doctors of Science in their middle age, who are working in the Russian Academy of Sciences. It was revealed that international scientific achievements show a weak negative correlation to scientific achievements in Russia. These results let us assert that scientific competence and social capital that determine scientific achievements in both – international and Russian sciences – are different and somewhere alternative. The results also revealed that the citation index is an insufficient predictor for scientific achievements in Russia, whereas international scientific achievements yield more precise outcome.

**Key words:** Russian science • reference lists • Russian Science Citation Index • Scopus • mainstream • international science

---

117 КLIUCHAREV G.А. (Institute of Sociology, Russian Academy of Sciences); SAVENKOV A.I. (Moscow City Pedagogical University); BАКLАNОV P.А. (Russian State Social University; all three – Moscow, Russia)

Russian science personnel: issues and methods to solve them

**Summary.** Organizational, personnel and financial issues are discussed that harm development of sciences in Russia. Results of forecasts of university and doctorate graduates up to 2030 are given based on statistical data; impact of these processes is discussed. Also, some suggestions are formulated regarding an improvement of the quality of scientistic personnel in Russia.

**Key words:** science • cadres of science • personnel rotation • forecast of academics numbers • researchers migration • prestige of science

---

125 SAVINKOV V.I. (Council of Federation, Center of Science development, Moscow, Russia); AREFIEV А.L. (Center of Sociological Studies, Ministry of Education of Russia, Moscow, Russia)

Governmental regulations of sciences: successes and defects

**Summary.** The paper is built on an analysis of expert assessment related to the results of measures stipulated in the government resolutions from 2010 to 2015 to develop sciences in Russia and to improve academic interaction of universities, research organizations and productive corporations in order to develop innovative production, scientific potential of Russian universities and to attract leading professors from other countries for academic cooperation with the Russian universities. Successes and failings are discussed, and some recommendations are formulated to improve state policies in academic field.
DISCUSSION. POLEMICS

134 MNATSAKANIAN M.O. (formerly – MGIMO University, Moscow, Russia)

Postmodernism and sociology’s destinies as an independent science

Summary. An analysis is offered of theoretical sociology notions of ‘modernity’, ‘modernism’, ‘globalization’ and ‘transnationality’, as well as a critical review of sociological postmodernism as current in contemporary theory and methodology. Concept of ‘postmodernism’ – contrasted to ‘modernism’ – is seen as a vehicle to destroy modernist paradigm, thus threatening destinies of sociology as an independent social science.

Key words: globalism • interdisciplinarity • modern • modernism • postmodernism • reflection • synergy • sociality • social transforming

FACTS. COMMENTS. NOTES

141 SEVEK V.K., SOYAN Sh.Ch., SEVEK R.M. (All – Tuva State University, Republic of Tuva, Russia)

Social well-being of youth in the Republic of Tuva

Summary. The article discusses the evolution of the social development conditions on basis of the results of sociological research “Social well-being of youth in the Republic of Tuva”, identifies the values and spiritual guidelines that dominate in young people and examines their potential social activities and main migration installation.

Key words: the Republic of Tuva • social well-being • youth • self-esteem • sociological research • population

144 KANISCHCHEV V.V., TSINTSADZE N.S. (both – G.R. Derzhavin Tambov State University)

Content analysis in studying social and environmental problems of Soviet society 1917–21

Summary. Article describes tools and main results of using content analysis, one of the quantitative methods of modern science, in the study of the history of environmental problems in early Soviet Russia. The authors on the basis of 5,5 thousand published normative and administrative acts of the first years of Soviet power revealed peculiarities of the state attitude to demographic and environmental problems in the Russian village at a turning point of transition from traditional to industrial type of society. Eventually, conclusions that the content analysis shows its expedience and undoubted perspective to achieve research objectives in the field of social and ecological history.

Key words: content-analysis • cliometrics • interdisciplinary research • Russian agrarian society • demographic crisis • environmental crisis • decrees of the Soviet government

147 KULAGINA N.V. (Berezniki branch, Perm State National Research University, Berezniki, Russia)

Family role in postpenitentiary adaptation of men

Summary. The issue of convicted person’s resocialization after release is lively discussed in Russia today. Objective data are needed about the particular factors’ influence on resocialization process in order to purposefully act in this field. The authorities receive this data by the means of empirical studies showing family role

Key words: science • scientific potentials • scientific cooperation • policies in scientific field • scientific production transfer • innovative production
Contents. Summaries

for released persons. Our study took place in Solikamsk, Perm krai with its ten convict establishments and special establishment – “Former prisoners’ adaptation review service”. Eighty men released from the imprisonment places took part in this research. After release they registered for the adaptation procedures and were divided into two groups: 40 lone persons, 40 people living with their families, all had jobs and places of habitation. Interviews were done in two steps: a month and 6 months after release. We stated significant differences of social adaptation, social frustration and self-assessment of the former prisoners who live alone or with the families. It is proved that a family has high resocialization potential for former prisoners.

Key words: self-relation • social adaptation • social frustration • convicts penitentiary system • resocialization

REFLECTING ON A NEW BOOK

151 ZBOROVSKIY G.E., AMBAROVA P.A. (Both – The First President of Russia B.N. EL’tsyn Urals federal University, Ekaterinburg, Russia)

Arrow of sociological knowledge through the prism of ‘arrow of time’, or a road to their rapprochement (S.A.Kravchenko’s book “Sociological knowledge through the prism of ‘arrow of time’: demand for a humanistic turn” (“Sotsiologitcheskoye znaniye cherez prizmu 'strely vremeni': vostrebovannost' gumanisticheskogo povorota”. M., 2015).

IN MEMORIAM

157 DRONOV V.T.

Agreement as civilizational archetype of Russian society (The paper is published posthumously).

Summary. The article attempts to combine the results of author’s research in several areas: analysis of cooperation as a mode of social organization, evaluation of the epistemological significance of ideology, analyses of the phenomena of agreement and cooperation, specifics and advantages of civilizational approach to the study of society, historical fate and the possibility of a positive development of the Russian society. The article defines the meaning of the category of agreement in natural language, meanings of the special sociological category of agreement and fundamental meaning of the agreement as the civilizational archetype of the Russian society. The work aims to conceptualize the need to rethink both sociological theory and social reality of our country. The solution to this problem involves consideration of the category of agreement in two ways: in terms of conflictological approach and in the relationship to neighboring categories. Highlighted are the historical stages of the development of research on agreement phenomenon. Two basic ways of conceptualizing the philosophical category of agreement are postulated: as the primary and secondary phenomenon in relation to the conflict. In addition, the agreement is understood as a category requiring civilizational characteristics of specific societies. In this regard, in addition to the definition of nationwide consensus, the article proposes an approach, according to which every society has civilizational characteristics, which, in case of Russia, can be considered in two aspects. Firstly, it is a problem of self-identification of Russia, leading to the need to include an ideological component in the very structure of social theory of Russian society. Secondly, this is the particular Russian model of multiculturalism. The article compares this model with the corresponding models of the United States and the European Union. The advantages of the Russian model indicate essential arguments in favor of recognizing Russian society as a special civilization. The possibilities to create a project of development of the Russian society, the adequacy of its civilizational specificities includes clarification.
of the overcultural ideology in connection with the theoretical conceptualization of the phenomenon of agreement as archetype of the Russian civilization. The article points to the need to adopt four basic assumptions: the incompleteness of the formation of the world's civilizations, the need to create overcultural ideology, possibility of non-capitalist mentality of non-Marxist type, more complex model of human being, possibly in cooperative system of working owners.

Key words: agreement • nationwide agreement • civilizational archetype • civilizational specifics of Russian society • multiculturalism • overcultural ideology • cooperative social and economic structure