Development of youth initiative upon studying socio-cultural space of a metropolis

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Abstract. Due to wide-scale introduction of distance learning, the education sphere faces new social and psychological problems related with self-actualization, improvement of intelligence level, and spiritual development of youth and students. Today, the young teacher is a bearer of a unique subculture, the holder of a special personal position, which is characterized by the active nature of consciousness, understanding of the importance of personal initiative in the education of the generation. We consider the student as a representative of young people, who is a carrier of cognitive activity, owning ways of interacting with social reality, including personal initiative. The status of a student of a pedagogical university in Moscow plays an important role in creating a certain socio-cultural environment of the metropolis. Research objective is to substantiate and diversify interdepartmental experience of the Institute of Foreign Languages in development of initiative and activity of students during studying socio-cultural space of the capital. This article presents the training experience of future teachers, which can be used in university educational environment, as well as illustrative examples confirming appropriateness and consistency of educational policy of Institute of Foreign Languages, Moscow City University, in this direction. The research is based on generalization of teaching experience in training teachers of the English language and theoretical methodological provisions described by leading Russian and foreign researchers. This research generalizes the most efficient methods and skills of development of youth initiative upon designing and implementation of authors' projects of study of socio-cultural space of Moscow, the toolkit for support of students' projects is presented. The importance of development of youth initiative for formation of socio-cultural competence of teacher and his self-education has been proven.
Keywords: designing authors' initiative projects, socio-cultural practices, future teachers.

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1 Introduction

The importance of this research is stipulated by the trends of modern Russian society, which by means of education system influence formation of persons ready for active consc ious life and acting as subjects of dialogue of cultures. Culture itself is an adaptive tool [1].

Formation of urban consciousness takes place in a specific living space, combination of objects of human activity, requiring for analysis and studying. This evidences the necessity to enhance axiological aspect of targets and content of education aiming at development of worldview and value orientations [2, p. 15]. Federal State Standard of Higher Education (3++) states important requirements to formation of universal competences of graduates, such as ability to work in team, comprehension of intercultural variety of society in social and historical, ethic and philosophical contexts [3]. One of the structural units of the standard is learning practice aimed at development of project and cultural and educational skills, as well as used to bridge the gap between formal education curriculum and practice requirements [4]. Taking into consideration the realities of multiethnical multinational metropolis, the problem of multicultural education of a modern specialist acquires particular importance, for whom it is important to demonstrate high level of communicative and general cultural competence in discussion of this or that topic [5, p. 19].

Using languages and cultures, it is necessary to influence the student's personality aiming at formation of its peculiar properties providing efficiency of active interaction with a representative of native or other linguistic social environment under various conditions of intercultural communication in order to solve various issues of professional and/or cultural socialization [6, p. 59].

Current pedagogical reality is such that it is required to consider in education, on the one hand, ethnocultural factor, and on the other hand, creation of organizational and methodological, and psychological and pedagogical conditions for cognition of culture of other nations [7, pp. 27–28].

Therefore, the aim of this article is to review and to substantiate the experience of the Institute of Foreign Languages in development of initiative of students of pedagogical university in mastering and translation of material and cultural resources of metropolis in the frames of socio-cultural practice.

During the research the following problems were formulated and solved:

1) to identify the most relevant areas of development of the city's resources in the context of educational practices,

2) to determine the role and position of socio-cultural practice in implementation of professional training of students of pedagogical university,

3) to develop and to present toolkit for support of youth initiatives.

The formulated problems were solved using the following research methods: analysis of regulatory documents, linguistic and didactic publications on the considered problem; pedagogical simulation; generalization of pedagogic experience in training future teachers of the English language; analysis of the results of students' activities.

Theoretical foundation of the research was comprised of the works of leading Russian and foreign researchers devoted to general issues:

- professional training of modern teacher in the context of subject–subject approach (S.L. Rubinshtein [8], G.V. Sorokovykh [9], I.S. Yakimanskaya [10], T.I. Shamova [11]),

- socio-cultural and intercultural approaches in education (Ye.G. Tareva [6], P.V. Sysoev [12], Maslow A.H. [13], Heidegger M. [14], etc.).

Practical importance of the research. The described theoretical and practical potential of studying socio-cultural space of metropolis by students can be used for efficient training not only of graduates of the Institute of Foreign Languages, but also for specialists of other fields.

2 Results

This work analyzes the results of practices, which mainly determine the content of activity and initiative of future teacher of foreign language. Opportunities abound for higher education programs to engage external, community-based organizations in fulfilling the goal of providing culturally-relevant degrees [15]. Therefore, the initiative of a future teacher of foreign language can be presented as:

   - qualitative property of a teacher in adoption of socio-cultural values,
   - method of formation of pedagogic skills, capacities to evaluate critically native and other cultures,
   - socially meaningful personal basis of own existence,
   - method of interaction of young people with various social institutions of metropolis.

All this allows to state that various initiatives are the object of cooperation of young people and various metropolis social structures, they provide identification, adoption, satisfaction of professional demand of students and besides serve as essential manifestation of modern culture [16].

In recent years, social innovation initiatives involving youth have emerged as a global phenomenon [10]. At present, the socio-cultural practice of a future teacher should perform not only subjective but also developing function. The researchers underline the importance of organizing research to situate discourse processes in socio-cultural practices [14]. In this regard, the socio-cultural and linguistic cultural space of metropolis allows to solve the formulated problems. In terms of content point of view, the interaction of language and cultures should have social orientation expressed in satisfaction of human demand to communicate in other society, and assumes development of linguistic socio-cultural competence [17, p. 142].

We assume that the development of youth initiatives in the frames of topic of initiative projects in socio-cultural practice (Fig. 1) is an important formation tool of professionalism, creativity, and value orientation of a future teacher. While implementing these projects (Table 1), future teachers acquire the required experience, varying the surrounding world, as their projects include ongoing collaborative partnership [18]. The main task of teachers is to provide assistance, to be a facilitator and promoter. Well-managed student projects can benefit policy and practice in a city as well as enhance the learning experience of the students involved [19, 20].
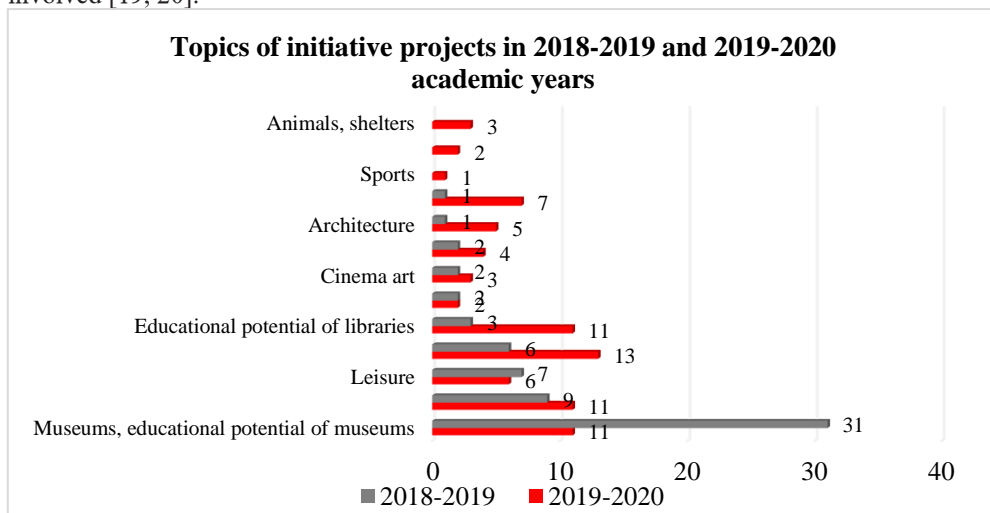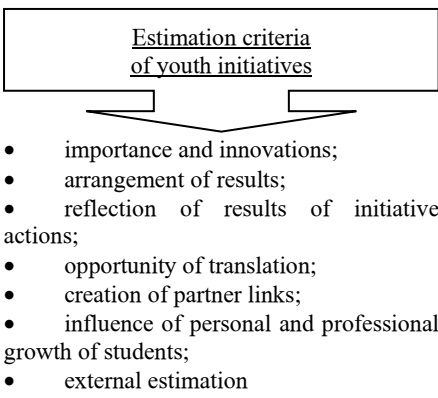

Fig. 1. Topics of initiative projects in 2018-2019 and 2019-2020 academic years.

Table 1. Examples of implementation and support of students' initiatives during socio-cultural practice.

Field and products of projects of urban youth initiatives	Examples of proactive actions of students:
Scope of research: *Theatrical art of metropolis*	• independent selection of research scope from available list; • proposal of own research scopes; • formulation of problems, research objectives; • searching for possible project recipients; • proposal of own research schedule; • forecasting research results; • searching for possible forms of beneficial cooperation; • selection of ready final product of project and its presentation and defense;
✓ master classes, ✓ types of theaters and theatre genres; ✓ content comparison of the play and the work; ✓ theatrical practices during studying foreign languages; ✓ best plays for foreign students studying the Russian language	
Product: top-list, reviews, articles for MCU, guidance	Toolkit for support of initiatives:
Scope of research: *Museums*	• information support and motivation of students during orientation and final conferences of practice; • consultations with head and experts; • collective discussion of research results in group.
✓ visiting program for little-known museum exhibits; ✓ program of popular sites for foreign guests, ✓ availability of museums for disabled people, families with little children, etc. ✓ comparison of museums	
Product: rating of museums, routing, program	Sites for exchange with students' initiatives
Scope of research: *Leisure*	• Participation in scientific conferences, discussions, startups; • scientific publications on project results; • performance at student competitions; • development of electronic resources on the basis of project results
✓ rock shows, concerts of classical and contemporary music; ✓ festivals of pop culture; dance studios; ballet schools	
Product: rating list	
Scope of research: *Shopping malls*	Properties of youth initiatives
✓ Mall as a culture and education space; ✓ quality of food courts; ✓ marketing methods; ✓ unusual books	
Product: top-list, review map	
Scope of research: *Urban library spaces*	• novelty; • voluntariness; • civic orientation; • mobility; • interaction and cooperation; • dialogue
✓ literature preferences of people of various ages; ✓ bookshelf of philologist; ✓ library as an educational space	
Product: top-list, rating, map	

Scope of research: ***Architecture*** ✓ available environment; ✓ psychic geography Product: map, quest route Scope of research: ***Social networks, blogs, sites*** ✓ *Content of official and fan VK communities* Product: analysis Scope of research: ***Charity and volunteering*** ✓ *how to organize a charity event;* ✓ *volunteering motives* Product: manual, interview Scope of research: ***Cinema art*** ✓ *networks of Moscow cinemas oriented at students studying foreign languages* Product: reviews, booklet Scope of research: ***Ecology*** ✓ *environmental safety of city* Product: presentation Scope of research: ***Animals in urban environment, shelters*** ✓ *the influence of animals on emotional sphere of children;* ✓ *volunteering in animal shelters* Product: recommendation of parents, volunteer manual Scope of research: ***Nonformal education*** ✓ *projects of nonformal education in the field of foreign languages, media education* Product: booklet Scope of research: ***Sports*** ✓ *sports sites in city* ✓	Estimation criteria of youth initiatives • importance and innovations; • arrangement of results; • reflection of results of initiative actions; • opportunity of translation; • creation of partner links; • influence of personal and professional growth of students; • external estimation

3 Discussion

The data mentioned above evidence the interest of youth in socially meaningful problems of society and intention of students to make own contribution to their solution. Demand in investigations into this or that sphere and its components can vary depending on subjective reasons, as well as on academic year. However, the method of support of students' initiatives in the frames of socio-cultural practice developed in Moscow City University, allows to manage successfully the projects of various specialization. The obtained product of the practice is directly affected by the applied toolkit of support of youth initiatives, opportunity of interaction, as well as translation of ideas and results.

4 Conclusion

Youth is the future of the country, its support and backbone; therefore, it is required to support the students' initiatives, to provide assistance in their implementation, and the university should become a promoter of innovation activities that constitutes a solid supporter to

develop new products, services and new business models [13]. Socio-cultural practice provides the opportunity for students to show their activity.

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