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Original article

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SOCIAL ORIENTATIONS OF SCHOOLING IN THE MULTICULTURAL SOCIETIES AS A FACTOR OF WELL-BEING

The article considers conceptual approaches and practices of schooling in the situation of cultural and linguistic diversity from the perspective of social anthropology. The models of multicultural and multilingual education of the young generation are analyzed mainly in the context of the Russian experience, the differences and consequences of the domestic state educational policy in different historical periods over the last hundred years are shown. The focus of the study is given to the identity of young people and the sociocultural aspect of school education as factors of positive worldview, personal and social well-being of a child. Since education can be an effective means of implementing the cultural and linguistic policies of the authorities, the question is raised as to the possibilities of using curricula to integrate society, consolidate different ethnic groups in the national context, and create an atmosphere of national harmony through education. In the author's opinion, the educational system has great potential as a mechanism for integrating young people into social life and, in particular, into the cultural and linguistic structure of society. This makes it necessary to consider education as a strategically important sphere of social life, as the main factor in the development of the nation's intellectual potential, its independence and international competitiveness. At the same time, not only strategic outcomes but also the well-being of students should be perceived as two goals of education.

Keywords: intercultural dialogue, education policy, school education, identity, sustainable development, well-being

Author Info: Martynova, Marina Yu. — Dr. of History, Professor, Head of the Department for European Studies, the Russian Academy of Sciences N. N. Miklouho-Maklay Institute of Ethnology and Anthropology (Moscow, Russian Federation). E-mail: martynova@iea.ras.ru ORCID ID: <https://orcid.org/0000-0001-7280-7450>

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