KNOWLEDGE OF CITY HISTORY AS A BASIS FOR THE INFORMAL EDUCATION OF THE INDUSTRIAL CITIES' YOUTH

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Abstract

Cities, intensively developing within the industrial age, are now affected by crisis. Monocities' and small territories' crisis is connected with economic processes. City-forming plants and factories are not always able to change their production process and withstand market competition. Economic problems determine the ambiguous social context of urban development. The problems of citizens' employment become actual and there are not enough local budgets for the development of living and recreation environment. One of the global challenges is the migration of youth to major cities and urban agglomerations where the urban environment is developing more dynamically and where new technologies and universities are concentrated.

Within this problematic field, it is important to understand what can have a significant impact on the desire of young people to take initiatives in order to transform the territories of their residence? Thus, the hypothesis of our study is that the young citizens' knowledge of urban history influences their desire to develop and improve their city and participate in its social and economic transformations.

This report analyzes the data of an online survey that was conducted in 2018. The object of the research is the youth of one of the largest industrial Russian regions – the Sverdlovsk region. Among the respondents 35% are men, 65% are women. 2844 young men and women from 47 cities responded to the questionnaire initiatively. Residents of the 4 largest cities in the region accounted for 35% of the total number of respondents, 19% of respondents live in cities with a population of 100,000 to 50,000 people, young residents of small Ural cities (where less than 50,000 citizens live) accounted for 46% of the sample. The report compares two groups of respondents, those who answered positively and negatively to the question: “Do you know the history of your city?”.

The study suggests that the knowledge of history by young citizens is an effective managerial solution for the development of industrial cities. This solution can be implemented through the creation and promotion of informal education for children and adolescents, as well as through the support for social projects that are aimed at raising the awareness of young people about the culture and history of their cities. Taken together, such measures may well become a good management tool.

Keywords: cultural heritage, historical heritage, knowledge of urban history, informal education, sustainable development of territories, youth

1 INTRODUCTION

Cities, intensively developing within the industrial age, are now affected by crisis. Monocities' and small territories' crisis is connected with economic processes, as they were created as territories for living of

workers of industrial enterprises and plants. City-forming plants and factories are not always able to change their production process and withstand market competition. Economic problems determine the ambiguous social context of urban development. The problems of citizens' employment become actual and there are not enough local budgets for the development of living and recreation environment. One of the global challenges is the migration of youth to major cities and urban agglomerations where the urban environment is developing more dynamically and where new technologies and universities are concentrated. Since the end of the 21st century Urban youth work in different regions and countries have been facing tremendous challenges in trying to meet the needs of youths and enable them to cope more effectively with issues related to modernization (Vasoo S., 2012).

The researchers record serious changes in urban culture, where traditional ties between people leave, the importance of family values decreases. The autonomy of existence is widespread, there is a virtualization of citizens' communication, its transformation into quasi-communication.

Serious changes are taking place in education. Active development of its informal types is active in urban areas. New approaches in work with youth in formation of citizenship and in the organization of leisure are developed (Lohmeyer, B. A., 2017). Types of youth citizen involvement are changed and supplemented (Kiilakoski, T. & Kivijärvi, A., 2015). Researchers in the EU are trying to figure out what youth participation can be and what are the chances and challenges of the state-led participation. Researchers from Germany propose and distinguish two forms of engaging with participation: the integration of youth-led projects in planning processes and youth advocate-led participation (Heinrich, A. J., 2016).

The XXI century is distinguished by the emergence of new concepts in urban development, including small ones "tactical urbanism" (Lydon M., Garcia A., 2015). There are projects to involve citizens in the transformation of the environment. There is a fixation of the uniqueness of the city as a certain "cultural landscape" (Shishkina, A. A., 2011). The theme of "cities for citizens" is becoming more popular. The role of historical-cultural and historical-architectural heritage in the processes of urban development is clarified by the concepts of "smart design", work with former industrial territories (Bystrova, 2018). There is a need for adequate data on the readiness of residents to certain actions and processes, when the administration of any small or medium-sized city makes an informed choice in favor of a particular path. This research and methodology can help in the same situation. Within this problematic field, it is important to understand what can have a significant impact on the desire of young people to take initiatives in order to transform the territories of their residence?

The purpose of this article is to explore how the knowledge of urban history by young citizens influences their desire to develop and improve their city and participate in its social and economic transformations.

2 DATA AND METHODS

The report presents the results of two studies. The first analyzes the data of an online survey that was conducted in 2018. The object of the research is the youth of one of the largest industrial Russian regions - the Sverdlovsk region. Among the respondents 35% are men, 65% are women. 2844 young men and women from 47 cities responded to the questionnaire initiatively. Residents of the 4 largest cities in the region accounted for 35% of the total number of respondents, 19% of respondents live in cities with a population of 100,000 to 50,000 people, young residents of small Ural cities (where less than 50,000 citizens live) accounted for 46% of the sample. The report compares two groups of respondents, those who answered positively and negatively to the question: "Do you know the history of your city?".

We assume that there are certain differences between young active citizens who have confidence that they know the history and culture of their cities and those young citizens who do not have such confidence. Quantitative survey allows to test the following hypotheses:

Hypothesis 1. Ideas of young people about the knowledge of culture and history of the city depends on the period of residence in it. We assume that cognitive and emotional characteristics of young people's confidence in this issue are not only their personal characteristics, but also one of the consequences of socialization.

Hypothesis 2. Young people's perception of their knowledge of urban history influences the assessment of the value of earlier historical periods as the time that left cultural sites and attractions in their city.

Hypothesis 3. There is a direct link between young people's perceptions of their city's history and their intentions to tell about the cultural places, history and attractions of their city to visitors and tourists online and offline.

3 THEORETICAL IDEAS

In this article we do not consider the development of industrial cities solely from the perspective of architectural and infrastructural transformations, we look at economic processes that occur in them. A city with an industrial history can continue not only to exist, but also to activate new resources with a change in the economic structure of its enterprises or the degradation of historical and architectural industrial heritage in the post-industrial period. We suggest that the focus should be on young people and targeted work with their different groups.

Socio-cultural processes taking place in industrial cities, which we study, introduce such concepts as "value" and "attitude" into the research field (Bystrova, 2018). The attitude of the inhabitants to the territory, its history and its future forms the "face of the city" as significantly as the climate, urban planning solutions or well-known objects. It also acquires an economic dimension in the new paradigm of urban development. It is important to find points of intersection and unity of interests of young citizens and urban management in the strategy of dterritories' evelopment, taking into account the potential of urban culture and history and the implementation of urban projects in informal education and the formation of responsible citizenship.

The researchers note that the study of young people must necessarily take into account individual changes, social transformation and identity. Self-actualizing young citizen is also important. Young people can create personalized versions of citizenship which must go beyond an account of spectacular political action to an account of the politics of ordinary youth cultural practices and the discourses of the good citizen with which these practices are intertwined (Woodman, D., Bennett, A., 2016). Researchers emphasize that young people's need for space and their emergent sense of place are aspects of a citizenship identity which young people 'learn', work at and negotiate over in their leisure time (Hall, T. at al, 2010).

4 THE RESULTS

To test the first hypothesis, we evaluated the responses of respondents in the compared groups to the question: "How long do you live in your city?". The study revealed statistically significant differences in the responses of respondents who know the history of their city and the youth of the second group. The data are presented in table 1.

Table 1. Distribution of respondents' answers to the question: «How long do you live in your city?"» (%)

Possible answers	Those who know the history of their city	Do not know the history of their city
	Group I	Group II
I live here since birth or my parents live here	75	49
My family moved to the city more than 20 years ago	7	5
I live in this city for 10-19 years	9	11
I have lived in this city for less than 10 years	9	35
Total	100	100

Source: author's calculation

The longer period of residence in the city is, the higher is the probability that young people are confident in knowing the history of their city (The Cramer's V 0,331, p-value 0, 001). It is important to note that the largest proportion of young people who live in the city since birth. 75% of respondents in the first group and almost every second (49 %) in the second group.

To test the second hypothesis by the method of correlation analysis, we estimated the relationship between the variable "knowledge of history" and the variable "time period significant for cultural and historical sites

and attractions of the city." We analyzed the answers of 974 young citizens, excluding some respondents who found it difficult to answer the question: "What historical period left most of the cultural sites and attractions in your city?". Respondents could choose only one answer. The link between the variables is weak and direct (The Cramer's V 0,350, p-value 0, 000). Our hypothesis was partially confirmed. Statistically significant differences between the estimates of respondents of the compared groups were revealed only in two periods: pre-revolutionary and Soviet era. Almost every fifth (21 %) of those who know the history of the city singled out the pre-revolutionary period as significant. Among the respondents of the second compared group there were only 10%. In the first group, 61 % of the respondents in the group noted the importance of the Soviet era. Among those who do not know the history, this answer was chosen by 70 % of respondents. In General, 18% of the respondents in the first group and 20% of the respondents in the second group identified the modern period as the one that left the most cultural and historical sites and attractions in their city. The data are presented in table 2.

Table 2. Distribution of respondents' answers to the question: "What historical period left most of the cultural and historical sites and attractions in your city?" (%)

Possible answers	Those who know the history of their city	Do not know the history of their city
	Group I	Group II
Pre-revolutionary period (until 2017)	21a	10 b
The Soviet period (before 1985)	61a	70 b
Modern period	18	20
Total	100	100

Source: author's calculation

According to the study, it can be argued that the idea of young people about the knowledge of urban history has an impact on the ability and desire to evaluate completely different historical periods as the time which left cultural sites and attractions in their city. Significantly fewer respondents in the first group found it difficult to answer the question. In the first group there were only 15%, in the second group – 45%.

To test the third hypothesis, we compared the respondents' answers to two questions of the questionnaire. 31% of the respondents of the first compared group and only 12% of the respondents of the second group responded positively to the dichotomous question: "Would you like to tell tourists and guests of your city about its history and culture?". We analyzed the respondents' answers to the question "Are you ready to tell about the sights and cultural places of your native city on the Internet as much as possible?". The data are presented in table 3. The link between the variables "knowledge of history" and "willingness to volunteer online to promote your city" is directly proportional and weak (The Cramer's V 0,339, p-value 0, 000). Knowledge of the city's history correlates with the willingness to talk on the Internet about the sights and cultural places of the city. 67 % of respondents declared their readiness for online volunteering with varying degrees of confidence. 35% of respondents were in the second group. The data are presented in table 3.

Table 3. Distribution of respondents' answers to the question: "Are you ready to tell about the sights and cultural places of your native city on the Internet as much as possible?" (%)

Possible answers	Those who know the history of their city	Do not know the history of their city
	Group I	Group II
No	9	25
Probably not	14	26
Rather yes	38	26

Yes	29	9
Difficult to answer	11	14
Total	100	100

Source: author's calculation

The third hypothesis was confirmed. It is only important to note that much more young citizens are ready to talk about the culture and history of their city online than to work with tourists and guests of the city offline.

5 CONCLUSIONS AND DISCUSSION

The first hypothesis was proven. The longer young people live in their city, the more they know about it. Most likely, this is the result of involvement in the environment, which forms the knowledge of the city and its history through the education system (in school), through everyday practices (leisure, free time), through family communication and the inclusion of family history, close environment in the context of the history of the territory. It can be assumed that the education of young people raising the level of knowledge of the history and culture of the local territory of their residence can become a priority theme of social projects of an informal educational nature, which should be supported from the budgets of municipalities.

Young people who have historical knowledge about their city and can assess the development of cultural and social infrastructure in small and medium-sized cities of the region. Knowledge of the city's history provides an understanding of the value of cultural and historical objects of urban spaces in different historical periods. This provides a palette of opportunities for the development of the urban environment through the activity of citizens. This is important for inclusion in urban practices of people with different preferences, values, creative abilities and orientations (from classical to postmodern).

Young people see their opportunities for self-realization and recreation better if they are included in some creative processes and projects. Knowledge of urban history in this case helps to endow the surrounding context with significant and valuable meanings that affect the comfort and satisfaction with the conditions of urban life. The architectural ensemble of the cities in Sverdlovsk region is a mixture of industrial and cultural objects of the pre-revolutionary period, the heritage of constructivism and typical residential development of the USSR period. The ambiguity of young people's judgments about the value of a particular period as the time when important cultural and historical objects appeared in their city reflects the variability of tastes and cultural preferences of young citizens. Concentration on objects and sights of different time and cultural periods can attract the interest of different target audiences in informal urban educational projects, such as public lectures, quests, quizzes, flash mobs. Consequently, all of this works to raise awareness and knowledge about the history of the city among young people. Knowledge of the city's history increases the willingness to share this knowledge with tourists and guests of the city. Young people who know the history of their city can be involved in the promotion of their cities and in the formation of their tourist attractiveness. Thus, creative projects should purposefully develop cultural volunteering among young people. Such programs should be designed as non-formal education programs. They will be successful in those periods when young people have a lot of free time. These programs are more successful engaging youth when using primarily self-directed and youth-led approaches to learning and program delivery when compared to adult-driven and more structured activities (Hauseman D. C., 2016). Communication with tourists allows you to feel proud through stories about the history of territory, its cultural and historical sites. It forms identity and attachment to the place where you were born and grew up. Such projects should be implemented by local specialized non-profit organizations focused on working with urban youth. This is important because different types of communities youth join through their volunteer work may shape their ongoing civic and political socialization differently (Nenga, S. K., 2012).

Our research has shown that knowledge of the history of your city increases the willingness to share this knowledge with a wider range of people via the Internet. However, such an indicator of activity as readiness for online volunteering has a dual character. On the one hand, this potential should be used and cultivated, for example, in tourism development projects, event branding, focusing on the preferences, skills and opportunities of young people. On the other hand, it demonstrates a certain passivity and one-sidedness in the vision of young residents of small and medium-sized industrial cities of its territory. Young people are likely to demonstrate unwillingness to engage in projects such as "culture of participation", which has been repeatedly confirmed by the personal experience of the authors.

ACKNOWLEDGMENTS

The article was prepared with the support of the Russian State Scientific Innovation Fund, project No. 17-22-07001 «Complex algorithm of cultural regeneration of small industrial cities (minor cities) in the context of agglomeration processes in Russia and Europe».

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