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## **The History of Education**

### **Education of Regional Identity Among Soviet Children, Youth and Youth through Radio Broadcasting (based on Materials from the Penza Region)**

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#### **Abstract**

The article examines the mechanism of the formation of regional identity in the minds of the younger generation in the Soviet period through one of the types of media – radio on the example of the Penza region. Regional identity is characterized by the identification of a person with his place of residence, his connection with the territory, during which a sense of belonging to his region and the social community inhabiting it develops. The result of this process is the formation of a sustainable view, associations and image of their region, an emotional positive attitude towards the region, an awareness of a sense of pride and involvement with their territory, a motivation to constructively participate in the social, social and political life of the region.

Penza broadcasting (regular broadcasting – since 1927), despite its ideologized nature, in the context of the spread of the norms of the Soviet way of life, contributed to the designing of regional identity among the local population, his children's and youth audience, including broadcasts on the socio-economic and cultural development of the region, its history, people who glorified the Penza region, etc. The content of programs for the younger generation was compiled taking into account the psycho-age features of radio listeners so that the material was accessible, understandable and interesting. Various types of radio broadcasts were used: reporting, interviews, essay, short story, etc., and such a variety of information genres helped maintain the interest of listeners. Particular attention was paid to feedback from listeners in order to interest them more.

**Keywords:** USSR, regional identity, broadcasting, child age group, youth, Penza region.

#### **1. Introduction**

In the modern realities of globalization, there is a crisis of social identity, including national and regional, because many people do not identify with a particular social group (Lapkin, 2008;

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Miklyaeva, Rumyantseva, 2008). The main danger of this is the deepening of historical, civil, and social fragmentation and the interruption of continuity with traditional norms and values of society; the loss of significance and transformation of public institutions (family, state) that used to be important to people (Danilova, Yadov, 2004; Eremina, 2012). But identity is very important for every state, because it ensures the integrity, social unity, and stable progressive development of society. Based on this, the study of identity issues becomes particularly relevant. In this regard, the subject of the formation of regional identity is of great importance, which means identifying oneself with a specific place of residence, classifying oneself as a fellow citizen of a certain area.

By identity, researchers mean the social sense of an individual, which makes them correlate themselves to a certain social group on the basis of their common interests and signs. Identity models sociocultural space as the realm of a person's life priorities; specifies a kind of coordinate system in defining its principal points; forms the scheme of interaction of the individual with the outside world, encourages it to internal changes based on collectivism, social justice, solidarity and mutual assistance. Social identity has multiple manifestations – family, professional, ethnic, etc. In many ways, identity is determined by collective memory, which includes stable formations in the public consciousness.

The Soviet model of identity, on the one hand, focused on achieving global political tasks, such as building communism, on the other, ensured the inclusion of the «common man» in major socio-economic events, a sense of emotional involvement in the creation of a new «future». In the Soviet state, an integral system of institutions and mechanisms of political socialization and civil identification functioned. In the USSR, a policy of forming a single Soviet identity was pursued – a new historical community «Soviet people», which was based on the provisions of Marxism-Leninism proclaimed by the CPSU, the development of personality (primarily labor), Soviet moral and cultural values. The new Soviet man needed to be committed to the ideals of the party, the working class and collectivism; he was aimed primarily at fulfilling the tasks determined by the Soviet-Party leadership, in which his involvement in «great deeds» would be manifest. The most important component of Soviet identity was patriotism, which consolidated and united the interests of various social groups and movements, state and social forces; citizen's care for their country was positioned as self-care. As part of the formation of identity, Soviet values were introduced, the ideal of a communist future was broadcast, a comprehensive and systematic «policy of historical memory» was carried out, heroes and political symbols were created.

Based on the community, which acts as the basis for identification, different types of identity are distinguished: ethnic, regional, etc. Regional identity is understood as associating an individual with a particular territorially restricted community – a region that is characterized by territorial, historical, cultural, political, legal and linguistic integrity. Collective living in general socio-cultural and natural-geographical conditions, maintaining a homogeneous type of economy was reflected in the nature of the interaction of the population, their traditions, lifestyle; collective memory manifested itself in reaction to historical events, joint experience of painful trials, difficult and joyful events, in positive memories, pride in outstanding fellow countrymen, local symbols close and understandable to the population, etc.

Mass media, including radio broadcasting, have played and continue to play an important role in the formation of regional identity. They act as one of the channels of its formation through awareness of regional culture and history, determining the importance of their region in the past and present events of their country and the group past of the inhabitants of the region, consolidating the practice of social communication and human interaction with the unique environment and cultural landscape of the region. It should be borne in mind that in the USSR the official media offered a model of identity, including a regional one, preferred exclusively by the authorities, otherwise they simply could not function.

## **2. Materials and methods**

The theoretical and methodological basis of the research and the involved source base provided an opportunity to conduct an objective and complete study of the designated issue. The methodological basis of the research was primarily based on the general scientific principles of universal connection and development, objectivity, consistency, scientific approach, and determinism. In addition, the research was based on the principles of historical science and pedagogical science: historicism, genesis, comparison. The authors relied on philosophical and psychological concepts of interaction as a multicomponent process carried out in joint activities

and communication. We proceeded from the idea of humanizing the educational process; modern concepts of the development of society, in which radio acts as a mechanism of influence on personality. These methods made it possible to study the mechanism of formation of regional identity among residents of the Penza region through local radio broadcasting, taking into account the specific historical situation and development, interrelation and interdependence with other changing phenomena. These methods made it possible to analyze the problem based on the available factual material and determine the objective patterns of the process of educating Penza residents' regional identity through radio broadcasting, taking into account the economic, political and cultural characteristics of the region's development. The information was evaluated by the authors in terms of its reliability. The systematic approach contributed to the theoretical understanding of radio broadcasting and its role in constructing the identity of citizens as a set of interconnected links that had resources, communication with the external environment and feedback. The use of these methods made it possible to study the phenomenon of regional identity in development; to present the forms and methods of its implementation through radio; to identify the features of this process; to see the causal relationships between the Soviet state policy in the field of radio and radio broadcasting in the region. The main trends, internal logic and patterns of the Soviet model of identity education through radio broadcasting at the regional level were identified.

The source base is based on unpublished documents from the collections of the Penza Region State Archive (PRSA). A large block of sources consists of periodic and planning documents that make it possible to make a comparative analysis and determine the main directions of development of radio broadcasting in the region; to consider the content (subject matter, quality of broadcasts, etc.); to study the practices of local radio on the formation of regional identity among the population.

These sources include orders on the regional radio committee and reports on its activities; information on ensuring the implementation of party and government decisions on radio broadcasting and communications and support for various ideological and political campaigns; information on the main performance indicators of radio organizations and the communications department; extracts from minutes of meetings of Penza provincial and regional executive committees on various aspects of broadcasting and radio in the region; information from party district and city committees on the forms of mass propaganda and the state of ideological and cultural work in the region, etc. These materials are in the funds of the Penza Regional Committee on Television and Radio Broadcasting (Fund r-2474. Op. 1) and the Penza Regional Committee of the CPSU (Fund p-148).

### **3. Discussion**

The study of various aspects of identity was carried out by E.P. Belozertsev ([Belozertsev, 2014](#)), V.G. Bogomyakov ([Bogomyakov, 2007](#)), N.A. Galaktionova ([Galaktionova, 2010](#)), E.V. Dzyakovich ([Dzyakovich, 2012](#)), L.M. Drobizheva ([Grazhdanskaya, etnicheskaya..., 2013](#)), E.V. Eremina ([Eremina, 2012](#)), D.N. Zamyatin ([Zamyatin, 2006](#)), K.V. Kiselev ([Kiselev, 2006](#)), S.A. Konovalov ([Konovalov, 2019](#)), G.S. Korepanov ([Korepanov, 2009](#)), M.P. Krylov ([Krylov, 2013](#)), A.E. Kuznetsov ([Kuznetsov i dr., 2022](#)), A.N. Makhinin ([Makhinin, Kovalenko, 2021](#)), L.V. Sagitova ([Sagitova, 2018](#)), Yu.G. Chernyshov ([Derendyaeva, Chernyshov, 2021](#)), etc. (mechanism for constructing regional identity, regional political symbols, image or positioning of the region, etc., using the example of republics, individual territorial subjects of the federation).

The issues of social identity, the value-affective significance of belonging to a certain social group, and the consequences of positive or negative identity were the focus of attention of foreign researchers: N. Tajfel ([Tajfel, 1974; 1982](#)), S. Trepte, L.S. Loy ([Trepte, Loy, 2017](#)), and others. N. Tajfel proposed the Social Identity Theory. This theory initiated the consideration of identity as a person's awareness of belonging to certain groups of people, who at the same time determine the «radius of trust».

The significant role of regional mass media in the spatial and regional identity, the relationship of the media with the territorial and administrative structure within the regions was pointed out by foreign researchers: N. Coldry, A. Hepp, A. McCarthy ([Coldry, Hepp, 2017; Coldry, McCarthy, 2004](#)), A. Paasi ([Paasi, 2009](#)) and others. The history of Soviet radio broadcasting was in the focus of the study of many researchers: M.S. Glazer ([Gleizer, 1989](#)), T.M. Goryaeva ([Goryaeva, 2009](#)), P.S. Gurevich ([Gurevich, Ruzhnikov, 1976](#)), Yu.A. Letunov ([Letunov, 1974](#)), V.I. Shamshur ([Shamshur, 1960](#)), A.A. Sherel ([Sherel', 2004](#)), etc.). Specialists were seriously interested in the development of certain types of broadcasting, especially with the

diverse use of specific expressive means of radio – children's, youth, literary and dramatic (Men'shikova, 1966; Rudenko, 1984: 75-92; Do vstrechi v efire..., 1986).

#### **4. Results**

In the USSR, especially until the 1960s, broadcasting was in demand by the population due to its unique properties: mobility, accessibility of perception, emotional intensity. Throughout the functioning of Penza broadcasting, editorial structures and key areas of its broadcasting were constant: socio-political, industrial and agricultural, literary, dramatic, musical, children's, etc. This principle of work made it possible to cover almost all social and age groups of society with information and ideological influence. Local radio broadcasting contributed to the construction of regional identity among the population, including young people, through the materials of programs about the Penza Territory in the context of all-Russian and Soviet history; on the current socio-economic and cultural state of the region; about the geographical space of the area; on the attitude of the region to other geographical objects – neighboring regions, Russia as a whole, etc., i.e. the introduction of a value system for this territorial social group. As a result, the introduced identity made it possible for a resident of the Penza region to find a connection with the place of his birth and residence, to realize himself as part of his region, to participate in the development of his region. The Soviet authorities understood the need for «correct» upbringing of the younger generation as an indispensable condition for the progressive development of society.

From the very beginning of the work of the Penza radio broadcasting, a part of the airtime was necessarily allocated to the children's and youth audience. For example, the ten-day broadcasting schedule of the Penza province radio station, which began regular broadcasting in 1927, along with Moscow programs and the release of special local programs (peasant and Red Army newspapers), provided for broadcasts of children's programs, performances of the Blue Blouse, etc. The Penza Regional Communications Department, which led all types of communications, including broadcasting, created with the formation of the Penza Region in 1939, and the editorial board of broadcasting under the regional executive committee also produced programs for children. And during the Great Patriotic War, as far as possible, radio sought not to «forget» the younger generation. So, in 1944, taking into account the wishes of the population, 2 youth programs were organized in January, and 7 in June. However, the chairman of the regional committee pointed to «weak literary processing of the material»; insufficient coverage of the cultural life of the region; almost absolute lack of music broadcasts for schoolchildren and primary school children.

In the second half of the 1940s. the main forms of local radio broadcasts were youth rallies, literary almanacs, «At the Microphone», thematic evenings, etc. District radio broadcasts consisted mainly of political broadcasting (the main thing is «Latest News» – information about the life of the district); art programs were extremely rare. Political broadcasting necessarily included transmission cycles for young people, schoolchildren, pioneers, etc. Radio correspondents prepared for the broadcast materials about the activists of local educational institutions, the achievements of children in various spheres of life, etc.

In 1950–1952 the editorial offices of the regional radio broadcast daily programs of 30 minutes. The thematic plan of the regional committee provided for socio-political programs for young people, pioneers and schoolchildren, which were supposed to «show the selfless work of young people, the avant-garde role of Komsomol members, study and cultural leisure of young people» (Informatsionnyi otchet..., 1952: 36). Programs of a youthful and children's, cultural and educational nature, subtly or directly in the forehead spread the values of socialist society: patriotism, collectivism, self-sacrifice for the interests of the state, admiration for the Soviet past of the country and its leaders, primarily V.I. Lenin, etc.; telling on the air about Penza residents who, by their actions, proved the importance of the propagandized attitudes and «gave all their strength to the great cause of communism». For example, in 1951, the essay by Krylov's correspondent «Kuzmich» spoke of Mikhail Bobrov, demobilized from the Soviet Army, who graduated from the school of leading collective farm personnel in 1949 and was elected chairman of the board of the collective farm named after S.M. Kirov, who now works for the common good to strengthen the artel economy. The names of many programs sounded pretentious and pathos: «The first commandment is fulfilled» (on the participation of young people in the export of bread, 1951), «For the honor of the factory brand» («on the struggle of young workers of the factory "Lighthouse of Revolution" for the production of excellent quality products», 1952), etc. Thus, the formation of



regional identity took place through the demonstration of political and historical events of the Penza Territory, famous people and ordinary workers of the region, the definition of a typical natural and cultural landscape. Nevertheless, the inspection commissions noted the standardness and schematism of radio transmissions, the minimum broadcast of youth and literary and artistic programs, etc. The certificate of the regional radio committee identified shortcomings in the programs: a small number of «live examples»; «sparse and dry, clerical» language of radio broadcasts ([Spravka..., 1951: 13](#)). The instructor of the press sector of the regional committee of the CPSU(b) N. Krayushkina emphasized that the programs for young people were practically no different from the usual socio-political ones; no music and educational programs were organized for children and youth.

On January 4, 1952, an order was issued by the regional radio information committee «On measures to improve the quality of transmissions», where special emphasis was placed on programs for young people and their broadcast was streamlined. The order on the Penza Radio Information Committee № 8 of February 20, 1953 stated the need to improve the quality of children's programs, which «should instill in pioneers and schoolchildren a love for the Motherland, for the Communist Party, instill an interest in science and the expansion of knowledge, a love for work and production professions» ([Prikaz..., 1953: 8ob.](#)). The regional radio committee took measures so that the broadcasting network for the younger generation was built taking into account the age of young radio listeners, with a creative and educational orientation, so that, based on the socio-psychological characteristics of the radio, the child could be interested, and he would be not only a passive listener, but also an active participant in the broadcast, involved in communication. According to the age criterion of the children's audience, the programs were targeted – for preschoolers, primary schoolchildren, adolescents, high school students.

The specifics of broadcasting for children and adolescents were a high degree of its emotional saturation, the numerous use of literature and music in programs, figurative and artistic expressive means, therefore, reports, sketches, etc. were often given in programs. In almost every children's and youth program, including through the selection of artistic and musical works for broadcast, on the examples of the life of radio heroes, often real ones who lived in the Penza region, preferred models of social behavior were introduced, love for the Fatherland was brought up, respect for the revolutionary history. For example, in 1960, the stories of the Komsomol Penza members of the first years of Soviet power sounded on the air – K.I. Melnikova, V.S. Sukhanova, A.A. Medvedev, M.F. Sorokina and others, memoirs of the participant of the third congress of the RKSM K. Ulybin.

To attract an extensive asset of authors from students, a section «Chronicle of Pioneer and School Life» was introduced into each children's program. The information report emphasized that in the radio broadcasts «schoolchildren were instilled with a sense of love for our beautiful homeland, the Bolshevik party, the government, comrade Stalin» ([Informatsionnyi otchet..., 1952: 38](#)). Pioneer and school programs also aimed to help students gain and consolidate knowledge, for which teachers often spoke on the radio, especially before final exams. The programs used performances by participants in amateur art circles, recordings with children's musical numbers. In the programs, using examples from the life of local schools and pioneer squads, they talked about the reform of educational institutions, the acquisition of labor skills by children, the victories of participants in amateur art circles, naturalists, etc. The programs sought to instill in the younger generation the best qualities of a Soviet person: diligence in study, honesty, respect for elders, etc. Programs for young people came out once a week.

In the decree of the Central Committee of the CPSU of January 29, 1960, «On Improving Soviet Radio Broadcasting», it was stated that «many radio programs are poorly connected with life, are conducted ineptly, templately and therefore do not arouse much interest among listeners» ([Sovetskaya pechat'..., 1961: 130](#)). The report at the regional meeting of radio and television workers on May 30, 1961 emphasized that individual programs lack specificity and purposefulness, they have an abstract character, they contain many general appeals and slogans, propaganda. In line with the concept of building communism in the USSR, a resolution of the Central Committee of the CPSU «On the further development of social principles in the Soviet press and radio» appeared (June 28, 1960), which contributed to the organization of amateur radio broadcasting in the region ([Ocherki istorii..., 1986](#)). The «Regulation on the District Editorial Board of Broadcasting on a Voluntary Basis» (1962) emphasized that their main task was to foster a communist attitude to labor and public property among people, including the younger generation, promote sprouts of new experience in public relations, develop friendship and

camaraderie, public condemnation of idlers and lazy people. To improve the efficiency and quality of work, the regional committee carried out systematic and comprehensive work to increase the number of correspondents and participants involved in the programs.

Local radio broadcasts regularly featured materials dedicated to great people – writers, composers, artists, etc., whose biographies were associated with the Penza Territory, and whose names glorified him and were associated with it (M.Yu. Lermontov, A.A. Arkhangelsky, A.I. Kuprin, A.N. Radishchev, V.O. Klyuchevsky, K.A. Savitsky, I.S. Goryushkin-Sorokopudov, V.E. Meyerhold, etc.). For example, in June 1961, on the occasion of the 150th anniversary of the birth of V.G. Belinsky, a number of radio programs were dedicated to him: «Literary readings in memory of V.G. Belinsky» (June 2 and 7), «Transfer dedicated to the memory of V.G. Belinsky» (June 9 and 13), «Bibliography. Books about Belinsky» (June 12), «Transfer for high school students "In the homeland of Belinsky"» (June 12), «Program dedicated to the 150th anniversary of the birth of V.G. Belinsky» (June 13), «Program "The whole country celebrated the 150th anniversary of the birth of V.G. Belinsky"».

Such programs not only contributed to the education and enlightenment of listeners, but also created a feeling of involvement in the regional and world cultural and historical heritage.

The decree of the Central Committee of the CPSU «On measures to further improve the work of radio broadcasting and television» (1962) determined the key tasks of grassroots radio broadcasting: motivating the population to fulfill and overfulfill plans for the development of the economy, culture, and science; active dissemination of best practices, best examples of labor and communist principles in the life of Soviet society; assistance in the upbringing of a comprehensively developed Soviet citizen – the builder of communism. Much attention was paid to the need to organize a diverse range of radio programs for children and youth, to strengthen the role of radio in the moral and aesthetic education of the masses, etc. Understanding the specifics of such a contingent, radio workers sought to use various formats of work: radio newspapers «Friendly Guys» (for children of pioneer age), «School Life», «Guys walk along the road of fathers» (for high school students), etc. Thematic cycles of programs for young people included «Club of the Young», «Teenager, Wednesday, Future», «Hello, dear fellow countrymen» (about young fellow countrymen working on virgin soil and construction sites of the seven-year plan), the radio magazine «Student Life», radio almanacs «Literary Penza», etc. The program «Club of the Young» received approval from Central Radio. «Radio Club» was conceived as a club of interesting meetings, where young men and women would get acquainted on the air with the successes of their peers «in work, study, on treadmills and in gyms, theater and club stages, discussed the works of writers, practical issues of the activities of Komsomol organizations» («What should be a person of the future», «What is Komsomol honesty», etc.); young workers of the village and industry performed; creative groups presented their works, etc. (Vyezdnaya redaktsiya..., 1964).

In programs for children and adolescents, young people, using examples from the life of schools, pioneer detachments of the region, they talked about the activities of educational institutions, children's «problems», the achievements of young technicians, tourists, etc. They often featured children's voices; read out the letters of young listeners on the air and commented on them, the children themselves performed in the recording. For example, in 1960, Komsomol members of the Penza region organized a debate on the topic «Heroic in our everyday life». The report of the Penza edition of broadcasting noted: «The atmosphere that reigned on it, the statements of the youth were recorded on tape, and then broadcast on the radio. In the same way, thousands of boys and girls attended the disputes held in Penza, Kuznetsk, Bashmakov. Their topics were different: "Are you ready to live under communism?", "What is happiness?", "Every profession is good"» (Otchet..., 1960: 77). Sometimes essays were prepared directly by children – young correspondents. Young authors wrote about their friends, about familiar people with an interesting fate.

The editors asked to send letters to the radio under various pretexts: to suggest the topic of discussion, talk about their favorite book, authoritative friend, interesting journey, etc., thereby not only offering original ideas for the air, but also understanding the vectors of the needs and interests of the audience to release socially significant programs. So, in 1964, the youth editorial office of the regional radio appealed to radio listeners to take part in the creation of programs «dedicated to the work and life of your peer»: send information about the patriotic affairs of young workers, workers of state farms and collective farms, collectives of communist labor, about the competition for the delivery of defect-free products, about «the daily struggle for the successful completion of the

agricultural year», about «the noble deeds of your comrades», about spending their leisure time ([K molodomu radioslushatelyu..., 1964](#)).

The content of many radio programs aimed listeners at cultivating hard work, collectivism, courage, etc. («All works are good, choose for taste», «On youth corn plantations», «We are builders», «Remove a plentiful harvest», «Youth at Penza construction sites», etc.). Radio editorial began to organize radio tours to local enterprises for schoolchildren of the regional radio for career guidance from the beginning of the 1960s. – to the Compressor Plant, Penzmash, Himmash, etc. («Come to our factory»). In the 1960s the radio meetings of school Komsomol organizations aroused some interest among listeners ([Khovrin, 1961](#)). In the 1960–1970s on the Penza radio went «Pedagogical readings» in order to help teachers and parents in the upbringing of the younger generation (radio essays about teachers, «Working class – a worthy shift. Conversation about the labor affairs of school students», «What path will you choose, friend?» (vocational guidance in rural schools), «On labor education of children in the family», etc.). Teachers, head of the regional department of public education, employees of the Penza Institute for Teacher Improvement, scientists of the Pedagogical Institute. V.G. Belinsky spoke to the microphone on the radio ([Pedagogicheskie chteniya..., 1964](#)). In the 1970–1980s. for the little ones, the program «Merry Teremok» was broadcast, for older children – the radio newspaper «School Life» («We are your faithful shift, Komsomol», «Study and work – they live nearby», etc.); for young people – weekly issues of the radio station «Molodost» («They were raised by the Komsomol», «So our heart told us», «I ask for a word!», etc.), the military-patriotic magazine «Rocket» (about the labor and military exploits of fellow countrymen, about people who immortalized their name on the fronts of the Great Patriotic War, about the service of our fellow countrymen), radio magazine «Golden Hands» (about vocational school students, about new specialties, about the employment of young specialists), «To the working class – a worthy shift (Conversations on the labor affairs of school students)», etc. ([Kharlova, 1977](#)). In 1985, journalist I.I. Ponomarchuk, together with sound engineer E.V. Utenkov created a radio animated film «In a Forgotten Museum». Penza broadcasting, within the framework of the permitted scheme of the All-Union Radio Committee, sought to focus on «a sense of place» – «a feeling that is based on the need to belong to a certain territory, home, and not society in an abstract sense» ([Salovaara-Moring, 2004](#)).

Broadcasting in the USSR was ideologized. The attitudes of Marxism-Leninism, Lenin's theme were present as a «leitmotif» in weekly radio programs – industry magazines «Industry», «Rural Life», «Friendly Guys», «Literature and Art»; cycles became permanent: «Pages of Leniniana», «Lenin's Fridays», «Lenin University of Millions». The leadership of the region recommended to fill the programs with local history material as much as possible in order to «reveal the life-giving power of Lenin's ideas, using vivid examples from our Penza reality to show how Ilyich's covenants are being implemented by the workers of our region» ([O rabote..., 1969: 86](#)). The regional committee's certificate highlighted that in radio broadcasts for the younger generation, examples were given of how party organizations took care of young workers, district committees created universities of military glory and military-patriotic lecture halls, etc. Programs with Komsomol and Soviet-party leaders, broadcast cycles demonstrating the help of local authorities and the state of youth in satisfying requests, formed a positive appearance of regional and district leaders, were aimed at fostering respect and trust in the leadership of the region. For example, in 1966, the microphone was «visited» by the heads of the department of Komsomol organizations of the Komsomol regional committee V.V. Korolev, departments of the CPSU regional committee B.G. Perminov and G.N. Polozov; Deputy Department of Culture V.M. Trushnin; First Secretary of the Kuznetsk City Committee of the CPSU M.S. Chistyakov; Chairman of the Regional Committee of National Control N.V. Khristoforov and others.

In order to improve the quality of the broadcast, the State Committee for Broadcasting and Television sent to the regions for acquaintance and use in practical work the texts of programs and reviews of children's programs, recordings of programs and musical fragments of the Recording House of the All-Union Radio.

## 5. Conclusion

Penza radio broadcasting in its various forms of presentation of information (radio magazine, radio essay, note, interview, report, etc.) programs for children and youth helped its audience to form a regional identity through stories about the positive features of the region, the significance of the region, instill love for the region, building a connection among residents with a place in the

country and the world. In children's radio programs, the main genres of radio were presented: informational, artistic and journalistic, etc. Based on the socio-psychological features of the children and youth audience, the editors determined the form of presentation, structure and volume of transmission, sufficiency for full perception, accessibility and clarity. Children's programs had a clear age positioning.

The young listeners felt proud of their «little Motherland» and its famous people, felt their belonging to the Penza community and aspired to take an active part in the life of their region as a result of such radio practice. Children and young people identified themselves and their peers with the past, present, and potential future achievements and virtues of the area where they lived. Cultural continuity (traditions, symbols, historical knowledge about their territory) was carried out through radio broadcasting, and thus the younger generation was constructing a regional identity.

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