E. I. Kazakova

Digital transformation of pedagogical education

The article is prepared being based on materials of the webinar of the same name organized within the New Didactics project of the Federal educational and methodical association of higher education «Education. Pedagogical sciences». The article emphasizes the idea that the modern information society has changed the essence of education, as well as connected people into the global system of learning communities. From the point of view of academic transformation, the author analyzes such didactic phenomena as digitalization of education, value-sense space of online training, ensuring the involvement of students into the educational process. The article formulates three key issues of digital transformation of pedagogical education: «Does the system of pedagogical education need its own electronic platform?», «What is a design element for online education – a lesson, lecture or a task?», «How should advanced preparation of teachers for the organization of electronic education be organized?» In the course of the search for answers to these questions, reasoning is built on the topics of what makes us unique in the era of exponential technological transformation, what constitutes good education, how to educate the individual in the conditions of Internet socialization and how to promote human for life long learning. The subject of discussion is the transformation of educational practices into new social realities. Today it is no longer possible to deny that the life of modern man consists of the interaction of real and virtual worlds. The transition to the culture of «mixed reality» is currently irreversible. In the article essential problems of education in the Digital era are touched upon, but the main leitmotif is the thesis that digitalization of education is not so much electronic educational resources and information-communication technologies but a way to change the school way in off-line. This article continues to be started earlier on the pages of the magazine «Yaroslavl pedagogical bulletin» discussion on methodology and practice in teaching didactics and higher education in general.

Keywords: didactics, pedagogical education, digitalization.

M. A. Fedorova

Self-realization of technical university students in research activities

The article describes the problem of technical university students' self-realization during research activities. The relevance of the topic is justified by the differences in the requirements for the training of specialists with higher engineering education for different types of customers: the differentiation of future specialists by professional groups, by types of enterprises within the industry, depending on the level of their innovation and research, scientific and technical projects. It is proved that the low interest of students to research activities is caused by the lack of diagnostics of their research competencies level at different stages of university education, as well as the variability of scientific training. Therefore, it is proposed to create a system of differentiation of students scientific training, as one of the pedagogical conditions contributing to the self-realization of technical university students in research activities, taking into account the views of various customers of higher education: employers, the state, and the students by themselves. Types of employers from the point of view of their view on the graduate necessary for research competences are found. Here are described variable methods and forms of scientific training and scientific support of students in technical university, tested during this study on the basis of two technical universities in Omsk: forms of organization of students' scientific and research activities (for example, summer school of professional skills for students of the Oil-chemical Institute of OmSTU, attraction of students to participate in World skills championships, business events for researchers; forms of pedagogical support of students' scientific activity; ways to involve students into research activities, including rating technologies; self-analysis forms of the realization of personal potential in research activities; methods of development of scientific communication in technical university (face-to-face and distant).

Keywords: students' self-realization, research competences, higher education value, differentiation of scientific training, modeling of pedagogical process, academia-business cooperation, education-industry collaboration.

M. A. Varzanova

Organizational and pedagogical conditions for the inclusion of teachers into innovative activity: overcoming resistance

The article analyses the results of the study of organizational and pedagogical conditions for overcoming teachers' resistance to innovation.

The creation, mastering and realization of innovations is an extremely relevant problem in pedagogical theory and practice of interdisciplinary research: to solve it is necessary to integrate philosophical, managerial, pedagogical, sociological, psychological and other branches of knowledge. In this regard, first of all, it is advisable to define the pedagogical component of this problem, which will allow us to define and ensure organizational and pedagogical conditions to overcome resistance to teachers' innovative activity.

Participation in innovation processes is a necessary condition for the successful work of a modern teacher, it is worth carring out a study of readiness not only for innovation, but also for overcoming resistance to innovation.

The study examines the main areas of work to overcome resistance, taking into account the level of preparedness, analyses the results and identifies the following conditions: diagnosis of teachers' ability to overcome resistance; teachers' motivational innovation; training, organization and support of teachers' joint innovation activities.

The experimental work tests the resistance overcoming program, based on the inclusion of teachers in real innovation activity and including invariant and variable components. About 300 educators participated in the study, the following methods were used such as questionnaires, testing, analysis of literature and Internet resources, content analysis and methods of mathematical statistics.

As a result of the study, organizational and pedagogical conditions of overcoming teachers' resistance to innovation and means of their creation have been determined.

The results of the study are confirmed by the positive dynamics of overcoming the resistance to innovation by teachers of pedagogical educational organisations.

The article proved that overcoming teachers' resistance to innovation activity is ensured by the creation of a set of organizational and pedagogical conditions, which contribute to the acquisition of experience in overcoming pedagogical stereotypes and solving problem situations in the conditions of innovation activity. Formation of the ability to overcome resistance is stimulated by technologies ensuring reflexivity and subjectivity of teachers (solution of pedagogical situations, psychological training, problem training), discussion methods (case-study, reflexion, etc.).

Keywords: organizational and pedagogical conditions, innovative activity, overcoming resistance, resistance to innovations.

A. V. Repina

Approaches to ensuring the integration of secondary vocational and higher pedagogical education

The purpose of this article is characteristic of the processes of integration inherent to modern formation, including integration of secondary vocational education and higher education. The process of integration is followed by emergence of new integration models in a format of educational clusters, regional complexes, simple cooperation, consortia. Mechanisms of network interaction between the organizations of secondary vocational pedagogical education and the higher professional pedagogical education gain the specific features, and the problem of succession of educational programs arises in the limited legal framework. Also in the article it is shown that the interorganizational level of integration recognizes that stability of the open system is provided not due to internal functional hierarchy, but at the expense of the developed interaction with the external environment. The author claims that interaction of the educational organizations implementing programs of preparation of pedagogical staff are built on the principles of social partnership: equality of participants; respect and accounting of parties' interests; interest of the parties in participation in the contractual relations; authority of parties' agents; freedom of choice at discussion of questions; voluntariness in acceptance of obligations by the parties; responsibility of the parties, their representatives for non-performance of collective agreements, agreements as their fault.

Result and importance of a research is justification of a new model of system management of continuous pedagogical education at the regional level which allows defining ways of integration of secondary vocational education and the higher education and to make the effective system of preparation of pedagogical staff, to create uniform space of pedagogical education. Within the framework of the university project «Modernisation of pedagogical education» the educational and methodological association of university and pedagogical colleges teachers is created. Basic directions of the work of that assignment are interlinking of main educational programs of the higher and middle special education and development of students' individual curricula getting higher pedagogical education on the base of the secondary special education.

Keywords: educational activity, integration, model, network interaction, educational cluster, system potential, regional complex.

S. V. Ogorodnikova

Model of formation of rural schoolchildren's civil identity in museum-pedagogical activities

The article is devoted to the problem of formation of civil identity in the conditions of rural society. The purpose of the article is to present the author's version of the model of formation of rural schoolchildren's civil identity in the museum-pedagogical activity. This is the scientific novelty of the article material.

Main tasks are to justify the relevance of the formation of civil identity and the need to create a model of the process; to characterize the model; to indicate possible risks in the process of its implementation and ways to overcome them. The relevance of the study is confirmed by legal acts regulating the sphere of education, analysis of theoretical sources and practical experience. The model is characterized as a set of methodological, content-technological and effective evaluation of units and includes 5 approaches and their corresponding principles, goal, component structure of civil identity, content and technological support, tailored to the formation of a specified quality of rural students in museum-pedagogical activities, invariant and variable components in relation to the age of students, criteria and levels of formation of civic identity, the expected result. The methodological basis of the model is represented by system, environment, activity, axiological and local history approaches. The author's understanding of the civil identity of rural

schoolchildren is introduced. The article describes the cyclogram of educational activity, which is the leading mechanism of content and technological support of the process of formation of rural school students' civil identity, and outlines the essence of the educational program «Journey to Agrograd». Risks are defined, possible ways of their overcoming are specified: the account of age criterion; using the principle of variability, project activities, «human factor». Special attention is paid to the specific feature of the model, which consists in the unity of the invariant core and the variable shell. The criterion apparatus for diagnosing the formation of rural schoolchildren's civil identity is presented in detail.

The article may be of interest to teachers of rural educational organizations, post-graduate students, students, specialists dealing with the problems of Museum pedagogy.

Keyword: model; rural community; civic identity, rural students; the formation of civic identity; museum and educational activities; plan of educational activities; museum-pedagogical programme; risk, variability.

Ye Yanhua

Chinese universities incorporation into world educational space: results and problems

In the article the main stages of development of the higher education in China are considered from the moment of creation of the People's Republic of China in 1949. Active participation of the leadership of the People's Republic of China in constructing university campuses of the world level, creation of necessary conditions for training for the national economy and also scientific and research and educational personnel is presented. The role of targeted projects for the creation of world-class universities and the creation of first-class educational programs – Project 211, Project 985 – is highlighted. The main stages of internationalization of Chinese higher education are considered. Their close relationship with the beginning of reforms and policies of openness in 1978 is stressed. The main achievements of participation of Chinese universities students and teachers in international cooperation, as well as the successes of Chinese universities in the creation of joint associations and universities with leading foreign universities are considered. There has been a significant quantitative increase in the number of Chinese students studying at foreign universities and an increase in the number of foreign students studying at Chinese universities. The important role of internationalization of personnel and universities in the development of China's economy and improvement of the socio-economic situation in the country is stressed. Structural imbalances and profligacy, low academic outcomes, insufficient public investment and an excessive regulatory role for the state are identified as shortcomings in the higher education internationalization.

Keywords: China, Ministry of Education, higher education, internationalization.

V. N. Babayan, O. Yu. Bogdanova

On teaching close reading at practical foreign language classes in a higher military educational institution

The article studies the theoretical principles and cadets' close reading skills formation and development at practical foreign language classes in a higher military educational institution. The principal functions of reading as a kind of students' receptive activity are considered. The authors enumerate such functions of reading as a means of practical acquisition of a foreign language, a means of a foreign culture acquisition, information and education activity and students' self-education, a means of students' personality formation as well as a means of their lexical skills development. The article contains the classification of main types of reading as a kind of a speech activity by Russian and foreign scholars as follows: skimming reading, fluent reading and scanning. The article also includes special text requirements for close reading, and reveals the basic ways of students' such close reading skills formation as defining the main idea of the text under study, searching for definite information in the text, as well as detailed understanding of the text on its content and main idea level. The principal goals of reading teaching at practical foreign language classes are also presented in the work. The article contains a more detailed close reading teaching technology. Such main steps of teaching that type of reading as pre-reading, while-reading and post-reading are under consideration. Practical assignments and exercises as well as tests for every teaching step are presented. Thus, the authors come to the conclusion that close reading as a speech activity sub-type presents a detailed and full understanding of the text under study.

Keywords: reading as a kind of a speech activity, teaching reading, types of reading, pre-reading, while-reading, post-reading steps of working with a text, practical exercises and tests.

A. V. Plastinin, I. A. Irodova

Schoolchildren's project activity in using information and communication technologies as a means of achieving educational results

The article considers students' project activity within the course of physics in the main school (at lessons and in out-of-school activities) using information and communication technologies on the basis of interprandial ties with the course of informatics as a means to achieve educational results (subject, meta-subject, personal) in physics. The authors analyze modern problems in physics training, primarily related to students' difficulties in mastering the subject; requirement by FSES of basic secondary education in the part of ICT competence requirements. When comparing the contents of the physics and computer science curricula for the mainstream school, the possibilities of intersubject interaction between physics and computer science are explored; are regarded task teams that can be solved by means of ICT in project activities; are given developed information and communication competences in the course of physics for 7-9 classes; are discussed types and features of projects that students perform. Research and creative projects are considered as the main types of projects carried out by pupils in the framework of project activities using information and communication technologies at physics lessons and in out-of-school activities in the main school. The classification of possible educational products is presented received by students based on the use of information and communication technologies (so-called IC-products: media and multimedia products, modeling products, programming products (multimedia presentations, computer models in Microsoft Office Excel, programs written in one of the programming languages (Visual Basic, Delphi, etc.), their peculiarities are considered; here is proposed a system for assessing the formation of information and communication competence of students in project activities using ICT tools at physics lessons and in out-of-school physics activities, a system of criteria for assessing the ICT competence, a system for evaluating specific types of projects, as well as a digital physics portfolio.

Keywords: FSES of basic secondary education , process of education in the compulsory school, educational (subject, metasubject, personal) results, IC-competence, intersubject connections (physics and informatics), design activity, IC-product, modeling, multimedia, assessment of students.

Yu. A. Filonova

Communicative approach in teaching schoolchildren to write an essay

The article considers various approaches of methodologists, teachers, psychologists to the method of teaching writing. Based on the analysis of scientific sources, the author proposes a model of work that complements the traditional system of training an essay, emphasizing the communicative aspect of the situation of writing, and promotes the development of the reader's communicative culture.

The author views the composition as a statement aimed at a certain addressee with whom the writer enters into dialogue. The culture of conducting this dialogue at literature lessons is part of the communicative culture of the reader. Special work is necessary for a student to realize the communicative function of the essay.

The purpose of the model of work proposed by the author on formation of ability to create statements of different genres is to emphasize the communicative component of the essay. Without detracting from the content of the work (*what* should be said in the essay), we help students to understand the importance of other aspects of the communicative situation – to whom, why, how to say.

The main provisions of the model are:

1. Understanding the situation of writing an essay on literature as a communicative situation, applying knowledge about communicative situations and genres in creative activity.

2. Approach to the essay as a continuation of the dialogue with the writer started at the lessons of analysis.

Keywords: communicative skills, essay, communicative situation.

O. V. Tikhomirova

Method for assessing the general education teacher's professional competence

The article presents a methodology for assessing the professional competence of a teacher of general education. This technique was developed and tested during the author's dissertation research «Forming a teacher's professional competence in pre-school education under advanced training» on a target group of pre-school and primary general education teachers (research supervisor Professor V. N. Belkina). In the subsequent five-year period, the methodology was successfully applied to the data of the target groups, as well as being tested on the target group of teachers of basic general education. The article reveals the content of the methodology and methods of its verification for validity. The theoretical foundations of the methodology are research in the field of teacher professionalism by V. N. Belkina, A. K. Markova, V. D. Shadrikov etc. On the basis of these studies, the author of the methodology has identified the level indicators of the teacher's professional competence, which are the basis of the questionnaire for self-assessment. The methodology includes a questionnaire for teachers to self-appraise professional competence, recommendations for conducting a questionnaire, a description of the way results are processed. The result of the application of the technique becomes an individual specialist profile. The analysis of

the profile allows the teacher to identify professional deficits and set the goals of professional development. To specify the questionnaire data, it is proposed to conduct observations of the teacher's activities in various situations. The technique allows you to explore the professional competence of both certain educators and the teaching staff as a whole. This allows you to determine the goals and objectives of the educational organization for the professional development of teachers, to plan methodological work based on the professional needs of teachers. This author's technique can be applied in various situations: in the advanced training of teachers for the construction of individual educational routes, in-house training for the formation of a work plan, in methodological and tutorial support for the implementation of individual plans for the teacher's professional development.

Keywords: teacher's professional competence, additional professional education, competence assessment tools.

D. O. Ibraev, B. N. Minbaeva, L. N. Sukhorukova

Organization of students' research activities in the process of zoological disciplines study

The problem of developing the scientific potential of higher education by improving the organization of students' research activities in universities in Russia and Kazakhstan does not lose its relevance. The content of pedagogical activity includes scientific research of different directions, which is considered not just as a right of the teacher, but above all as his professional duty. For students of biological specialities of pedagogical universities, zoology is one of the basic disciplines, in the course of which it is possible to involve students into research activities from the first year. Zoological research in the field of parasitology is particularly relevant in the conditions of steppes and semideserts of Kazakhstan, where small mammals and related ecto- and endoparasitic animals dominate. Up to the present, the development of parasitology in Kazakhstan was of great importance. Today, for a number of reasons, the range of research in this direction has significantly decreased, which can negatively affect the sanitary well-being and health of the population, livestock productivity and environmental management. The analysis of psycho-pedagogical works allows us to conclude that interest in students' research activities as a subject of study increases. The authors rethink its forms and directions. However, there have been no studies on the formation of students' research activities by means of parasitology and other zoological disciplines. The article notes that scientific and research activities are technological. Therefore, the objectives set should be organized in the form of taxonomy and result-oriented. The stages and links between educational-research and scientific-research activities of students in the field of parasitology are revealed, its directions, forms of organization, criteria of formation of scientific-research activities are justified.

Keywords: students' educational and research activities (SERA), students' research activities (SRA), forms of SRA complementary to the learning process, SRA parallel to the learning process, parasitology, its subject, research directions, forms, methods and ways of research.

N. V. Galushko

Pedagogical conditions for formation of future educational engineers' technical and technological competence

The article is devoted to the justification of pedagogical conditions that ensure the effectiveness of the formation of technical and technological competence of future engineer-teachers in the process of training.

The problem of the formation of technical and technological competence in the development and implementation of new educational standards is outlined. The technical and technological competence is an important part of the professionalism of future engineer-teachers and a necessary condition for independent work.

The most problematic parameter of the readiness of the future engineer-teacher for production activities is the practical experience of this activity, the ability to put into practice all the knowledge and skills in designing and implementing technologies, using modern labor methods, making informed choices and optimizing many options for solving production problems. Therefore, the main emphasis was placed directly on the process of forming the practical component of the technical and technological competence of future engineer-teachers.

The essence of the concept of the technical and technological competence is revealed in the article, the structural components of the studied phenomenon (motivational-value, cognitive, communicative, reflective) are highlighted. Attention is focused on the motivational-value component as a starting point for the formation of the technical and technological competence.

The process of the implementation of pedagogical conditions for the formation of technical and technological competence in future engineer-teachers is considered. The stages of the implementation of pedagogical conditions through the application of the developed methods and means of influencing the level of technical and technological competence of future engineer-teachers are described.

As a result, it was concluded that the process of the formation of the technical and technological competence is an urgent task of training engineer-teachers who are able to realize further their potential in independent production and professional pedagogical activities.

Implementation of the proposed pedagogical conditions will allow us to form the technical and technological competence comprehensively through the development of motives for mastering the technological component of the

profession, specialized knowledge, abilities and acquisition of primary experience, interaction in the production team and assessment of the results of our own professional development.

T. A. Goltsova, E. A. Protsenko

Use of WebQuest in the process of top-qualification staff training

The article is devoted to the problem of using such an innovative method as a webquest technology in teaching a foreign language to postgraduate students. The authors give reasons for using new methods of teaching English, describe the advantages of integrating modern Internet technologies in educational process. The authors analyze foreign and Russian experience of applying web-quests in classroom as well as in organizing independent work of students. The term webquest is defined, a typology is given, a possibility of developing this innovative technology in educational process is considered in the article. Advantages of using the webquest technology over traditional methods of teaching English are shown, some peculiarities of organizing learning process using the webquest by a teacher are described as well as the requirements for the level of students' language proficiency. By means of the webquest created and applied in the learning process, the authors illustrate the process of developing a foreign language communicative competence of post-graduate students while mastering the basics of scientific work and project activities, gaining experience of independent research practice. The role of webquest technology in distant control of remote learning process is highlighted. The article presents a structure of the educational webquest, describes its aim and goals at every stage, provides resources necessary to complete the educational tasks and shows the role of a teacher at all stages of postgraduate students' work. Finally, some conclusions about using webquest technology in teaching English to postgraduate students are drawn.

O. M. Sherekhova

Pedagogical means for forming professional and universal competences
in bachelor degree students in the process of foreign language education

The problem of finding new solutions to the implementation of the competency-based approach in modern education is of particular relevance in connection with the need to strengthen Russia's position in the global community. Its economic growth depends on the quality education of specialists who are able to act effectively and make the right decisions in the professional and social spheres. However, the level of competence with which today's specialists apply for a job after graduating from a higher education institution often does not meet the needs of the employer. It happens since traditional forms and methods of training are not suited to the new standards of education. In this regard, the creation of conditions for the development of students' professional and universal competencies in the process of university education becomes relevant. An intensive search and introduction of new forms and methods will help to train a competitive specialist who is able to face challenges in the professional sphere, solve complex analytical problems that require improvisation and creativity, and effectively interact with different people in society.

The author analyzes the possibilities of a foreign language as a subject in the process of professional and universal competencies development. The article presents the program of the course «Foreign Language in Professional Sphere» for History department bachelors. This course implementation in the educational process will enable students to achieve significant results and become competitive professionals ready to solve a wide range of tasks in both social and professional spheres.

V. A. Medintsev

Methodological components of psychological knowledge integration

The characteristic features of the current state of scientific and psychological knowledge is a significant increase in its volume, the extend of disciplinary differentiation. At the same time the fragmentation of psychological knowledge is becoming serious obstacle for its effective apply, what actualize the problems of integration of psychological knowledge in its theoretical and methodological components.

The article note that one of the main reasons for research on the psychological knowledge integration is a request to harmonize the psychological terminology, without which it is hardly viable the integration of other components. Necessary for integration of the different psychological knowledge conjugation of paradigms and theories proposed to implement on the basis of distinguishing the inner and outer paradigms psychology. Within psychological knowledge covered by the integration, it makes sense to outline the areas of integration and various indicators of its degree. If the prospect of integration will take on clear organizational forms, will remain non-integrable field of psychological knowledge.

Integration processes are substantively similar to constantly flowing in culture processes of universalization and standardization. The theoretical and methodological field of psychology a kind of standards are the principles of scientific methodology (the scientific method), where a wide variety of discourses is possible, which resulted in the actualization of an integrative perspective. Building a universal disciplinary structure of psychological knowledge is one of the components of its integration issues.

The direction of psychological knowledge integration, developed by the author of the article in collaboration with G. A. Ball, is based on the interpretation of cultural processes as changes in their modus, the latter relate to science and all its components. Elements of a formalized process description are used as methodological tools. Based on this methodology, it is possible to build a psychology discipline structure by the type of interaction of psychological knowledge with knowledge generated in other sciences. The proposed approach is a variant of realization of the *transdisciplinary* idea, so this disciplinary structure of psychology is characterized as *transpsychological*. It is formed by three types of disciplines: the psychology of scientific research, the psychology of psychological research and the scientific methods of psychological research. Further details of psychological disciplines are proposed to implement considering the fact that any object of research may be allocated to a plurality of subjects of investigation, and each subject may be viewed from various methodological points. The resulting hierarchical discipline structure is characterized as *intrapsychological*.

A. A. Kostrigin, V. F. Petrenko

Evaluative priming as a promising method
of the study of unconscious personal attitudes: the review of foreign research

The article discusses the problems of studies of unconscious attitudes of personality. A group of indirect methods of investigating personal attitudes is considered. Indirect methods of studying attitudes are a group of tools that do not require a person to perform an act of introspection during the study of unconscious content. The tasks included in these methods allow one to learn about a person's attitude not through his meaningful judgment, but through his reaction to the stimulus, which opens up the possibility of obtaining a more reliable, more direct response. Among these methods, special attention is paid to a method of evaluative priming, which consists in a procedure of an implicit presentation of an untargeted prime object in front of a target neutral object in order to identify positive or negative associations of these objects and, in consequence, attitudes. Foreign studies on the method of evaluative priming are presented: classical experiments and the basic procedure are described, factors affecting the success of priming are analyzed (acquaintance with stimulus material, the number of demonstrations of stimuli, the number of stimuli, the semantic meaning of stimuli, the contrast of stimuli), cognitive processes are considered, which priming is based on, various variants of the method are shown (the use of complex concepts and their combinations), the results of the study of social and political attitudes with the help of evaluative priming are shown, the possibilities of priming in predicting human behavior in relation to a particular object (by the example of addictive behavior) are shown. The advantages of using the evaluation priming in studies on personality's unconscious attitudes are considered: direct and immediate appeal to unconscious attitudes, the presence of an objective indicator (reaction / response time to a stimulus), a simple statement of the problem for a subject, identification of a person's attitude to any objects, identification of the relevance of any attitude in the personality belief system, the possibility of modifying the method.

R. M. Naghdyan

Methodological and psychological prerequisites
for the application of the principle of symmetry in education

This article discusses the methodological prerequisites for creating a concept of learning based on the principle of symmetry. It is shown that the need to review the structure and content of the modern education system is due to an avalanche-like increase in scientific knowledge, which is the determinant of the content of education. In this regard, it is becoming relevant to introduce new teaching principles into the content of the educational process, instead of the existing ones. This is due to the fact that in science itself there are processes of formation of new sources of cognition and, moreover, new forms of thinking corresponding to the level of development of science, which is necessary to consider in education when creating programs for the formation of creative thinking. Therefore, it is necessary to state that no matter how hard we try to develop creative thinking, relying only on psychological and pedagogical theories and methods, we will not achieve the correct solution to this issue if we do not take into account the features of the principles of organization, development and the state of modern science as a whole.

The concept, which is the basic (key), satisfying the requirements of sufficiency, completeness and universality, includes the concept «symmetry», naturally supplemented by its opposite – the concept «asymmetry». The article gives

examples of the variety of manifestations of symmetry and asymmetry that exists in nature, cognition and in the results of a person's creative activity, refracted through the prism of natural Sciences and Humanities. In addition, the creation of the proposed educational system plays an important role in the ideology of the Erlangen program of F. Klein, according to which any area of scientific knowledge should be built on the basis of a certain symmetry group, E. Wigner's ideas on the hierarchical structure of scientific knowledge, consisting of the unity of natural phenomena, laws of nature and the principles of invariance (symmetry), and a generalized representation of G. Weil on the nature of symmetry.

Keywords: education system, symmetry, asymmetry, cognition, invariance, Erlangen program.

D. A. Tuvysheva, G. I. Atamanova

Empirical study of relationship between quality of life-resistance and value-sense orientations of the person

The theoretical part of the study of the degree of development of resilience and value-semantic guidelines of the personality is presented in the article by the points of view of various scientists. The experimental part of the study of the problem of identifying the relationship between quality of life and value-semantic guidelines reflects the results of the study. The relevance of this activity is due to the fact that in connection with the constant development of society and the changes taking place in it, the value-semantic orientations of the individual, the degree of development of the qualities of human vitality are also subject to constant change, and therefore require constant study. To identify the relationship between the qualities of resilience and the value-semantic orientations of the personality, a study was conducted among students of the psychological profile of Novosibirsk University of Economics and Management using the following methods: vitality test, S. Muddy's technique in D. A. Leontiev's adaptation; morphological test of life values f V. F. Sopov, L. V. Karpushina.

After analyzing the test results, it was revealed that the more a person is convinced of the effectiveness of his own influence on life, the higher is the tendency to consider material well-being as a life value. The higher is the individual's conviction that involvement in events that happen to her provides valuable experience, allows you to enjoy activities, satisfy your interest, the higher is the value of activity in social and political activities. The study reveals the relationship between the desire to control one's own life and the material sphere as a value for the individual, which is applicable in psychological counseling, psychology of abilities.

The obtained results can be useful to a wide circle of researchers, including teachers, psychologists, managers, young people for selecting interested people in the sphere of socio-political activity and developing the qualities of resilience.

Keywords: resilience, involvement, control, acceptance, risk, values, meaning, guidelines, terminal values, value spheres, life, personality.

Lijun Luo
Bing Chen
Shijian Chen
Yufang Zhao

Association between authoritative school climate and school bullying: moderation by school belonging

The problem of school bullying of primary school children and possible ways to neutralize them is considered. It is noted that bullying negatively affect the school bullies themselves, they become a transit for involving the bullies themselves in real criminal activity. Victims of bullying are not able to study well, they have mental disorders, emotional and social problems, muscle and skeletal pain. Witnesses to bullying suffer not less, but more than the bullies themselves and their victims, and their depression, anxiety, hostility, and phobic anxiety are reported. The article considers the positive influence of the author's school and the authoritative style of education (demand and warmth) on the problem of school abuse and bullying. The article considers the technology and results of an empirical study conducted with 326 students of Junior high schools in Chongqing, China using the following questionnaires: research of the authoritative school climate (University of Virginia, USA); Scale of school hooliganism (University of Northern Illinois, USA); Psychological meaning of belonging to a school (University of Hong Kong, China). The results of the study showed a positive effect of the school's school climate on reducing the manifestations of bullying. The importance of the sense of belonging to a school in reducing the level of bullying is emphasized.

Keywords: authoritative school climate, moderation, school bullying, school belonging.

N. G. Rukavishnikova

Self-concept of adolescents being brought up in an orphanage

The article is devoted to the study of the peculiarities of the Self-concept of adolescents brought up in an orphanage. The aim of this study was to study various aspects of the Self-concept of adolescents raised outside the family. The article presents the results of theoretical and empirical research of the self-concept of orphans. Theoretical approaches to the study of the problem of self-perception, self-esteem and Self-concept of adolescents in foreign and domestic psychological literature are analyzed. The essential differences of children brought up in children's institutions of boarding type in comparison with children brought up in a family are considered. Children brought up in children's homes and boarding schools, according to a number of significant psychological parameters differ from the children in the family. Unrealized child needs for love, affection and recognition lead to deformation of personality, distortion of the formation of self-consciousness. The author conducted an empirical study of various aspects of the Self-concept of adolescents raised in an orphanage in comparison with children raised in the family. The empirical study involved two groups of subjects: 39 adolescents raised in an orphanage and 39 adolescents raised in a family. The analysis of the results of the psychodiagnostic study showed that adolescents, brought up in a family, have higher self-esteem in all parameters of the Self-concept in comparison with children brought up in an orphanage. In the group of children brought up in an orphanage, a «risk group» was identified, which includes adolescents with inadequately low self-esteem. The study proved the hypothesis that there are differences in the Self-concept and self-esteem of adolescents raised in the family and outside, namely: self-perception and Self-concept in general in adolescents raised in the family are more positive, and their self-esteem is higher than in adolescents raised in an orphanage.

Keywords: Self-concept, self-perception, self-esteem of orphans, deprivation, scarcity, basic trust.

N. A. Khrenov

Transformation of traditional relations between theater and cinema: in the postmodern era: «text» in the function of «grammar»

The article is devoted to the analysis arose in the early twentieth century transition in the history of culture, explaining the focus of the theater to its usual means of artistic expression. The transition processes that emerged at the beginning of the twentieth century can explain the peculiarities of the functioning of the theater in modern culture. The author distinguishes two types of works of art – those that focus on «texts», i. e., on samples that facilitate contact with the public, and those that focus on «grammar», i. e., on the creation of a new language of the theater, which leads to difficulties in communicating with the public. However, the situation in the theater at the beginning of the last century shows that works that seem to be guided only by «grammar» are actually «texts». This is due to the fact that in search of new ways to communicate with the nascent mass audience and a new language, the theater turns to a variety of epochs in its history, including the most archaic, when the theater has not yet separated itself from the ritual. Thus, the experience of the theater of the early twentieth century is associated with retrospections in ancient and medieval theater, as well as in the theater of the Renaissance and Modern times. In addition, theatrical figures of this time discover the theatrical experience existing in other cultures, for example, in the cultures of the East (Chinese, Japanese, etc.,). Being in demand by the Directors of the twentieth century, various theatrical techniques in the new situation appear as «texts». Much attention is also paid to the relationship between theater and cinema. In search of a new language, the theater begins to assimilate the techniques of cinema actively. However, the impact of cinema on the theater is interesting that cinema provoked resistance in the theater to its aesthetics, which led it to the need to rediscover its conventional techniques as defining its specifics in general. Over time, the boundaries were established between theater and cinema as independent art forms. However, in the second half of the twentieth century, film directors begin to use those conventional techniques that seem to be permanently assigned to the theater (F. Fellini, L. Von Trier, etc.). The transitional situation that arose in the early twentieth century explains the peculiarities of the theater's functioning up to the beginning of the XX1 century. To some extent, modern theater today is experiencing another wave of orientation to «grammar».

Keyword: text, grammar, language of theater, crisis of theater, cinema, inner speech, stream of consciousness, Fellini, L. Von Trier, Meyerhold, Evreinov, Reinhardt, Eisenstein, Plautus, Terence, ancient theater, medieval theater, mimesis, symbolism, impressionism, language, speech, mystery, circus, stage, farce, music hall, installation of attractions.

N. A. Barabash

Hero of different time (circularity of constant in artistic culture)

The article deals with the category of cycles that reflect the processes of continuity and at the same time the differences, non-existence of heroes of fiction of different time periods. The author believes that every cycle does not return to the starting point and thus causes contradiction and incoherence of heroes, however they are «involved» from similar copyright addictions. A big role here is played by the loneliness of the hero and the trials through which he is led by the writer. The artistic interpretation of cyclicality differs from mathematics, the foundations of computer science

and other sciences, but the principle of time and its quantity becomes very similar. The concept of the universal of time is introduced, through which, as through the prism of time and its code, heroes of works of different historical periods are considered. The proposed principle of cyclicity allows making a more complete and voluminous analysis of heroes from the point of view and their historical evolution, as well as in line with a more dialectical understanding of the time in which heroes lived, acted and developed.

The example with Euripide is the most key and common event for all times, which, if it did not become an ABC-book in world drama, at least it was expression of all possible peripheries of drama, however, adjusted for exclusivity. But in this article we are most interested in the measure of exclusivity, which allows us to identify such a work, where the hero represents time, and to determine the leading trends of this time. That is, some closed system is formed, where time and hero make up a rigid alloy. And then – both death and selectivity of what is happening, in Euripide's works in one way or another is projected on the future, extrapolating ideas laid down by the Greek author, on the whole space of world drama. And in this sense, cyclicality becomes an important point of reference in who the hero is, what he is, and what historical space he is in.

I. V. Leonov, I. V. Kirillov

«Suffering» as a form of existing of artifacts

The article, the first part of which was published in the previous issue of Yaroslavl Pedagogical Bulletin, continues the review of the problem of «suffering» artifacts of historical-cultural heritage. The analysis is carried out of such forms of «suffering» monuments as their «separation» and «dismemberment»; «trauma» as a result of armed conflicts (such artifacts have a special degree of impact on humans); transformation of monuments into «witnesses» of human suffering; vandalism; symbolic suffering; inorganic changes of the form and semantic aura of the monuments and author's damage (and its private version – a situation where the author «sentenced» his work to destruction, but the sentence was not carried out). Separately are considered biographies of cultural monuments (Russian and foreign) containing various forms of «suffering». The conjugation of the studied problem with a special group of monuments that belong to the category of «multi-layered» is denoted. The value of the «patina of time» is postulated, in which each layer can have its own value, as well as the fact that in many cases it is incorrect to reduce the artifact's history to one state – initial, «reference» or «peak»; in this regard, the question is raised of the need for an individual approach to the monuments, including during restoration work. Specific theoretical and methodological approaches developed by Russian culturologists are indicated that need to be applied when working with «multilayered» monuments. The question is raised about the manifestation of the psycho-emotional and sensuous component in the perception of artifacts as «suffering» at the level of mass audience, as well as in the activities of expert communities. The problem of the practical significance of the value-semantic updating, «enrichment» of many monuments of historical and cultural heritage through the disclosure of their historical transformations, including emphasis on their «sufferings», as well as the monuments that contain traces of the impact of wartime.

E. M. Boldyreva

Chekhov's traditions in XXth century chinese drama:
tea drinking ritual in Lao She's play «Teahouse»

The article considers the problem of the influence of A. P. Chekov's creativity on Chinese drama of the XXth century on the example of artistic representation of the Tea Party ritual in the play of Chinese playwright Lao She «Teahouse», by which Chekhov's Artistic Experience was learned by Chinese drama in three main aspects: new compositional solutions, ability to transmit complex psychology of actors by means of dialogues and monologues, silence and pauses and fusion of tragic with comic, ability «with a smile to say goodbye to old life». Chekhov was perceived by Chinese writers as an innovator in the field of modern drama, and on the basis of Chekhov drama, a Chinese «Chekhov» model of theatre was created, which can be called Chinese realistic drama. The article reveals typologically similar trends in the implementation of Tea Party ritual in Lao She's play «Teahouse» and Chekhov's dramas, when changes in Tea Party traditions during the transitional crisis time recorded in the work of A. P. Chekhov and Lao She become a mirror reflecting the state and behavior of people in the situation of changing ages, in crisis moments of history. Tea party in Chekhov's plays and in «Tea» is seen as a significant event hiding the tension and expectation that constantly haunts all actors, and, like Chekhov, the tea party ritual in the play «Tea Party» is consistently discredited and destroyed when two mutually exclusive tendencies develop in parallel in understanding the status of the tea party and tea party ritual: on the one hand, it is a desire to keep the whole set of stable connotations of the Tea Party ritual as a guarantor of stability, inviolability and security of being, which preserves in itself and is the world of old values and traditions, on the other, it is a ruthless destruction of the stable ritual, which often reaches absurd and leads to a tragic ending.

Keywords: A. P. Chekhov, Lao She, Chinese drama, tradition, ritual, motive, subtext, conflict, ambivalence, opposition.

A. M. Ermakov

Theatre in personal life and social experience
of the german politician (the 1920s – 1940s)

The article considers the influence of theatre on personal life and social experience of Adolf Hitler in 1920s-1940s. It is shown that the Nazi leader's first acquaintance with theatre took place in his early youth, his passion for Richard Wagner's creative work emerged at once and lasted a lifetime. Works of other composes were criticized by the future Fuehrer and Reich Chancellor who considered only German authors to be real art creators. It is found out that the future Nazi leader was ideologically inspired by Wagner, in particular, he shared his racist and anti-Semitic convictions, belief in German nation's exclusivity. It is proved that the leader of National Socialists rejected modern movements in theatrical art and considered the Weimar Republic theatre to be some hotbed of twisted sexuality and International ideas. The influence of Nazi leader's passion for the theatre on political life of the Third Reich is reflected in the article. It is indicated that the Fuehrer and Reich Chancellor's taste for theatrical effects was one of the reasons for theatricalizing political life in Nazi Germany, for application of theatrical techniques of influence on individual and collective psyche in order to give the appearance of German ordinary people's participation in political life of the country. The Nazi politician's propensity for theatricalizing also had an impact on his political decisions. Despite the existence of several competing party and governmental bodies directing the theatrical life, the latter was under the personal petty care of the state leader in the Third Reich. It is confirmed by the records that the Nazi leader saw the task of the theatre in promoting the cult of force, the cult of the leader as well as ideology of racism, anti-Semitism and xenophobia.

Keywords: theatre, opera, Richard Wagner, Bayreuth, theatricalizing, propaganda, anti-Semitism, National Socialism, Reich Chancellor.

V. P. Sporyshev

World of opera: from traditions to innovative forms

The paper examines the evolutionary process of moving from traditional style to pioneering directing in the opera genre. It expressed itself in an alloy of styles, language forms, in the synthesis of expressive means of various kinds of art. A separate essential place is covered by questions about the essence of the opera tradition, the need to preserve it and continuity, the degree of permissibility of innovation in the opera, so that the artistic work does not go beyond the genre. It is a new phenomenon for a modern actor and viewer, which is performed in musical theatre today. Consideration of the evolution of opera art has made it possible to clarify the general patterns of the development of innovative opera and to argue that it is the synthesis of arts that is the source of diversity of production solutions, the basis of innovation in opera directing. For this purpose cultural and art historical approaches were used. The scientific novelty of the study consists, first, in the complex analysis of materials related to the translation of meta-languages in opera art; secondly, the inclusion of these materials in the scientific circulation as important and significant ones in the perception of reform in the opera genre; thirdly, the synthesis of expressive means of other arts with play and stage material in the context of the overall picture of the evolution of opera art, the interaction and mutual interaction of them in the director's opera; fourthly, in the consideration of staged means; and fifthly, in the analytical picture of the director's interpretations: from the language of style to the language of the phenomenon. This context of study was possible through comparative-historical and art-historical approaches.

Keywords: twentieth century, traditions, innovations, synthesis of arts, innovative opera, director's work, forms, meanings.

T. B. Iliinskaya

Inconspicuous language (culturological understanding of modern scientific style)

The article is a comparative analysis of scientific texts of the geological and mineralogical sphere. The mapping objects become works, on the one hand, modern scientists, published in the journal «Notes of the Russian mineralogical society», and academician A. Fersman, a mineralogist and geochemist, and the well-known popularizer of science («Entertaining Mineralogy», «tales of the gems») and author of science-fiction books («memories of stone»). Comparison of the named texts by a number of parameters (sentence length, branching syntax, number of verbal nouns) allows us to conclude about typical violations of the principle of clarity in the works of modern scientists. Such speech defects as amorphous and cumbersome syntactic structures, a pile of clerical letters, abundance of verbal nouns, stringing genitive cases, which deprive the text of semantic unambiguity and intelligibility. As our observations have shown, these stylistic shortcomings are especially characteristic for young researchers who are still developing their own scientific style and may be convinced that the cumbersome syntax, as well as other factors that make it difficult to perceive, are an integral part of the scientific presentation. Comparing the articles published in the journal «Notes of the

Russian mineralogical society» (2005-2015) with the works of A. Fersman allows us to understand the problems of modern scientific language. Features of Fersman's scientific prose-simplicity, laconism, «energetic» (due to rhythm) and harmonious syntax, verbal dynamics, imagery-make it possible to take place the «invisible language» that provides ease of perception of scientific content. The view of Fersman-mineralogist from a philological point of view is especially appropriate for the purpose of University teaching of the discipline «Russian language and culture of speech», which should include material which students use to learn to express scientific content concisely, clearly, accurately, simply. Classic Russian scientific prose can be the best antidote to the «loose», «viscous» text, which is written by modern researchers of scientific speech.

N. D. Ligostaeva

Representation of the theme of sport in the artistic culture of the soviet era

The article is devoted to the study of the representation of sport in the art culture of the Soviet era. In any culture, representation is an important form of meaning and is actively used in humanitarian knowledge. This aspect is confirmed in the research: S. Hall, M. B. Yampolsky, S. V. Mironenko, D. S. Musin. Soviet culture acted as a translator of values formed in the new socio-economic system. The main tasks of the sport, like art, were the promotion and representation of a new type of person – the Soviet person.

The article presents representations of Soviet sport in various types of artistic culture (painting, sculpture and music, etc.). The images of sports in the works of A. A. Deineki, D. D. Zhilinsky, M. G. Manizer, A. N. Pakhmutova, D. D. Shostakovich and others. The analysis of sports images presented in Soviet culture shows that sport, being one of the phenomena of culture, existing in the general sociocultural space, has always been a reflection of the essence and semantic foundations of human existence inherent in that or other socio-historical era. According to a number of modern researchers (G. G. Dadamyan, V. P. Konev, V. Z. Paperny, etc.), the Soviet culture is not homogeneous, it traces several stages of development. Each stage of the Soviet culture demonstrates the diversity of images, while not changing its socio-cultural essence. This tendency is traced in the images of sports and depends on the tasks that were determined by the power structures of the Soviet society before the creative intelligentsia. Sport as an element of mass culture is the most important means of maintaining national authority, a tool for the formation of national unity, as well as an expression of success and heroism. In modern Russian culture, sport continues to play important socio-cultural functions, based on the traditions laid down in Soviet culture.