

A. N. Loginova

Peculiarities in implementing the network form of additional general education programs

The entry into force of 273-FZ Law «On Education in the Russian Federation» intensified the processes of network interaction in the educational environment. Article № 15 of the Federal Law introduces the concept of a network form of educational programs implementation as a tool for organizing the educational process, ensuring the possibility for students to master the educational program by means of resources cooperation of several organizations carrying out educational activities.

Today in the system of additional education there is a situation of real competition in the process of providing educational services, including in connection with the introduction of a system of personalized financing of services of additional education for children. A social order for competitive educational programs has been formed, providing students with access to material and technical, personnel and information resources of a wide range of service providers. The use of mechanisms on cooperation of educational organizations is relevant, so the practice of implementing additional educational programs in the network form is being actively developed.

However, the current normative documents and methodological recommendations devoted to the network form of educational programs implementation do not reveal all aspects of the organization of this activity. Theoretical and practical development requires a set of conditions for the implementation of educational programs in the network form, including models of financing expenses in the process of network programs implementation.

The article describes the distributed and concentrated models developed by the author of financing additional general education programs implemented in the network form, using the funds of the state (municipal) task and the funds of targeted subsidies provided to educational organizations for the services of additional education, as well as the funds of certificates of the system of personalized financing of children's additional education. The work also presents the results of testing these models with the participation of organizations of general, additional, secondary vocational and higher education.

Keywords: educational program, additional education, pre-professional skills, conditions of programs implementation, organizational mechanisms, network interaction, network form, cooperation of resources, state (municipal) task, target subsidy, financing model, personalized financing.

M. Demantowsky

Public history in the liberal education system

The article discusses the relationship between «public history» and the institution of «school». The argumentation concludes with pragmatic considerations on how to work in a school that is aware of its character as an agency of public history in our present age of comprehensive digital transformation. First, an educational history approach explains to what extent school has always had a social function, at least since its obligatory establishment for all in the 19th century. School was, and should be, a mind-shaping disciplinary institution in the new nation states and the imperial nations. In a second step, the article clarifies what public history actually is. This is a new step in the international public history debate, insofar as up to now there have only been so-called umbrella concepts, as nominal definitions in the form of hyperonyms. Here an explanation is presented as a real definition on the basis of a combined cultural anthropological and narratological approach. Public History, it is shown, is the complex and diverse past identity discourse. A third step is about standoffs: What distinguishes a history teacher of all levels from a public historian: The answer is – only their respective practices. We can be both at the same time, depending on what is done. This approach avoids false disciplinarization of public history. In the end, impulses for what history teachers of all levels can do in the digital present in order to do justice to these theoretical insights into their daily practice and its institutional framework.

Keywords: public history, school, teacher, history, history teaching, history teacher, identity, discourse, digitization, digital transformation, history of education, history didactics.

D. S. Molokov

Pedagogical courses in the Yaroslavl province as a sociocultural and educational phenomenon (late 1910s – 1920)

The article reveals the peculiarities of genesis and transformation of temporary one-year and two-year pedagogical courses in the history of domestic education in the beginning of the Soviet period on the example of the Yaroslavl province. The purpose of this study was to identify the grounds for defining pedagogical courses as a sociocultural and educational phenomenon. The materials of the article include information presenting the regional specifics of the creation of pedagogical courses in the Yaroslavl province in the late 1910-s – 20-s. The reasons for the failed attempts to open courses in Rybinck, Petrovsk and Tutaev-Lunacharsk are justified. Special attention is given to the activities of

pedagogical courses opened in teacher's seminaries in Uglich and Mologa. During the study, non-published materials of the Yaroslavl Archive were used, which complement written sources known to science. In particular, reports, notes, correspondence of the People's Commissariat of Education, the Yaroslavl Provincial Department of National Education and the Provincial Board of National Education were introduced into the scientific circulation; regulations, guidelines, cost sheets and records of teachers council meetings of Teacher's Seminaries and pedagogical courses.

The methodological basis of the study was a systemic and phenomenological approach. The first one made it possible to consider pedagogical courses as an independent system and at the same time as a structural element of the system of teacher's professional training. The second approach made it possible to define pedagogical courses as a unique, special, peculiar phenomenon in its historical retrospective. The work uses a complex of methods to research: narrative, archival heuristics, source analysis, interpretation method of sources.

The study of the problem of the formation and development of pedagogical courses allows us to understand in depth the essence of the modern system of continuous pedagogical education, to determine the conditions of its successful functioning, which can be considered as the most significant result of the conducted study.

Keywords: pedagogical courses, teacher's seminary, sociocultural phenomenon, pedagogical education, the end of the 1910-s – 1920-s, Yaroslavl province.

A. M. Khodyrev

Problem of studying pedagogical activity values

The article actualizes the problem of studying various axiological aspects in area of teacher training and activity. The issue of forming value orientations has been widely studied in general and professional education, but the number of works on processual aspects in forming of values is extremely limited in Russian pedagogics. In particular, special studies on problematics of values in teacher's activity are needed: what are the values of the teacher, when do they arise, what mechanisms are involved in natural and purposeful forming of these values, etc. In the article are described the conceptual frameworks of the topic (essence and difference between the terms «teachers' values», «pedagogical values», «values of educational activity» are revealed), are offered some author's definitions (like «values of teacher training»), is analyzed understanding of the problem in domestic and foreign pedagogy. As a result of comparison of values and value orientations, it is concluded that in pedagogical education the formation of future teachers' value orientations on basis of generally significant and ethos values is fundamental. On the basis of presented Western researches which have taken place since 1980s there is made a conclusion about pre-professional character of occurrence of values in pedagogical activity among future teachers. The idea of forming pedagogical values much before getting special pedagogical education is integrated into ideas of cultural understanding of educational values formation in discourse of national cultures and their value systems. Therefore there is concluded that an attitude to the teaching profession starts to be formed in childhood, and its axiological content is determined by environmental and external conditions and determines the mass attitude to it in the future.

Keywords: values of teacher training, pedagogical values, pedagogical axiology, value orientations of the teacher, teacher's values.

M. S. Kovalevich

Individualization of the educational process as a condition for designing the professional career of future specialists

The article substantiates the relevance of the problem of individualization of the educational process in order to design and develop a professional career of a future teacher. The author emphasizes the fact that along with professional competencies, a young specialist is required to possess extra-professional knowledge and skills that contribute to a successful career. In this regard, the task of higher education is formulated as follows – to promote students' ability to identify themselves with their profession, taking into account personal characteristics, to form the understanding of the need to develop professional and personal competencies throughout the professional career.

At the same time it is necessary to take into account that the process of design and development of professional career is individual and depends on psychophysiological peculiarities of the person, level of motivation, professional interests and tendencies of students – future specialists.

One of the main conditions for successful design and development of professional career of future specialists is individualization of education. It is aimed at actively finding the best ways for each student for self realization in educational activities, purposeful development of professional and personal competences necessary for design and career development.

In terms of personification of the educational process, the article presents the Programs «Adaptation of the first year and second year students to the educational space of the University» and «Pre-adaptation of the third year and fourth year (fifth year) students to professional activity». The both programs are implemented at Brest State University named after A. S. Pushkin. The proposed Programs are based on systematic, personal and activity, axiological, contextual-

biographical approaches and stipulate creation of conditions for familiarizing undergraduates with the specific nature of their future professional activity, working conditions; analysis of problems in students' pre-adaptation to future professional activity, development and implementation of corrective, developmental, psychotherapeutic measures; provision of psychological, social and pedagogical support to University graduates at crisis stages of their primary professional adaptation, etc.

Keywords: professional and pedagogical training, personal and professional development, individualization, personification, personalization, individualism, design, development, professional career, career management, competence, competitiveness, self-management, tutor, eutagogs.

A. M. Sanko, N. V. Solovova

Development of higher education organizations specialists' managerial competence

The article actualizes the problem of formation of the managerial competence of heads of educational units in educational institutions of higher education as a mechanism of efficiency of management activities; it is proved that measures are needed to determine the content of the head and optimize his activities, taking into account innovative processes and tasks that are set before the higher school in modern conditions. The analysis of the real situation in the educational units of educational organizations reveals the dependence of the methods of development and training of managers on the presence or absence of educational resources of a particular educational organization. On the basis of key regulatory documents (Concept of the Federal target Program of education development for 2016-2020, the Government Decree of 08.08.2013 № 678 «On approval of the nomenclature of positions of pedagogical employees of the organizations performing educational activities, positions of heads of educational institutions», decree of the President of the Russian Federation of G. 01.12.2016 № 642, «On the strategy of scientific and technological development of the Russian Federation»), professional standards and research scientists in the field of education identified indicators in the structure of the administrative competence of heads of educational departments in educational institutions of higher education and developed the training program «Formation of the administrative competence of heads of educational units». In the course of this training program, its trainees from among the managers were interviewed for satisfaction with their activities; the level of formation of indicators in the structure of the managerial competence is determined; significant connections between its components are revealed, which allows us to judge the integrity of this characteristic of heads of educational units in educational institutions of higher education and is an important tool for assessing the effectiveness of their activities.

Keywords: heads of educational units of institutions in higher education, labor functions of heads of educational units in educational institutions of higher education, managers' managerial competence, indicators of managers' managerial competence, system of training, satisfaction with activities, efficiency.

S. N. Dvoryatkina

Mathematical modeling of financial and economic processes as a means of forming a probable thinking style of future specialists in the field of applied mathematics

The article discusses the possibilities of using mathematical modeling as an effective means of forming a probabilistic style of thinking (PST) of future specialists in the field of applied mathematics. Currently, mathematics provides many opportunities for analysis and forecasting of financial processes in the face of uncertainty. Learning to analyze financial and economic conditions and build scenarios for the development of events (for example: the exchange rate, stock prices, etc.) using mathematical modeling methods allows you to create not only general professional competencies, but also universal ones – the ability to search and critically analyze information, the ability to predict and to decision making under conditions of uncertainty, variability and inconsistency of context. These abilities are interpreted as the presence of a probabilistic style of thinking in a specialist. The research problem consists in searching for theoretical and methodological principles and didactic mechanisms for the development of a probabilistic style of thinking in the context of integrating methods of mathematical modeling, digital technologies and modern economic theory to improve the professional training of future specialists in the field of applied mathematics.

The main part of the article gives theoretical justification for the integration of mathematical, informational and economic knowledge in the process of developing a probabilistic style of thinking at the stage of university training of a future specialist in the field of applied mathematics. Didactic tools for the development of a probabilistic style of thinking are presented – integrative research tasks from the field of future professional activity involving the method of mathematical modeling. The role of teaching methods of mathematical modeling in the development of a probabilistic style of thinking is determined, the possibilities of its improvement through the constructive synthesis of interdisciplinary knowledge, through the adaptation of modern scientific approaches and methods for predicting financial indicators in the face of uncertainty to the learning process (fuzzy logic apparatus, Bayesian intelligent technologies, neural networks, fractal approach, etc.).

The research results are novel and practically significant, since they make it possible to create conditions for an integrative educational environment that can form a probabilistic style of thinking that corresponds to the modern scientific paradigm.

Keywords: professional education, probabilistic style of thinking, mathematical modeling, financial and economic research tasks.

I. Z. Zeinalova

Using logical problems in the context of visual modeling in teaching mathematics

The main goal of the modern approach to teaching mathematics is not to make each student fluent in multi-stage mathematical abstractions, but to prepare everyone for self-actualization, self-determination, self-organization of cognitive activity, as well as for adequate entry into real life, with sufficiently developed intellectual operations, and above all – with a sufficient level of logical thinking. To achieve this, the student must work purposefully in overcoming obstacles and «problem areas» in the study of mathematics. In the implementation of this process, teaching mathematics with a clearly structured theoretical base of mathematical activity is of great importance, with an emphasis on the development of practice-oriented activities, which can be based on solving logical problems. Unlike standard ones, non-standard logical tasks contribute to the intellectual development of students. Solving logical problems stimulates students to research, activate their mental abilities, and develop analytical and decision-making skills. In general, analysis and synthesis, which are important methods of students' thinking, play such a big role in solving a problem that, even in methodology, it is considered as the importance of decisions. The richness of the material and technical base in modern classrooms allows the teacher to clarify and visualize the conditions of the problem using electronic presentations, drawings, diagrams or other means of presenting the material, which naturally contributes to the development of understanding processes and facilitates the analysis and solution of the logical problem.

The solution of logical problems requires a number of judgments, each of which expresses certain dependencies. Judgments should form a chain of serious logical considerations, and each previous judgment should be the basis for the next and should be taken as necessary.

The article emphasizes the important role of text problems, which are an important tool for mathematical modeling and the formation of basic mathematical representations of students in the context of visual model teaching mathematics.

Keywords: solving logical problems, visual modeling, teaching mathematics, intellectual operations, logical thinking, solution methods, intellectual activity of students.

A. L. Ignatkina, T. S. Zoteva

The role of the learner's cognitive architecture in optimizing the process of learning english

Learner-centered methods of instruction have been the issue of language didactics for many years, and English for Legal Purposes (hereinafter – ELP) is no exception. Along with changes related to the development of information technologies, which have affected all areas of modern education, the assessment of the goals, needs and functions for which language knowledge is required, and the set of psychological and personal characteristics of a particular learner which are directly related to the professional field that he/she has chosen remain an important condition of ELP instruction. This paper examines the influence of a law student's cognitive architecture on processing information from texts read from a device screen (computer, tablet, mobile phone). A research question regarding the effectiveness of a digital text for ELP students is whether the cognitive characteristics inherent in a law student's personality and metacognitive strategies developed through learning experience mitigate the effect of cognitive overload resulting from reading a text in a foreign language from a screen. Following the learner-centered approach, the author explores law students' cognitive architectures and metacognitive strategies used by them in the learning process; traces differences in processing information from texts in paper and digital formats; assesses the effectiveness of digital texts for ELP instruction. Specific research goals include: (1) ranking the students' ability to extract information from texts and evaluate textual meanings; (2) identifying differences that students with different cognitive styles manifest while processing information from texts in English; (3) determining how text formats (digital and paper) affect learning outcomes.

Keywords: cognitive architecture, metacognitive strategies, cognitive load, cognitive style, reading skills, reading from screen, English for Legal Purposes.

D. A. Trishchenko

Project method as a means for assessing students' competences

The process of introduction of practically oriented and competence approach in higher education aimed at training graduates relevant to employment is still far from being completed. The assessment of competences formation level is one of its problems. Despite a great number of its possible solutions, most of them are within the framework of the current disciplinary training model.

The primary research purpose is to search for the means of assessment of the competences formation level, which not only perform their functions effectively but also promote the presentation of training outcomes of graduates with the bachelor's degree to a potential employer.

For this purpose, the following specific objectives have been pursued: to analyze the means used to assess the competences formation level, to define what graduate's competences are subject to a potential employer's assessment and describe its major criteria, to determine the means and phases of achieving training outcomes meeting the employer's requirements.

The study has revealed that the present system of assessment corresponding to the current disciplinary framework based on the application of the competences decomposition method and the usage of competences attainment indicators and its descriptors poorly performs the function of assessment of the competences formation level reducing it to assessing its separate parts.

The study suggests the transition to the three-level training and assessment system implying preparation of the professional project or projects developed at the final phase that could be presented to the potential employer. The intermediate phases might comprise training projects that include their assessment (as well as the assessment based on the results of contest participation) and interdisciplinary examination. At the primary level within the traditional disciplinary framework, the point-rating system of assessment can be applied. Such assessment means as tests, case studies and practical assignments being the descriptors of competences attainment and revealing knowledge and skills can be effectively implemented.

The suggested framework, which includes the project method as the core means of training is not considered to be universal but it contributes significantly to such bachelor's degree training programs which professional areas possibly involve a graduate into project activities.

Keywords: project-based learning, competency assessment, bachelor, indicators of achievement, decomposition, descriptors, assessment tools, project, federal state education standard, module.

R. R. Zakieva

Use of modern project management techniques in the learning process

Because of the growing rates of business activity and technological changes and also the increased level of the competition, businesses and the organizations rely on methods and processes of management of projects for achievement of commercial purposes more and more. As a result, the highest educational institutions offer the curricula and programs focused on improvement of professional training of graduates. An objective of this research is to define demand of knowledge of modern methodologies in labor market, to analyse features of the organization of the process of training in innovative methodologies of project management in the leading higher education institutions of the city of Kazan. The research is based on the methodical analysis, questioning and testing. 630 students of 8 higher education institutions of the city of Kazan participated in poll. The program for studying the discipline «Project management» gives a general idea about modern technology of project management and acquaints students with the general principles to use knowledge and skills in tasks of the future professional activity. The analysis of learning efficiency showed to modern methodologies in the educational process that more than 60 % students realize the importance of studying methodologies of project management for successful employment. The correlation analysis showed (Pearson's coefficient of $r = 0.67$) that students understand what innovative methodologies of project management are demanded in labor market. However basing on questioning it is established that only 30 % of respondents have the sufficient level of knowledge. It demonstrates the need to study innovative methodologies, for example, of PRINCE2, Scrum, Agile as separate disciplines in higher educational institutions. These practices can significantly affect quality of the process of training in modern methodologies of management of the project, take and strengthen positions of higher education institution in the education market due to fast adaptation to changes of the external environment and also increase graduates' competitiveness.

Keywords: methodology, education, innovative method, project management, labor market.

Yu. V. Kovaleva

Global psychology as a new stage of psychology development

One of the possible structures of global psychology is considered according to which can be the directions of its development – the world psychology, psychology of global processes and psychology as a new stage of its development, in general. Two lines of the analysis of global psychology were proposed – consideration of its formation in connecting with changes taking place in modern society, from the modification of economic structure to the emergence of new forms of social interactions, and a new, global approach to the study of any psychological phenomenon in its relationship with other related phenomena and problems. A comparative analysis was carried out with the methodology adopted in global history. It was shown that the characteristics of global history are comparable to the third version of the understanding of global psychology. Such characteristics include: divergent development of scientific schools, the dialogue of various scientific directions, and the corresponding place of psychology in the modern global scientific network. As an example of a new object in research of global psychology, network communities are cited as large social groups, actively showing themselves at the current stage in formation of digital society, and requiring another methodology of the study. It was stressed that the study of the psychological properties of users of social networks and participants of network communities is fundamental for expanding perceptions of social and psychological characteristics of modern society and personality in conditions of global social transition.

Keywords: global science, globalist approach, global psychology, global history, globalization processes, interdisciplinary, dialogue, situation, big social groups, network community.

A. S. Turchin

Features in development of the structure of psychological branches

The article deals with the history and current state in development of psychological science branches. The description of variants of their allocation in the course of accumulation of empirical facts, their grouping and theoretical understanding in scientific schools of psychology is given.

On the example of acmeology, as relatively recently distinguished as an independent branch, the nature of its relationship to similar branches of psychological science is explained. Special attention is paid to the consideration of the General and different conditions in the system for the allocation of separate branches, including developmental psychology and acmeology, as a branch of knowledge about a person who reaches «the top» in the course of self-actualization and formation.

There is a need to move from distancing or differentiation with branches of the psychological science to the need for integration on the General theoretical basis of domestic psychological science. It is pointed out that it is possible to switch from understanding the development process as based on the concept of orthogenesis, i.e. linear, constantly increasing vertical movement, where the inhibition or deviation from the «main» line is perceived as a deviation or defect in development. With the cladogenetic approach to the study of development processes, the subject of acmeology significantly expands its boundaries, since it recognizes the multi-vector and non-synchronous processes that determine the direction and pace of development, the possibility of complicated and delayed development, its non-determinateness and the possibility of reversibility.

Keywords: branches of psychology, acmeology, metabologia, development, formation, differentiation, integration.

E. N. Chueva, D. V. Moskolenko

Features of identification of the personality with online gaming characters

The article explores the problem of the impact of the virtual space of online games on the formation of personality identity in modern society. Identification is presented as a complex process for an individual to find himself in a new sociocultural environment, of which virtual reality is a part. The study analyzes different views and positions regarding the essence of online gaming as a universal tool for designing and re-establishing one's personality, and formation a new virtual identity in the internet environment. The authors explore the assumption that when included in an online game, the player identifies himself with a virtual hero, with the choice of virtual hero role due to either a high degree of intimacy (identity) of the character's personal qualities with the player's personal characteristics, or the player's desire to identify with the hero endowed with the desired personal characteristics. The aim of the study is to study the relationship of individual-personal features of young people with their perceptions of identification objects in online games. Research methods include theoretical analysis, synthesis and generalization; questioning; testing: T. Leary «Diagnostics of Interpersonal Relations» questionnaire (so called DIR of L. N. Sobchik), individual-typological questionnaire (ITQ of L. N. Sobchik), self-release test questionnaire (STQ of V. V. Stolin, S. R. Pantileev). The results of the empirical study revealed that online games perform essential communication and self-presentation functions for players. During the game, self-identification with an online hero occurs, resulting in players, choosing a character,

either with self-identical personality characteristics, or as part of an online game giving the character deficient or desired personality characteristics. During the online game, participants experience various feelings and emotions towards the character and towards the game as a whole.

Keywords: identity, identification, personal features, virtual reality, virtual identity, online games.

I. V. Lopatkova

Artistic perception as a psycho-counseling technology

The article is devoted to the discovery of psychological, art history, philosophical justifications for understanding artistic perception, as psychotechnology, which can be used in the process of psycho-counseling, psychotherapy, and psycho-correction. Artistic perception is considered for the first time precisely as a technology that has its own algorithm, form. The data can be used in the psychological and pedagogical practice of working with people of different ages, intellectual readiness, and professions. The need for this work is determined by the fact that, despite the centuries-old use of art in psychological practice, the data on the psychological mechanisms of the impact of artistic perception, imagination and action on the psyche of people are very limited. Artistic perception is considered in the contexts of philosophy, art history, psychology. A theoretical study is carried out on the basis of a comparative content analysis of historical, biographical sources and the work of M. A. Bulgakov «The Master and Margarita» about specific historical and literary characters, which allows us to draw conclusions about the perceptions of the creator of the art work. Outside the scope of the article there is a study on the perception of a work of art by readers, viewers, etc. This will be the subject of the next article in the series. It is the analysis results that become the basis for highlighting those features of artistic perception that can be used as the basis for the technology of using the art field in psycho-counseling, psychotherapy and psycho-correction. We consider such properties of artistic perception as dynamism, inconsistency, subjectivity, synesthesia, emotional-sensory reaction, the integration of personal and socio-cultural meaningful contents, the intellectually-sensual content of the object that is affected in the process of its perception, the transformation of the object and the conditions that determine it. The data of both theoretical and experimental studies are given, conclusions are drawn about the essence of artistic perception, its types, elements and properties that must be taken into account when developing artistic forms of interaction. The psychological grounds and some author's forms of psychological work with psychological problems using the technology of the art field of self-actualization are given.

Keywords: artistic perception, technology, counseling, personality, subject, psychotherapy, method, way, art field, artistic interaction, artistic image.

Yu. P. Povarionkov

Structural-level approach to the classification of crises of human professionalization

The article considers various approaches to the definition of the crisis of professionalization. The author showed that professionalization crises are specific types of development crises and there are various approaches to their classification. The well-known age classification of types of professionalization crisis is analyzed, its strengths and weaknesses are highlighted. It is noted that linking professionalization crises only to chronological age contradicts reality, since crises can be consistent with the professional age of a person. The content of the structural-level approach to the psychological analysis of professionalization is disclosed. A detailed description of two basic levels of professionalization is given: the labor path and the professional path. It is shown that the labor path reflects the laws of development of the labor subject, and the professional path reflects the laws of development of the subject of a specific professional activity. Here are given two levels of professionalization, two types of professionalization crises are distinguished: workplace crises that are tied to a person's chronological age and professional way crises that are tied to a person's professional age. The results of empirical studies of the crises of the labor path (by the example of the profession of manager) and the professional path (by the example of the profession of teacher) are analyzed. It is shown that the crises of the labor path are initiated by the crises of adulthood, which are studied in detail in developmental psychology. An empirical study analyzes workplace crises of 30 and 40 years. It has been established that crises in the professional path are initiated by contradictions that arise in the course of professional and career development of a person. The crises of educational-professional and professional adaptation, the crisis of the change of educational-professional activity and the crisis of the change in the determination of professional development in the course of empirical analysis are analyzed. The specific features of their occurrence, course and completion are defined.

Keywords: professional crisis, structural-level approach, labor path crises, professional path crises.

T. N. Soboleva

The formation of professional talent in the conditions of different degrees of freedom in activity

This article is devoted to the poorly studied problem of the formation of professional talent in the conditions of different degrees of freedom in activity. It deals with freedom in professional activity caused by different degrees of uncertainty of requirements and activity conditions, and how it relates to a normative mode of action. Three degrees of freedom in activity have been identified and described: the low degree of freedom is due to the normative mode of action; the average degree of freedom is due to the combined mode of action from the subject's experience and regulatory instructions; and the high degree of freedom is due to the creation of a new mode of action. The main objective of the study is to describe how the conditions of different degrees of freedom in activity are refracted with internal conditions, which are various talent structures. The study was conducted on a sample of 108 qualified railway drivers using a specialized simulator which allows them to simulate three degrees of freedom in activity. Seven abilities ensuring the implementation of activity were identified with the help of the psychological analysis of the activity. Based on empirical data, the article shows that low, medium and high degrees of freedom in activity are manifested in different degrees of productivity, and talent is formed as a structure changing in composition and measure of interaction. This approach allows us to apply the concept of talent both to a normative result and to outstanding, creative result of activity, and this, in turn, opens up a new way of studying creativity in professional activity.

Keywords: freedom in professional activity, normative mode of action, external conditions of activity, internal conditions, abilities, talent, talent structure in conditions of different degrees of freedom in activity.

Yu. Yu. Chechurova

Communicative potential in the official activity of law enforcement employees

The purpose of this study is a comparative analysis of the structure of the communication potential of police officers with different length of service. The article focuses on understanding the communicative potential as an integrated ability to establish and maintain all kinds of contacts in order to successfully communicate in the professional activities of police officers. Based on a theoretical analysis, the components of communicative potential are identified and subsequently investigated: personal adaptation, self-control, communicative attitude, tolerance and empathic abilities. The object of the study was 67 law enforcement officers with experience of up to 5 or more than 10 years. As a result of the analysis, data were obtained on the specific structure of the communication potential of police officers with different length of service. The communicative potential of employees whose service experience is no more than 5 years is primarily characterized primarily by negative communicative attitudes, intolerance towards others, while the components of communicative self-control are low in weight. Indicators such as behavioral regulation and moral normativeness were not included in the overall structure of communicative potential. The structure of the communicative potential of police officers with over 10 years of experience is characterized primarily by indicators of communicative self-control and the empathic abilities. Respondents in this group are characterized by a low level of negative manifestations in communications. They are also characterized by a higher level of personal adaptive potential, which is decisive in the development of the communicative potential components. According to the results of the study, together with the psychological service of the Ministry of Internal Affairs, recommendations were developed aimed at developing the communicative skills of law enforcement officers through psychological correction of mental tension, emotional-volitional excitability and other adverse mental states manifested in destructive behavioral reactions obtained during professional communication.

Keywords: official activity, law enforcement officers, communicative potential, personal adaptive potential, communicative self-control, communicative attitude, communicative tolerance, empathic abilities.

P. B. Bogdanova

General patterns of cultural cycle change

The article considers one of the important mechanisms for changing cultural and historical cycles – the law of inversion, which means a transition from one model of cultural and historical development to the opposite one. The change of cultural and historical cycles characterizes any civilization. Cycles enter into conflict relations with each other, each next cycle denies the previous cycle and exposes it to opposition. Cycles are divided into deconstruction cycles and recovery cycles. The article on the example of directing and acting practices considers the cycle of deconstruction of the Silver Age, which can be called «visionary», according to the expression of C. G. Jung. The «visionary» cycle is characterized by an appeal to idealistic philosophy, mysticism, esoteric and intuitive way of knowing the world. The «visionary» cycle replaced the previous «psychological», again in the expression of C. G. Jung,

a cycle characterized by positivism, rationality, and «daytime» creativity (similar to the «night» of the «visionary» era). Three theatre figures of the Silver Age – St. Meyerhold, K. Stanislavsky, M. Chekhov – are heroes of this article. St. Meyerhold and K. Stanislavsky during the period under discussion solved the problems of stage interpretation of symbolist drama. St. Meyerhold was looking for ways to transmit «unspeakable», invisible. «Stanislavsky tried to develop the methodology and technique of internal movements of the actor's soul. M. Chekhov, influenced by Rudolf Steiner's philosophy, found new ways of rehearsing and playing based on the work of the subconscious. In general, all stage activity of the largest representatives of theatre culture of the Silver Age was based on activation of subconscious mechanisms of creativity, which are characterized by both religious practices and intuitive ways of knowledge. Theatre literature usually does not give the subconscious aspect of theatre searches much importance, as it is an area little learned and is more encountered by practitioners rather than theorists and researchers. The Silver Age cycle, which we call the «deconstruction cycle», was generally driven by spontaneous processes that eroded, deconstructed the positivist and realistic paradigm of the second half of the XIX century.

Keywords: cultural and historical cycle; inversion; «visionary» creativity; «psychological» creativity; intuitionism; subconsciousness; mysticism; religious practices; deconstruction; symbolism; positivism; realism.

N. A. Khrenov

Crisis of action in the theater as a crisis of Aristotelian principle of mimesis

The article develops the author's earlier idea on the enduring importance of aesthetic ideas on mimesis. Relying on Aristotle's idea of the significance of marginal states expressed in art, on the one hand, and on Yu. Lotman's understanding of the crisis as a cultural situation that causes a new artistic language to life, the author turns to the dynamics of art. In this regard, here are mentioned such artistic directions as naturalism, impressionism, symbolism. The author determines one of the carriers of mimesis theatre as the oldest media with new types of art, including cinema and photography. He draws attention to the influence of theatrical aesthetics on the film works of outstanding directors of recent decades. At the same time, the natural process of invasion of the style of theatrical works by the film language is shown. The concept «grammar» is used, which refers to the specifics of text presentation of life realities and aesthetic representations; the Aristotelian notion of action as the basis of drama is related to grammar, and there is also a crisis of action in the practice and theory of theatrical art of the last two centuries. The author of the article constantly uses analogues of theater and cinema, stressing the greater dynamism of the latter in the transformation of aesthetic principles of life description. Special attention is given to the person of mass and the embodiment of mass consciousness in the texts of culture of different epochs, as well as to the ratio of external and internal as the bases of mimesis. The author concludes that there is a kind of opposition to traditional and avant-garde forms of theatre, which, communicating with cinema, is able to meet the needs of mass audience.

Keywords: art, theatre, cinema, action, mimesis, crisis, tradition, avant-garde.

T. N. Karpova

Female dramaturgy of the period of perestroika and the 1990-s in terms of gender dialogue

The article discusses the situation of a creative dialogue between male-playwrights and female-playwrights of the period of perestroika and the 1990s. The opportunity to speak directly about the sore, about the «ulcers» of our time united playwrights, men and women. The creative dialogue between them, characteristic of the era of stagnation, was replaced by a situation during perestroika, when all positions and opinions began to sound in unison, merged in a single journalistic, social-critical outburst. Among the others, previously considered forbidden, the domestic postmodern of the end of the XX century also actualized the sex sphere, the discoverers of which were men who depicted a woman as an object of sexual passion, a temptress, a passionate, criminal nature, thereby setting a new topic that was perceived by women as polemical. The heroines in female plays experience a sexual attraction to heroes, but, as a rule, do not receive satisfaction of their desires. The creative confrontation between male-playwrights and female-playwrights is gender-based and reflects two opposite trends that were clearly identified in the dramaturgy of the stagnation period: men, as before, depict the heroine's life as a chain of events, committed acts; women – as a dramatic, languid expectation of not happening, not happening in reality events and actions on the part of men. The difference between the male and female views on the heroine of the drama in the situation at the turn of the XX-XXI centuries is also obvious in terms of the mismatch of the chronotope of her life and status chosen by the male-playwrights and female-playwrights. Male-playwrights at the end of the XX century more often write about ordinary female contemporaries; female-playwrights – about creative personalities, women who have shown themselves in the field of politics, who left their mark on history. Female-playwrights are trying to imagine the life of retro heroines in the genres of historical and biographical plays and drama-stylization. Men in the genre of drama-stylization talk about the state of life and the world, in general, about the fate of a person in time; women think more locally – against the background of the era, they paint a human life, mainly a female one.

Keywords: female dramatic art, dramatic work, gender, creative dialogue, dramatists.

V. N. Lipsky

Aesthetics of eastern slavs's being in the Middle Ages

The article deals with the formation of the aesthetic attitude in Russia during the Middle Ages. It is suggested that generally the aesthetic attitude was one of the first to be formed in the system of the human spiritual attitude to the world as evidenced by various sources. Therefore it seems logical that the Eastern Slavs tried to aestheticize their surrounding even before the Christian and the Early Christian periods. In the article the author proposes certain arguments based mainly on the material of literary sources that by the time Christianity was adopted, the Eastern Slavs had sufficiently developed aesthetic consciousness for that time. That became evident among other things in the process of «russification of the Byzantine style» (N. I. Dmitrieva). The article suggests that the development of the aesthetic attitude which began rather quickly after the adoption of Christianity indicated that the Byzantine culture as if by a secret key opened the doors behind which the wealth of the own culture of the Eastern Slavs was hidden created by them during the pagan time. The spiritual experience that was developed by the Eastern Slavs in the pre-Christian period determined the formation of the norms of the social activity in them in various fields of being. These processes subsequently contributed to the spread of the aesthetic attitude not only on the divine sphere, but also on the secular, earthly life. There were literary works dedicated to the worldly affairs of ordinary people, in which their socially significant acts were glorified. The aesthetic assessment extended also to those who fought for independence, to natural phenomena, the moral qualities of the princes who defended the statehood of Russia were exalted, the intellectual activity was aestheticized, etc. It is noted that in the early Christian period in ancient Russia a system of arts was formed: literature, painting, architecture, music, decorative art, which indicated the creation of a solid foundation in the Middle Ages for the subsequent aesthetic development.

Keywords: aesthetic attitude, Eastern Slavs, culture of Russia, art, painting, literature, chronicler, Christianity, social relations.

A. S. Khodnev

Cultural transfer of the Age of Enlightenment (textbook on universal history by A. L. Schlozer)

The aim of this article is to study the theoretical and practical legacy of August Ludwig Schlozer in research and teaching universal history in Russia.

Two hundred years ago A. L. Schlozer became the author of Russia's first textbook on universal history for children. Prominent Russian scholars of the 19th-21st centuries wrote periodically about A. L. Schlozer and his serious contribution to the study of early Russian history, culture and teaching of history. A. L. Schlozer lived in a special age when history only became a scientific discipline. Schlozer's textbook contained theoretical problems on history that were characteristic of the Enlightenment. A. L. Schlozer introduced into science the concept «universal history» (World history). According to A. L. Schlozer the universal history should replace the private histories of specific states. He also owns the first use of the concept «source studies» («*Quellekunde*»). According to A. Schlozer the universal history should replace the histories of individual states. The translation of books from foreign languages was an important trend in the development of culture and the Russian language in the late 18 – early 19 centuries and in the integration of Russia into the European Enlightenment. This was a new process of rapid dissemination of knowledge, which took place as an interactive model of cultural transfer from Europe to Russia, so from Russia to Europe. A. L. Schlozer became an important participant in this transfer. The main difference between the Schlozer's approach to history teaching from the modern one is selectivity. Schlozer believed that with the help of his textbook it is necessary to teach the children of Russian nobles. The didactics of Schlozer's text is based on the form of a leisurely conversation between a teacher and a student, without undue edification. The human being and his life are the main thing in the history of Schlozer. Equality of people was a particularly close idea for A. L. Schlozer.

Keywords: cultural transfer, Enlightenment, universal history, world history, A. L. Schlozer, M. P. Pogodin, M. V. Lomonosov, source studies, didactics of history, home education.

O. V. Bochkariova

«I was born in a grass blanket...» or the space of dialogue in S. A. Esenin's poetry space

The art of S. A. Esenin's poetry is thought of as space of dialogue allowing to present the author in the system of relations «personal» and «universal». The poet's ability to express thought on paper, to find a «body of thought and feeling» is improved in the process of creation. The contradictory feelings experienced by S. A. Esenin in life (delight and disappointment, faith, holiness and sin, devotion and treason in love) paint poetry creativity into different emotional

colors and shades, giving birth to an ambivalent state. The true nature of being of the human, connected with the transition from the state of «self» external to the internal, deep level is seen by the poet in the elevation of spirit. The spirituality associated with the ability to find all the rainbow facets of the poetic word, its aesthetic expression and value-sense saturation, allows S. A. Esenin to interpret life as poetry, an artistic language of culture, on the basis of his model of worldview, philosophy of life and feeling of the world. The poet's work is both suffering and joy, as the specified size of the rhyme sometimes does not allow him to realize, «accommodate» content, all those ideas and feelings that «wander» in the soul. S. A. Esenin reflects on the purpose of the poet, on the process of creativity. The process of writing can be considered from the position of creative dialogue of many internal «self» («Self-criticism», Self-reader, «Self-idol», etc.). The poetry work, riddled with internal voices, becomes multi-sound, includes new value meanings and shades, sometimes barely planned, but always intuitively felt in perception.

Keywords: S. A. Esenin, poetry, dialogue, artistic image, emotion, process of creativity, ambivalence, spirituality.

A. I. Shakleeva

Foolishness as a phenomenon of russian cultural practices

In the article, the phenomenon of the foolishness of Christ is considered for the sake of a cultural archetype, firmly entrenched in the Russian mentality. Turning to the property of foolishness to become active during the liminal periods, the author considers the representation of the foolishness paradigm in art. Noting the property of art to express the current mood of the collective, the author considers how archaic behavioral models are reanimated in today's cultural practices (literature, cinema, music, actionism), focusing on one of them – the foolishness of Christ for the sake of it. In its secular form, foolishness is alienated from religious content, becoming a secular form of behavior aimed at exposing the modern world order. The author's attention is focused on the typological similarity and interaction of modern cultural practices and foolishness, presented in the work and image of music artists and action artists, which are characterized by shocking aesthetics and radical views that can undermine the official system of values. On the example of the work of rap artists Husky, Noize MC, the Shortparis music group and performances by contemporary action artists, the author traces the relationship between cultural practices and foolishness, highlighting the following common typological features: belonging to the world of anti-behavior, aesthetics of violence and aggression, appeal to collective unconscious, conviction, entertainment and the need for a viewer. The author indicates the possibility of further in-depth study of the issue, in which the general typological features identified in the article can be considered in more detail. Based on the conclusion about the entertainment and the need for a spectator, the author makes an assumption that the features of foolishness can also be tried in other forms of modern cultural and entertainment practices, for example, in the theater, highlighting the director's concepts of Nikolai Kolyada, Lev Erenburg, Alexander Artemov and Konstantin Bogomolov.

Keywords: culture, foolishness, actionism, rock, rap, Russian culture.

A. I. Smolenskaya

Effective scenography in productions of A. P. Chekhov's play «The Cherry orchard» (the second half of the XX – the beginning of the XXI century)

When writing the article, we aimed at analyzing peculiarities of using the principles of efficient scenography in the productions of A. P. Chekhov's play «The Cherry Orchard» in the second half of the XX – the beginning of the XXI century. To achieve this goal required several tasks: 1) to define the concept «effective scenography»; 2) to establish its basic principles based on research by art historians and theatre scholars; 3) to consider in detail the use of the principles of efficient scenography by artists on the example of four significant domestic and foreign productions of A. P. Chekhov's play «The Cherry Orchard» of the second half of the XX – the beginning of the XXI century.

The scene solution of the performance is one of the most important components of theatrical analysis, which requires close attention. In order to understand the peculiarities of the scene, we appealed to the works by authoritative art historians such as V. I. Berezkin and Joseph Svoboda. In his research on issues of artistic design of the performance V. I. Berezkin reveals the concept «effective scenography», defines its peculiarities. Basing on the experience of researchers, we have identified several principles characterizing the concept «effective scenography.» Then we analyzed the use of these principles by theatre artists in the scenographic solution of the cherry garden space in domestic and foreign productions of A. P. Chekhov's play in the second half of the XX – the beginning of the XXI century. The material of this study was the performances «The Cherry Orchard» in the productions of J. Strelar, P. Brook, A. V. Efros, A. J. Shapiro – those prominent productions, which are among our interests and illustrate them in the best way principles of effective scenography in the image of the cherry garden space.

Keywords: efficient scenography, performance, cherry garden space, scenographic solution, decoration, artist, director, acting face of the performance, character.

M. V. Petrova

The life of a provincial theater in the mirror of russian cinema

The provincial theater of our time is very diverse. Moreover, the differences can be noted both at the level of the repertoire, the quality of the performances, and at the level of development prospects. At the same time, the stereotype of the weakness and patriarchy of theatrical life in the province is still stable, when the existence of the provincial theater is likened to the life of a provincial resident. This contradicts the stereotype that is violated in the case of provincial self-sufficiency, when the theater environment has developed successfully not without the influence of the bright personality of the director-creator and a team of like-minded people.

The prevailing tradition of the perception of the theater in the province and its everyday life is reflected in the cinema, where feature films actively use the stereotype of representations, realizing both comic and dramatic approaches to this topic.

Documentary cinema occupies a special position in cinema, which rarely addresses the problems of provincial theater.

But even a single experience of this kind of films allows us to assess the problem of the stability of stereotypes in the daily life of a provincial theater.

Research approaches allow not only to evaluate how these negative (mostly) stereotypes about the provincial theater are formed, but also to compare the implementation of these clichés in the implementation of modern cinema projects.

The result of these observations in documentary practice is very disappointing. The contemporary picture of the existence of a provincial theater from the inside turned out to be tougher and more categorical than a look from the past or from an artistic context. In this case, a feeling of hopelessness when describing the life of a provincial theater deprives the prospects of development and the creative component. The stereotypes of provincial existence in this way are once again confirmed.

Keywords: provincial theater, actor, cinema, artistic image, documentary, stereotype, tradition.