T. N. Gushchina

Socio-pedagogical support for the formation
of the student's social competence: a technological aspect

In this article, the author actualizes the problem of socio-pedagogical support for the formation of social competence of students, which expands their positive social experience, helps the subjects of support to realize their capabilities and assign the value of social competence. The purpose of the article is to substantiate the essence, content, advantages and limitations of the technology of socio-pedagogical support for the formation of social competence of students in additional education. The study of the socio-pedagogical support of formation of social competence of students is conducted under the scientific guidance of the author on the innovative area «Socio-pedagogical support of students in secondary education» of the Federal state budget scientific institution «Institute for the study of childhood, family and education of Russian Academy of education» on the basis of municipal educational institution of additional education of children «Yaroslavl city Palace of pioneers». The article attempts to present a new direction in pedagogical science at the level of identifying and presenting the content, advantages, risks and limitations of socio-pedagogical support as a technology for the formation of social competence of students in the organization of additional education. The author emphasizes the main theoretical positions that reflect the possibilities and features of additional education for the formation of social competence of students in the system of additional education of children; indicates a number of provisions that characterize social and pedagogical support from the point of view of the formation of social competence of students; argues the relevance of the formation of social competence for students. The article presents the main characteristics of socio-pedagogical support, identifies the stages and effective means of technology of socio-pedagogical support for the formation of social competence of students in the organization of additional education. The article also outlines the prospects for experimental work on the topic of innovation platform.

Keywords: students, social competence, reflexive-environmental approach, social and pedagogical support, technology, socialization, additional education, educational environment.

A. V. Zolotariova

Regional concept of support for schools with low learning outcomes
and schools operating in unfavorable social conditions

The article presents the rationale and description of approaches to the development and implementation of the regional concept of support for schools with low learning outcomes (SHNOR) and schools operating in unfavorable social conditions (SHNSU). Here is shown the relevance, the main social and social significance of the support for SHNOR and SHNSU in modern conditions on the basis of a theoretical analysis of the results of international and Russian studies. The factors that determine low educational results and the risk of educational failure in modern schools are fixed. The essence of the concepts «difficult social conditions», «effective school operation», «school with low learning outcomes» and «school operating in unfavorable social conditions» is revealed, clustering of schools is shown. The arguments for the need for a comprehensive solution to the problem of improving the quality of education in modern schools at the level of the region, municipality, secondary schools are described using the experience of the Yaroslavl region. The main provisions of the regional concept of support for SHNOR and SHNSU are presented: goal; tasks; principles; a set of criteria and indicators for assessing the effectiveness of schools; a set of activities aimed at supporting schools; and expected results. The groups of indicators are fixed according to the following criteria: a general integral criterion for the sustainability of students' educational results; school social welfare index; the level of professional competence of teaching staff; additional variable indicators for the SHNOR group and the SHNSU group. A set of measures to support schools has been substantiated, including the organization of activities for: developing regional programs and models for supporting schools; identification of SHNOR and SHNSU; identification of professional needs and deficiencies of teachers; development and implementation of regional and municipal programs to support schools, school programs for the transition to an effective mode of operation; creation of regional and municipal infrastructure for supporting schools and a system of targeted methodological support; the conclusion of partnership agreements; professional development of municipal and school teams, teachers; monitoring the implementation of regional and municipal programs to support schools.

Keywords: school with poor learning outcomes, a school operating in difficult social conditions, targeted methodological support of schools, school support concept, school support program, transition of the school to an efficient working regime.

S. G. Makeeva, E. N. Martynova

Theoretical bases for formation of notional reading as universal educational action

The authors consider the problem of achieving the unity of personal, metapedmetic, substantive educational results, drawing attention to the formation of such cognitive universal educational action as the «basis of notional reading of the

text». The presented results of the analysis of school educational programs on leading educational subjects in primary and basic schools reveal a lack of coherence, continuity in the formation of this universal educational action. The main reason is seen in the inconsistency of interpretations of the concept of notional reading, in unsettled definitions, which is the result of the inconsistency of the advancing theoretical provisions (psychological, psycholinguistic, didactic). The lack of teachers' competence in the formation of notional reading as a cognitive universal educational activity is explained by the lack of scientific and pedagogical materials on theoretical coverage of the problem and practical solutions. A diverse analysis of the history of the concept of notional reading is directed by the authors to correlate it with the concept of the reading consciousness, which, in turn, is conjugated with the concept of the teaching consciousness. This ensures the consideration of the problem of semantic reading in the context of the problem of forming a conscious attitude of younger schoolchildren to the mastery in reading. Thus, the search for its solutions is carried out in the key of a subjective approach, in the direction of developing conscious meanings of reading among junior schoolchildren, which means bringing to the students' consciousness the importance of mastering their skills to read texts to solve specific cognitive problems in accordance with adequate motives and goals of activity. The article provides authors' data on correlation of the self-esteem of junior students' skills in reading with the attitude to it as a leisure activity, the regularity of its implementation, and dominant motives. The authors attribute the weakly expressed dynamics of the development of general educational and cognitive meanings of reading in primary education to insufficient pedagogical consideration of the cognitive interests of younger schoolchildren in the educational content of reading, their ability to navigate the functional and typological features of texts. In this regard, the concept of functional reading is touched upon, a critical assessment is given of the unjustified narrowing of its meaning to a purely pragmatic one.

M. A. Bodonii

Feedback typology for formative assessment purposes

The article is devoted to the study of the types and characteristics of feedback as a component of formative assessment. The research problem is associated with a variety of approaches to the classification of feedback types and the presence of a significant number of typologies which causes difficulties in developing effective strategies for its implementation for the purposes of formative assessment. An analysis of the feedback classifications proposed by researchers in the context of the educational process made it possible to distinguish the following approaches: a general approach, considered feedback as a component of the educational process; a special approach focused on the development of feedback types in relation to a specific academic subject; instrumental approach, differentiating types of feedback depending on the means used for its implementation – both technical and non-technical. The considered classifications of feedback are focused on the allocation of one classification basis and, therefore, allow us to consider feedback in the only selected aspect. To determine the effectiveness of feedback strategies, it seems insufficient to use one parameter and, accordingly, make separately taken typologies. The aim of the study is to identify types of feedback based on the analysis of the components of the assessment situation and being based on them to create a multidimensional classification of feedback types. Feedback characteristics were determined due to the influence of the subject, object, scope and basis of the assessment, as well as the assessment tool. We came to the conclusion that feedback characteristics during the implementation of formative assessment can be referred to different levels of information use obtained during the assessment. Feedback, therefore, may include information on the current situation, the planned learning outcomes and effective techniques for achieving educational goals.

S. V. Nesyna

Dynamics of existential sphere of students' individuality
in the process of professional pedagogical education

The aim of this article is to determine the particularities of the dynamics of the existential sphere components of future pedagogues in the process of professional education. The theoretical basis of the presented empirical research is O. Grebeniuk's pedagogy of the individuality. The significant part of the concept of individuality is the existential sphere being a «dominatrix» of all individuality of a person. 63 undergraduates from 1-year of studying to 4 one with the major in pedagogy have taken part in the research. T. Grebeniuk's diagnostic method of seven spheres of student's individuality was used in this work. The research demonstrates students' high assessment in the development of the components of the existential sphere. They understand its importance in the development of the individuality. The serious deference in the dynamics of the self-assessment of individual valuable positions and orientations has been determined. The qualitative improvements of «Self-concept» reflective processes and components happen in the 2-year of studying with the development of the ability of the self-analysis, deliberate self-respect and making a right choice.

The existential sphere in the final year of studying becomes more complicated and at the same time there is a process of structuring: awareness of the inner world and moral self-assessment are in the centre of this process. It defines the development of the components of the existential sphere which reflect the development of the components of «Self-concept» and provide the realization of the meaning of «Self-concept» in external active actions due to the desire of self-improvement. The development and self-development of the deliberate self-respect and the ability of analyzing the behavior should become the aim of psychological and pedagogical interactions between future pedagogues and their mentors as well as in the university and in resource centers. The significant potential in the development of the existential sphere of individuality is the system of specific pedagogical situations where the necessity of realizing a free choice appears.

Keywords: the existential sphere, pedagogy of individuality, students, teacher education.

Tarkhanova I. Yu., M. A. Zaitseva, V. M. Pyatunina

Distance learning in university: new didactic solutions

The article is devoted to understanding the processes of higher education modernization associated with the forced mass transition of Russian universities to a distance learning format in connection with measures to prevent a new coronavirus infection. The purpose of this article is to analyze the foundations and meanings of modernizing didactic solutions for distance learning. From the point of view of post-non-classical methodology, the grounds for modernizing didactic solutions in distance educational interaction are analyzed. The analysis of the challenges of the era of universal distance and the answers to these challenges by domestic and foreign scientific and pedagogical research and educational practices was carried out. The opinion is justified that modern challenges set up new issues that can only partially be solved using the classical didactic theory. The formation of the boundaries of applicability of traditional didactic solutions and pedagogical means is updated, the analysis of the directions of their change is carried out. The article describes the authors' own experience in organizing distance learning, on the basis of which it is concluded that the key aspect of the education content in distance learning is not remembering and reproducing information, but its understanding and interpretation. In accordance with this conclusion, new digital didactic solutions for traditional educational formats are presented. The analysis of theoretical and practical aspects of distance learning focuses on the fundamental nonlinearity of the modern educational process, on the possibility of the individual choosing the strategy and tactics of his educational activities.

The article continues the discussion on the methodology and practice in the field of didactics of teacher education, which was presented earlier on the pages of the journal «Yaroslavl Pedagogical Bulletin» and as part of the activities of the inter-university research center «New Didactics».

Keywords: higher education, distance learning, didactic solution, interactive educational technologies.

E. M. Boldyreva

Receptions and methods in teaching Chinese students of Russian spoken speech

The article examines the problems and methods of teaching Russian spoken speech at a Chinese university, taking into account the ethnocultural characteristics of the Chinese audience and the specifics of the Chinese student education system. A system of methods and approaches is justified, which contributes to the effective mastery of Russian spoken speech. The article describes the features of the Chinese audience, complicating the mastery of Russian spoken speech in the RCT lesson. The principles and exercises proposed in the article contribute to the organization of such an educational process that will ensure the achievement of a high level of communicative competence of Chinese students, the author considers certain didactic techniques that allow achieving a high level of formation of foreign-language communicative competence, neutralization of passion and psychological barrier («psychological counseling», debates, «brainstorming», «fun pictures», comic dialogues, thematic autostoritelling, «black box», «director himself», role-playing games, «lexical physical education», etc.). The article notes that the main way to overcome this is to use means, methods and techniques in the process of training based on the pedagogical impact of humor, the use of which should become an integral component of the process of teaching Chinese students of oral speech and be consistently implemented in all aspects of this process: in the speech behavior of the teacher, in the selection of didactic material, in the typology of the proposed tasks. The author justifies the concept of lessons in colloquial speech as an «encyclopedia of life» and the need to expand the outlook of students by providing them with new information from the field of «background knowledge», not only aimed at expanding the lexical base, but also containing interesting information about psychological and cultural phenomena.

Keywords: Russian language teaching methodology, Russian language as a foreign language, Russian language in China, academic adaptation, Russian spoken speech; typical mistakes; Chinese students; communicative competence, comic, dialogue, audition.

D. M. Grebneva, E. S. Vaseva, N. V. Buzhinskaya

Formation of the competence of self-organization
in the process of training the future IT specialist

Currently, there is a tendency of increasing employers' interest in employing specialists capable of working remotely. The ability to organize the work of employees remotely has a number of advantages for the employer: saving costs associated with maintaining the workplace, providing staff to remote or hard-to-reach areas (branches). Russian legislation is also aimed at regulating labor relations in this area. These factors determine the relevance of the targeted training of a future IT specialist for remote work.

The purpose of this study is to determine the content and organizational conditions for the process of preparing a future IT specialist for remote work.

The article highlights the stages of remote work that can be implemented in the process of training a future IT specialist: choosing a set of interaction tools, agreeing on the goal of work and choosing forms for presenting intermediate results by stages of solving a problem, planning work, choosing a solution, solving a problem, present results, self-assessment. It is concluded that the willingness to work remotely is determined by the presence of personality skills in the field of self-organization. The components of the competence of self-organization are shown as applied to IT specialists in the aspect of the indicated stages of organizing remote work. Formation indicators are proposed for all components. The proposed structure of activities was applied in teaching the course «Web technologies» to students enrolled in the direction 09.03.03 «Applied Informatics». Simulation of the situation of future professional activity was implemented in the context of distance learning during the coronavirus pandemic, which made it possible to create the most realistic conditions for remote work. The obtained results showed that the presented system of organizing the educational process and assessing the ability to perform work remotely can be successfully used when students perform professionally oriented tasks.

Keywords: remote work, professionally oriented task, model of professional activity, self-organization, future IT specialist, web technologies.

Shakirova N. Yu., N. N. Kasatkina, N. A. Lichak, S. V. Dandalova

Gamification as a way to improve the effectiveness of learning new vocabulary

The article focuses on ways to intensify the educational activities of students, to increase their motivation and the quality of knowledge obtained during the study of lexical units of a foreign language using game technologies. The article substantiates the effectiveness of gamification as a new way of organizing training, which has a huge pedagogical potential. It is proved that the use of tools for various games in the educational process increases the probability of achieving the goal, because using game practices, gamification does not turn reality into a game, but gives students game settings that correspond to reality to achieve professional tasks in the context of reality. The authors present a method of using a modern scenario for organizing students' play activities on any topic. It includes components for using game techniques in the classroom – word search, memory game, bingo, and crossword puzzle. Skills of using such techniques help students in the process of learning a foreign language, motivating students to independent creative work and solving problems within the framework of gamification, accompanying the entire educational cycle. Gamification helps to replace external motivation with internal motivation. By modeling certain behavior of students, the teacher increases their integration without their awareness of this fact. Unconscious involvement activates involuntary attention, which is the most effective means of assimilating up to 90 % of information. Active methods encourage students to become the main participants in the educational process. And teamwork when performing a task with gamification elements becomes an important factor in the development of emotional contact between all participants. To help the teacher should come modern educational platforms, where the teacher will adjust their material to the level of training and motivation of students.

Keywords: gamification, foreign language, vocabulary, advantages for learning, motivation, psychological comfort, electronic applications.

A. V. Vorontsova, D. B. Vorontsov, A. G. Samokhvalova, E. V. Tikhomirova, O. N. Vishnevskaya

Analysis of a university teacher's methodological readiness for distance learning

The article is devoted to the description of the results of a study of the methodological readiness of a university teacher to organize the educational process by means of distance learning. The purpose of the research is to identify significant characteristics of the methodological readiness of a university teacher to use distance tools in connection with the coronavirus pandemic. The study involved two groups: the main and control.The main group is 319 people consisted of teachers from Kostroma State University. The control group is 42 people consisted of teachers from more than 10 universities of the Russian Federation. The study allowed us to come to the conclusions:most faculty support university management and find distance education effective; self-esteem of readiness to work in a remote format is high, but this requires an external examination; positive self-esteem correlates with positive expectations regarding student readiness and knowledge of a wide range of distance education tools;most teachers have negative expectations

about the decline in the quality of distance education; teachers insufficiently use distance learning tools that provide communication between subjects of education, the means of monitoring and evaluating educational outcomes dominate; adaptation to the current situation coexists with the desire to enter the office mode of operation and abandon distance formats. The article suggests ways of methodological support for the teacher's work in a remote format: developing a universal feedback mechanism and assessing the quality of education in a certain discipline by students; development and implementation of personalized methodological support programs built on a network basis; encouraging teachers to use distance education tools that enable collaboration and communication in the educational process.

V. A. Medintsev

The method problem in the context of psychological knowledge integration

In psychological science, the «method problem» remains one of the most fundamental and relevant, and a new content shade of this problem is associated with the activation of discussion on the psychological knowledge integration. In this context, the problem acquires an updated content as a problem of a universal method in psychology. There is a reason to believe that the «method problem» is transformed into the «universal method problem» and then into the «universal method integration problem». The efforts to solve these problems are often depreciated due to the ignorance of experimenting and practicing psychologists by methodological knowledge.

The possible way to build a universal method for theoretical research in psychology is to use for this purpose a procedural interpretation of theorizing based on set-theoretic process description method. In the article components of theoretical research are considered as the purpose, object, subject, hypothesis of the research, as well as the considered empiricism, theoretical foundations, method of theorizing and research tasks. Two methodological «poles» of theoretical research are identified – the «normative» method and modern research methods, and a variant of analyzing their structures is proposed.

To create a universal method suitable for psychological knowledge integration is associated with obstacles, which can be overcome by their systematic analysis. The article outlines a variant of this analysis, in which the causes and sources of these obstacles are differentiated based on the system of concepts used for describing processes. The sources of integration obstacles include components of prototype modi, and the causes are properties of modi functions in the recording of processes as maps of sets. The examples describe the integration obstacles at the two levels of interactions.

N. E. Kharlamenkova, D. A. Nikitina

Psychological consequences of the influence of high-intensity stressors of different types

The article is devoted to the study of delayed (post-traumatic) stress caused by different types of stressful situations (death of a loved one, life-threatening diseases, traffic accidents, situations of physical and emotional violence) during early adulthood, the analysis of specific psychological markers of its intensity. The study involved 509 people (232 men and 277 women) aged 17 to 35 years (Me = 21; SD = 4,3). Methods: Posttraumatic Stress Disorder Checklist (PCL-5) in the Russian-language adaptation by N. V. Tarabrina and co-authors for the diagnosis of stressful events and their psychological consequences; the list of stress situations contained in the Life Events Checklist (LEC-5) for DSM-5; the Symptom Check List-90-r-Revised (SCL-90-R) technique in the Russian-language adaptation by N. V. Tarabrina and co-authors was used to evaluate psychopathological symptoms. It has been shown that the most severe in intensity post-traumatic stress causes situations that pose a threat to the physical and psychological well-being of a person at the same time (violence and life-threatening disease). Taking into account the level of mental trauma and the type of stressor, an analysis of a number of features of psychopathological symptoms was carried out. The results of the study made it possible to identify markers of severe post-traumatic stress, which were indicators of violation of contact with reality, expressed in distancing a person from the surrounding reality, distrust of the world, suspicion, phobic anxiety.

E. V. Kharitonova

Translation of the mentality in a transitive society

The article deals with the peculiarities of translating mentality through language in a transforming society. The article reveals the idea of a transitive society and the psychology of transitivity. It is shown that a transitive society influences social representations and values, determines attitudes and goals. Particular attention is paid to the interaction of language and mentality in the context of globalization, when there is an increase in changes in language, including in the Internet language. The language of the people is one of the main mechanisms for transmitting the mentality, through

which a special national way of thinking is formed. Numerous studies have shown that the transitivity of society, accompanied by the influence of high technologies, informatization, and virtualization, has a transformative effect on the mentality as a whole.

In the history of Russia, the fundamental transformations of society associated with the revolution of 1917 also determined changes in the language in the post-revolutionary period, which were manifested in the increase in the number of jargon, abbreviations of words, and the introduction of foreign borrowings into the language. In the works of scientists of those years, the peculiarities of the influence of foreign borrowings on people's consciousness and mentality in general were analyzed. V. M. Bekhterev, N. S. Trubetskoy, A. M. Selishchev, A. A. Potebnya and others paid attention to the study of these processes. Excessive changes in language can pose a threat to the national mentality due to their impact on traditional values, their destruction and the introduction of new values in a globalized world. The role of the media as a native speaker of a new language and as a tool for influencing mass consciousness is outlined. The most intensive manipulation of the masses through language influences increases in unstable, transitional periods of society development.

Keywords: mentality, language, transitive society, values, traditions, borrowings in language, globalization, global risks.

K. B. Malyshev, O. A. Malysheva

Professional types and value orientations of the individual

The basic method is applied to the study of the typology of personal values. A basis is a complete, ordered, measurable set of elements. In our case, the elements are personality types. Completeness is determined by a factorial dichotomous typological set. Orderliness is determined by a single dichotomous multi-dimensional basic word structure of a set of types (a single dichotomous multi-dimensional-typological basis or «word basis»). The measurability of types is associated with a single dichotomous numerical multidimensional basic evaluation symmetric scale or with a «numerical basis». Completeness is related to the traditional dichotomous factor analysis of typological information (it resembles the factor strategy of Kettell in his typology of personality qualities). Orderliness sets a dichotomous basic multidimensionality in verbal typological information. Measurability makes it possible to create basic multidimensional methods based on a dichotomous symmetric numerical scale estimation of types.

Multidimensional measuring typological basis of personality is a combination of several one-dimensional measuring typological bases with a single personal dichotomy «social-individual». In typology of information about the values of the personality is possible to allocate three levels of consistency. The first level of consistency corresponds to the traditional chaotic-eclectic dichotomous factor representation of information about personal values. The second level of consistency corresponds to functional structural coherence in the verbal dichotomous multidimensional basic regulation of the types of values of the individual. The third level of consistency corresponds to the project-dimensional dichotomous multidimensional basic implementation of the estimated-numerical measurement of the types of values of the individual. This research strategy is related to all three levels of systemicity, it is the basis of our dichotomous factor multidimensional base measurement typological concept, and it defines the strategy and stages of this research. In this article, the typology of personal values is checked for «basicity». For this purpose, based on the principle of semantic proximity, one-to-one correspondence («typological isomorphism») is established between the typology of personal values and professional personality types according to D. Holland. The article uses the method of «basic superimposition» of these two typologies, which provides a semantic community of these two typologies and generates such a psychological concept as «professional values».

Keywords: factorial dichotomous typology, system, multi-dimensionality, basicity, measurability, professional types, value orientations, values, orientation, profile, semantic proximity.

D. G. Diyakov

Overcoming of difficult situations
as the condition of funcional selfidentification during early adulthood

The aim of the study presented in the article is to determine the nature of the relationship between the subject's experience of difficult situations and the formation of self-identification as a functional organ. The structure of the process of experiencing difficult situations is determined, which includes three components: the formation of the goal of the action in a situation of difficulty; conscious correlation of purpose and subject conditions of activity; conscious correlation of the purpose of the action with the motive in the face of difficulties encountered in the implementation of the goal. An experimental methodology for its study has been developed, which allows one to study this process in the unity of its components. The structure of the process of self-identification is disclosed, which includes three functional components: the meaning of autobiographical experience; axiomatization, selection and integration of the phenomenology of autobiographical memory, expressed in the formation of identification constructs; symbolically mediated integration of identification constructs, embodied in the formation of a meta-identification construct. An experimental technique for studying self-identification is presented, which allows one to study this process in the unity

of its functions. As a result of the study, it was found that with an increase in the level of implementation of the process of experiencing difficult situations, the level of self-identification also increases. Having experienced a difficult situation, the subject «turns» the signs that he had previously used to designate social roles into functional tools of self-identification. Experiencing difficult situations provides a selection of the experience of the socio-cultural interaction of the subject, increasing the significance of its individual components, while preserving in the autobiographical memory, which is an empirical tissue of self-identification, the most valuable and subjectively significant events of individual history.

Keywords: experience, difficult situation, functional structure, self-identification, identification construct, functional integrity, early adulthood.

E. M. Tarasova

Career self-determination of undergraduate students

The article focuses on the problem of career self-determination of the individual, his readiness for rapid changes in career strategy in the conditions of super-dynamic transformations in the labor market. In theoretical terms, the phenomenon of career self-determination of an individual is considered in relation to the established category of «professional self-determination» in Russian science, the concepts «career», «career strategy», «career competence». The importance of the period of professional education as the basic stage of a career for the formation of the image of a future career and personal prerequisites for career self-determination is indicated. The results of the empirical study of some aspects of career self–determination of undergraduate students - future teacher-psychologists and psychologists are presented. In a local study, students recorded an average level of career self-determination with predominance of internal motivation for future professional activity. Contrary to the opinion about the dominance of utilitarian motivation for work among young people, the perspective reflection of psychology students shows a small amount of «high income» and «vertical career type» (official promotion), they are rather aimed at a «horizontal career» – promotion to professionalism. The analysis of data obtained from the samples of the 1st and 4th years of training did not reveal statistically significant differences, but the indicators of 4-year students at the average level of the sample are higher in certain parameters (certainty of professional choice, satisfaction with professional choice, desire to build a career in the chosen professional field, the presence of personal meanings in future professional activities, stability of career orientations). However, data from a sample of 4-year students indicate a lack of internal consistency of personal and professional perspectives and difficulties in making career decisions.

Keywords: career, career self-determination, undergraduate students, motivation of professional activity, professional identity.

D. D. Grigoreva, M. I. Mikheev, V. P. Potamskaya, R. N. Bashilov, S. M. Bashilova

Virtual reality as a discursive environment that affects the formation of a professional ethos of medical students

The article examines the problem of the influence of virtual reality and digital society on the formation of the professional ethos of medical students. Undoubtedly, the totality of digital society, its diffusion into all spheres of existence determines the formation of a person's identity in personal, social and practical modes. At the same time, due to its Biophysics, medical activity is focused on practical activities and direct communication. Virtual reality creates conditions for any person, including students, to form an ideal narcissistic projection that exists within and according to the laws of digital society. The abstractness of the ideal Self comes into conflict with the real Self, creating new ways of alienation and hitherto unseen modes of meaning-loss and existential trauma. In addition, virtual reality limits the content of the communication process, reduces it, formalizes it, and restricts it with artificial rules. The article describes the basic content concepts through which the issues of digital society are denoted. The study sample is fairly uniform and includes 116 TvSMU students aged 19 to 22 years. The article presents data from descriptive statistics and psychodiagnostic techniques. The analysis conducted between the indicators of meaning-life orientations of the individual, the subjective feeling of loneliness and the status of ego-identity, allows us to conclude about the formation of the phenomenon of self-alienation, loss of meaning and existential trauma. The formation of professional identity is a complex symbiotic process that involves qualitative changes and a transition to a new worldview level. It is during this period that the student's psyche is most labile and subject to external influence. The dichotomy of the virtual and the real affects the formation of personality, depriving this process of concreteness and violating the integrity of the socio-cultural and professional thesaurus.

Keywords: virtual, real, material, ideal, professional ethos, identity, alienation, existential trauma, loss of sense, life-oriented orientations.

I. I. Ilyasov, M. S. Aslanova, V. S. Anderzhanova

Comparative analysis of the development of engineering and humanitarian students' learning skills

The aim of this research is identifying differences in the development of learning skills of students of engineering and humanitarian orientation in the process of their training at the University. Learning skills, as the ability to carry out the process of acquiring subject knowledge in various fields, are recognized by world experts. The importance of learning skills has increased especially at the present time, due to the need for self-development of competence in the process of professional activity after graduation. In the course of the study, the main and supplementary learning skills, as well as the ability to self-regulate training activities and academic performance of students of technical and humanitarian orientation, who are at different stages of training, were diagnosed. The results of this study show that the learning skills of students in both directions develop sideways in the process of subject learning, but this process has different results and character in relation to their development. Thus, engineering students have a higher level of learning skills and self-regulation by the end of their studies, while humanities students have a higher level of exposure to supplementary learning. Basic learning skills are developed better among engineering students with higher abilities to self-regulate learning activities, while for psychology students, this relationship is not found. In addition, the academic performance of engineering students increases with a high level of development of knowledge-building abilities, control of additional learning skills and self-regulation of educational activities. Academic performance of students in the Humanities increases with a high ability to implement independent building of knowledge, a high level of control over the motivational and volitional sphere and learning goals, as well as the ability to evaluate results in the course of educational activities.

Keywords: basic and supplementary learning skills, development of learning skills, spontaneously developing subject training, consciously organized developing subject training, individual learning trajectories, lifelong learning, distance learning.

M. A. Yuferova

School mediation as a resource for developing a teenager's communication skills

The article focuses on the problem of the need to develop the communicative abilities of adolescents in highly conflicted educational environment. There is a tendency to increase cases of active intervention of parents in school conflicts in order to protect the interests of their children, which is not infrequently an obstacle to a child's experience of interpersonal interaction based on their own resources. The ability to overcome interpersonal contradictions, restore and maintain constructive communication in conflict situations is an important task of personal development at the stage of adolescence. Communication difficulties experienced subjectively by adolescents can lead to potentially conflicting patterns of behavior – avoiding contact or displaying authoritarianism in communication. Their overcoming is possible by expanding the communicative experience and behavioral repertoire of adolescents in conflict situations. The organization and activity of school mediation services for the purpose of mediation in conflicts is an opportunity for teenagers to gain experience in negotiations, develop communication skills, and form a culture of constructive communication. The author notes that mediation has a great communicative potential: through mastering the techniques of active listening, conducting partner conversations, and feedback, the mediator creates an atmosphere of correct, business-like, and rational discussion of controversial issues. Speech strategies of «mitigation», «control over the topic», «joint search for an alternative», various tactics of raising questions, allow the parties to the conflict to activate the state of reflection and turn to the analysis of their true interests in the conflict. The article presents the experience of organizing mediation training for teenagers on the basis of the municipal resource center «League of young mediators» in Yaroslavl, during which statistically significant positive results were obtained in the development of students ' communicative abilities.

Keywords: conflicts in education, mediation, mediator, communication skills, adolescence, school mediation service, negotiations.

T. V. Bugaichuk, P. A. Polyakova

Psychological aspects of using Big Data technology in the context of distance learning

The issue of studying a person's abilities to perceive a large amount of information during the period of distance learning is poorly understood and extremely relevant. The problem of our research is the identification of modern technologies for supporting education system specialists in working with a large amount of information, the ability to perceive and analyze it, as well as reducing the level of information fatigue among educational workers during distance learning, since the digitalization of education has an intense negative impact on mental processes of employees, on their psychological and social well-being. The article describes the results of a theoretical study of the interdisciplinary convergence of the indicated problem, expanding the understanding of Big Data technology through the psychology of abilities and the psychology of education. At the same time, the authors of the article note the increasing role of Big

Data technology in the modern conditions of a pandemic and distance learning. Big Data technology or «Big Data» means a certain system of methods and some algorithms for working with large amounts of data. These data sets are aimed at acquiring a qualitatively new understanding of what this information carries. Now there are four main directions of the formation of large volumes of data in the education system. These are online training systems, internal information systems of educational organizations, information about employees and the requirements of the organization's management to potential employees, information about students. Having studied the main directions of Big Data development when processing large amounts of various information, we found links with the implementation of Big Data methods, tools and technologies in the field of education and the efficiency of employees. The authors identified and studied an important function of Big Data in the period of distance learning – it is the creation of psychological well-being of employees of the education system and the leveling of the problem of information fatigue.

Keywords: distance learning, information fatigue, ability to perceive a large amount of information, Big Data, quality of the educational process.

E. P. Aristova

To define soviet existence: soviet, russian and world researches of the second half of the XX century and the beginning of the XXI century

The article explores works about Soviet life by Soviet, Russian, European and American researchers, written in the second half of the 20th century and at the beginning of the 21st century.

The understanding of Soviet life by European and American authors was determined by studying the nature of totalitarianism. The authors analyzed the features of classical European metaphysics that determined the formation of ideologies (the concept of the ideal state of Plato, the concept of rational laws of historical development of K. Marx), the psychology of the «man of the masses», the influence of propaganda and alternative ways of controlling the masses, the importance of the image of a Superpowerful Empire for modern Russia. The key authors are K. Popper, H. Arendt, Z. Brzezinski and K. Friedrich, J. Nye, W. Laqueur.

Soviet authors analyzed the themes of protecting humanistic values and civil rights and freedoms, transforming culture under state control and formation of the aesthetics of totalitarian art, the existence of an individual in collectivist environment, the formation and destruction of the special communication environment of the Soviet world: a system of signs and myths. The most interesting authors are G. S. Pomerants, I. N. Golomstock, B. E. Groys, P. Weil and A. Genis, G. L. Smirnova, A. A. Zinoviev, M. K. Mamardashvii, M. P. Kapustina, Yu.A. Levada.

Some studies are concentrated on the legacy of the USSR as a kind of lost civilization – the analysis of everyday life, creating dictionaries and encyclopedias of Soviet life, the studying of memories and diaries. The works by L. V. Belovinsky, I. B. Orlova, N. B. Lebina, N. N. Kozlova are notable.

Keywords: Soviet life, Soviet people, totalitarian society, soft power, propaganda, collectivism, individualism.

T. S. Zlotnikova, T. I. Erokhina, A. V. Eriomin

Soviet existence as an integrative phenomenon: origins, transformation, artistic practices

The article summarizes the scientific problems that became the subject of the seminar-discussion «Soviet existence on the eve of the formation of a totalitarian and authoritarian framework» (May 2020), conducted by members of the research team of the Russian science Foundation grant no.20-68-46013. The team of authors consisting of leading scientists (doctors of sciences and young researchers (PhD and graduate students) presented the results of a research grant, applying to the disclosure of the origins of the concept «Soviet being», to understanding the content of an integrative phenomenon of Soviet being and its representation in artistic practice. On the basis of the conducted collective research, the primary concepts of Russian culture of the XIX and XX centuries are analyzed, which allowed us to find a certain continuity of semantic complexes, spiritual, historical and political prerequisites and realities, artistic creativity and everyday practices of the pre-Soviet and Soviet periods of Russian culture. The Soviet being is designated as a living and paradoxical space, which is reflected in the works of representatives of Soviet culture, religious and pseudo-religious practices, metamorphoses and transformations of the daily (everyday) existence of the individual. Special attention is paid to the representation of Soviet existence in artistic creativity, the evolution and transformation of ideas about the existence of the individual in works of different types of art. There are designated the main trends of perception of the real and ideal world, the circle of characters (images) and their symbolic interpretation, basic plots and themes. The article presents the content of the research conducted under the grant, also it outlines theoretical and methodological approaches to further understanding the phenomenon of «Soviet being» in philosophical, historical, cultural and artistic discourses.

Keywords: Soviet being, Soviet culture, genesis, transformation, everyday practices, artistic practices, cultural codes.

S. A. Nickolsky

A peasant at war and in a soviet concentration camp
(in Vasil Bykov, Alexander Solzhenitsyn and Varlam Shalamov's reminiscences)

Peasants, like people from other social strata, in the war or in a Soviet concentration camp for at least some time live with their past experiences, memories, habits and stereotyped behaviors. It also turns out that the past can be important aid in developing a heroic system of relations with the enemy or in the necessary patience for survival. Vasil Bykov writes about this in the story «The sign of trouble», and Andrey Platonov, for example, in the story «The officer and the peasant». But the past can and does determine the behavior of the peasant even when he cannot free himself from the painful and destructive things that his former life has left in him. And in this case, he betrays himself, his family and friends, including his own future, in the face of the enemy, turns out to be an enemy of his people and eventually dies a shameful death. Vasil Bykov wrote about it in his stories «Sotnikov» and «Crane cry». According to Alexander Solzhenitsyn's novel «One day of Ivan Denisovich», the life of a peasant in a camp is simpler than that of people who are not adapted to hard work. Sometimes this life is even characterized by a kind of enthusiasm. But this kind of statement is not confirmed by Varlam Shalamov, who observes the rapid leveling of a person from any social group into a semi-human, a typical worn out prisoner. Who is right – Solzhenitsyn or Shalamov? Probably everyone has their own truth. But they agree with one thing – the rejection and curse of Soviet totalitarianism.

Keywords: man, peasant, war, camp, totalitarianism, heroism, betrayal, history, culture.

I. E. Koznova

«The combating Mnemosyne»: the theme of memory in Andrey Platonov's military prose

Memory is one of the key concepts in A. Platonov's creativity. The writer also implements the mnemonic function of literature in his military stories. The article analyzes representations of memory mechanisms in Platonic military prose in the context of the «memorial turn» of modern humanitarian knowledge. The article considers the possibility of applying to it the approaches developed in the «memorial studies» in relation to various forms and types of memory, the dynamics of the interaction of remembering and oblivion, individual and collective, communicative and cultural memory, ways of memorization. Memory appears as a meaningful and multi-valued cultural and psychological phenomenon expressing the anthropology of war. The range of manifestations of memory in the form of private and social experience, cultural and historical traditions is diverse. The writer's military prose can be seen as a metaphor for a battle, coupled with heroism and tragedy. Within the individual and in society, different layers of memory, memory and forgetting collide. The concept «consolation» is closely connected with memory. The stories also show the trials of memory. To express the mnemonic, the writer used the concepts «anguish», «grief» and « suffering». Platonov's arguments were built in two directions – from the point of view of the limited possibilities of the individual's memory and in the aspect of the «eternal memory» that overcomes it. Mnemotopics of stories offers ways for salvation by memory in the form of communication between present and former generations, the living and the dead. The writer's perception of the memorial as an important factor of citizenship is significant.

Keywords: A. Platonov, literature, Great Patriotic War, stories, culture, anthropology, heritage, memory, oblivion.

O. A. Voronina

Women and fine arts: a gender analysis

The article disputes traditional views on the status of women in the visual arts. Methodologically, the text is based on the theories of social constructivism, social and symbolic capital, modern history of fine art and gender approach. The author considers art as a social institution, and an artistic work as something with aesthetic and economic value. This allows us to deconstruct the myth of women's lack of artistic abilities convincingly. Institutionally, this mythology was supported by the refusal of women to receive professional education in fine arts, and ideologically justified by the role of the Muse, allegedly inspiring men to true creativity. This subject-object dichotomy set the structure of power relations between the Artist and his repressed «object of veneration», while ignoring the various relationships of women with fine arts or evaluating their creativity as marginal. This concept was formed in the era of mass production of artistic works, when the cost of work was determined not so much by its aesthetic qualities, but by many other factors. And one of them is the traditional hierarchy of men and women in culture, which leads to underestimation of women's artistic creativity in economic terms and alienation of women from the active creative process. Attempts of women to present a different view of yourself and your place in the world (a woman is existentially different in western culture) come across symbolic designation of the feminine as secondary and marginal. Even today, when women рфму professional education and participate in exhibitions, their positions and status remains more vulnerable than that of male-artists. This is due to existing gender stereotypes and institutional barriers. Professional recognition of woman is often achieved at the cost of a symbolic rejection of self-representation as a female artist and identification with masculine models of creativity. Overcoming this situation is impossible without the artistic community's acceptance of the principles of freedom of expression and gender equality.

S. A. Dobretsova, V. M. Kuimova, V. A. Tirakhova

Research paradigm of soviet existence: social-cultural and philosophical aspects

The article considers new aspects in researching the Soviet culture transformations. It has been become a point at issue of a seminar-debate on the topic «Soviet existence on the threshold of conformation of totalitarian and authoritarian frameworks» (May, 2020). It was organized on the grant project of Russian Science Foundation № 20-68-46013 «Philosophic-anthropological analysis of Soviet existence. Suppositions, dynamics, influence over modernity». The analysis of seminar-debate items, feedback of outstanding researches and students, invited to debate, spots that Soviet existence is defined as being a difficult unhomogeneous integrative phenomenon. Its research is important and significant in contemporary and exploratory scope. The content of seminar shows that an essential researching tendency becomes a consideration of the Soviet culture in the aspect of mythologization. The Soviet reality is noticeable as myths and the Soviet way of life is noticeable as mythologemas. In the direction of the declared cultural tradition, mythological figures (primal forefathers, heroes, enemies, rulers) of the Soviet culture are indicated and defined. They correspond to realistic historical persons. It is noted the main tendencies of the Soviet mythological system creation, founded on traditional cultural concepts, transformed in tune with ideological principles. Consequently, the participants of seminar enunciate straight and suppose implicitly varied contacts between pre-Soviet and Soviet existence, apparent in a philosophical thought and in an artwork. In this context it is noted next dimensions of the Soviet existence problem: beginnings of the Soviet existence and its organization, chronotopos of the Soviet existence, chemistry between a person and power. An individual aspect in researching the Soviet existence becomes the problem of creative person's presence. This aspect was interesting not only for the participants of the seminar but students invited to debate.

E. N. Shapinskaya

Musical cognitivism in a new aspect: turning to subjectivity
(books by I. Bostridge and J. E. Gardiner)

The article examines the problems of understanding music from the point of view of interaction of emotional perceiving and theoretical reflection. Basing on the case of two works on Schubert and J. S. Bach, written by outstanding musicians of our time, I. Bostridge and J. E. Gardiner, the role of author's subject position is examined as well as reconstruction of historical and cultural context of the works as the prerequisite for deeper understanding. The author of the article points out changes in the attitude to music pieces after reading these books, which shows relevance of music cognitivism, not diminishing the impact of music, but, on the contrary, showing its new aspects if the author combines personal experience and research capabilities. Since both books are about music containing verbal element (vocal cycle and cantatas and Passions) the problem of interrelation of music and word has been regarded. In analyzing I. Bostridge's book the accent is placed on recreation of historical and cultural factors connected with different songs of the cycle. In examining Gardiner's work attention is given to elements of biographical method which are used to get more versatile notion about the composer's music through which different traits of his character, often ambivalent, are disclosed. Interaction between sensual perception and intellectual reflection is an important process not only in gaining knowledge about a musical piece, but in extending social and cultural experience of the listener and the performer. Special accent is placed on regarding subjective approach to the works performed and analysed used by the authors as the result of merging of performing experience and research work. Such approach is relevant for contemporary art studies in which the subject/object duality is deconstructed and multidisciplinary research prevails.

M. V. Aleksandrova

Background of the soviet type housing: projects and experiments

The article is devoted to the analysis of the conditions for the formation of the new concepts of urban planning and the process of searching for new types of habitation in pre-revolutionary Russia. The author investigates the pre-revolutionary theoretical and practical experience in the urban planning and housing policy of the first years of Soviet power. The article examines aspects of urbanization in Russia and analyzes the complex of problems that arose in the field of urban development and housing planning by the beginning of the XX century. In the context of the problem, the specificity of the living conditions of the urban population in the capital and provincial cities of the Russian Empire, types of housing and projects for solving the housing problem are investigated. The article touches upon the problems

of the hierarchy of urban space and the revolutionary redistribution of housing in the first years of Soviet power. The article considers the key concepts that influenced the development of domestic urban planning ideas: the idea of a garden city, housing cooperatives, low-rise types of habitation, and communal houses. Based on specific examples from the history of St. Petersburg, Moscow, Yaroslavl, the experience of the development and implementation of these concepts in pre-revolutionary Russia, as well as the experience of their transformation and adaptation in the Soviet urban planning policy of the first years of Soviet power, is investigated. The experience of the domestic theory and practice of urban planning is studied in the aspect of socio-economic and socio-political factors that determine the trends and tasks of developing new forms of settlement, types of housing and methods for solving the housing problem in pre-revolutionary and Soviet Russia in the first quarter of the XX century. The factors of the emergence of the phenomenon of a communal apartment as a type of housing specific for Soviet Russia and its relationship with sociocultural practices of the previous period are investigated.