E. V. Karpova, A. V. Nevzorova

Reflexive self-assessment of competencies by teachers and bachelor-students

The article presents theoretical and empirical materials devoted to the urgent problem of justification and implementation of the competence approach in pedagogical education. The most important component of the methodology of the competence approach is a reasonable assessment of the degree of formation of the main competencies of professional activity, including pedagogical activity. In addition, the assessment of competencies is also an important component of the teacher certification procedure. Of particular importance in this case there is the self-assessment of competencies: the teacher's idea of the extent to which he has formed certain competencies. The study of this issue is relevant, first of all, in practical terms.

The article presents and interprets the results of a comparative study of reflexive self-assessment of competencies by bachelor-students and teachers. The analysis of modern foreign and domestic approaches to the assessment and self-assessment of professional competencies is given, and their differences are characterized. It is shown, in particular, that individual aspects of pedagogical activity are mainly evaluated abroad, there is no integral characteristic of the teacher's work, and the criteria for evaluating competencies are not clearly defined. Russian education is characterized by a comprehensive and multi-stage assessment of the teacher's activity, taking into account the indicators of self-assessment of professional achievements and self-assessment of the formation of professional competencies. An empirical study has established that the self-assessment of competencies by both students and teachers is on average and below average levels. In addition, there is a very pronounced similarity in the self-assessment of competencies by third- and fourth-year undergraduate students. So, they both overestimate the competence in providing the information basis of teaching and competence of area of personal qualities and also have a low opinion of the competence of motivating learners to undertake learning activity. A new scientific fact was obtained and interpreted, which is that, contrary to the traditional opinion: not only students, but also professional teachers have a poorly differentiated view of the structure of their activity. As a result, their self-assessment of the degree of formation of the activity components and, accordingly, the main competencies of pedagogical activity is also poorly differentiated, generalized and in some cases syncretic. Therefore, an important direction for improving the training of student-teachers is the formation of correct and complete ideas about the psychological content and structural organization of their professional activity, as well as its main components.

Keywords: competence, competency, students, teachers. competence approach, assessment, self-assessment.

L. N. Danilova, V. E. Gaibova, A. M. Khodyrev

New didactic solutions in conditions of higher education digitalization

The development of digital technologies leads to increasing of their distribution and spread in various areas of everyday life. One of those areas is education. It endures impact of digitalization, while trying to develop students' competencies needed for life in a digital society, and to adapt the capabilities of digital devices to their interests and needs. Their using in pedagogical practice depends directly not only on the educational institutions, but also on the teacher himself. Universities have been interested in E-learning elements since the early 2000s, but COVID-2019 has urged many of them to step up their work, which resulted to active creation of an E-learning environment. At the same time, many teachers feel insecure in the digital educational environment, have a view of possibilities of digital media and programs, their advantages in organizing lectures, seminars, practical classes and homework. It is obvious that digitalization of education is the future of education, and therefore teachers need to be informed and enlightened. The purpose of this article is to analyze a number of didactic aspects in digital education applied to universities. The paper shows the advantages and threats of such educational technologies, and shows the features of their application in higher education using specific universal examples. The authors note that despite the abundance of theoretical works on this topic in the world, there are very few empirical studies comparing separate models of digital learning with traditional ones, and their results are very contradictory. However, although the higher effectiveness of distance learning is not clearly proven, traditional didactic practices in higher education need to be modernized, and digital concepts will be improved to overcome their shortcomings.

Keywords: digitalization, digital didactics, learning concepts, digital didactic concepts, collaborative learning, inverted learning, mobile learning, adaptive learning, digital technologies in education.

L. B. Raikhelgauz

Factors of academic resistance formation

The article is devoted to the analysis of factors for forming academic resilience, defined by the author as students' ability to cope with educational tasks successfully, despite the failures and problems typical of the usual course of study. While considering the educational process through the prism of forming this result, the author determines not so much the acquisition of knowledge as the complex development of the personality, but the formation of superimposed skills

necessary for solving life problems. The article provides evidence that academic residency contributes to the formation of the personality of learners and the development of such vital qualities as the ability to control their efforts and achieve planned results. Factors for the formation of academic resistivity are considered in the hierarchy. The change of educational targets in accordance with the challenges of the post-industrial era is considered as a system-forming factor, the concept of metacognitive is called an epistemological factor, didactic factors include: didactic content, didactic relationships and academic productivity of students. The theoretical and practical significance of the materials of the article is due to the isolation, justification and description of the drivers of academic resistance development, which determine the nature and individual features of this process. The analysis of the author's own pedagogical experience allows us to argue that the result of the combined action of the factors described in the article is students' ability not to fear errors, to build and test hypotheses, to rely on logic and think beyond frames. This article continues the discussion started earlier on the pages of Yaroslavl Pedagogical Bulletin journal and within the framework of the activities of the inter-university research center «New Didactics» on issues of methodology and practice in the field of didactics of pedagogical education and higher education in general.

Keywords: academic responsiveness, educational result, didactics, didactic solution.

M. I. Rozhkov, I. V. Ivanova

Pedagogical support of adolescents' self- development in additional education

Following the methodology of existential pedagogy, we believe that a person's upbringing should proceed, first of all, from his understanding of freedom, a desire to become what he represents himself, therefore, the most important component of the process of upbringing a free person is the pedagogical support of his self-development. The article reveals the pedagogical possibilities of additional education for children in the formation of a self-developing personality of a child, shows the conditions for creating a subject-oriented educational environment, which consists in ensuring the possibility of developing and implementing an interesting self-development project for students, eventfulness of the educational process, ensuring the formation of a need for self-development through the creation of problem situations associated with the need to overcome, purposeful and systematic use in the educational process of methods and techniques aimed at the formation of moral value orientations. The conditions are disclosed on the example of describing some aspects of the educational activities of the Galaktika Children's and Youth Center for Space Education in the city of Kaluga, the Constellation Center for the Development of Children and Youth Creativity in the city of Kaluga and the Regional Ecological and Biological Center of Students. The article proposes the author's methodology «My ideal», aimed at studying the image of «I-ideal» adolescents aged 11 to 14 years, developed in the context of a reflexive-value approach to pedagogical support of self-development of adolescents in additional education. The article presents the results of an empirical study of the experience of pedagogical support for self-development of adolescents in the system of additional education (on the example of the city of Kaluga), which showed that educational practices of the development of value-semantic and reflexive-regulatory spheres of a teenager's personality have been accumulated in institutions today. Along with this, it is necessary to systematically and technologically approach the implementation of pedagogical support for self-development of adolescents in additional education, aimed at forming the readiness of pupils for existential choice, independent creation and responsible implementation of the project of their own life.

Keywords: education, self-development, pedagogical support of self-development, reflective-value approach.

N. N. Klementsova

Possibilities of the textocentric approach in control and assessment of students' general cultural competency

General cultural competency is considered as an essential factor for the development of the student's personality and an important instrument of improving the quality of education. The relevance of the research is determined by the need to control the formation of general cultural competency, as one of the results of the educational process, and the lack of methods for assessing it at technical university.

The article is aimed at solving a set of problems related to the control and assessment of the general cultural competency of students, with regard to the possibilities realized in the process of foreign language teaching at technical university. The study is carried out in line with the textocentric approach to the general cultural competency formation developed by the author. The ability of general cultural competency to be diagnosed is ensured by the proven correlation between a number of general cultural competency components formed in the foreign language classroom and textual skills of students. This correlation makes it possible to diagnose the general cultural competency of students on the basis of evaluating the results of their textual activity which dominates in the course of the foreign language teaching.

Textocentric approach makes it possible to develop two methods of assessing general cultural competency described in the paper and testifying to its practical significance: express assessment which is relevant for classroom monitoring, and detailed diagnostics which meets the tasks of final examination of students.

Text is characterized not only as the means of forming general cultural competency but also as the main means of assessing it. The prospects of using textocentric approach in the development of the assessment tools fund are linked to the ability of the approach to maintain the continuity of diagnosing general cultural competency at different stages of its formation under conditions of various types of control.

M. M. Atlasova

Technique of familiarizing of school students with the culture of of their native land

In this article, modern approaches are considered by the method of involving schoolchildren in the culture of their people. The development of the general cultural competence of schoolchildren through familiarity with the cultural heritage of their native people is of great value. In this regard, the development of general cultural competence through the involvement of children in the national culture becomes extremely relevant in pedagogical practice. The main purpose of the subject «National Culture of Yakutia» is: the introduction of students to the elements of oral folk art, national culture and art of the Yakuts, Russians, Evens, Evenks and other peoples who live in Yakutia; formation of interest and respect among schoolchildren for indigenous peoples, for their work, language and life in general; strengthening friendship between children of different nationalities, overcoming feelings of stiffness, misunderstanding, alienation between them. In the study of cultural subjects children have formation of genuine love and respect for their homeland, for the people's original culture, for folk art and art of their native land. The system of updating modern education orients teachers to actively search for new educational content and changes in learning priorities. This material summarizes the methods of introducing children to the traditional culture of the Sakha people. Various forms and methods of training and education were used to work with them, including the design methodology. The article reveals the importance of introducing children to the culture from an early age. A method of using didactic material in training sessions is also defined.

T. S. Mikhaylenko

Development of research competence: a task approach

In the article the relevance of the development of the student's research competence in the context of the requirements of current federal state educational and professional standards is proved. The purpose of the article is to prove the possibility of developing research competence by solving research problems. Methods of systematic, competent and person-oriented approaches applicable to development of trainees' research competence are used for analysis. The concept of research competence is considered, the list of research skills as its constituent elements is defined, the levels of skills formation are described. The article considers various approaches to the definition of the concept «research task» provides an overview of the main scientific ideas about this type of task. Essential distinctive characteristics of research tasks are presented. Species and level classifications of research tasks are considered. Being based on the analysis, the following distinctive features of research problems are highlighted: the problematic nature, the development of the researcher's resources, the subjective and objective difficulty of solving the problem, the presence of normative and real complexity of the problem, the need for a deep study of the solution of the problem, the novelty of the solution, the variability of the solution, the insignificant dependence of the development of research skills on the number of solved problems. The article describes the stages and algorithms for solving research problems. The pedagogical practice of learning the skill of solving research problems at a university has been generalized. The author focuses on the possibility of using research tasks to develop research competence in all forms of educational activity in higher school (theoretical and practical training, performing qualification work at different stages of training). It was concluded about the role of research tasks in the development of students' research competence and the assumption that the use of multi-level research tasks will create conditions for the effective development of research competence.

M. G. Kalinina, S. V. Kudryashova

Digital technologies as a means for forming motivation for foreign language learners

The article is devoted to the analysis of new forms of teaching foreign languages at the university in connection with the forced transition to distance learning in 2020, the mass digitalization of education and the speed of introduction of digital technologies in the educational process. The article focuses on increasing the level of motivation of students, the effectiveness and quality of knowledge obtained in the course of learning a foreign language using digital technologies. The authors present the results of their survey among 500 students of 1-5 courses of law school on the use of online platforms for self-study of a foreign language. The article emphasizes that these platforms not only provide users with

unlimited opportunities to download and store information, but are also ideal for developing students ' writing skills, sharing information, commenting, and learning new vocabulary. The results of the survey also revealed a different degree of motivation among students. The data obtained as a result of the survey indicate that the development of a positive attitude to learning is largely facilitated by emotional motivation. The authors also describe their own experience in organizing distance learning at Saratov State Academy of Law, present modern educational platforms that help students in the process of learning a foreign language, motivating them to independent creative work.

T. A. Goltsova, E. A. Protsenko

Use of gamification tools in foreign language training

The article is devoted to the problem of creating an effective model of gamification in teaching foreign languages. The article provides brief history of the issue; explains the reasons for rising popularity of gamification nowadays; describes the main principles and ways of its implementation; gives examples of educational games.

The main principles and ways of practical application of gamification in teaching foreign languages in higher school have been considered in the article. This technology integrates in a whole a content, a game and pedagogical technologies in order to increase students' motivation. Based on this conception the authors describe gamification as an innovative pedagogical technology which can be successfully applied to teaching students of different ages, at different stages of educational process and various forms of work.

The article describes different variants of applying gamification in teaching foreign languages, from a simple computer game to a specialized web quest. The authors underline that a set of pedagogical conditions should be observed for a successful implementation of gamification; they suggest a model of its effective use in teaching foreign languages. The proposed model represents in a generalized manner a set of factors increasing the effectiveness of the educational process. It describes not only the key didactic principles but also some specific principles, means and forms of teaching foreign languages.

Gamification in teaching foreign languages is considered by the authors primarily as a technology allowing to realize principles of active and interactive learning in the framework of a competence-based approach. The authors describe in detail the advantages of gamification as a rather flexible technology that can be adapted to particular educational aims and purposes, age peculiarities and professional interests of students.

A. S. Kondina

The experientiality of narrative in the process of teaching a foreign language to students of non-linguistic faculties

The article discusses the concept of narrative and narrativization of a secondary linguistic personality in the process of teaching a foreign language, substantiates the use of narrativization as a technique for teaching a foreign language, describes its advantages as an active teaching method. The article substantiates the understanding of the concepts of emotionality and emotionality in the context of the study of the narrative approach in teaching a foreign language. The narrative is analyzed as a text from the standpoint of an experimental approach, which allows not only to tell about the event, but also to convey to the author of the event an emotional and evaluative attitude to what is being discussed. The role of narrative in structuring the inner world of a person, creating and understanding new personal meanings is emphasized. The interdisciplinary nature of the narrative is noted, which enhances its significance in the context of lifelong education in native and foreign languages and in an international format. The interrelation of emotive vocabulary and the life experience of the narrator are noted. The results of the study of the emotive features of storytellers, which are manifested in the narrative of early childhood memories on the basis of short stories-texts, are presented, a change in the point of focalization is recorded, and various ways of manifestation of assessment using various means are demonstrated. The main methods of analysis from speech language means such as content analysis and compositional analysis with elements of the narrative method are substantiated. The article describes the results of testing storytelling technology in practical classes in English based on referring to the previous life experience of storytellers as a way to increase the level of logical thinking and emotional intelligence of students. The positive character of students' narrativization in the process of learning a foreign language is revealed, which is reflected in the framework of the student's narrativization as a secondary linguistic personality. The practical value of the concept of experimental narrative is emphasized, the interaction of personal and cultural, logical thinking, emotional intelligence, imitation of the mental processes of students in the external world is noted.

M. D. Golenko

Strategies for work with foreign-language literary text
at the part-time department of the faculty of foreign languages

For a number of objective reasons, students of the part-time department often do not achieve the level of language proficiency that they could achieve by studying under one of the full department programs. When learning a foreign language, the literary text provide the richest opportunities for independent work. The article considers the issue of developing a strategy for independent work with a foreign-language literary text, which, being an inherently complex integrative activity, can make the process of forming a variety of educational skills among students of the part-time department much more effective, as well as make a significant contribution to the process of forming their communicative competence.

Work with a foreign-language literary text inevitably requires the use of skills developed in other disciplines taught at the Faculty of Foreign Languages. It is impossible to work on a work of art without paying much attention to the lexical and grammatical aspects of the text, without appealing all types of speech activities not dealing with the complex activities of translation. The training skills are improved by performing exercises during and after reading the text. Thus, the teacher's task when working with students of the part-time department is to direct and supervise the process of forming foreign-language communication skills, provide the necessary support, monitor and provide high-quality feedback.

The article arguably considers the criteria that should be guided by choosing a literarytext in a foreign language for independent work on it, as well as outlines the aspects to be studied. In the absence of a student's initiative, the development of the exercise system designed to solve this problem becomes a teacher's mission to develop and consolidate the previously acquired skills regularly.

The goal of this article is to set the correct vector, determine a work strategy, outline an action plan adhering to which students will be able to continue work successfully already in the form of independent classes – at a convenient and feasible volume and pace for them.

Keywords: foreign literary text, learning strategy, part-time learning, independent study, communicative competence, integrated skills, sociocultural competence.

E. A. Rylskaya, D. N. Pogorelov

Personal identity in the virtual space of social networks
and real identity: comparative characteristics

The high referentiality of the virtual space contributes to a certain transformation of the ego-identity of modern users into the so-called identity in the virtual space of social networks. Personal identity in the virtual space of social networks can be considered as a subsystem of ego identity, consisting of textual, visual, and auditory characteristics of the virtual image, reflecting the physical and personal properties and communication features that determine the integrity and identity of the individual within the subculture of users of social networks. The purpose of the article is a comparative analysis of the characteristics of real personality identity and personality identity in the virtual space of social networks. Study sample: 285 social media users aged 18 to 72 years. Research methods: Kuhn – McPartland test «Who am I?» with the modification «Who am I online?» and subsequent content analysis by a team of three experts. The study revealed that self-descriptions of real identity are more formalized, more often reflect the respondents' focus on real-life problems and contain negative connotations in the presentation of their character traits, emotional and physical state. In the characteristics of real identity, descriptions of oneself from the standpoint of marital status and actually performed social roles, interpretation of physical appearance and appearance are predominant. The image of a person in the virtual space of social networks, being more multifaceted, is characterized by greater creativity, predominance of positive emotional states, elements of «embellishment» of oneself, manifestations of an aggressive style of behavior. In the descriptions of personality identity in the virtual space of social networks, there are more often ideas about oneself from the standpoint of interpreting the sphere of communication and the peculiarities of communication with people, in the context of the specifics of activities in social networks, there is a large number of characteristics associated with the virtual appearance.

In the presented self-descriptions, an invariant component was also revealed, containing general categories for real identity and personality identity in the virtual space of social networks: personality traits, character traits, activity content, abilities.

Keywords: ego identity, social networks, personality identity in the virtual space of social networks, users of social networks.

E. N. Korneeva

Gifted children in the educational space

The problem of preserving and developing children's giftedness in the educational space is very acute, since the peculiarities of the development of the personality of gifted children (uneven and heterochronous development of the components of giftedness as a system characteristic of the psyche and personality, the inability to timely update volitional efforts, the «load» of uniqueness and related social expectations) and the impact of social factors (family, school, relationships with peers, support from society) often leads to its leveling. The purpose of the study was to study the perception of personal characteristics of children with signs of giftedness by other participants in the educational process (teachers and parents), their relationships with their peers, and the features of regulating educational interaction in preschool, general and additional education institutions. To achieve this goal, we used diagnostic methods – the P. TORRANCE test, which allows us to diagnose creativity as a general ability and personality trait; a modified method of sociometry, T. Martsinkovskaya, aimed at assessing the position of a gifted child in peer groups and the method of expert assessments of the personal and behavioral characteristics of gifted children by their teachers and parents; methods of theoretical analysis of literary data and mathematical and statistical processing of the results. As a result, the assumption about the influence of a number of socio-pedagogical factors on the phenomenon of children's giftedness in the educational space is confirmed. The age dynamics of the number of gifted children in different types of educational institutions (general and additional education institutions) is identified, interpreted and explained, and the differences in the popularity of these children among their peers in these educational institutions are interpreted. Teachers and parents' perception of the personal and behavioral characteristics of gifted children was studied, and the most significant features of their personality and behavioral strategies from the point of view of others were identified. On the basis of the concept of subject regulation of educational interaction, the factors and mechanisms of preservation and progressive development of the phenomenon of child giftedness or its leveling during the socialization of gifted children in the educational space are established, in particular, the mechanism of accelerated development of their subjectivity, the mechanism of resistance to social influences, the mechanism of subjective interpretation and deformation of social influences, special variability of emotional states of gifted children, manifested in a specific transformation of the characteristics of the properties of integrative factors regulating educational interaction (IGF). The results can be used for further development of the concept of children's giftedness, effective organization of work with gifted children in the educational space, combining elements of communication, leisure, research, creative and educational activities, selection of forms, means, terms and methods of psychological support for children with signs of giftedness in pre-school, general and additional education institutions.

Keywords: gifted children, signs of giftedness, educational institutions, educational space, relationship of gifted children with peers, perception of gifted children by teachers and parents, regulation of educational interaction.

E. S. Shuchkovskaya

An empirical study of personal resources in people involved in sports

The theoretical part of the article is aimed at the study of personal resources. In psychological science, the problem of personal resources is widely discussed in various fields of psychological science, both domestic and foreign. Personal resources are considered as the most important factor of resilience, allowing the individual to face the challenges of the time, they expand the capabilities of a person and make him more productive and successful. Each of the fields of psychological science focuses on the significance of the effect of personal resource mobilization. The empirical part of the article presents a study of personal resources in people involved in sports. Psychological theory and practice contain contradictions that indicate a lack of knowledge of personal resources as a complex psychological phenomenon that remains problematic and in demand in personal and socio-cultural spaces. The relevance of the study lies in the lack of development of the problem of personal resources in the field of sports. The hypothesis of the study was the assumption about the existing features in the specifics of personal resources in people involved in sports, development of the problem of personal resources in the field of sports. The hypothesis of the study was the assumption about the existing features in the specifics of personal resources in people involved in sports.

The study involved 86 people, including 64 girls and 22 men, using the following methods: F. D. Zimbardo's Time Perspective Questionnaire, S. Maddy's Resilience Test, and the «Motivation for Success» method.»T. Ehlers, «Motivation to avoiding failures» T. Ehlers, the Level of claims personality by V. K. Gerbachevsky.

The results of the study showed that people who are engaged in sports tend to think for the future, can enjoy work; they have developed the ability to reduce and withstand existential anxiety, are able to maintain internal balance, are open to new experiences, can set themselves more difficult tasks. People who do not play sports are more likely to depend on the opinions of others, turn to past experience, and an emotional component is needed to implement their plans.

Keywords: personal resources, life strategy, resilience, basic beliefs, optimism, self-determination, self-regulation, volitional control, personal potential, stress resistance, time perspective, motivation for success.

Y. P. Povaryonkov

Conceptual consequences of the structural-level approach to the analysis of professionalization

The purpose of this article is to outline the prospects for solving a number of conceptual problems in the psychology of professional and career development of a personality based on the implementation of a structural-level approach to the analysis of this process. The article examines the grounds that determine the need and the possibility of developing a structural-level approach to the psychological analysis of the professional formation of a personality, reveals its content and main provisions. The necessity of using it to overcome the artificial opposition of ontogenetic and professional genetic approaches to the professional development of a personality is substantiated. The possibilities of the structural-level approach are demonstrated on the example of studying the problem of periodization of professional development, the problem of the relationship between monocyclic and polycyclic in the course of professionalization, the problem of interaction between specialization and universalization in the process of professionalization, and the problem of classification of normative crises of professional development. Various types of periodization of professional development are analyzed, their weak and strong sides are identified. It has been proved that only level periodization reflects the real patterns of professionalization and is the basis for its diagnosis and design. The psychological content of polycyclic and monocyclic professionalization is clarified, their functions are revealed. It has been established that they complement and do not contradict each other, and their manifestation is closely related to the peculiarities of economic relations. It is shown that the psychological mechanisms of polycyclic and monocyclic are of a level nature. The psychological mechanisms of specialization and universalization are specified. It has been revealed that they are manifested at different levels of professionalization. The determinative basis of specialization is the person-profession system, and universalization is the person-world system. The approach to the classification of the normative crises of professionalization is analyzed. The contradictions of the existing classification are shown. It has been proved that there are two main types of regulatory crises: the crises of labor and the crises of the professional path, which refer to different levels of professionalization.

Keywords: structural-level approach, periodization of professionalization, monocyclic and polycyclic, specialization and universalization, professional crises.

T. V. Gerasimova, E. N. Ustyuzhaninova

Motivational and personal characteristics of students in various fields of study

The article discusses the motivational and personal characteristics of students in various fields of study from the standpoint of the mode «being» and the mode «having» (E. Fromm). In the modern world, there is a shift in the direction of development of young people's personal traits from the mode «being» to the mode «having», which negatively affects the training of specialists in the «person – person» system. A specialist who has deep knowledge, but is more focused on material benefits, as opposed to a commitment to return, to help people, can be ineffective in many critical professional situations. The success of professional activity largely depends on psychological support during professional development, in particular, during the student period.

This article presents research on the motivational and personal sphere (Milman's method) and the severity of indicators of intrapersonal conflict, as one of the possible factors of professional development (E. Fantalova's method) in students of managers, psychologists and various medical fields of study. Different levels of intrapersonal conflict, different total indicators of the main motives of students in different areas of study were identified. There were no significant differences between the groups of students in the mode of being and the mode of having.

The analysis of the obtained factor matrix allowed us to determine the «mode of being» and «mode of having» with characteristic main motives and intrapersonal disintegration. Therefore, the purpose of psychological support at the stage of professional education is the student's awareness of their potential, prospects for personal and professional growth, the desire to search, creativity, and experimentation. A crucial element of this situation of professional development is the ability and necessity to make a choice, which means to feel your freedom, on the one hand, and your responsibility for everything that happens and will happen, on the other.

Keywords: mode «being», mode «having», intrapersonal disintegration, professional self-determination, professionally important qualities, value, accessibility, «Dorm» orientation of the individual, «working» orientation of the individual.

V. A. Medintsev

Methodology for implementing the personal approach in adaptive learning systems

The accelerated introduction of digital technologies in education has already acquired an avalanche-like mode, which has become an effective factor in research to improve the conceptual and technological solutions for the development and application of various synthetic learning environments. One of the most important areas of their improvement is giving them flexibility to maximize the capabilities of each student. In the theory and practice of

psychology, this route is associated with various options for implementing the personal approach as a personalization of learning. Engineering and communication technologies in education open up opportunities for personalizing learning, which have expanded significantly, but the problems of theory and practice of education have also become more relevant.

Various options for personalization of training are also implemented when creating synthetic artificial environments, one of the actively developed varieties of which are adaptive learning systems (ALS). The main factors that complicate the use of ALS, experts attribute their high cost and insufficient efficiency, which necessitates the search for new approaches to the development of ALS on the most clear, rational theoretical and methodological principles. Also, the reason for the limited use of ALS is that the personalization inherent in their design does not allow for the necessary consideration the shades of students' socio-psychological specifics in combination with regulatory requirements, which teachers achieve by developing and implementing their training programs.

Conceptually, research on ALS is an example of the interacting the natural science and humanitarian paradigms in human studies. To increase the effectiveness of such interaction, logically relevant theoretical models are needed that are applicable to a wide range of subjects studied within the framework of the humanitarian paradigm. Such a theoretical model for the description and development of ALS, in particular, can be built on the basis of the set-theoretic method for process description. The article deals with the application of this method to the structure and functioning of the ALS and the implementation of the adaptation principle in it.

Keywords: psychology, education, personal approach, personalization of learning, information and communication technologies, adaptive learning system, adaptation principle, set-theoretic method.

E. N. Shapinskaya

Impressions for sale: modern trends in consumer culture

The article discusses the dynamics of modern consumer culture, in which the emphasis shifts from goods and services to the impression. In this regard, the concepts of event marketing and impression marketing, widely used both in modern literature and in training courses, are understood. The analysis of modern cultural practices shows that they are designed according to the market laws and use marketing strategies applied to the material sphere, as a result of which «pseudo-events» come to the fore. Particular attention is given to the strategies of modern cultural institutions that create events to attract new visitors, as well as the role of social networks in drawing the attention of the general public to cultural events. In this regard, theories developed by cultural researchers are considered, critically analyzing the general trend of modern culture towards commercialization, spectacularity and entertainment. The importance of the concept of the cultural industry developed by the theorists of the Frankfurt School, as well as the works of J. Baudrillard and G Debord, revealing the essence of the simulative nature of consumer culture is emphasized. A number of conclusions is drawn regarding modern trends in consumer culture, which includes cultural production, as well as the inability of modern humanitarian discourse to conceptualize these phenomena using existing methods and approaches. This is confirmed by the fact that the critical theories of mass culture and consumer culture developed in the last century have not been continued in modern cultural thought, while the work of marketers is gaining increasing popularity and recognition. In these conditions, sociohumanitary knowledge needs to develop a new tool for analyzing dynamic processes in modern culture.

Keywords: impression, consumer culture, advertising, goods, service, cultural industry, marketing, pseudo-event, performance, social networks, cultural practices.

O. V. Bochkareva

Musical discourse in the conditions of modern media space

Musical culture plays an important role in the formation and development of the individual and is conceived as a space of dialogue, a space of spirituality. The media image of real reality formed in the media arises on the basis of the collectively developed semantic field of the presented information, which fixes the values of the perceiving audience in the process of their actualization. The mechanism of valuable media space functioning is available to relevant persons with their understanding of the cultural, political, social situation that recognizes the majority of the audience, individual vision of the leader (real or imaginary) elevated to the rank of Zeitgeist. The semblance of reality, a simulacrum is born when a real event in the consumer's mind is not comparable in scale to how it is presented in the media: complex life problems are simplified, overgrown with an imaginary value context, and the insolubility of contradictions is removed, offered in the form of a ready-made answer in an accessible package, thereby real reality is mythologized. An important place in the media space is occupied by modern musical discourse, which performs an informational and evaluative function based on the use of certain language means in music reviews, digests, essays, creative portraits of musicians, art chronicles, reports, music programs, documentary audio and video films, etc. Musical discourse in the modern media space is presented in three categories: professional, profane and mixed. The phenomena occurring in the modern media space, such as the growth of fan culture, the abundance of blogs, bloggers, etc., indicate the predominance of non-professional content over professional, the expansion of which requires solving

new ethical, philosophical, educational and upbringing problems. Music programs broadcast by the Kultura channel: «Absolute Hearing» (presenter – Gennady Yanin, «Not dull Classics» (presenter – Sati Spivakova) etc., restore the social significance of art on the basis of respect for the creators and their work, revive the educational principles of domestic music-critical journalism, perform an important function of «service to music».

T. L. Kaminskaya
Regional identity of the journalist and regional culture

The article is devoted to the formation of the future journalist's regional identity at the university as a resource not only for preserving the culture of the region, but also for the development of its economy. Noting the need to retain university graduates in the regions, the author of the article emphasizes the particular importance of the problem in relation to graduates of media specialties. It is journalists and bloggers who today, more than ever before, influence society and shape the mindset in the context of mediatization of all spheres of life.

Using the data of the expert survey of leading teachers in Russia (10 universities) in the field of journalism, the author of the article shows how, when taking into account new media trends, not only in the country, but also in the world, to form the regional identity of university students. In addition, the author of the article summarizes his own observations of university youth studying journalism and the methodological experience of heading the department of journalism at a regional university. The article emphasizes that the regional identity of journalists can be one of the most important factors in preventing the destabilizing role of various social and political processes, and in this context, effective strategies for creating it in a university are highlighted. At the same time, the training of a journalist is understood not only as a process of obtaining professional competencies, but also as a process of personal development of a person with the help and on the basis of regional culture, traditions and practices of commemoration.

The author proposes the following as ways of forming regional identity among future journalists: broadcasting «success stories» of media persons in the region; the presence in the curriculum of bachelor's and master's degree programs of media specialties of special disciplines with the context of regional culture; project activities of students commissioned by regional authorities and business; obligatory regional component when writing research papers by students.

Keywords: culture, journalism, regional identity, media, education, project approach, media personalities.

N. S. Basalova

Cultural meanings of punishments in Hellenistic Egypt

The article is devoted to examination of administrative punishment in Ptolemaic Egypt, which were mentioned in Ptolemaic civil and fiscal laws in III-I B. C. The article deals with evidences in official documents of Ptolemaic Egypt, such as «Dikaiomata», «The Statute of Tax Collectors» and villagers' complaints in terms of description of the situations, suggesting offences or required punishment for them if they were committed by free people, officers and slaves. The author studies the facts of offences with reference to males and females, villagers and tsar family. In the article the sets of elements of offences and punishment are analyzed. The author makes the conclusion about the specific features of conceptual construct, used for the characteristic of offences in laws. The author points to the fact, that the definitions «offence» and «crime» do not exist in documents and are replaced by the descriptions of situations, when this or that person should be punished. Also the author examines the nature of fiscal and civil crimes, which are described in laws and complaints made by ordinary people. The complaints are not included into laws, but describe actions, which entail material or physical damage. Also the author makes a conclusion about the responsibility for crime, committed by a slave or a free person. Also the author examines the correlation between the gravity of offence and the punishment, if the offence was committed by an officer, from the perspective of ransom, which is covered by official documents. Particularly, the author examines murders in the tzar family. The author concludes, that such unlawful actions were not considered as a heinous crime and did not entail any punishment for a ruler, but they were one of the ways to strengthen their power ideologically, because they entailed the establishment of eponym priesthood.

Keywords: punishment, offence, crime, law, maiming, murder, housekeeper, tax-farmer, free person, slave, cult, ransom.

A. S. Polyakova

Folk dance: the problem of definition, demarcation and historical transformation

Folk dance is an integral part of modern choreographic culture. At the same time, the definition of its place and role in modern artistic realities is complicated not only by understanding the boundaries of this phenomenon, but also by contradictory approaches to understanding its essence. Folk dance is also understood as folk dance, or vice versa, later layers of dance culture, not associated with ritual actions. Also, some researchers put forward the thesis that folk dance is only an area for – traditional culture, as well as the phenomena of everyday dance culture that are entrenched in the folk tradition. Quite often in modern choreographic culture, folk dance is likened to the concept of «folk stage dance» –

a kind of specific model of folk dance culture, created and embodied in the conditions of the stage space. And this, as will be discussed in this article, is not legitimate. All these processes are not accidental. To a certain extent, they demonstrate the difficulties in the formation of the very phenomena related to folk dance: from traditional forms to stage versions of its representation.

This article defines the boundaries of the definition of «folk dance», gives its periodization in accordance with the cultural and historical periods, and also highlights the main sources of its formation. Particular attention is paid to identifying the specific features of folk dance, among which the most vividly highlighted: ritual and ceremonial basis, syncretism, synthetism, special mentality, anonymity, heterofunctional character, imitativeness, improvisational character, tradition and rules of performance, the relationship with the musical and song basis, its collective representation. The article outlines a culturological approach to further understanding the phenomenon of «folk dance» in scientific discourse.

Keywords: choreographic culture, folk dance, folk stage dance, urban household dance, specific features, periodization of folk dance, historical transformation.

O. Yu. Vorobiova

Updating of cultural memory in provincial museum activities

The article presents understanding of the cultural memory phenomenon in the context of museum activity. Special attention is given to the mainstreaming of memory in provincial museum activities. Cultural memory is interpreted by the author as «history recreated in memory», appealing not to a specific event of the past, but to his image, formed in the minds of people. The work highlights the key characteristics of the museum as an institute of memory, determining its special role in the process of forming, broadcasting and updating cultural memory: working with genuine sources of information – museum objects; attractiveness and expressiveness of museum objects – the ability to attract the attention of the audience and have emotional impact; special atmosphere that allows the visitor to «plunge into the era» (this is especially characteristic of memorial, environmental museums and exhibitions built on the ensemble principle).

The specificity of the provincial museum in the process of updating cultural memory is due to its special functions, primarily the function of identifying the local population. Based on the analysis of empirical material (the practice of the Uglich State Historical Architectural and Art Museum), the levels of memory updating in the activities of the provincial museum were revealed: national, regional and local, as well as forms of updating. Key and at the same time traditional forms of memory updating in the provincial museum are expositions, exhibitions, lectures, local history meetings. New forms of memory updating include educational (interactive) programs and festivals (museum holidays). The author concludes that the issue of the formation and updating of cultural memory by the provincial museum itself remains insufficiently conscious.

Keywords: cultural memory, image of the event, forms of memory updating, provincial museum, functions of cultural memory, identification, Uglich Museum.

T. S. Zlotnikova, S. V. Girshon

Amateur theaters: soviet past and current practices

This work offers an overview of sources devoted to amateur theater as a socio-cultural phenomenon that existed on the territory of the Soviet state and in post-Soviet Russia. Since amateur theater as a socio-cultural phenomenon has a complex nature, it is advisable to apply an interdisciplinary approach to the study of its activities. The activities of amateur theaters are considered in historical, cultural and sociocultural contexts. The authors consider the sociological, pedagogical, organizational aspects of the activities of amateur theaters, as well as their contribution to the cultural practices of the regions. Throughout the existence of the Soviet state, amateur theaters were considered as means of propaganda and education of amateur artists and their audiences in the spirit of Soviet ideology. Unlike professional theaters, amateur groups in the 60s instantly reacted to a change in ideological paradigms, asked sharp, uncomfortable questions, and reflected an active civic position. The thaw period was marked by the creative heyday of amateur studio theaters, which ended in clashes with Soviet censorship. In the 90s, after the Soviet dissolution and the abolition of the leading role of the CPSU in the life of the state, amateur groups entered the period of experiments both organizationally and aesthetically. A certain boundary of this period was the professionalization of some amateur groups and the cessation of the activities of others. The authors consider the cultural practices of amateur theaters since the 2000s, when the process of transferring part of amateur groups from departmental subordination to municipal was completed. Attention is also given to the conditions for the existence of amateur theaters in the Yaroslavl region nowadays. Amateur theaters position themselves mainly as a way of organizing active creative leisure of the adult population. The pedagogical component in their activities has an insignificant part, the repertoire is entertaining in nature. In the presence of two or three groups known outside the region, the main part of amateur theaters in the Yaroslavl region carry out a cultural and educational function in small settlements where there is no professional theater.

A. Yu. Tikhonova, A. A. Beshanov

Choreography as the basis for the development of students' creative abilities

The article considers the issues of studying and forming creative abilities as a scientific problem. Based on the analysis of scientific developments devoted to students' creative abilities, it was determined that for the most part the professional and creative formation of a bachelor's personality is studied on the basis of a specific direction of training, quite often – on the basis of the analysis of the work of universities of culture and art, and pedagogical creativity in most cases – on the material of the pedagogical university. It was revealed that insufficient attention is paid by scientists to the analysis of the problems of educating creatively enthusiastic specialists in different areas of training, united by common projects, not always subordinate to future professional activities, but revealing internal individual resources, the creative potential of each and aimed at personal self-development. It was confirmed that the formation of creative abilities should be built on the desire for high achievements, and not on the motivation for the development of the student, while it is important to form such creative abilities that can be implemented in different fields of activity.

The article provides a characteristic of general creative abilities and a hypothesis is put forward: the formation of general creative abilities of students is possible on the basis of non-core activities – choreography, in order later to show students the possibility of transferring the mastered skills of mastering general creative abilities to pedagogical activity. The article discusses the problem of using choreography as a means of forming general creative abilities, the multilevel and multicomponent nature of which has not been sufficiently studied. Researchers for the most part associate general creativity in choreographic activity with the development of creative thinking. The student choreographic collective is defined as an open self-organizing system aimed at creative self-actualization and creative self-development of all its participants, regardless of the profile of training.

Keywords: creativity, study of abilities, formation of creative abilities, teacher education, choreography, student choreographic collective.