

E. I. Kazakova, E. S. Kudryashov, A. I. Alekseev

Study of adolescents' awareness about the knowledge-based technological business and its personalities

One of the pressing issues in the renewal of secondary education is the creation of a design of the school project and research activities, which, in addition to the methodological concept, will be a source of certain ethical ideas and cultural guidelines. The primary task is to develop forms of organizing activities that allow us to consider the teenage project not only as a result of certain universal educational actions, but as a tool of technological change that can qualitatively improve the lives of various social groups.

In this regard, such a cultural and social phenomenon as techno-entrepreneurship is relevant for research. Defined as the process of creating projects that combine joint efforts to interpret ambiguous data and joint understanding in order to maintain persistent, coordinated actions to achieve technological change, techno-entrepreneurship, in the understanding of the authors, can become a basic concept in the organization of project research activities in school.

The article presents the order of a study of the level of awareness of high school students about technology entrepreneurship and technology entrepreneurs. Based on data of questionnaires, conclusions are drawn regarding the sources of knowledge about the research concepts, the degree of actual and desired involvement of schoolchildren in technological entrepreneurship, as well as the competencies necessary, in the opinion of the respondents, for successful implementation in this area. The article also submits the results of testing the hypothesis that students are more familiar with the foreign experience of technology entrepreneurship and its personalities than with the domestic one.

Keywords: education, high school students, technology entrepreneurship, technology entrepreneur, technology business, project activity, design of the educational environment.

A. Yu. Mikhailova, E. V. Yakovleva

The ways of primary students' intellectual and creative potential development in society activity

The article presents the results of the research of junior students' intellectual and creative potential in extracurricular activities in a comprehensive school. The term intellectual and creative potential and its components were defined by using a systematic and integral approach. A student club is one the form of extracurricular activity. It also provides great opportunities in early diagnostics and intellectual and creative potential development. The aim of the present research was to prove the effectiveness of pedagogical terms of intellectual and creative potential development of junior students. So the main aim, principles, values and the subject matter of the extracurricular program were described. The results of the program in three main directions were also clarified. The total development of all intellectual and creative potential components involves the creation of special motivating creative surrounding. Cognitive processes development was based on junior students' language development, the enlargement of the vocabulary, the information finding skills. Creative and motivating components were cultivated by organizing students' project and research activities and using creative thinking tasks and special creative activities in extracurricular classes. The effectiveness of pedagogical terms of intellectual and creative potential development was proved with the results of control diagnostics among the students. Positive changes were marked in cognitive, creative and motivating components. The statistic appraisal of control diagnostics results also confirms the hypothesis of our research. So the effective intellectual and creative potential development is possible in motivating creative surrounding in extracurricular activities with complex development of all components.

Keywords: intellectual and creative potential, extracurricular activities, motivating surrounding, creative thinking, students' research.

V. I. Andritski

Management of teacher motivation development

The purpose of the study: the development of the recommendations for managing the motivation of didactic staff. *Objection:* analysis of research results in the field of teacher motivation in the Republic of Moldova; argumentation of the professional needs of teachers and a system of actions to improve the motivational aspect in the competence profile of teachers. Proceeding from the fact that the level of teachers' motivation determines the effectiveness of an educational institution, as well as that the teacher's motivation for a high-quality educational process is closely related to the student's motivation to learn, the main problems of the teaching staff are identified to affect the level of motivation and the reasons for low motivation in the education system, such as lack of social status, lack of information, lack of communication and participation.

Based on the analysis of the research results, such factors of motivation in the education system as influence, competence, significance and choice have been identified. The personal values of teachers in general education are

revealed, putting forward as a hypothesis the idea that a set of personal values can determine / contribute to the implementation of a managerial model for motivating teachers. There has been established a hierarchy of professional needs of teachers (the need for harmony of values, in the creation of values; the need for professional self-realization; the need for quality, for a job well done; cognitive needs; the need for gratitude; the need for synergy; information needs; material needs); the importance of the system of managerial actions is reasoned to exclude the phenomenon of demotivation. In conclusion a number of actions to improve the motivational aspect in the competence profile of teachers in the Republic of Moldova and the conditions for the effective management of teachers' motivation, are recommended.

Keywords: motivation, human resources, structure of motivation for didactic staff, driving factors of pedagogical activity, individual needs of teachers, professional needs of teachers, value system.

S. N. Dvoryatkina, L. V. Zhuk

Organizational and methodological support for the development of research activities of schoolchildren in hybrid intellectual educational environment

At the present stage of society's development, there is an increasing need for highly qualified specialists who are ready for continuous updating of knowledge and skills, solving research problems in their professional activities. In this regard, one of the important tasks of the implementation of educational programs is the achievement of a high level of research competence by graduates. Teaching mathematics opens up unlimited opportunities for the development of the intellectual sphere and research skills of schoolchildren. However, the insufficient development of pedagogical technologies focused on the implementation of psychodidactic patterns of research activity development is a negative factor that prevents the realization of the developing potential of mathematical disciplines.

The article presents the author's approach to the organization of research activities of high school students, based on the idea of integrating the process of educational cognition and modern digital technologies. As a key aspect of personal development in teaching mathematics, we consider the activity of mastering complex knowledge in the course of performing ordered, forming a single motivational and applied integrity of the complex tasks of a research nature, in the process of which there is an active mastery of knowledge, deeper penetration into the essence of mathematical concepts, methods, ideas. At the same time, intelligent management of research activities of high school students is carried out within the framework of using the functionality of hybrid learning environment that integrates the functions of artificial neural networks, genetic algorithms, fuzzy logic, expert systems, providing individualization of learning, synthesis of mathematical and computer modeling of the content of knowledge and procedures. The paper describes the content and functionality of the basic modules of the intellectual learning system, describes the theoretical, methodological, and technological aspects of the organization of research activities of high school students to master complex mathematical knowledge.

Keywords: research training, complex knowledge, intelligent learning system, funding chains of research tasks.

Zhang Zonghua, Jiang Yanhong

Difficulties and prospects of teaching world history in Chinese universities

It is noted that history textbooks are the main means of obtaining holistic, systematic and accurate historical knowledge for students, and the Internet provides a good platform for making holistic and genuine history textbooks. It is emphasized that the state practically does not interfere in the dissemination of natural science knowledge, including production of textbooks on natural sciences, but the preparation of textbooks on the humanities and especially on history is always in the field of view of the leadership of any country. It is noted that after the beginning of reforms and openness in China, the transformation of history textbooks is slow. Despite the departure from the Marxist-Leninist framework in interpretation of history, the replacement of the class paradigm with the civilizational one, the recognition of democratic values, history textbooks are limited to the old structure. History classes are an important position for transferring historical knowledge. The problems of teaching history at school and university levels are noted. The historical and philosophical faculties of famous faculties have difficulties in recruiting students, the historical faculties are transformed into faculties for the training of specialists in tourism management. Technical fetishism, followed by the younger generation, is considered as a great danger to the future, as danger of turning a person into a «well-trained dog» that has nothing to do with a harmoniously developed person. It is emphasized that teaching of history should not be formal, it is necessary to teach history students not for the sake of being useful in a future profession. The goal of teaching history should be, firstly, the transfer of historical knowledge, and secondly, the development of independent and critical thinking, as well as value judgment in a person.

Keywords: historical knowledge, history textbooks, historical education, spirit of history.

T. S. Polunina

Methods of work with short videos at online English lessons with junior Chinese students

This article is intended for English language professors working at Moscow State University, Institute of Asian and African studies with junior students from the PRC. The author emphasizes a number of significant advantages of using short films at online English classes with Chinese students due to their inherent ethno-psychological characteristics and peculiarities of Chinese culture. The work pays great attention to the power of the emotional impact of the videos on students, the formation of their personal attitude to what they see and linguistic abilities through language exercises.

This article describes and analyzes some effective methods of working with video material. First of all, we are talking about the use of the three C method and the three S method, developed by the British Institute of Filmography, to simplify the process of analyzing a short film at online English classes. The author draws conclusions about how the use of these methods contributes to the formation of analytical skills, visualization skills, as well as the skills of interpreting the material.

The aim of the article is to enrich the professor's arsenal with methods of working with short films at online English classes, as one of the most important tools for increasing the literacy level of Chinese students. The relevance of the work is explained by the professor's ability to timely adapt to changes in the field of education caused by the rapid transformation of society.

The problems under consideration will also be of interest to specialists teaching English, both as the main language and as a second one to students from abroad.

Keywords: short film, colors and color palette, sound effects, character, digital competences, analytical skills.

N. V. Chemyakina

Drama-hermeneutics as a means of intensification in foreign language teaching

The article discusses the main methods of intensifying foreign language teaching, such as the suggestopedic method, the method of activating the capabilities of the individual and the team, the method of suggestopedia using technical means, the emotional-semantic method, the immersion method, the course of speech behavior, the method of rhythmopedia and hypnopedia. The possibilities of their application in teaching a foreign language in a non-linguistic university are considered, the main methodological principles of intensive training are revealed. The article analyzes the possibilities of using drama-hermeneutics in the context of the intensification of foreign language teaching in a non-linguistic university, where the dramatic and hermeneutical concepts have already collected the necessary principles of intensification, united by the pedagogical process into a single whole. The concept «drama-hermeneutics» is presented as a combination of three principles: pedagogy, hermeneutics and theater skills, where each component provides new opportunities for the implementation of the intensification of the educational process. The intersubject and meta-subject orientation of drama-hermeneutics is noted, which makes it possible to adapt theater tasks and the hermeneutical chain to the conditions of teaching a foreign language in a non-linguistic university. The article highlights the main aspects of the pedagogical component, which are a resource for solving the problem of intensifying the learning process. The importance of using the drama-hermeneutical approach is emphasized, thanks to which students' cognitive interests are activated, communication skills, emotional sphere, thinking and speech as well as the ability to perform creative and research work in a foreign language in a group are developed. The article describes the positive nature of the use of the drama-hermeneutical approach in foreign language classes at a non-linguistic university, which is expressed in the integrity of the students' formed idea of the work to which the lesson is dedicated, thanks to which its image is created and permanently imprinted in the minds of students.

Keywords: drama-hermeneutics, intensification, foreign language learning, open directorial and pedagogical action, socio-game teaching techniques, collective creativity, communication skills, communication abilities.

V. A. Tolochek

Field research methods and methodology: open questions. Part 2

The relationship between the state of the methodology of psychology, the method, the subject, the research technologies, the explanation of the results obtained have been noted by scientists for over a century. The study of the «situation» phenomenon as an important fragment of reality presupposes a transition to new «coordinate systems» of description, an appeal to new resources of methodology, methodological tools, and conceptual apparatus. Using several criteria – classes of problems, dominant methods, maturity of methodology, scientific traditions – it is possible to distinguish types of research work (R&D): experimental research, natural experiments, pilot studies, field research. The four types represent a continuum of possibilities and limitations of the psychologist's control over the conditions for conducting research. The «simple schemes» of scientific research and «complex schemes» are considered.

In new historical conditions, along with the «methods» of the discipline, new components of theoretical knowledge (including the concepts «situation», «interaction», «space», «environment (environment)» – as reflecting the moments of dynamism of social reality fragments) should play an important role. Ontologically, «situations» represent a continuum of actualized «units» of reality – from simplified conditions of laboratory experiments to extreme «difficult life situations». Conceptually, «situations» are sequences of complexes of conditions that are actualized in the processes of human life; there are reflections of the multidimensionality of the state, functioning and evolution of real empirical

objects. The functions of complex R&D schemes are to recreate a multidimensional complex reality – a «situation», while the tasks of simple schemes are to extremely simplify the states of the examined objects and their relations with the environment

Keywords: discipline methodology, methods, subject, situation, types of research, field research, diagnostics, problems, questions.

R. M. Nagdyan

Metaphysical unity of transcendental psychology and quantum mechanics. Part 1

Since the beginning of the XXI century, there has been a process of intense convergence and interpenetration of two seemingly opposing sciences – quantum mechanics and psychology. In accordance with it, the question arises about a common methodological foundation for these sciences. The article shows that the «first philosophy» of Aristotle can serve as a general philosophical methodology for these sciences. In the context of the metaphysical triad necessary-possible-real, the «intersection points» of A. I. Mirakyan's transcendental psychology and A. Yu. Sevalnikov's interpretation of quantum mechanics.

The article examines the features of the formation of a new direction in modern psychology, which studies the problem of mental phenomena generation. At the same time, a comparison is made with the transcendentalism of Descartes, in which its limitations and incompleteness are revealed. It is shown that both in transcendental psychology and in quantum mechanics (W. Heisenberg) epistemological problems arise associated with the impossibility of using the language of their classical predecessors. In both sciences, it becomes necessary to apply a new language, a new way of thinking and a new logic of understanding the phenomena under study. All this allows us to conclude that both in transcendental psychology and in quantum mechanics, researchers are dealing with a new ontology of reality that differs from the reality studied in classical physics and in the phenomenology of classical psychology.

The article substantiates that the main methodological reason limiting the possibilities of carrying out theoretical studies of deeper layers of reality is the use of the product (physical) approach. The product approach is based on the language used to describe the observed reality. It became necessary to divide reality into observable and unobservable. In the language of metaphysics of modalities, this is translated as «being in possibility» and «being in reality». One of the «intersection points» of quantum mechanics and transcendental psychology is the category of possibility, in which the essence of reality is expressed, which both disciplines compared in this article seek to describe and explain.

Keywords: unity, transcendental psychology, quantum mechanics, metaphysics, observable reality, unobservable reality, possible, real.

O. V. Rakitina, L. V. Trubitsyna

Psychological structure of students' language anxiety

The work is devoted to the study of the phenomenon of language anxiety – anxiety that occurs in the process of learning or using a foreign language. The main purpose of the study was to develop a methodology for assessing language anxiety and identify its structure. The procedure for making a language anxiety questionnaire is described in detail. Based on the method of a weakly structured interview, possible variants of the occurrence and manifestation of language anxiety were analyzed. The respondents in the interview were 4 women and 3 men aged 20-26 years with incomplete higher or higher education. On average, the interview took 40 minutes.

The purpose of the weakly structured interview was to provide the most complete description of possible manifestations of language anxiety. Based on the results of the interview, the first version of the language anxiety questionnaire was made. Testing the questionnaire on a sample of 102 students allowed using a factor analysis and the Cronbach's alpha criterion to identify 5 factors of language anxiety: fear of negative evaluation, fear of the consequences of mistakes or misunderstanding, tension and negative expectations, fear of the teacher and the lesson situation, fear of language use. This allowed us to create a final version of the Language Anxiety Questionnaire and show its reliability (consistency) and validity. In addition to the questionnaire, the concept of «language confidence» is proposed and the Scale of language confidence is highlighted. It is concluded that it is important not only to reduce the level of language anxiety, but also to increase language confidence.

Keywords: language anxiety, slightly-structured interview, fear of evaluation, fear of language use, fear of misunderstanding, fear of the teacher, language confidence.

Ye. V. Balakshina

Psychological peculiarities of the cognitive sphere of the future engineer as a subject of reliable professional work

Interest in the specifics of modern engineering activities, its psychological characteristics is due to the significance of engineering products. Their active introduction into all spheres of society today determines its special status and

position among other types of professional activities. This trend is confirmed by the demand of engineering personnel in the labor market, the growing interest of young people in a number of engineering areas (information technology, nanotechnology, biotechnology). It should be noted that traditional types (construction, aviation engineering, transport, etc.) are not neglected.

The differences in the existing types of engineering activity, as well as the representation of its complex options, are based on the variety of tasks solved by the engineer. Over the course of historical development, they became complicated under the demands of society, and their successful implementation required the presence of a high level of specialized knowledge (mathematics, physics, geometry, drawing, etc.), the technical orientation of thinking with a creative component. In this situation, the ability to innervate original, unexpected ideas, as well as the possibility of technical implementation of what the engineer conceived at a high-quality and safe level is an important criterion for the reliability of his work. Among the general pattern of professionally significant qualities, engineering thinking has a special position in the process of ensuring the effective performance of functional duties by a technical specialist (engineer), and the study of its leading indicators on the example of this professional community remains one of the priority areas of labor psychology and engineering psychology. The ability to track the general patterns of development of engineering thinking at the stage of professional training will allow us to reflect its peculiarities taking into account the profile (specialization), to improve training programs for future engineers.

Keywords: engineer, engineering activity, engineering creativity, creativity, reliability, professional thinking, profессиogramma.

Yu. P. Povarionkov

Systemogenetic approach to the analysis of a professional's career goals

The purpose of this study is to identify and analyze the psychological structure of career goal-setting (goal formation) as a type of metaprofessional activity of the subject of career development and professionalization in general. The psychological analysis of the structure of goal formation is carried out from the standpoint of the basic principles of the systemic genetic approach developed in the works of V. D. Shadrikov. The article provides a psychological definition of the concept «professional career» from the standpoint of the activity approach. It is shown that a career as a type of meta-professional activity includes the design (orientation) stage and the implementation (execution) stage. Within the framework of the first stage, the motives, goal and plan of a professional career are designed and determined, the implementation of which is carried out at the second stage.

The author gives a detailed definition of the concept of a professional's career. It has been established that in the course of career design, the leading role is assigned to the formation of a career goal, which unfolds in the form of goal-setting (goal formation). The article defines the concept of career goal-setting, highlights its structural components, discloses their psychological content and structural – functional connections. Based on the classification of A. I. Prigozhin the author reveals the specifics of career goal-setting motivation, the analysis of which makes it possible to determine the reasons prompting a professional to design specific goals and sub-goals of his own career. The article defines the concept of the information basis of career goal-setting. It is considered as a systemic complex of information about objective and subjective factors that must be taken into account in the process of career goal-setting. They affect his success. The article concretizes the concepts of goal and career goal-setting plan, clarifies the specifics of such a component of this type of activity as «decision-making». The concept of career important qualities of a professional is defined as a subsystem of career goal-setting, prospects for its psychological analysis are outlined.

Keywords: career of a professional, career design, career implementation, structure of career goal setting, career goal, career goal setting, career important qualities.

A. S. Kashapov

The resource component of the dynamic of socio-psychological adaptation and conflict resistance of junior students

The article presents the author's understanding of the concept of adaptation as a process of interaction of the person with the environment, which unfolds in the form of activity that contributes to the transformation of the environment in accordance with the new conditions and goals of activity. From these positions, adaptation is studied in the context of the socialization of the person – a process that allows a person to acquire a new social status. Socio-psychological adaptability is considered as an integrative quality of a person, characterized by the presence of cognitive, motivational, communicative and self-regulating components in its structure. These components nonadditively form a complete structure of socio-psychological adaptation, which has cognitive, motivating and transformative functions. The implementation of these functions increases conflict tolerance and ensures the use of adaptive actions in interpersonal interaction.

The resource component of socio-psychological adaptation dynamic and conflict resistance of junior students is established. The reasons of biology students for the negative dynamic in the indicator «motivation of pursuit for success» are revealed. The need of psychology students for constant appeal to reflection and self-discovery in the

learning process contributes to the formation of a positive attitude to their personality and self-acceptance. This personal orientation increases the resource capacity, which should be considered in the context of the activity of the subject. The resource component is determined by the non-homeostatic principle of its existence and the manifestation of its activity. Resource capacity is enriched in the process of carrying out activity and behavior. In this regard, resource capacity acts both as a process and as a result. Therefore, it is impossible to consider resource capacity outside of the subject of cognition, communication and activity.

Keywords: resource, dynamic, socio-psychological adaptability, conflict-resistance, student, learning, communication, conflict, activity.

T. V. Bugaichuk

Integrative approach to the assessment of abilities: results of research of students and teachers

The author of the article presents the results of an empirical study of the abilities of primary school students and adolescence. In the process of research, in addition to identifying the features of children's self-assessment of abilities and assessing their abilities by experts, the problem of integrating the results into educational activities, organizing cooperation between psychologists and teachers in the process of studying and further developing the abilities of students was solved. The main research methods were the author's method of self-assessment of abilities, developed and tested on the basis of the method of studying self-esteem by Dembo-Rubinstein, as well as the author's method of expert assessment by teachers and psychologists of students' abilities.

As a result of the analysis of statistical data of self-reported and expert assessments of abilities of different age children, the author received important patterns. Attention is drawn to the fact that the areas of ability in which the significance of differences between expert and self-reported indicators is noted (primary school age children – an artistic sphere, a musical sphere, a motor sphere, a sphere of communication and leadership; adolescents – a sphere of academic achievements and a literary sphere), are more associated with the individual activities of students, most often outside the school, since educational activity does not imply a systematic manifestation of these areas among schoolchildren. This result is focused on a comprehensive study of all areas of students' abilities by psychologists and teachers, as well as the introduction of multi-directional methods of research and development of abilities in educational activities, which, of course, determines the importance and need for cooperation of school specialists in the development of students' abilities.

Keywords: abilities, integrative approach, ability research, junior students, teenagers, teachers.

L. A. Ogorodnikova

Research of mnemonic abilities of primary school age children by the method of activity deployment

The article is devoted to the analysis of methods of research of memory and mnemonic abilities of primary school age children, comparison of informativeness of the methods used. The article substantiates the prospects of using the method of deployment of activity for the qualitative analysis of the specifics of the development of mnemonic abilities of younger schoolchildren. The method allows us to give a detailed description of the features of the development of mnemonic abilities in primary school age makes it possible to study the procedural, productive, genetic aspects of mnemonic abilities and allows us to characterize their structure. This method was used by us in the development of methods for the diagnosis of mnemonic abilities of 7-10 year-old children, which allowed to characterize the specifics of the development of mnemonic abilities of children in primary school age, to identify qualitative and quantitative characteristics of mnemonic processes of children, features of the development of structural components of mnemonic abilities, and also to establish the presence of a specific trend, which is that the beginning of the formation of regulatory mechanisms of mnemonic abilities as well as the beginning of the formation of operational mechanisms and their inclusion in mnemonic processes can reduce the productivity of mnemonic activity in younger schoolchildren.

The results of an empirical study are presented. As a result of qualitative and quantitative analysis, 3 groups of subjects were identified, and it was found that the subjects of the 1st subgroups of each of the 3 groups are at the stage of pre-activity memory. The subjects of group 2 of the 2nd and 3rd subgroups use techniques for processing memorized information, we can talk about the formation of operational mechanisms of mnemonic abilities, which can be characteristic of the transition stage of the genesis of mnemonic abilities): from pre-activity memory to mnemonic activity. The subjects of the 3rd subgroup of 3 groups are the most perfect in the whole sample, the control of mnemonic processes close to that of internal control and the formation of regulatory mechanisms of mnemonic abilities, along with the formation of the operating mechanisms and their incorporation into the MNEMIC processes reduces the productivity of the latter, due to lack of development and efficiency.

Keywords: memory of primary school children, mnemonic abilities, research of mnemonic abilities.

T. I. Erokhina

Subjectivity of the perception of time in the myth-making of the Soviet Era

Time is the basic concept of modern cultural and socio-cultural knowledge. Being a part of the chronotope, the concept of time in the history of culture becomes self-sufficient and is represented at different levels. The discourse of time sets an axiological system of coordinates and cultural codes that allow us to reveal the essential characteristics of different types of culture. The most representative transformation of ideas about time is represented in Soviet culture, which claims to model a new picture of the world. The article deals with the mythological discourse of time, which reveals the temporality of human existence in the Soviet era. The author analyzes the structure and semantic content of the definition of mythological time, determines the vectors of subjectivization of time in the process of myth-making. Mythological time cycles and holidays created during the Soviet period are outlined, and the futuristic and utopian nature of the time paradigm is revealed. When discussing the topic, the author turns to the representation of the perception of time in artistic and everyday practices, and notes the transformation and evolution of the discourse of time in relation to theoretical models of temporality. The author notes the ritual nature of Soviet culture, in which time becomes not only a condition for the existence of the ritual, but also its content aspect. The time paradigm becomes the ontological basis for the formation of the Soviet canon in art. The article outlines the continuity and originality of the subjectivization of time in the myth-making of the Soviet era, which can become the basis for understanding the evolution and paradoxical nature of the temporal discourse of modernity.

Keywords: Soviet era, temporality, time, myth-making, symbolism, subjectivity, futurism, representation, world picture.

S. A. Nikolsky

A. A. Zinoviev: reflections on Soviet man and Soviet being

The article analyzes the main ideas of A. A. Zinoviev about the nature of the Soviet society and Soviet man. The author proceeds from the idea that in their existence people follow one of two known histories of worldview constructs – business and communal. And if in the business structure people are focused primarily on satisfying their material and spiritual needs, then in the communal one their relationship is determined by the compulsion of being together, caring about how to settle in these relations. Not the matter itself, but the conditions, circumstances of doing, despite the fact that the turn does not always reach the matter, the characteristic of this construct. Soviet people always elect the second. The Soviet model of a social structure is not only far from the Marxist idea, but it destroys the fundamental basis of communism – «proletarians, unite» and «the condition for the development of everyone – the condition for the development of all.» Stalin, who discovered and realized communist communality in the USSR, was one of the most adequate rulers for Russia, who was at the head of the country not thanks to personal characteristics, but as a result of a reaction to the needs and aspirations of society. In his analysis of the Soviet man and Soviet being, Zinoviev does not bother to reflect on many tragic phenomena of reality – the destruction of entire social strata that possessed or were related to property and its forms of legitimization. For him, all these people, as well as their persecutors were «scum.» Zinoviev's views are an example of a sympathetic understanding weighed down by a predetermined idea – the Soviet system and Stalin are the best forms of public life of Russians.

Keywords: society, man, Soviet, USSR, Marxism, communism, property, law, history, philosophy, literature.

T. V. Yurieva

Iconostases of the Russian abroad: monk Grigory Krug

The article for the first time made an analytical review of the iconostasis work of the icon painter of the Russian Diaspora of the mid-twentieth century, Grigory Ivanovich (Fr. Grigory) Krug. The author notes the wide fame of the master with insufficient study of his heritage and proposes to connect the studied cultural phenomenon (the complex of iconostases of Fr. Grigory Krug) with the historical dynamics of culture, where the icon receives a new understanding and a new stage of development in the context of emigration culture. Correlating the work of the icon painter with the context of the era and culture as a whole, the author concludes that the new iconographic language of Fr. Grigory Krug is unique not only among works created among emigration, but also for Orthodox religious art of the twentieth century as a whole. The iconostases of the Church of the Holy Spirit in Klamar are considered in detail; 1st and 2nd iconostases of the church of the Three Sanctuary metochion in Paris, church of St. Seraphim of Sarov in Mongeron, the church in honor of the Icon of the Mother of God «All Sorrow Joy» in Nuazi-le-Gran, the iconostasis and painting of the Church of the Kazan Icon of the Mother of God in the convent in Muazn, the icons and iconostasis of the main church of the Holy Spirit Monastery in Le Menil-Saint-Denis, near Paris. For the first time, the iconostases created by Grigori Krug are presented in the context of the transformation of artistic approaches, which change in accordance with the formation of the theological views of the author. In his final work the iconostasis of the Holy Spirit Monastery, the master was able to harmoniously combine carefully restored canonical techniques in creating icons with the creative impulses of the artist of the twentieth century.

Keywords: icon, iconography of the twentieth century, Orthodox iconostasis, Church art, Russian Abroad, Grigory Krug.

E. A. Osipova

**The culture of the Russian province of the XIXth century in the mode of its development
(based on materials of educational institutions of the Kostroma province)**

The article is devoted to the identification of the socio-cultural functions of educational institutions in the province. The research material is represented by the data on educational institutions and libraries of the Kostroma province in the second half of the XIXth century. This subject is investigated by using a number of different methods, of which the most significant ones are analytical, historical and cultural, with a general cultural and philosophical approach to understanding the essence and semantic scope of the socio-cultural functions of education in the development of the province. The specificity of the culture of the province in Russia is noted. The socio-cultural functions of educational institutions of different types and their role in the development of the province are reviewed. The goals and objectives of education that contributed to the development of the industrial potential of the region are analyzed. Special attention is paid to the role of the social strata involved in the educational process, in particular – merchants and benefactors. The reasons for the opening of educational institutions in a provincial town, their specifics, and socio-cultural functions are identified. The role of the intelligentsia in the formation of the image of the culture of the province is indicated. Special attention is paid to the formation of libraries, their specifics and socio-cultural functions. Different types of libraries are reviewed; the general cultural orientation of the library holdings is noted. The article presents the cultural and philosophical approach to the socio-cultural functions of education in the province, which allowed to identify the whole sum of their meanings and ways of influencing the development of culture in the province. In light of this, it is noted that the opening of new educational institutions and libraries increased the general level of literacy of the population and contributed to the acquisition of special knowledge. It is acknowledged that the impact of these processes on the cultural life of the province was great: the gradual increase in the level of literacy contributed to the social changes and it was an integral part of the process of forming the socio-cultural potential of the provincial society.

Keywords: culture of province, educational institutions, libraries, cultural and philosophical approach, socio-cultural functions, socio-cultural potential, intelligentsia.

I. V. Azeeva

**Formation of creative personality of a theater teacher:
Yaroslavl theater school experience**

The article explores the process of formation of creative personality of a theater teacher. The author analyzes the experience of Yaroslavl theater school, which formation was started in 1962 by F. E. Shishigin, a creative leader of the Theater named after F. G. Volkov, one of the major Russian directors of this epoch, and the initiator of the opening of the theater vocational school in Yaroslavl. At the time when Yaroslavl theater school was coming into being, F. E. Shishigin opened a teachers' creative laboratory, which work had a significant influence on the formation of creative personalities of the teachers in the school.

The process of professional formation of creative personality of a theater teacher within the framework of the teachers' creative laboratory of Yaroslavl theater school, described in the study in retrospect, gave the author an opportunity for a profound description of the process of formation and development of the theater school phenomenon itself. The material under study allowed the author to draw an important conclusion that the establishment of the theater institute on the basis of the theater vocational school in Yaroslavl in 1980, did not affect the continuity in the existing pedagogical tradition (school). This, in many ways, was facilitated by the continuous work of the teachers' creative laboratory.

Using various methodological approaches (primarily cultural and theatrical ones) to comprehend how creative personality of a theater teacher is being formed, the author of the article concludes that the study of cultivation of creative personality of a teacher is relevant on the territory of the modern theater school.

The analysis of the pedagogical heritage of F. E. Shishigin contributes to the body of cultural and theatrical knowledge of theater pedagogy, theater school in general and Yaroslavl theater school in particular.

The examined topic will be interesting to specialists in the field of theater education, as well as culturologists studying the creative personality phenomenon.

Keywords: creative personality, theater teacher, theater school, pedagogical heritage, F. E. Shishigin, teachers' creative laboratory, Yaroslavl state theater institute, Acting Department.

G. P. Sidorova

Feature films at a technical university

The article substantiates the relevance of the historical and culturological analysis of feature films in practical classes of the university course «Culturology» for technical specialties. Theoretical substantiations of the use of cinematography as an audiovisual source in the study of culture, as well as methodological developments of teachers of

Russian universities are given. The novelty of the methodology developed by the author is shown. The description of the organization of classes, including the criteria for the selection of films, is given. Examples of practical tasks are given to consolidate the theoretical material of the university course in cultural studies in the sections of the Thematic plan – «Morphology of culture», «Culture, society, personality», «Dynamics of culture», «Socio-cultural worlds», «Culture and peoples» and topics, including: historical and spatial typology of culture; value motivations and cultural conflict; functional sign; consumer society and conspicuous consumption, «man of the mass»; elite and mass, elite and popular culture; the level of mass art and the formula model; historical and typological features of Russian culture. Examples of expected responses and results obtained are provided. The results of the five-year experience of using feature films in practice in cultural studies at a technical university are summed up: the majority of students are most successful in analyzing films of the middle level of mass art (mid-culture).

The practical tasks developed by the author enable students to get acquainted with the masterpieces of Russian cinema, to some extent penetrate into the essence of the culture they represent, and also test their understanding of cultural theory. The teacher evaluates the student's ability to apply the culturological theory to solve practical problems according to the level of the assignment.

Keywords: culturology, technical university, theoretical course, knowledge control, practical lesson, methodology, feature films.