

Belkina V. N., Shakirova E. V. Interaction of a teacher and a child as a factor in the development of the creativity of educational process subjects

Abstract. The article deals with the development of creativity of a teacher and a child in joint activities to transform the subject space of an educational organization. The level of preschool education is chosen as the level of education, since work in a preschool organization requires constant creativity from the teacher — in communicating with children, in developing events, in planning joint activities. Improvisational characteristics of the professional activity of a kindergarten teacher are one of its leading features. The most important role in the organization of interaction between the teacher and the pupils is played by the developing subject space of the kindergarten group. This article deals with the specifics of the development of creativity of the subjects of the educational process in the conditions of joint visual activity. This aspect is not chosen by chance. The visual activity of a child has great opportunities in the formation of many mental spheres of a preschooler: attention, perception, memory, imagination, motor development, self-management, self-realization and other properties and qualities of intelligence and personality. This applies not only to preschool age, but is also valuable for a younger student who creates more complex drawings, collages, products of application, modeling. At the same time, the works performed by children and presented to others (peers, parents, teachers) create a special atmosphere of joy and the desire of children to improve their achievements, creativity. The teacher is constantly looking for new ideas in the design of the group space, thereby stimulating the process of children's creativity, developing his own pedagogical creativity. The article also presents one of the options for evaluating the activity of preschoolers in the process of joint creation of a kindergarten group with a teacher developing a spatial-subject environment.

Keywords: creativity, pedagogical creativity, developing subject-spatial environment, visual activity, pedagogical interaction, diagnostics of indicators of creative activity of preschoolers

Kononova Z. A., Altukhova S. O. Research skills development of future computer science teachers using problem solving of modeling physical processes

Abstract. The article is devoted to the issues of developing the skills of research activities of future computer science teachers who are able to develop and implement various methods, tools, technological processes, etc. independently in their professional activities. This approach to learning will allow students to be prepared for innovative solutions to research problems, which is the basis for the development of key competencies of a future computer science teacher. Modeling in the field of solving applied problems is actively used in Lipetsk State Pedagogical University named after P. P. Semenov-Tyan-Shansky when teaching students.

Due to the growing demands placed on solving problems of natural science disciplines and specific technological tasks, there is a need for complex mathematical calculations that can be performed only with the use of computer technology. Similar tasks have appeared in such fields of knowledge as physics, chemistry, biology, ecology, mechanical engineering.

The article provides an example of constructing a physical model when studying the effect of temperature on the change in molar heat capacity by Debye. The considered process of solving the problem allows you to develop the skills of research activity through the successive following stages: problem statement, description of the mathematical model of solving the problem, translation of this model into a computer model using a high-level programming language.

Keywords: research activity, computer model, mathematical model, programming, training

Budkevich O. N., Fedorova M. A. Cultural-and-educational activity in multicultural educational institutions in Russia and abroad

Abstract. The paper analyses the problems and difficulties that teachers have in their cultural-and-educational activities in mixed ethnic children groups in Russia and abroad. Publications concerning the discussed topic are analyzed; most common problems arising during cultural-and-educational activities in educational institutions for children while working with multicultural groups are outlined. It is highlighted that the foreign view on the multicultural educational approach does not concern only ethnic groups, but other small types of social groups. For the theoretical description of the phenomena such terms as «social competence» and «multiculturalism» are used. In Soviet and modern Russian pedagogical theory scientists operate such concepts as «multicultural approach», «tolerance», and «ethno-tolerance». It is emphasized that the development of the socio-cultural competence of pre-school children should be based on their full-fledged mastery of the national characteristics of the host (in this case, Russian) national culture. To support theoretical conclusions, a survey, which helped to describe the problems more accurately that teachers face when organizing educational activities with multicultural children's groups, was conducted in the pre-school educational institution № 116 in Omsk.. The results of the analysis of the kindergarten educational activity practice, including the planning and implementation of the educational activity program of the pre-school educational institution № 116 in Omsk, taking into account the work in multicultural groups, are given. In particular, the program «Traditions, rituals, and songs in the life of the Russian people living in Western Siberia»

(compiled by A. N. Kon'shunova), adjusted in accordance with the Federal State Educational Standard, is being implemented, and a museum exhibition of Russian folk culture has been created.

Keywords: multicultural education, cultural-and-educational activity, multicultural group, social competence, national culture

Smirnov E. I., Abaturova V. S. Mathematical literacy as an effect of student's mastering of modern achievements in science

Аннотация. Эффективным направлением формирования математической грамотности школьников становится обучение математике на основе освоения обобщенных конструкторов сложного знания (например, современных достижений в науке) с весомым прикладным и математико-информационным потенциалом личностного развития. При этом ставится задача создать насыщенную информационно-образовательную среду обучения математике за счет изменения содержания образовательных программ в направлении возможности для обучающихся уровневого освоения обобщенных конструкторов сложного знания в контексте информационной поддержки (в том числе дистанционных сред), реализации симбиоза математического и компьютерного моделирования с эффектами формирования универсальных учебных действий и математической грамотности школьников.

Концептом наглядного моделирования математических объектов и процессов интеграции образовательных парадигм освоения сложного знания и формирования математической грамотности школьников выступают фундирование опыта личности и актуализация ядра универсальных учебных действий, проявляющихся в соответствующей когнитивной деятельности школьников. Авторами разработана технология формирования математической грамотности школьников (в том числе, в основной школе) на основе освоения математики сложного знания. Выявлены особенности феномена сложного знания в обучении математике и универсальные учебные действия, лежащие в основе освоения обобщенных конструкторов и формирования математической грамотности обучающихся. Построены фундирующие кластеры исследования и адаптации иерархий сложного разноуровневого знания, методов и средств в когнитивной деятельности школьников с опорой на дидактические правила и закономерности освоения математической деятельности на основе синергетического подхода. Образовательные практики показали высокую эффективность данной методики формирования математической грамотности школьников в процессе освоения современных достижений в науке. Такие дидактические решения и практики характеризуются способностью обеспечить в полной мере потребности каждого обучающегося в самообразовании и самоактуализации при освоении сложных знаниевых конструкторов и задают ценностный императив личностного развития, в том числе математической грамотности.

Ключевые слова: обучение математике сложного знания, симбиоз математического и компьютерного моделирования, практико-ориентированные задания, математическая грамотность школьников

Khamov G. G., Timofeeva L. N. Research objectives in teaching mathematics to students of pedagogical universities

Abstract. The development of society requires modern graduates to be ready for continuous self-education, updating their knowledge and skills, the ability to solve research problems and to scientific research. One of the most important goals of the implemented educational programs that meet the requirements of the federal state educational standards of higher education is the formation of research competencies. This is especially relevant for future teachers, as they will be able to apply the acquired skills in their future professional activities. The article actualizes the issue of using research problems in the study of mathematics as a forming means of research competencies, since in the process of solving them, all components of research activity are mastered. The content features of various mathematical disciplines make it possible to do this especially effectively. The article describes the method of using research problems in the study of the discipline «Algebra and number theory», which is one of the components of mathematical and professional pedagogical education. The listing of the material is presented by a detailed description of the study of indefinite equations solved by the method of searching the remainders of dividing an algebraic expression which is containing a variable by a certain number. It is presented how a change in some parameters of the problem leads to a change in the result. The solution of such an equation is already a full-fledged research task. In addition, experience has shown that a positive cognitive result is obtained by a method that allows, based on the analysis of ready-made solutions, learning how to construct new equations with predefined properties, which brings students to a new level of creative work. In conclusion, it is noted that, despite a number of objective difficulties associated with the low level of training of some students, the need for additional time expenditures, this is significant, not only from the point of view of forming the necessary research competencies, but also contributes to the activation of educational and cognitive activities, the motivation growth to study the discipline.

Keywords: research problem, research competencies, problem formulation methodology, number theory, indefinite equations, integers, division with remainder, division of algebraic expression, comparison

Ansimova N. P. Comparative analysis of deficits in formation of pedagogical values at different stages of professionalization

Abstract. The article is devoted to the analysis of the deficient development of pedagogical values of representatives of the pedagogical community who are at different levels of professionalization: students of pedagogical classes and pedagogical colleges, students and teachers of pedagogical universities, and the administration of educational institutions. The study used a questionnaire and a modified version of the Must-test. Values that have the last places in the ranking of all participants in the educational process have been identified. It was found out that values from all the identified groups fall into the deficit area: values — relationships, values — qualities, values — knowledge, values focused on the professional activities of the teacher, the educational environment and the child. For all categories of study participants, the most insignificant values turned out to be in the field of ensuring the effective development and education of students. Common values and values specific to different levels of professionalization were identified: for schoolchildren and students, information about the comfort and safety of the educational environment and a tolerant attitude to individual characteristics, as well as knowledge of the ways of targeting, planning and organizing their own independent activities turned out not to be important; teachers have the dominance of declared values over real ones, the ability to combine demanding and respect for the student, to create success situations for the student. Secondary school teachers do not consider it important to be able to motivate students and tolerate their originality. Higher school teachers do not place emphasis to modern types of professional activities (project, research and reflexive) and do not consider it important to involve students into them. Administrative staff of educational institutions pay little attention to cooperation with all participants in the educational process and actually deny the role of feedback in its organization.

Keywords: pedagogical values, professionalizing, pedagogical class, teacher training college, students of pedagogical higher education institutions, teachers, teachers of the higher school, administration of educational institutions, values relations, values of quality, value knowledge, child, educational environment, pedagogical activity

Yakovlev S. V. Reflection of the taxonomy of relationships between pedagogical theory and practice in the professional training of future teachers

Abstract. On the basis of the conducted historical-semantic and morphological analysis of the scientific concepts of modern pedagogy «method», «teaching techniques», «methodology», «technique» and «technology» their correlation is considered in the article, which allows us to expand the ideas about the relationship of pedagogical theory and pedagogical practice. The author proposes the idea of a taxonomic approach to establishing the structure and unity of the pedagogical theory and practice of organizing the educational process. The taxonomic units which pairwise establish the interrelation of the pedagogical theory and practical pedagogical activity at different levels of hierarchical co-subordination are revealed. These include: methodology — technology; method — technique; method — way of creative self-realization of a teacher in professional activity. It is shown how the theoretical scientific preparedness of an educator is reflected in the teacher's mastery at different stages of his development. The possibilities of taking into account the hierarchical structure of interrelationships of pedagogical theory and pedagogical practice in perfecting the content and structure of general pedagogical training of a future teacher, expressed in the State educational standards of higher professional education in pedagogical specialties are revealed. The taxonomic model of the curriculum of teacher training, taking into account its hierarchical structure and level interrelationships of theoretical and practical professional training of a future teacher is proposed.

The scientific conclusions of the article contributes to finding out the ways to solve some of the methodological issues of modern pedagogy associated with the problems of development of the scientific apparatus of modern pedagogy, as well as contributing to the solution of problems associated with the practical organization of teacher training.

The scientific article is addressed to scientific and practical workers of education, students of specialized secondary and higher educational institutions, all those interested in the modern problems of pedagogical science and educational practice.

Keywords: taxonomy, pedagogical technology, pedagogical technique, pedagogy methodology, teaching methods, upbringing method, way of teaching

Baiborodova L. V., Belkina V. V. Models of pre-professional pedagogical training of students

Abstract. Social and pedagogical training of students in modern conditions, in addition to solving professional problems in the context of continuing pedagogical education, is also of value and meaning for the development of society as a whole. Such effects are achieved due to the development of skills in constructive interaction and the use of cultural practices during pre-professional pedagogical training (PPT). Numerous psychological and pedagogical studies today are devoted to the study of various aspects of PPT — targeted, meaningful, effective, etc. At the same time, the subject of scientific discussions are approaches to highlighting training models and determining their

essence. The purpose of the article is to synthesize the ideas available in the theory and practice of education about models of pre-professional pedagogical training of students, to describe the general model, as well as to accumulate ideas about possible approaches to classifying models of organizing the process under study.

The orientation of students to the pedagogical profession can be carried out in various formats: the activities of psychological and pedagogical classes; support of individual educational projects of students; the work of associations of additional education for children, implemented, inter alia, on the basis of pedagogical universities and colleges; use of Internet resources and sites for virtual interaction during PPT. The article includes a meaningful description of the indicated models and their specifics in the context of the peculiarities of interaction between subjects of educational relations and pedagogical support of the process. Being aware of the variety of approaches to pre-professional training, the authors distinguish the following types of organization models: psychological and pedagogical classes, associations of additional education for children, virtual creative associations, individual educational projects.

Keywords: pre-professional pedagogical training, model, psychological and pedagogical class, network interaction, individual educational project

Makeeva S. G., Shutkina I. V. Building readiness to implement cross-curricular links in learning as a component of professional training

Abstract. The article raises the problem of improving professional training of future teachers in relation to their readiness to implement interdisciplinary links in teaching. The modern tendencies of education content integration require rethinking the pedagogical approaches accumulated in the historical experience of domestic education to implement interdisciplinary links in order to build an effective didactic system. The theoretical foundations of interdisciplinarity are discussed, and the main functions of interdisciplinary links and their types are described. The main difficulties in the practical implementation of the principle of interdisciplinary links in education, caused, on the one hand, by the persisting inconsistency in this regard of the content of subjects united into educational fields, are stated. On the other hand, the unresolved problem of effective implementation of interdisciplinary links is correlated with the unresponsive educational demands of higher education teacher training programmes. The results of the analysis of professional competencies included in their content are presented, and recommendations for additional indicators of future teachers' readiness to implement interdisciplinary links in school teaching are put forward. The problem under consideration is sharpened in connection with higher education in the framework of a two-profile bachelor degree, which requires both the coordination of logic in the construction of the educational process through mastering the disciplines of psycho-pedagogical, subject and methodological modules, and taking into account the specifics of school educational areas and the subjects that comprise them.

Keywords: integration of educational content, interdisciplinary links, higher education, professional competence

Gasanova R. R., Menshikov P. V., Arpentieva M. R. Organisation of psychological and pedagogical support of pedagogues in the process of mastering skills

Abstract. The purpose of the research is to analyze the directions and problems of psychological and pedagogical support of the personal trajectory of education in the additional education of teachers. The research method is a phenomenological theoretical analysis of the psychological and pedagogical support of the personal trajectory of education in modern additional education of teachers. The novelty of the research is associated with the development of the foundations of an integrative concept of additional education for Russian teachers, as well as an attempt to understand comprehensively the problems of additional education individualization for teachers in the context of various areas of his psychological and pedagogical support, aimed at increasing the success of the development, implementation and correction of individual educational trajectories of students. Research results. The directions and problems of psychological and pedagogical support of the processes of creation, implementation and correction of individual educational trajectories are highlighted. Work has been carried out to determine the specifics of the goals of professional and general education in the Soviet period and to change the professional, personal and interpersonal guidelines of students in post-Soviet education. Conclusions. It is concluded that it is necessary to develop an integrative concept of additional education for teachers, based on modern psychological and pedagogical data and concepts and including a system of psychological and pedagogical support for the creation, implementation and correction of individual educational trajectories of future teachers in the direction of their compliance with the needs and abilities of students and the needs and demands of that complex and dynamic reality that future teachers will face in their professional life. This reality makes special demands on the training of specialists with several professions and specializations related to each other by common technologies and goals.

Keywords: individual educational trajectories, individual educational route, additional education, teachers, students, psychological and pedagogical support

Arkadieva T. G., Vasilieva M. I., Vladimirova S. S., Fedotova N. S. «Case in case»: preparing foreign students for the preparation of cases in Russian as a foreign language

Abstract. The article presents the experience of using the case method in the professional pedagogical training of foreign students. The case method activates all types of speech activity in the lesson, and also develops professional pedagogical skills. The authors of the article have made educational materials for the preparation of foreign students of the pedagogical direction for the preparation of cases in Russian as a foreign language. The tasks of the case «How to compose a case in Russian as a foreign language» help foreign students to understand the technology of compiling a case (stages, content of the case, requirements for a case in Russian as a foreign language).

The case study on Russian as a foreign language has a description of problem situations from the socio-cultural practice of foreign students, and a system of teaching materials. The purpose of the assignments: mastering the lexical and grammatical minimum, the formation and development of skills to create an oral/written monologue/dialogical utterance, the use of the rules of dialogical communication and formulas of speech etiquette of the official and unofficial spheres of communication, teaching the conduct of a discussion on the topic of a problem situation, systematization of the skills of using the language in accordance with communicative conditions, etc. When compiling a case on Russian as a foreign language, one needs not only the principles of consistency, accessibility, interactivity, linguodidactic principles, consciously communicative orientation, complex mastery of all types of speech activity, but also the principles of organizing the speech interaction of the participants in the case, using the communicative potential of the language material, socio-cultural content case, motivation of the case participants. The preparation of foreign students of pedagogical directions for drawing up their own cases is an important condition for the formation of communicative and professional pedagogical competencies. Students get the opportunity to apply theoretical material in practice, learn how to work in a team, and improve critical thinking skills.

Keywords: interactive methods, case method, Russian as a foreign language, communicative competence, foreign students

Piskoppel A. A. «Chelovekoznanie» (Knowledge of Man) of B. G. Ananiev against the background of modern non-classical philosophical anthropology

Abstract. Chelovekoznanie of B. G. Ananiev, «a plan of XXI psychology», belongs to that area of knowledge which borders and even intersects philosophy. It is the area of «psychological anthropology», the area of attempts to come to wider definitions of its object, and these are older than the «scientific» psychology itself, that counts down from W. Wundt.

Traditionally it was philosophic anthropology that was concerned with the essence of «man and human society» and the idea of chelovekoznanie essentially presupposed the orientation to the content of philosophic-anthropological reflexion. As B. G. Ananiev relied only on the «dialectical materialistic teaching» as a branch of philosophic thought grown from the German classical philosophy the philosophic-anthropological basis of his intension inevitably remained limited and narrowed on the background of both historical and modern forms of the world philosophic thought. The modern significance of this «plan of XXI psychology» could not be valued without investigating it on this background.

The philosophic anthropology from the beginning of the XX century has lived through many transformations. First of all, there was a galactic explosion: it has broken into an infinite number of anthropologies — political, cultural, social, pedagogical, religious. This process does not come to an end. The differentiation of philosophic-anthropological knowledge continues in the form of different approaches of the non-classical anthropology.

The history of unsuccessful search of human nature and essence has shown that «the human is not given as nature but is made as project». Human projects are molded, constructed, created. They are «man-made», created by means of cultural practices.

The modern non-classical anthropology is interested in mass, socially significant trends, more than that, the trends which being followed do change radically the way of life of man, his identity. Being such «experiments on oneself» (trans-trends) which lead to leaving the historical scene by man and, which, in fact, are aimed at leaving the person from the historical scene and replacing him with a close but different creature.

Keywords: chelovekoznanie, development of psychology, complex science, philosophic anthropology, anthropological synthesis, human nature, artification, synergy, cultural practice, trend

Dyachkov A. A., Turchin A. S. Use of textual activity for the development of subjective cognitive activity of cadets of psychological specialty

Abstract. In obtaining higher education, young people demonstrate a lack of educational and academic content, which, however, can be changed in senior courses of study. The purpose of the article is to consider the system of conditions under which it is possible to form successfully the cognitive subjectivity of the personality of trainees — future officers-psychologists. The article examines the problem of compensation for skills as important for the initial stage of training at a military institute as working with text. It is noted that the insufficient formation of this skill as a component of the instrumental basis of educational and academic activity can negatively affect the primary professional self-determination of cadets who have chosen the profession of a military psychologist. Educational

and academic activity develops provided that students are given the freedom to choose means of cognition and encourage non-institutional (suprasituative) cognitive activity, however, the existing system of organizing school educational work does not fully contribute to such enrichment of the instrumental basis of educational activity. In the psychological structure of the activity, educational actions are determined by the corresponding goal, that is, the action must be completed by a verifiable result. All actions can not only be controlled by the subject, but must be formed in such a way as to be performed «immediately correctly» when solving typical educational tasks. The authors are presented with the learning process as a system of components beginning with its specific, that is, meaningful motivation, which implies the preservation and maintenance of a stable positive motivational attitude both to the educational discipline itself and to the process of its teaching. The formation of textual activity has a positive impact on the process of compensating for the lack of mastery of educational activities. The peculiarities of the influence of mastering the work with educational and scientific texts on the cognitive orientation of the personality of the trainees were revealed.

Keywords: educational activity, educational and academic activity, professionalization, ability to work with text, cognitive orientation of the individual, training activities

Tolochek V. A. Historical forms of human activity as an object and subject research. Part 2

Abstract. The second article (part 2) discusses several groups of issues: possible prospects for the evolution of human activity; metamorphoses of their changes as an object and subject of research, etc. It is stated: in the processes of evolution, various forms of social phenomena are generated, develop and function for a long time, few of them are stable; historically, the evolutionary processes of changes in different fragments of social reality are accelerating. In different types of human activity (labor, sports, military, scientific, etc.), both similar and specific features accumulated, which «crystallize» in a few stable forms, are reproduced and repeated in the evolution of other forms and types of activity. The «invariants» of the components in the forms of the historical stages in the evolution of activity types can persist for a long time and subsequently evolve as the basis of the emerging new forms of activity.

Due to the accelerating rate of change in the activities of people, the issues of determining the object and subject of individual private research works (R&D) become permanently topical. The object of individual specific R&D should not be the «activity» of a person; the actual object should be a wider range of phenomena, which we have called the «sphere of activity» — a set of conditions, including both the «labour object», «subject of labor», «means of labor», goals, results, processes that determine the direct actual activity of people, and much preceding it and following it. The set of conditions that determine and accompany a person's labor activity, at the same time, requires the introduction of restrictions on the subject of research, which should be a «situation» reflecting the manifestation (manifestation «here and now») of the sides under study, aspects of the *object* at the present stage of its development, consistent with the tasks of research and development and available methodological and methodical means. If we take as a basis the provisions on the need for the formation of integrative communicative psychology (V. A. Mazilov), in which the subject of psychology is understood broadly as «the inner world of a person», then we must admit that the subject of individual research projects should be only some leading, key «parts» of the «inner world of man», actualized by specific activities.

Keywords: object, subject, situation, evolution, forms of labor activity (labor, work, craft, professional activity), professional formation of the subject

Belugina M. A. Psychological characteristics of substitute families' living strategies

Abstract. This article presents a comparative analysis of the psychological personality characteristics of foster families and families without foster children.

The article specifically focuses on foster family concept and consistently describes various forms of adopting children. While formulating the leading motives for adopting children and the main challenges of foster parents, the article also presents some methods of working with foster families in order to increase their willingness to adopt a child as well as facilitate mutual adaptation of parents and children. The concepts of life strategy, life satisfaction, and its fulfilment are also reviewed.

The analysis in the article covers the structure of foster parents' life strategies, including the vision of the future by the studied parental groups, the specifics of constructing a time perspective, a system of meaningful life orientations of the personality, and also establishes some psychological properties of the personality that determine the conscious life strategy construction. Special focus is placed on the differences in the development of the structural components of personality self-regulation, its reflection ability.

The study uses the following psychodiagnostics techniques: questionnaire by V. Morosanova «The style of self-regulation of behavior-SSRB», the test «Life satisfaction index A» (LSIA), adaptation by N. V. Panina, test «Life-meaning orientations» (methodology of LSS) D.A. Leontiev, estimation of five-year intervals (A. A. Kronik's method).

The formulated conclusions allow us to systemize the specifics of foster families in terms of their personal organization and can be used in consultative work with them.

Keywords: living strategy, foster family, time perspective, satisfaction with life, life fulfilment, purpose-of-life orientations, evaluation of five-year intervals

Tsybalyuk A. E. The psychological content of a career from the standpoint of a systemogenetic approach

Abstract. This theoretical article examines the structure of the concept «career». The relevance of this issue is associated with a number of reasons: the emergence of various studies on this issue, insufficient methodological study of research, and the need for sound psychological support for a professional's career. The purpose of the article is to present the psychological content of the concept of career from the standpoint of the systemogenetic approach. Two career considerations stand out: external and internal. Externally, a career appears as a career path, expressed in the form of career-related events, changes in status and professional roles. Internal psychological career plan defined as a process and as a result. As a career process as a general theoretical construct that allows us to analyze this phenomenon. Career functional blocks are also highlighted in the article: career motives, career goals, career plans, career decision-making, career information basis, performance assessment, career important qualities. As a result, in the internal plan, the career appears in the form of a mental phenomenon, which can be designated as «The mental representation of a career». From a psychological point of view, career is a conscious mental activity of a subject, which encourages, directs, implements and regulates the process of a person's professional life. Professional activity is understood as all processes associated with the functioning, formation, development of a person as a professional. Based on the structure and functional blocks, the designated functions that the career is fulfilling: incentive function; function of goal-setting (guiding function); planning function; evaluative function; regulatory function; predictive function.

Keywords: career, systemogenetic approach, career structure, career motivation, career goal, career plan

Korneeva E. N., Shvetsova S. V. Dynamics of satisfaction with the education of high school students

Abstract. The article considers the results of assessing the satisfaction with the education of high school students. The authors interpret the satisfaction of senior schoolchildren as an emotional and evaluative attitude of them, as subjects of education, to its conditions, process and results. Satisfaction with education is considered as a subjective indicator of the quality of education, its conditions, process and results, and a regulator of students' interaction with other participants in the educational process. Satisfaction as an indicator allows you to evaluate or measure different components of the educational process and educational interaction, identify bottlenecks in them, and offer a number of recommendations aimed at leveling and eliminating them. As a regulator, satisfaction with education allows you to influence the behavior scenarios of participants in the educational process. Satisfaction with education is a necessary condition and component of the psychological security of the educational environment, which affects the formation of the personality and individuality of schoolchildren.

The article presents the results of a general assessment of the satisfaction of students in 8-11 grades and a factor analysis of indicators of satisfaction with education. It was found that the overall satisfaction with the education of high school students is moderate and increases from the 8th to the 11th grade. The most important factors of satisfaction with the education of high school students are the help from school employees in self-realization and professional self-determination of students, satisfaction with the process and content of communication (interaction) of participants in the educational process and satisfaction with knowledge in various subjects studied at school. A comparative analysis of the satisfaction with education of students in 8-11 grades showed the presence of significant differences in the quantitative indicators of satisfaction factors, the structure of its indicators. The psychological analysis of the causes of the revealed patterns in the dynamics of satisfaction with the education of students in the parallels of 8-11 grades is carried out. The age dynamics of the needs of students is the most important of them, which is realized in the educational space of the school.

Keywords: satisfaction with education, satisfaction dynamics, satisfaction factors, students' needs, self-realization, pedagogical communication, knowledge, high school students

Guzhva I. V. Partnership «teacher — student» in the educational space of a modern university

Abstract. This article presents the results of the empirical study on the formation of partnerships in the teacher-student dyad.

A broad review of literary sources on the issues under consideration has been carried out. The features of pedagogical communication in the conditions of modern higher education have been studied. It is concluded that at present there is a tendency to democratize relations in the teacher-student system, their transition to a new level of partnership and cooperation. The problem includes the question of the readiness of the teachers themselves for this format of interaction with students.

The study included the use of a questionnaire specially developed by the author, the use of which made it possible to identify the most significant indicators characterizing the optimal relationship between the teacher and students, as well as criteria that are markers of non-developed relationships. The main conditions were noted, which, in the opinion of teachers, favorably influence the formation of teacher-student relationship.

Along with this, the main professional and personal qualities of a teacher were identified, which are important in establishing favorable relationships with students and, conversely, hindering them. Shown are the personal qualities of students that contribute or, conversely, hinder the development of these relations.

The results of this study can find further practical application in pedagogy, in educational and social psychology, and are also necessary for the psychological and pedagogical improvement of the educational process in higher education.

Keywords: higher education, educational space, pedagogical interaction, pedagogical communication, teacher-student system, partnerships

Veraksa A. N., Gavrilova M. N., Chursina A. V., Fominykh A. Ya. Assessment of the experience of introducing ICT into the educational practice of preschool teachers

Abstract. The ICT implementation into the practice of kindergarten teachers reflects the modern realities of education digitalization. This article describes the results of a preliminary study of the experience of preschool teachers in introducing digital technologies into their daily practice of working with children. The purpose of our study was to identify patterns of tasks that teachers solve with the help of ICTs, as well as their attitudes regarding the use of digital technologies in work with preschool children. The study involved 458 preschool educators from public kindergartens in Russia, all of them were women from various regions of the country. The level of professional experience of teachers also varied, from 0,5 to 51 years ($M = 13,45$, $SD = 11,29$). The main research tool was the questionnaire from the work of Otterborn et al. (2019), which assesses the patterns of ICT implementation in the practice of preschool education. In particular, the questions related to electronic devices, programs and applications that educators use in working with children, the advantages and disadvantages of using digital technologies in working with children, the experience of successful and unusual tasks that teachers have solved together with children using electronic devices, programs or applications. Among the study participants, different patterns of ICT implementation in the classroom were identified. In addition, respondents note many positive characteristics of such pedagogical practices regarding the presentation of material and group dynamics, as well as additional forms of children's development; at the same time, educators also note risk factors for the physical health and psyche of children when using digital technologies. Thus, as in previous works, a heterogeneous attitude and experience of preschool teachers in the use of ICT in the educational process were revealed.

Keywords: preschool educators, education digitalisation, ICT in preschool education

Nikolsky S. A. The «revolutionary dream» concept in Andrey Platonov's philosophical prose

Abstract. The «revolutionary dream» concept is central in the philosophical prose of Andrei Platonov. This concept had a solid foundation — the belief in omnipotence of the «only correct» doctrine of Karl Marx and the recent experience of victory in the Civil war. The components of the «revolutionary dream» — unrestrained imagination and irrepressible fanaticism — were essential characteristics of the mentality and practical activity of revolutionary young men, to whom Platonov belonged himself in the twenties. However, unlike others, Platonov was not just one of the creators of a new society, but also a reflective witness seeing the genesis of Bolshevism as an unprecedented in history artificially constructed political and socio-economic system. 1917 was the beginning of the Soviet way of life. By 1937-1938 its formation was finished with the Collectivization completion, total defeat of all oppositions and the peak of repressions. It was during this period that the Marxism that came to Russia from Europe was completely transformed into Marxism of the Leninism and Stalinism type. The way Platonov considers the «revolutionary dream» concept is demonstrated both on the material of his early stories and later large texts — stories and novels «Sea of Youth», «The Foundation Pit», «Chevengur».

Keywords: revolution, concept, man, fantasy, imagination, fanaticism, literature, philosophy, history

Indrikova A. A. On possibilities of the anthropocosmic paradigm in the text research

Abstract. The author is attempting to comprehend the cultural-evolutionary role of textual activity in the process of anthropo-socio-genesis; and to understand the place of the text in the global evolutionary-constructivist / anthropocosmic paradigm «text — culture — Universe». The signs of the «anthropocosmic turn» in modern science and textual are revealed, which is linked with comprehending the laws of Universal similarity / «world-likeness» (M. M. Bakhtin) and the search for the anthropocosmic origins of human activity, primarily textual.

The theoretical and methodological foundations of the anthropocosmistic study of the text are revealed. Anthropocosmism actualizes the highest cultural ontologies of textual activity and creates an adequate metasystem methodological support on the deep ethical foundations of its criterion-categorical complex.

The theoretical and methodological foundations of the anthropocosmic study of language, culture and text are revealed. An attempt is made to carry out a metatheoretical synthesis of the scientific heritage of the thinkers of the Russian school of philosophy of the XX-XXI centuries. S. S. Averintsev, O. S. Anisimov, M. M. Bakhtin, V. I. Vernadsky, L. N. Gumilyov, D. S. Likhachev, A. F. Losev, Yu. M. Lotman, N. N. Moiseev, P. A. Florensky, N. G. Kholodny, A. K. Chizhevsky. The latest developments of modern scientists in the natural sciences and humanities are analyzed, proving the «world-likeness» of the language and its involvement in genetic-cultural co-

evolution (in cultural concepts called cumulative cultural evolution, in the concepts of Russian cosmism called «ascending evolution»). The author takes the first steps towards the development of an actual anthropocosmic methodology for the text analysis, synthesizing traditional approaches and the latest scientific data on the unity of anthropic and cosmic principles in the Universe. The evolutionary-constructivist possibilities of anthropocosmism as a paradigm for the study of the highest cultural ontology of textual activity are actualized. The basis of metasystemic methodological support of text research is being created on the deep ethical foundations of the anthropocosmic criterial-categorical complex, which meets the requirements of modern culture and the humanistic demand of mankind at the current stage of anthroposocial genesis.

The socio-evolutionary role of language, the laws of its «worldlikeness» (universal unity) are disclosed through the unity of the anthropic and cosmic principles. The ability to detect in the text a «linguized» cultural cosmologos — textual linguaculture — is the essence of the anthropocosmic study of the text. The methodology of «detecting» in the text its culturally significant experience and the technology of defining the evolutionary-constructive potential of the text, i. e. the ability to take a look at the text through the prism of textual linguoculture allows one to see in the text the «higher spirit of the language», the cultural «cosmos», embodied in the form of a text in order to transfer evolutionary cultural experience.

Keywords: text, textual activity, textual linguoculture, anthropocosmic turn, evolutionary-constructivist approach, structural unity, laws of similarity in the Universe, «worldlikeness»

Radaeva E. A. Carnavalization of scientific theories, or expressionism in a modern arts circle

Abstract. This article examines the interaction of the traditions of expressionism as a cultural direction and method with the existing today (at least declared by many authors) other areas: magical realism (here — post-expressionism), postmodernism, postpostmodernism, metamodernism. The material for the study was mainly fiction (the work of modern Austrian authors — E. Jelinek, P. Handke), the issue of modern modification of images created by expressionism in cinema is also touched upon. Using the historical and cultural method of research, the author of the article comes to the conclusion that expressionist aesthetics, if it does not organically flow into the above-named phenomena, assimilating with them, then does not contradict them and is not their antinomy. This circumstance is due to both the historically complex nature of expressionism, its versatility and multifunctionality, and the absence in science today of a unified view of trends and trends in modern culture, their definition, differentiation and classification, the absence of a serious theoretical base under the supposedly existing directions (metamodernism, proclaimed in collective works edited by R. van den Acker) and even on the fate of postmodernism, existing contradictions in the interpretation of the differences between modernity and postmodernity, irony and postirony. Sometimes the numerous coexistence of «-isms» in the modern cultural space resembles Bakhtin's carnival mixing of ranks (comparison paradigms), which served as the basis for the title of this work. However, the task of the research in this work was to trace the line of succession, to find points of contact between the old and the new, regardless of the variety of theories of this «new».

Keywords: expressionism, postmodernism, postpostmodernism, magical realism, metamodernism, modern concepts of art

Saraeva E. L. Evenings in St. Petersburg living rooms at the end of Catherine II's era as a form of interpersonal communication

Abstract. The article analyzes the culture of communication of nobles at evenings in the capital's living rooms of Russian nobles at the end of the era of Catherine II, when a subculture of educated representatives of high society was already formed under the influence of the ideas of the Enlightenment. The purpose of the study is to identify the culture of St. Petersburg aristocrats of the late XVIII century, the features of which were manifested in their daily interaction. The tasks of the study are to study the degree of popularity of evenings in the living rooms of nobles, Catherine II's perception of the opinions of nobles, the style of nobles' behavior, the subject of their conversations, a combination of innovations and traditions in leisure life, and in determining the attitude of Petersburgers to foreigners. The sources of the study are the memoirs of foreign and Russian contemporaries: Polish aristocrat A. Czartoryski, French artist E. Vige-Lebren, Anglicans Martha and Catherine Wilmot, Russian journalist F. V. Bulgarin, notes by Catherine II. The methodological basis of the work is the concept of a new cultural history, which involves the study of the person in the context of the social environment, its value guidelines, life attitudes, and norms of communication. In historical literature, the leisure of the capital's nobles is studied, but the features of their interpersonal communication in the evenings in the living rooms of the end of the era of Catherine II are not sufficiently analyzed.

As a result of the study, the following conclusions were made: metropolitan aristocrats showed great interest in interaction, evenings in the living rooms performed a communicative function, stimulated the study of European literature and art, languages, and contributed to the development of polemic skills. The culture of Russian nobles of the end of the era of Catherine II in work is characterized as «Russian European», combining knowledge of French literature, art and the properties of the Russian mentality: generosity, hospitality, respect for the monarchy, perception of serfdom as the natural state of peasants. The nobles spent evenings in the living rooms of

contemporaries explained their desire for communication, which satisfied their needs of social, spiritual and entertaining nature.

Keywords: Catherine II, A. Czartoryski, Catherine nobles, salons, nobility culture, cultural identity, culture of communication, Marta and Catherine Wilmot, F. V. Bulgarin, E. Vige-Lebren, E. R. Dashkova, Age of Enlightenment, «Russian European»

Kolganova N. F. Tragedy and farce: about the Russian collectivization of the 1930s and the de-collectivization of the 1990s of the XX century

Abstract. The article analyzes two historically important processes of radical restructuring of the agrarian sphere in Russia in the XX century: the stalinist collectivization of 1928-1937 (the creation of collective farms and state farms) and de-collectivization in the first half of the 90s. Greater attention is paid to the consideration of the main contours and ideas of the real tragedy of the peasantry — the collectivization of the Russian village. A special role in this process was played by domestic cinematography of the 30s, which began to introduce into the mass consciousness the idea of the goals and tasks of collectivization, and above all — about the supposedly real, and in fact existing only as a project, industrialization of the village, which would help quickly to approach the utopian future — the construction of the «USSR world». Decollectivization of the 90s appears as a historical farce, because, in fact, there was nothing significantly new in the reforms of the agrarian sector led by B. N. Yeltsin.

The article shows that the both events (collectivization and de-collectivization) were initiated from above without taking into account the readiness of rural residents for change and were violent in nature: there was a tragic «fundamental turning point» not only in the type of management, but also in the life and psychological warehouse of millions of peasants. The analysis of the processes and results of collectivization and decollectivization is given through the prism of works of fiction and cinema. It is concluded that the philosophical and artistic understanding of the tragedy of the peasantry during the period of stalinist collectivization, covered thanks to the publications in the second half of the 80s of the previously banned Soviet classics, the rise of domestic agrarian history and sociology, which began during the period of perestroika, did not save the new reformers of the village from the tragic mistakes of the past.

Keywords: collectivization, de-collectivization, the USSR, agrarian policy, the peasantry, philosophy, literature, propaganda

Sobakina A. A. Female political activity as a result of spreading feminism ideas and the modernization of Russian provincial culture at the beginning of the XX century (based on the materials of Vologda newspapers)

Abstract. The article considers the cultural problems of genesis and the spread of feminist sentiments in the Russian province of the early XX century in the context of women's participation in the political life of the Russian Empire. The emancipation of women is one of the most revealing processes within which there is a struggle between conservative and modernist values of social consciousness, which determine the spiritual content of the both that era and modern times. The culmination period for the women's movement for equality was the revolutionary time of the late XIX — early XX centuries, when women in Russia managed to achieve impressive results in this direction. This was due to several reasons. Firstly, the socio-cultural modernization of the turn of the XIX-XX centuries invaded for a long time the ideas of people about the role and purpose of women, as well as about relations between the sexes, which seemed immutable and inviolable, that is, it affected the so-called «gender sphere», which gave a new impetus to the ideology and movement of feminism. Secondly, in Russia, where there was always a special interest of society in the «female» topic, the history of the development of this phenomenon had its own features, and in some respects the emancipation process was even ahead of the European one. Thirdly, the historical connection of Russian feminism with the revolutionary liberation movement and the prevailing pre-revolutionary situation in the country played a large role in this, and therefore the socio-political aspect of female activity in Russia at the beginning of the twentieth century is of particular interest. At the same time, not only the events and processes themselves with the participation of women are important and significant, but also the perception and assessments of them by modern people, given in the article on the example of the analysis of Vologda newspaper publications of the early Modernism period. For the first time, articles from the newspapers «Vologodsky Listok», «Russky Sever» and «Severnaya Zemlya» were introduced into scientific circulation.

Keywords: gender, feminism, emancipation, women's issue in Russia, women's political activity, Russian provincial journalism of the beginning of the XX century, right-conservative and left-liberal press, Vologda text of culture, Russian revolution, terror

Tirakhova V. A. Understanding of totalitarian culture in 1980-1990-s national cinema

Abstract. The article is devoted to identifying the main trends in understanding totalitarian culture in national cinema during the collapse of the USSR. The relevance of the study is due to an appeal to one of the most controversial periods of the Soviet culture — 1930-1940, which is still ambiguously evaluated in scientific research. The relevance of the study is also associated with an appeal to the equally controversial period of the collapse of the USSR, which is characterized by a crisis in worldview, a reassessment of historical events and characters of the

Soviet culture. As the empirical material, landmark films of the 1980-1990s are presented, which represent certain stages and vectors of rethinking the culture of totalitarianism: «Repentance» by T. Abuladze and «Burnt by the Sun» by N. Mikhalkov. The author of the article proposes a comprehensive cultural methodology for analyzing the subject of the study: within the framework of the semiotic paradigm of the study, the binary opposition «power/people» was built and analyzed, and the construction of ternary oppositions was also considered. The study updated the mechanisms for the formation of cultural memory, namely post-memory and counter-memory, which allow us to analyze the evolution and transformation in understanding totalitarian culture in national cinema.

The article presents a multidimensional analysis, including an appeal to the plot, character system and symbolism of films, which allows you to consider the tendencies of understanding totalitarian culture proposed by the directors, as well as note the features of the culture of the collapse of the USSR. During the analysis, the author concludes that in domestic cinema of the 1980s-1990s understanding of totalitarian culture takes place in the process of building binary and then ternary oppositions. The binary opposition «power/people» remains unchanged, and the ternary opposition is represented by various components: in the film «Repentance» the opposition «power/people/creative personality» appears, thanks to which the system of values of totalitarian culture is reassessed. In the movie «Burnt by the Sun», the opposition «power/intelligentsia/people» is formed, which turns out to be imaginary, the opposition «power/enemy of the people/people» is transformed, which emphasizes relativity and ambivalence of the images of the hero and enemy in the culture of totalitarianism.

Keywords: Soviet culture, national cinema, totalitarianism, binary and ternary oppositions, cultural memory, post-memory, counter-memory