

Gruzdev M. V., Novikov M. V. K. D. Ushinsky's date of birth: completion of discussion

Abstract. The problem associated with determining the exact date of birth of great Russian teacher Konstantin Dmitrievich Ushinsky is being considered. There is a contradiction in the available documentary sources, which became the basis for the appearance of different versions, there are two main ones for 2021 — February 19, 1823 and February 19, 1824. It is noted that the basis of the version of 1824 was the memoirs of Ushinsky himself, his close friends M. K. Chaly and Yu. S. Rekhnevsky, as well as his first biographers. The unreliability of memories as a historical source is emphasized, in support of the memoirs of Chaly, from which one can conclude both about 1823 and about 1824. The reasoning of the Soviet adherents of version 1824 is considered, based on the authors' assumptions about deception by the parents of K. D. Ushinsky of the Tula Spiritual Consistory to obtain a birth certificate, making son Konstantin a year elder than the true age, with the aim of earlier enrollment in the gymnasium. Documents of the State Archive of the Tula Region related to the issue of identifying the Tula Spiritual Consistory of witness and documentary evidence of the birth and baptising Konstantin on February 19, 1823 in Tula are analyzed. It is emphasized that the testimony of witnesses is supported by irrefutable documentary evidence — a formal list for the service of Father D. G. Ushinsky, issued by the office of the Minister of Finance of the Russian Empire. The role of ascetics — teachers of Yaroslavl State Pedagogical University named after K. D. Ushinsky and Tula State Pedagogical University named after L. N. Tolstoy in substantiating and promoting the version of 1823 is considered. The decisive role of the President of the Russian Federation V. V. Putin in the final recognition of 1823 the year of K. D. Ushinsky birth is emphasized.

Keywords: Konstantin Dmitrievich Ushinsky, parents, date of birth, discussion, memories, documents

Chernyavskaya A. P., Shipkova E. N., Egorova P. A. Professional self-determination of students with disabilities

Abstract. The article presents the results of the development and implementation of effective practices aimed at assisting professional self-determination of disabled children with and children with physical condition (PC) in the continuing education system. The effectiveness of this work in the conditions of distance learning is shown. The professional self-determination of students with PC is complicated by a number of conditions, both related to health restrictions available to the student and a limited range of possible professions. Making a choice that meets the desires and opportunities of such a student is very important, since this ensures his independence and full life in the future. The article analyses the conditions of professional self-determination of children who are unable to attend educational institutions systematically and stay there or at home; the need and possibility of providing them with assistance in a distance school are justified. The results of diagnosis of parental position on vocational guidance of a disabled child and results of questionnaire of students are presented. An additional general-education program developed for children with disabilities and children with physical condition of 8-9 classes is described in order to update the process of professional self-determination of children with disabilities and children with PC, prepare them for making informed professional choices taking into account the individual characteristics and capabilities of students, implemented as part of distance learning in the context of continuing education.

Keywords: professional self-determination, career guidance, training of children with disability, children with physical condition, distance learning, continuous education

Ivanov I. V. Model of organization of socio-cultural youth adventure practices

Abstract. The article presents theoretical materials devoted to the urgent problem of socio-cultural adventure practices and their educational effectiveness in relation to the modern student. The modern student is not like the student of past decades, and innovative educational methods are required to work with him. One of these methods can be the social and cultural practice of youth adventure. The purpose of the described research is development of a model for the creation and use of socio-cultural practices of youth adventures as a means of educating a student's personality on the example of a campaign. The practice of youth adventure has a number of pedagogically useful features that allow it to have a complex educational impact on the student. Creating a descriptive model of the sociocultural practice of youth adventures in the form of a hike, we rely on certain pedagogical approaches and principles, as well as on the theory of collective creative activity of I. P. Ivanov. The advantages of the hike, in the ability to synthesize physical and intellectual activity, together with the vast possibilities of cognizing the environment, turn out to be a decisive factor for us in choosing the form of social and cultural practice of youth adventure. The hike becomes the basis for the introduction of a role element that allows students to distribute the process of cognition of the world around them to specific sciences, which will allow to collect more information in aggregate and more effectively immerse students in the matter of different (interesting to them) sciences. At the end of the trip, the knowledge gained is exchanged, which helps to improve relations within the team and stimulates students' interest in various sciences. Since the hike is conducted in the home area for the students, the practice also fosters a sense of patriotism.

Keywords: student upbringing, educational journey, student upbringing, role play

Mishina A. P., Berezova N. A., Katsenko Y. E., Karenin A. A., Cherkashina V. V. Collaborative space in the development of the potential self-determination of students in a pedagogical university

Аннотация. В статье конкретизируется понятие коллаборативного пространства, которое рассматривается как информационное пространство, предполагающее дистанционное обучение, разноплановое взаимодействие субъектов образовательных отношений по двум линиям: *преподаватели — студенты* и *вуз — школа*. Коллаборативное пространство рассматривается как разнородное взаимодействие педагогического вуза и других образовательных организаций в едином цифровом образовательном пространстве. Представлен региональный проект создания коллаборативного пространства по реализации дополнительных общеразвивающих программ и организации непрерывного образования педагогических работников. Раскрыта роль коллаборативного пространства в непрерывном образовании. Особое внимание уделяется проблеме профессионального самоопределения и развитию потенциала самоопределения с позиции профессии педагога. На основе анализа литературы определено, что потенциал самоопределения связан с формированием профессиональной направленности личности, выбором профессии, с трудовой деятельностью и заключается в умении ставить адекватные цели и принимать взвешенные решения в ситуации неопределенности. Рассматриваются IT-волонтерство студентов в дистанционном обучении, тьюторское сопровождение в период педагогической практики. Выделены результаты и эффекты тьюторской стажировки как для тьюторанта, так и для тьютора. Тьюторская стажировка и IT-волонтерство позволяют студентам применять полученные при обучении знания и опыт в профессиональной деятельности, осваивать новые технологии, моделировать варианты их включения в учебный процесс. Исследуется влияние волонтерства и тьюторства на потенциал самоопределения к педагогической профессии. Представлены результаты первичной диагностики, демонстрирующие повышение потенциала самоопределения и интереса к осуществлению профессиональной педагогической деятельности.

Ключевые слова: профессиональное самоопределение, потенциал самоопределения, коллаборативное пространство, информационное пространство, дистанционное обучение, тьюторское сопровождение, IT-волонтерство

In this article, the authors made an attempt to identify the specifics of attitudes towards bullying, its perception among school teachers who have experienced bullying in the past, namely, during schooling. The increasing spread of bullying in the educational environment is also associated with the inability, unwillingness of teachers to cope with this problem. The authors, drawing attention to this context, suggested that the degree of concretization of ideas, differentiation of bullying signs, understanding of the ways of constructive solution of the accompanying problems among teachers is associated with the personal experience of living in a bullying situation in the past: with the role position (aggressor / victim) and the type of bullying, with whom he met. The study used the «Smob» method (H. Kasper, 2010) to identify the type of bullying that teachers faced in personal childhood history and a semi-structured interview to determine the role position in which the person was at the time of the bullying situation in the personal history and attitudes towards this phenomenon in the present. The study involved 40 teachers ($M = 48.8$ years, $SD = 18.3$) with experience of living in a bullying situation in the past as a victim or aggressor. As a result, the authors come to the conclusion that the position of the victim, as more traumatic, often associated with a situation of systematic, repeated bullying — type I bullying, causes difficulties in differentiating the phenomenon in the present, leads to its ignoring, fear of collision in professional activity, does not allow the teacher to adequately and respond effectively if it occurs due to the fact that he does not believe in his own strength. The position of the aggressor, more often associated with type II bullying in the case of teachers — «a separate event», less traumatic for their personality, is practically not accompanied by cognitive distortions in the notion of bullying in the present. They understand the need to prevent such situations in a child's environment, they believe in the possibility of timely forecasting and prevention.

Keywords: bullying, experience, personal history, professional activity of a teacher

Krylova A. A., Krylova N. G., Tikhomirova E. V. The experience of bullying in the teacher's personal history

In this article, the authors made an attempt to identify the specifics of attitudes towards bullying, its perception among school teachers who have experienced bullying in the past, namely, during schooling. The increasing spread of bullying in the educational environment is also associated with the inability, unwillingness of teachers to cope with this problem. The authors, drawing attention to this context, suggested that the degree of concretization of ideas, differentiation of bullying signs, understanding of the ways of constructive solution of the accompanying problems among teachers is associated with the personal experience of living in a bullying situation in the past: with the role position (aggressor / victim) and the type of bullying, with whom he met. The study used the «Smob» method (H. Kasper, 2010) to identify the type of bullying that teachers faced in personal childhood history and a semi-structured interview to determine the role position in which the person was at the time of the bullying situation in the personal history and attitudes towards this phenomenon in the present. The study involved 40 teachers ($M = 48.8$ years, $SD = 18.3$) with experience of living in a bullying situation in the past as a victim or aggressor. As a result, the authors come to the conclusion that the position of the victim, as more traumatic, often associated with a

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Keywords: bullying, experience, personal history, professional activity of a teacher

Shaporov A. M. Forecasting the risk of expulsion from the university as a result of academic failure of the student

Abstract. The issues of overcoming academic failure and, as its result, the risk that the student will not finish his education are relevant. In this article, the author proceeds from the assumption that academic success, especially in higher education, is influenced by several groups of factors, the identification and timely monitoring of which will be the basis for the development or correction of an individual learning route that contributes to academic success and prevents the risk of student expulsion. In the process of theoretical and empirical longitudinal research, which lasted for six years, four groups of academic success factors were identified in a sample of 579 medical university students (from the moment of admission to the university to its graduation): — external unmodifiable (regulated conditions of education), -external modifiable (organization of education at the university), — internal unmodifiable internal modifiable. A discriminant function was constructed for deduction after the first year of medical school, in which the indicators of maladaptation influenced the deduction as a key factor. The sensitivity of the formula turned out to be good, more than 75 %. Adding to the decision-making algorithm information about the grades obtained from the results of training for the first semester, allowed using the construction of a decision tree to improve the overall accuracy of the forecast to 94,6 %. As the Decision Tree shows, the main indicator of deduction is the average grade for the completed semesters, then, if it is high, then the average score for the completed semesters and the total score for admission. Monitoring of the proposed factors of academic success makes it possible to predict the risk of failure among students and provide them with timely assistance so that they continue their studies.

Keywords: academic success, training, factors of academic success, diagnostics, adaptation, decision tree

Ye Yanhua Teaching history in Chinese universities: the need for reform

Abstract. The article presents a critical analysis of the existing situation related to teaching history in Chinese universities. It is noted that according to the curriculum, most of the academic time is allocated to theoretical courses. The main way of transferring knowledge is a traditional lecture passively perceived by students. There are no interactive forms of classroom organization. Little attention is paid to the development of students' self-learning skills, independent search for the necessary information and creative attitude to the educational process. The existing examination system, based on written examinations and dentistry in preparation for them, does not contribute to the disclosure of students' abilities for generalization, classification, reflection and comparison of historical facts. Students are content with the facts presented in the textbooks, they have little interest in the latest achievements of historical science. In the final choice of profession, graduates of historical faculties rarely work in their specialty, preferring other areas of activity. The article presents the author's proposals for reforming the system of historical education in Chinese universities. There is a need for a serious adjustment of the current curriculum, reorientation of it from exams as a means of monitoring the assimilation of knowledge to the development of students' creative abilities. History teachers are encouraged to move away from traditional lectures and to make greater use of interactive teaching methods.

It was concluded that it is necessary for each university history teacher to speak a foreign language, which should not only increase the professional competence of the teacher himself, but also seriously affect the inclusion of students in foreign historical science. It is noted the need to develop the creative skills of students, cultivate an innovative spirit, mobilize enthusiasm and initiative of students, develop the ability to identify problems, ask questions and solve them. It is emphasized that a modern history teacher should not only have solid professional skills, but also have good methodological training, skills of extracurricular communication with students. It is emphasized that closed, non-communicative history teachers are not able to educate creative, competitive students.

Keywords: PRC, higher education, history, teaching reform

Zemzereva V. I. The value aspect of formation of the speech culture of the future teacher of Russian language and literature

Abstract. The article discusses the issues of the formation of moral values of the personality of the future teacher, who, in the process of teaching the Russian language and literature in his students, will have to educate spirituality and preserve the spiritual culture of our country, instill love and respect for its values and national traditions. It is

presented how the content of university education can be used to work aimed at the formation of value orientations among philology students — future teachers of the Russian language and literature. It is proposed to consider the possession of speech culture as one of the main value characteristics of the language personality of the future teacher.

The most important directions of the development of the communicative culture of the future philologist specialist are noted, related to the deepening and improvement of language knowledge, skills and abilities necessary for him in the upcoming pedagogical activity to educate students in a value attitude to the Russian language.

One of the most important tasks of higher education has been identified, namely, the need to improve the general cultural level of our society, in particular, the speech culture of the future teacher. The preservation of existing traditions, the formation of moral values, the education of a linguistic personality capable of successful communication are important components of the pedagogical education of a future teacher of the Russian language and literature. It is established that for a specialist working with children, teaching and educational activities should be accompanied by a high speech culture of the teacher, deep knowledge of the language, he should form a value attitude to learning the Russian language, have the ability to teach schoolchildren to master the spiritual and cultural values of our country with the help of their native language.

Keywords: communicative culture, speech interaction, speech culture, value attitude, value, linguistic personality, language norms

Kasatkina N. N., Lichak N. A. Professional-oriented approach to the study of foreign language by bachelors of non-language faculties

Abstract. The article is devoted to the necessity for students of non-linguistic faculties to learn a foreign language in order to use it in their professional life. Knowledge of languages is required in order to be aware of the latest inventions and discoveries, to be able to communicate with professionals from different countries, to share their experience. Language is a means of communication in professional life, that is why every university trains a versatile specialist with a high level of linguistic functionality.

The professionally-oriented approach (English for Specific Purpose (ESP) is applied in practical classes in accordance with the state educational standard, stating that it is required «to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language(s)» (CC-4). The bachelor's program in a non-linguistic field assumes the ability of students to speak a foreign language fluently while performing their professional tasks, which explains the need for a special approach in teaching a foreign language.

The authors conducted a survey of students, the purpose of which was to study the role that students assign to a foreign language in their professional life. The questions were grouped in three blocks: general research — questions focused on determining the social portrait of a student, applied — questions aimed at directly determining the role of a foreign language in a student's life at the moment and in further professional activity, and practical — questions about information resources that students use when learning English independently. Based on the data obtained, the professionally-oriented approach is assessed as a necessary aspect of meeting the linguistic needs of students at non-linguistic faculties.

Keywords: professionally-oriented approach, foreign language, intercultural communication, communication, motivation, non-linguistic faculties, electronic applications

Efimova M. V. Formation of critical thinking during the study of the discipline «Methods of teaching and educating, the field of a foreign language»

Abstract. This article is devoted to the possibilities of forming critical thinking in the classroom on the course of methods of teaching foreign languages. The introduction analyzes various definitions of the «critical thinking» concept by Russian and foreign authors. The individual features and qualities of critical thinking, as well as the leading principles of its formation, are considered. The author summarizes his experience of teaching this discipline with an emphasis on the development of critical thinking mainly in lectures. Such ways of formation as inductive perception of the material, discussion, project, case study are emphasized. The author identifies the techniques that help the formation of critical thinking: visual metaphor, independent compilation of diagrams and tables, presentation and self-presentation, mind map, generalization and analysis of experience and knowledge. The article traces the development of certain qualities of critical thinking, such as observation, reflection, the ability to look at things critically from a different angle, the ability to doubt, from the third to the fifth year of study and outlines ways to improve it in the master's program.

Keywords: Didactics of higher school, the formation of critical thinking, techniques, methods, the course of methods of foreign languages

Shchukina O. P. Specific of ICT use in English class in a military higher educational establishment

Abstract. This article is about the significance of a political briefing in the education of officer-cadets, in the development of patriotism and right social position in political pluralism. Its significance is approved by the principal documents of the Education Ministry. The meaning of a political briefing is given as well as its important role in the development of the right civil-patriotic position and the main objectives of such educational and explanatory work. The types of political briefings as one of the main methods of cadets' education are discussed. Some permanent rubrics for targeted training are recommended. The methodology of the mind-map usage as one of the means of ICT is presented, some references on the most popular online constructors are given. The author describes co-working between the teacher and learners while preparing for a political report. The criteria of a successful presentation of the report are highlighted. The author mentions a range of advantages of the creative joint process developing the analytics and logic used in causal relationships and information synthesis and also a positive moment in the creation of educational and methodological base while application of ICT methods in class. An example of the mind-map «WWII. Chronology» is given as well as a scheme based on a young civil-patriotic movement «Immortal Regiment». Some military feats are recommended for discussion. The results of done political briefings and comparison of two groups (working and control) are given. A positive conclusion of the usage of such activities with ICT methods for the youth education and development for the right civil-patriotic position is given.

Keywords: Federal State Educational Standards, a civil-patriotic position, a political briefing, the types of political briefing, ICT, mind-maps, analytical thinking, the chronology of the WWII, «Immortal Regiment»

Kalinina M. G., Kudryashova S. V. Multimodal presentation of video content in French and German classes

Abstract. Modern technologies allow us to expand the possibilities of classes and lead to the need to use new forms of education. Currently, a scientific direction is developing in the study of multimodal texts and the development of new educational technologies. The visual range in general plays a huge, sometimes decisive role in digital communication. In this area, new phenomena based on images are constantly emerging and spreading at lightning speed: emoticons (graphic symbols), GIFs, and so on.

This article is devoted to the use of video materials in the classroom in French and German. The article lists the criteria for the selection of video material, considers the classification of training videos and the features of their organization in teaching the language of professional communication in a law school. In the article, the authors also describe their own experience of using educational video resources at Saratov State Law Academy, authentic videos on Youtube channels dedicated to the study of law, helping students in the learning process. The authors come to the conclusion that the rational use of video materials contributes to a deeper involvement of students in the study of a foreign language, stimulates the development of creative thinking, social skills, promotes the acquisition of knowledge, skills and understanding, speaking and writing. The authors emphasize that only novelty and creativity can form a sustainable interest in learning a foreign language, especially in the legal field. This is facilitated by the creation of such a learning process, when students can continuously learn new aspects of learning activities; see its prospects and application to practice.

Keywords: teaching methodology, foreign language learning, video materials, Internet resources, German, French

Chemyakina N. V. Possibilities of using drama-hermeneutics in the context of intensifying foreign language teaching. Hermeneutical and theatrical components

Abstract. The article discusses the important points of hermeneutical and theatrical components of drama-hermeneutics in the context of intensification of teaching a foreign language in a non-linguistic university. The possibilities of applying the hermeneutic component of the drama-hermeneutical approach are studied and analyzed, which helps to penetrate into the depth of the text, to discover its meanings. It is noted that hermeneutics allows not only to form students' speech skills, but also to educate students with a high level of reader perception. The possibilities of using the theatrical component, which is based on Stanislavskij system, are considered. The article describes this system as a strictly grounded concept of stage art, a method of acting technique, where mental and physical action exist in an indissoluble unity. The emotional, mental, and physical involvement of students in the process of living the story is noted. The article emphasizes the importance of using the drama-hermeneutical approach, since teaching in the context of this approach is primarily focused on communication and creating opportunities for continuous development, creativity, transformation of students, as a result of which students independently come to conclusions, to understand what is being studied at a higher level, they learn to extract from the results of their work in the process of hermeneutical analysis and theatrical «interiorization» of the text the experience that is necessary for their future professional life. The article substantiates the possibilities of implementing the drama-hermeneutical approach in the context of intensifying the process of teaching a foreign language, which contributes to the harmonious combination of creative and intellectual, collective and individual activity of students of a non-linguistic university. The practical value of this approach in solving educational, tutorial

and developmental tasks of teaching a foreign language is emphasized, which helps students to show their position in an active attitude to the language and the implementation of their speech skills in an unprepared speech.

Keywords: drama-hermeneutics, hermeneutical chain, stage-setting, method of physical actions, working with text, directing classes, understanding, interpretation, improvisation

**Galkina T. V., Zhuravlev A. L., Kostrigin A. A. Yakov Alexandrovich Ponomarev:
some results of scientometric analysis of his creative heritage**

Abstract. The article discusses the prospects for the use of scientometrics in historical-psychological research. The authors refer to the scientific heritage of Ya. A. Ponomarev and apply some methods of scientometric analysis to his scientific works, which are presented in the Scientific electronic library and according to which various RSCI indicators are calculated, as well as to queries in the Yandex Internet search engine related to his personality and scientific work. The authors stated the number of indexed publications by Ya. A. Ponomarev, the number of citations of his works, the Hirsch index, his place according to the Hirsch index and the number of citations in the rating of psychologists. The number of Internet users' requests for several key phrases related to his personality and his ideas in the field of psychology of creativity and methodology of psychology was revealed, and the reasons for changes in the dynamics of Internet requests associated with the name of Ya. A. Ponomarev are examined. The analyzed indicators reveal logical-scientific (the interest of modern researchers is expressed in the number of citations, and the Hirsch index reflects the impact on various branches of psychology) and social-historical (interest from various Internet users (specialists from different professional fields, students, etc.) is expressed in the number of requests in Internet search engines) factors of demand for personality and creativity of Ya. A. Ponomarev at the present stage of development of psychological science. New possibilities of analyzing the scientific creativity of a scientist and his contribution to specific areas of scientific knowledge using scientometric methods are noted.

Keywords: history of psychology, Ya. A. Ponomarev, scientometric analysis, scientific legacy, publications, citations, Internet queries

**Naghdyan R. M. States of consciousness, observer problem, cognition
(or about the unity of transcendental psychology, physics and philosophy). Part II**

Abstract. The article notes that the main conclusion of the first part of the article is that the perception of the world (observation, measurement, presentation of the worldview, etc.) always takes place through the subject of perception, depends on its subjectivity, in particular, on the states of consciousness. This leads to the formation of different ways of understanding and investigating phenomena of the surrounding reality. The reason of such differences in perception of the world is that every single researcher, observing the world or, studying the phenomena of the world, taking the position of an external (external, objective, «divine») observer, does not notice that he excluded himself, his personality, uniqueness of his cognitive abilities from the act of observation.

Such an observer is obviously aware that he is looking at the world, but is not aware of the influence of his own subjectivity on the result of perception. The article shows that the problem is much deeper and more complex. The fact is that even after becoming aware of the influence of one's own subjectivity on the result of perception, one is unable to become aware of the mental activity that generates these results—the reality of the mental phenomena of perception and thinking. Awareness of these gaps in cognition leads to transcendental problems.

The need then arises for a clearer understanding of what the characteristics of the observer are and how the results of observation relate to an objective reality that exists outside of human consciousness and perceptions, but is inaccessible to direct observation. Defining the role of the observer in cognition can make new adjustments in the creation and development of scientific research methodologies. The differences that exist between the concepts of external and internal observer are pointed out.

The difficulties encountered by transcendental psychology in using methods of classical science based on data obtained from the external observer position are shown. The problems were solved in the transition to the position of the internal observer. An example of a similar transition is «Copernican revolution» made by I. Kant in philosophy. The transition to the position of an internal observer turned out to be fruitful for physics as well. The studies of A. V. Kaminsky and D. Spencer-Brown, analyzed in this article, testify to it.

Keywords: transcendental psychology, metaphysics, Copernican revolution, external observer, internal observer, quantum mechanics

**Malyshev K. B., Malysheva O. A. Three-dimensional basic typological modeling and measurement
of personality accentuations**

Abstract. In the article, a three-dimensional basic typological model of personality accentuations is constructed, an appropriate author's basic test measuring accentuations is proposed, and its subsequent optimization is carried out.

A basis is a set of elements that is characterized by completeness, orderliness and measurability. In the «basis» there is a single generalized dichotomy «external — internal», which in our article is projected on a separate

personal dichotomy «social — individual». In «measurability» there are the following three basic characteristics: 1) a measure of information representation (image, word, number); 2) projection of information transformation (image into word, image into number, word into number). The last conversion (words to numbers) will be used here. 3) the assessment of the level of information measurement (low, medium, high, very high) will also be used by us. «Measurability» makes it possible to create basic multidimensional techniques (in our case, the creation of a basic three-dimensional test).

The article shows the correspondence of the types of personality accentuations according to MMPI, with the professional typology of personality according to D. Holland and the new author's three-dimensional typology of personality temperament. The correspondence of the characteristics of the three typologies was carried out on the basis of the use of the principle of semantic proximity. A «typological isomorph» of three personality typologies was established.

The reference semantic typological professional basis of personality according to D. Holland, consisting of six types («artistic», «conventional», «social», «realistic», «enterprising», «intellectual») was put on the basis of using the principle of semantic proximity to the six basic types of personality accentuations according to MMPI («hysterical», «psychopathic», «hypomaniac», «depressive», «paranoid», «schizoid»). Correlations of the corresponding types from these typologies were found. In the future, a new author's basic test for measuring the types of personality accentuations by MMPI was developed, containing 24 diagnostic judgments. The constructive and criteria validity of the new test was established.

Keywords: typologization, consistency, basicity, professional types, accentuations, psychogeometry, semantic proximity

Povarenkov Yu. P. Definition and types of age of a professional

Abstract. The article is devoted to the problem of the formation and implementation of a professional at different stages of life, professional and work path, which is relevant in practical and theoretical terms. The purpose of the article is to define and substantiate the tiered structure of individual professionalization. The formal basis for identifying the levels of professionalization of a person was various types of age: the age of the life path, the age of the labor path and the age of the professional path. The substantive basis is the specific patterns and neoplasms characteristic of each age of the professional. The article analyzes the specificity of a person's professional path, which is considered as a process and result of the development of the subject of a specific professional activity. The stages of the professional path and the tasks solved by a person at this level have been identified. It has been established that the professional path is a polycyclic education and is implemented in accordance with the principles of specialization and efficiency. The article defines the specifics of the work path, as a process and result of the development of the subject of labor. It was revealed that the work way is a non-professional education. It is realized through specific types of professional activity, but is not limited to them. The labor path is a monocyclic education, but it consists of cycles of the professional path corresponding to the types of professions and specialties that a person owns. The article analyzes the psychological content of a person's life path, the components of which are the labor and professional path. It has been determined that the path of life acts as a psychological context for solving problems of the labor and professional path. It is the basis for the formation of an attitude towards professionalization and influences the definition of its life meaning. It is shown that the successful implementation of the labor and professional path has a positive effect on the content of the path of life, expands the repertoire of the types of his life, increases his vitality and resilience.

Keywords: professional age, life path, labor path, professional path

Kartasheva M. I. The role of the self-system in the structure of mental states regulation during the educational activities

Abstract. The key factor of successful educational activities, the relevance of behavior and mental states of students during the learning process is the conscious self-regulation and its mental mechanisms. The article presents the results of the research of the mental states regulation. According to A. O. Prokhorov model, the regulation process is a structure of relationships between mental states, characteristics of consciousness (representations, reflection, experiences, semantic structures) and external factors (situations, cultural space, lifestyle, social environment). The nodal regulating function in organizing the inclusion of the structures of consciousness in the self-regulation of states is performed by the self-system. During the study, in which first-year students took part, their individual traits were diagnosed that characterize the self-system (self-attitude, self-esteem), reflexive processes, value-semantic sphere, as well as the peculiarities of the respondents' regulatory activity (self-control, self-guidance, self-regulation methods, coping strategies). At the next stage, students described their current mental state, and assessed the effectiveness of own self-regulation in various situations of educational activity (lecture, seminar, exam). Using the factor analysis of the data the structure of the relationship between the characteristics of consciousness (components of the self-system, semantic structures, reflection) in the process of mental states regulation was revealed. The main components of the self-system are identified: cognitive (the sum of individual's

ideas about himself), emotional-value (self-attitude), behavioral (regulatory). The key role of the self-system in the regulatory process is revealed.

Keywords: mental regulation, self-regulation, mental states, self-system, reflection, semantic structures, efficiency of self-regulation

Beresneva O. E., Kornilova O. A. The relationship of emotional intelligence and coping strategies among students of various forms of education during COVID-19

Abstract. After the announcement of the global pandemic COVID-19, strict measures were taken around the world to prevent the spread of the disease in order to preserve the life and health of the population. One of the important measures was the transition of higher education institutions to learning using distance learning. The main problem that has become relevant in the changed learning environment is the negative impact of isolation on the mental health of students. In numerous studies around the world, the authors indicate a high risk of developing anxiety conditions associated with the period of distance learning, which is associated with high workload, stress and problems with adaptation.

The purpose of our work was to determine the relationship between the development of emotional intelligence, prevailing coping strategies and the level of anxiety among full-time and distance learning students of a medical university during the COVID-19 pandemic. Objectives are to compare the severity of situational anxiety among students of various forms of education; identify their prevailing coping strategies for coping with stress; to establish the nature of the relationship between the development of emotional intelligence and the severity of anxiety in students studying in various forms of education. To conduct the study, we used psychometric, sociological and statistical methods.

Based on the results of the study, we formed the following conclusions: situational anxiety was more pronounced in full-time students. Among coping strategies for coping with stress, these students are more represented: self-control, taking responsibility, planning a solution to the problem, for students using distance technologies — distancing and escape-avoidance. The integral average level of emotional intelligence is associated with the use of the escape-avoidance coping strategy, which in itself does not lead to a constructive solution to the difficulties of adaptation of the student and allows us to recommend methods for the development of emotional intelligence as prevention of anxiety in students and the development of optimal strategies for life, including number during a protracted pandemic.

Keywords: pandemic, COVID-19, anxiety, coping, emotional intelligence, learning, distance learning

Zlotnikova T. S. The effect of «inverted binoculars»: the socio-cultural discourse of Soviet life

Abstract. The article analyzes the materials of a socio-cultural survey conducted in 2020-2021 in the course of work under a grant from the Russian Science Foundation «Philosophical and anthropological analysis of Soviet life. Prerequisites, dynamics, influence on modernity». The questionnaire developed by the project participants was devoted to clarifying various aspects of Soviet life, as it is remembered and perceived by the inhabitants of modern Russia. Research methodology: socio-cultural and philosophical-anthropological, existential, aesthetic, ideas about the culture of everyday life. The sample consisted of 300 people-residents of more than 20 large, medium and small cities of Russia, more than 90 % of the answers were received mainly to all questions. In the questions and answers, the ideological problems were updated (totalitarianism, the meaning of the concepts «Soviet» and «collectivism» through facts, persons, slogans, abbreviations of the era), everyday (through everyday objects, the life of relatives, everyday situations of respondents, memories of family events and traditions) and aesthetic (through preferences in the field of culture, the choice of phenomena of different types of art as objects of interest, in particular, cinema, literature, painting, architecture). Such cultural phenomena as a political joke, which in Soviet times was both a testimony of the era and part of a mentally determined picture of the world, are actualized. The problematics of the issues did not assume an evaluative categoricity, the principle of interdisciplinary pluralism was used. Two aspects of the obtained results are characteristic. First, when analyzing the options chosen or proposed by the respondents during the answers, it became obvious that there was an aberration in the perception of events that at the time of their relevance seemed significant and even fateful. Secondly, the results-in terms of the diversity of judgments and the absence of bias, in the attraction to positive sociophilosophical assessments of the past-mostly coincided with the expectations of the researchers.

Keywords: Grant from the Russian Science Foundation, Soviet life, socio-cultural survey, ideological, everyday, aesthetic aspects

Lipsky V. N. Aesthetic attitude to the world in the pedagogical experience of A. S. Makarenko

Abstract. The experience of A. S. Makarenko in the re-educating «difficult» teenagers (a considerable part of which were essentially juvenile criminals) became the foundation in the work of teachers of many generations of educators both during the USSR and in the years of new Russia, and the name of A. Makarenko stands in the line with the best teachers of the world. The article shows that one of the leading places in the educational system of

Makarenko was occupied by the ability of innovative teacher to saturate all the spheres of activity of his pupils with aesthetic ingredients. Moreover, this saturation was of an organic nature, in which the functional content of any activity performed by colonists (communards) was considered in direct connection with the aesthetically beautiful. The methodological concept of perspective lines is considered in the issue of the formation of a conscious sense of aesthetic attitude to the world among the pupils of Makarenko. The fundamental role in the formation of the aesthetic culture of colonists and communards was occupied by industrial activities. During the implementation of such activities, a practical and aesthetically significant goal was put forward and in the process of achieving that goal the subject (pupil) was overcoming the difficulties that arose and thus acquired versatile knowledge and skills, thereby improved in a professional sense. After reaching the near goal, a new goal was put forward and the whole cycle was repeated again. Thus, moving along perspective lines, significant results were achieved, and the process of activity itself acquired aesthetic meaning. The place and the role of art in the formation of the aesthetic culture of pupils is analyzed. It is shown that all types of art were used by Makarenko, the teacher, to instill specific practical knowledge and skills in the educated: theatre, literature, musical, choral and fine arts. They were aimed at solving practical and educational tasks. Thus, the aesthetic attitude was embedded in the very essence of the organization of the educational system of Makarenko.

Keywords: aesthetic attitude, labor, aesthetic education, art, pupil, beauty, perspective lines, perfection

Shapinskaya E. N. Soviet retro in narratology of digital age

Abstract. The paper examines Soviet theme in narrative forms of contemporary culture. Narratives based on Soviet retro images are present in all spheres of today's culture and in different genres of media production are a popular form of representing Soviet past. In spite of transformation of many cultural forms in digital epoch, of spreading of intermediality which joins different forms in a singular mediaspace, their semantic centre is often preserved. Narrative turn is regarded as a feature of postmodern culture typical of postmodern cultural texts, which use images of history in their «fantastic historiography». It is noted that narrative forms have started attracting attention of researchers in the XX century, in connection with emergence of structuralism and growing attention to the problem of text. Two factors have been singled out among the reasons of popularity and attraction of narratives: archetypal narrative structures and the pleasure principle as the basis of many stories of the past and the present. Soviet retro is examined from the point of view of preserving narrative structures and at the same time of changing their meaning under the influence of today's cultural context. As an example the genre of Soviet retro detective has been examined, which is popular in the form of serials, preserving their traditional form. The cases of retro detectives are regarded as preserving stable basic narrative schemes with variations depending on cultural dynamics, and based both on archetypal structures and the pleasure principle.

Keywords: narrative, Soviet retro, postmodernism, popular culture, social and cultural context, structuralism, archetype, semantics

Basalova N. S. The eponymous priesthood of Ptolemaic Egypt as an element of the syncretic culture of the Hellenistic era

Abstract. The article is devoted to considering eponymous priesthood in the Hellenistic Egypt to be as a phenomenon, which was not only one of the methods of Greek and Egyptian religious cultures assimilation, but also a way of ideological propaganda of outstanding representatives in the new dynasty among the locals. The author gives a brief review of foreign and domestic scientific researches in the field of religious syncretism in the Hellenistic Egypt. The author concludes that in foreign works Ptolemy's religious policy is analyzed from philosophical, anthropological and art points of view. Also it is pointed out that many works give mostly generalized information. The author points out, that domestic scientific works are focused on the research of religious interrelation between the Ptolemies and the locals from the political and economical points of view. The author reviews eponymous priesthood named after Alexander («deified Founder»), named after Arsinoe («athlophore») and named after Berenice («canephoroi»), which appeared under the first Ptolemies. The author notices, that eponymous priesthood of Alexander was integrated into eponymous priesthood named after Arsinoe and Berenice rather quickly. The author analyses the reasons of eponymous priesthood appearance, pointing out that they were of person-centered nature, but didn't have political and economical basis. The author also reviews the matter of eponymous priesthood's requirements and emphasizes the existence of gender criterion while gathering officers in eponymous cathedrals. The author analyzes the ethnic composition of eponymous priesthood and states that women of both Greek and Egyptian origin could become priestesses. The author notices, that the very significant condition was the origin of the candidate from well-to-do families, who also had to have a high social status. The author marks that women in eponymous cathedrals got the right to manage the cathedral for the first time. The author pays attention to occupation of eponymous priesthood and concludes that the main function of athlophore and canephoroi was in cult glorification of deified representatives in Ptolemaic dynasty.

Keywords: eponymous priesthood, canephoroi, athlophore, The Decree of Canopus, Alexander, Berenice, Arsinoe, Ptolemy, Eirine

Marasanova V. M. Space of power: historical addresses of the Yaroslavl District Court (1866-1917)

Abstract. The author points out that the characteristic features and compositional features of buildings intended for state bodies emphasized the importance of the institution in the management system. The foundation of the Yaroslavl District Court was the result of the judicial reform of 1864. District courts were the first instance in the system of general courts, and their jurisdiction extended to the province or several districts. On the example of the Yaroslavl District Court, the author examines the representation of power in the architecture of a provincial city, clarifies the initial location of the court and the material content of its premises, traces the search for a place for the administration of justice in the historical center of the city next to other administrative institutions of the Yaroslavl province and repairs in the second half of the XIX — early XX centuries. It has been established that the Yaroslavl District Court began its work on November 10, 1866 in the building of the House of the Vice-Governor (now Andropov Street, 6). The building in the style of classicism reflected the ideas of strength and dignity of the judiciary. In 1872, the Yaroslavl District Court moved to the Government House on Ilyinskaya Square — outstanding building of the Melgunovskaya «golden decade», named after the first Governor-General Alexei Petrovich Melgunov, who ruled the province in 1777-1788. The research topic has been updated in connection with the planned return of the Yaroslavl Regional Court to the northern corps of Government House on Sovetskaya (former Ilyinskaya) Square, where the Yaroslavl Regional Court was located until it was closed in 1918. There is the need for the comprehensive scientific restoration of the northern corps of public places as an object of historical cultural heritage of federal significance, which forms the architectural appearance of the main square of the historical city, the center of which in 2005 was recognized as UNESCO World Heritage Site.

Keywords: architecture, classicism, judiciary, Yaroslavl, historic center, district court, heritage site

Bochkareva O. V. Reflexive-dialogical look at the musical art of the Soviet period (1930-1950)

Abstract. The reflexive-dialogical view allows us to rethink the heritage of Soviet art. The totalitarian policy of the USSR is paradoxical in its essence: anti-religious propaganda did not destroy religiosity, but used it to create new myths, manipulating the mass consciousness. Based on archetypes and mythologemes, the new doctrine creates the image of a «new man», ready for obedience, for submission, putting the interests of the state above his own. In many respects, the state ideology was closed on itself, when the opposition «we» (the Soviet Union) and «they» (the West, hostile to us) was clearly declared, the idea of the superiority of socialism over capitalism was introduced into the minds of people, the war was going on in the minds of people. With the aim of introducing the basic dogmas of political ideology into the sphere of musical art, introducing uniform creative principles of socialist realism, obligatory for all musicians: composers, performers, critics, etc., a new organization was created (Union of Soviet Composers, 1932). Collectivism, being a component of Soviet ideology, took on a massive scale and expressed itself in the phenomenon of «mass song». The main characteristics of the mass song genre are highlighted: artistry, simplicity, brightness of a memorable melody, verse-chorus form, accessibility to perception, replicability. The cantata-oratorio genre plays the role of the genre dominant of the «grand style», with its monumentality, the idea of praising the «father of nations» and glorifying the myth of the inviolability of the imperial power of the state. Composers and performers of the Soviet era continued the best domestic traditions, preserved those universal spiritual principles that political and ideological censorship could not influence, although to a certain extent they held back creative thought, wounded and sometimes humiliated a creative person. The depth of reflection on the problems of modern reality, the author's vision and individual view of the values and meanings of life gave rise to the originality of the artist's ethical reflection, regardless of ideological influence.

Keywords: art, Soviet period, mass song, cantata-oratorio genre, totalitarian culture, ideologization, creator

Boldyreva E. M. Rickshaw as a cultural hero in Russian and Chinese literature of the twentieth century

Abstract. The article is devoted to the consideration of the image of rickshaw in Russian (I. Bunin, V. Mayakovsky, N. Agnivitsev, E. Dolmatovsky, M. Sinelnikov) and Chinese literature of the twentieth century (Lu Xun, Lao She, Hu Shi, Shen Yinmo, Liu Bannong, Zheng Min). Particular attention is paid to the consideration of the principles of artistic representation of the image of rickshaw in the work of representatives of the Chinese «Movement for a New Culture», in the discourse of Soviet children's literature of the late 1920s and the «Chinese theme» in Soviet literature, as well as in the story of I. Bunin «Brothers» and the novel by Lao She «Ricksha» as detailed narratives about the life and existence of representatives of this class, common motives and plot-compositional constants are revealed for writers (ambivalent semantics of rickshaw physicality, deestetization motives reaching bodily destruction, the important role of the olfactor component, the motif of feverish non-stop running, the sacral status of the stroller as the equivalent of the hero's fate, the test of rickshaw love, etc.). The article concludes that, despite the relative small number of the rickshaw literary gallery, rickshaw gives rise to many different meanings in the literature of different countries and eras: the vivid image of the exotic East, the quintessence of stereotypes of public consciousness, the emblematic sign of Soviet literary and political discourse, one of the tragic variations of a small man, a catalyst for moral self-reflection of intelligentsia, the embodiment of the complex of her guilt and her conscience before the world of «humiliated and offended», cultural and historical

portrait of the era and the «encyclopedia of Chinese life», personification of the ideas of Buddhism and the philosophy of «living life» and, finally, the universal symbolic image of the «marathon runner of life», pushing the horizons of space and time and forever running in an ongoing cycle of births and deaths in search of truth.

Keywords: rickshaw, symbol, «Movement for a new culture», «little man», Soviet children's literature, poster, Chinese literature, Lao She, Bunin, Lu Xin, Buddhism

Rudnev V. V. Taste preferences in the context of cultural transformation (porridge and Scottish traditions)

Abstract. Investigation of the dynamics of cultural transformations is one of the basic directions of cultural studies. Changes in the life of society set a coordinate system that allows us to reveal, by the example of individual elements of culture, the essential features of the functioning of cultural traditions. Post-industrial society demonstrates examples when cultural traditions actively influence on the structures of everyday life. This article examines the functioning of «food» (oat dishes) in the life of Scottish society in the past and today. The author analyzes «food» as a sign that has many meanings. When revealing this topic, the author turns to the analysis of the natural and climatic conditions of Scotland, the peculiarities of the culture of the Scots in the pre-industrial period and modern everyday practices. Examples illustrating the complex semantic meaning of «food» in different contexts demonstrate that this «sign» is confined to certain conditions and, at the same time, the transformation and evolution of the perception of «food» is noted in the context of current problems of society and existence, in particular, nostalgic reminiscent moods in society. The author analyzes the semantic content of «food», determining the value of the emotional response in the process of functioning of «food» in society. The author notes the multiplicity of meanings of the sign «food», which ensures the continuity of attention to it in different epochs, as well as the transformation of interest in it. Special attention is paid to the analysis of «food» as a factor that has an indirect influence on the formation of a person's attitude to the sphere of everyday life. National «food», as an element of everyday culture, contains many meanings and, in a post-industrial society, serves to strengthen cultural identity. The article outlines the direction of research on the semantic ambiguity of «food», which can become the basis for understanding the role of cultural traditions in the discourse of modernity.

Keywords: folk culture, food, hearth, oatcakes, porridge, tradition and modernity