

Zhavoronkova L. V. Multilevel management of the development of the regional inclusive education system

Abstract. The article raises the problem of development management of inclusive education at all levels of the education system in the region. In considering its theoretical foundations, attention is paid to the concepts of «inclusive education for students with disabilities», «regional system of inclusive education», multi-level management of the development of regional inclusive education. Problems are stated, the solution of which is necessary for the development of inclusive processes in regional education systems. Arguments are presented that justify the need to create conditions for managing the development of inclusive education at the regional and municipal levels, in an educational organization and in a primary children's team. The general goal and objectives of managing the development of the regional system of inclusive education, as well as those specific for the regional and municipal levels, the level of the educational organization and the primary children's team, are identified.

A set of conditions is described that ensure the effectiveness of development management of the regional system of inclusive education at different levels of government, including: monitoring the development of the system of inclusive education, which contributes to the adoption of managerial decisions based on objective information at the regional and municipal levels of management, in the educational organization and the primary children's team; coordinated design and common value bases at all levels of management, ensuring the achievement of the common goal of inclusive education for children with special educational needs; scientific and methodological support that contributes to solving urgent problems of educational inclusion in the region; continuous training of teachers and teaching staff of inclusive schools capable of working in a new socio-cultural situation; interaction of subjects of different levels of management involved in accompanying children with disabilities, and coordination of their activities.

Keywords: inclusive education; disabilities; management; regional system

Klyushnikova E. A. Sobriety in the categories of the «order of goals» method: pedagogical aspect

Abstract. Sobriety is one of the most powerful human resources and a great, sometimes unconscious value. However, in the modern world, everything is arranged in such a way that by the age of 18, most of the schoolchildren lose their natural sobriety, but they never come to a conscious one. The reason, according to the author, lies in the lack of a systematic organization of the approval process and the preservation of sobriety. An obstacle to building an effective system for the approval and preservation of sobriety (rather than struggle and prevention), and above all, in educational institutions, is the lack of development of the theory and methodology for the preservation and approval of sobriety. The purpose of this study was to identify patterns, conditions and factors affecting the formation and preservation of sobriety.

As a result of the application of methods of scientific literature and the categorical method «Order of goals» analysis, the concept of the phenomenon «sobriety» is presented in the form of three categories, each of which reflects its qualitative certainty; the goals of each category are defined; a qualitative model of the object is constructed, where sobriety itself acts as a system, and the selected categories are subsystems; a typology of possible contradictions between the goals of each subsystem and the system as a whole is revealed. The obtained results make it possible to find an effective solution to the contradictions arising in the system of the object goals and between their carriers, and to create a model for managing the process of approval and preservation of sobriety, primarily in educational institutions. It is concluded that the constructed model of the «sobriety» phenomenon system will allow building a qualitative process of approval and preservation of sobriety within educational institutions.

Keywords: sobriety; categorical-system methodology; approval and preservation of sobriety; PSC method

Lapshova E. S. Empathy of social professionals as a mechanism for realizing the needs of third-age people

Abstract. According to UN forecasts, the number of 60+ aged people will double by 2050. The state system of social protection in the Russian Federation provides qualified support to elderly citizens. However, it requires both to create conditions for a decent life of elderly citizens, and to realize their needs. It raises the problem of developing mechanisms to meet their needs. The aims are to analyze third-age people needs in the Samara region and to identify the mechanisms to meet them. The survey identifies three main types of barriers that prevent meeting third-age people needs: situational, institutional and dispositional ones. The empathic abilities of specialists working with third-age people contribute to overcoming these barriers and meeting third-age people needs. The research methods are a comprehensive analysis, socio-demographic, socio-gerontological, socio-psychological approaches and sociological methods.

The results are the following: the contradiction between the requirements for a specialist in the professional field and personal readiness to meet third-age people needs can be resolved in the course of professional and vocational

training, which ensures the development of professionally significant personality traits, the development of empathy; empathic interaction between specialists and third-age people contributes to the organization of a system of external influences on third-age people, the organization of their lives and activities, meet their needs.

Keywords: third-age people; needs; barriers to meet needs; mechanisms to meet needs; empathy; specialists; gerontological space

Gushchina Yu. A. Project activity as a means for developing self-regulation of younger adolescents

Abstract. The article reveals the issues of the development of self-regulation in younger adolescents through project activities, which are considered as personality-oriented, contributing to formation of the subject position of students and their gaining experience in self-regulation. Features of self-regulation in early adolescence are dependent on changes occurring in different areas of personality development of a younger adolescent. Based on the ideas of L. S. Vygotsky, the influence of external motivation and a specially organized pedagogical environment on the development of self-regulation was revealed. The invariant functional structure of self-regulation by O. A. Konopkin and its components are analyzed and correlated with the stages of project activities. The influence of the experience of self-regulation on the project activities of students is grounded. The pedagogical conditions of project activity in the development of self-regulation in younger adolescents are determined.

The article presents and analyzes the results of a survey of younger adolescence students following the results of the implementation of the program of the modular course of extracurricular activities and approbation of the organizational and pedagogical conditions for the implementation of project activities. The data presented in the article made it possible to conclude that the implementation of the stages of project activity (goal setting, planning, forecasting, evaluation, correction, reflection) ensures the development of self-regulation in younger adolescents. In the course of experimental work for three years, an increase in the level of self-control and the development of arbitrariness were noted, which indicates the formation of the experience of self-regulation and the development of self-regulation. The organizational and pedagogical conditions for the implementation of project activities were identified, which contribute to the development of self-regulation in early adolescence: a modular system for teaching project activities, including theoretical and practical modules; a combination of classroom and extracurricular activities; organization of monitoring of mastering the stages of project activity; the use of diagnostic tools for diagnosing the level of development of self-regulation in younger adolescents; use of heuristic and research teaching methods; selection of the content of the modules in accordance with the stages of the project activity.

Keywords: project activity; early adolescence; self-regulation; subject of activity; experience of self-regulation; stages of project activity

Rudneva T. I. Means of developing the methodological culture of master degree students

Abstract. Due to a number of objective reasons (the aging of pedagogical personnel, a request for a new type of lecturer), pedagogical education becomes in demand, the continuity of which is due to the specifics and peculiarities of pedagogical activity. The quality of training for the educational environment is determined by the ability to integrate pedagogical and scientific activities, which is proved by researchers. The nature of professional tasks in any sphere of activity in modern conditions is distinguished by abundance of situations of uncertainty, which requires a special culture of thinking. The article proves, on the basis of the difference between pedagogical activity and scientific activity, the need for master degree students to form the «psychology and pedagogics of professional education» course of methodological culture as a special form of pedagogical consciousness.

For gaining an insight into the essence of theoretical pedagogical knowledge, it is necessary to take a certain methodological side, having mastered the scientific methods of understanding pedagogical processes. In the course of masters' methodological culture formation, the importance of the theoretical and methodological base is understood, on the basis of which a comprehensive analysis of the problem is carried out, conceptual ideas are substantiated, educational technologies are found and methodological recommendations are given. The article draws attention to the definition of pedagogical research logic and the level of its methodology adequately to the pedagogical science methodology which serves as a theoretical justification for pedagogical activity. Attention is drawn to the fact that a high level of a lecturer's professional readiness is determined by the availability of methodological literacy which contributes to obtaining reliable new scientific knowledge about pedagogical processes, mechanisms and content.

The experience of their scientific preparation is presented, the understanding of which made it possible to develop the concept of the formation of a methodological culture, the dominant of which is the «Methodology and methods of organizing scientific research» discipline. Each of the four stages of the organization is represented by algorithms of methodological characteristics that as a whole determine the logic of scientific search. In accordance with this concept, lecturer-researchers are trained at the level of master's and postgraduate studies at Samara National Research University.

Keywords: master degree students; situation of uncertainty; pedagogical activity; scientific activity; educational culture; methodological culture; method competence

Krotenko T. Yu. Transforming traditional institutions and learning environments: STEM education and modern educational landscape

Abstract. The inevitable changes in the educational sphere today are largely due to the fact that new resources are constantly appearing that feed the idea of continuity of professional engineering and technological education. Today, the ideologists of the educational sphere are talking more and more about the duality of training engineers of a new formation, about combining their theoretical training with the cultivation of the ability to solve production problems practically. Transdisciplinarity sets the most important vector for the development of technological education. The article discusses the question of how these sources are interconnected and how dependent they are on each other. The circumstances of the last decades have drastically affected the situation in education. Integration, transnationalization, information openness, commercialization and digitalization of all aspects of life have not bypassed the sphere of education, development, and training of an engineer. The events of the past year related to the pandemic have caused the active development of online learning. But, despite the gigantic changes, technical education has been and remains a problematic area. The purpose of this work is to identify problems and show the possibilities of the STEM approach. The research author uses such methods as: analysis of theoretical ideas about engineering economics, technological education, transdisciplinarity and continuity of education for the future engineer; analysis of pedagogical and research experience in the field of technological education; a local expert survey conducted in November 2021 in an online format — to identify the problems and opportunities of today's popular STEM education; content analysis of answers to open-ended questions offered to respondents working in STEM technology. The results showed that the technical educational space requires reflection of a special responsibility. The authors believe that the strategies, values, meanings and patterns of behavior of the engineering education subjects are waiting for a new understanding and analysis.

Keywords: continuous engineering education; STEM education; educational space; innovative engineering design; transdisciplinarity; learning environment; educational landscape

Goltsova T. A., Protsenko E. A. Implementation of innovative approaches to the organization of independent work in a foreign language

Abstract. The article concerns the current problem of organizing students' independent work in foreign languages by applying different innovative approaches. The article aims to study and try different pedagogical technologies and teaching methods widely used in the classroom but seldom applicable within independent students' learning and cognitive activity. The authors give reasons for integrating new pedagogical methods and technologies in learning experiences and their advantages over the traditional approaches. Practical experience in the field of using different modern pedagogical methods and technologies while organizing students' independent work is presented. The authors describe educational potential of Internet network resources, computer programs and mobile applications, using them in students' independent work helps solve multiple tasks such as to expand vocabulary, to overcome difficulties in grammar, to reinforce pronunciation, auditive and grammatical skills.

Moreover, tests accessible in the Internet can be used as assessment materials. The capabilities of gamification include such instruments as network services, computer games or interactive presentations working on-line as well as off-line. The article presents the results of using web-quest technology, its advantages over traditional forms of work in developing different language activities. Project method is also successfully used in practice for organizing independent students' learning activity. The article stresses that innovative approaches make possible to prepare tasks that have true interdisciplinary nature and promote professional and scientific personal enrichment of students. Presented in the article experience of organizing students' independent work can be used in non-linguistic educational establishments for the purpose of enhancing students' independent learning of foreign languages.

Keywords: independent work; foreign languages; innovative approach; blended learning; gamification; web-quest; project method; mobile applications

Safarova E. V. Specificity of professional training of students for pedagogical regulation of children's joint visual activities

Abstract. The article discusses the features of the professional training of a preschool teacher to regulate the interaction of children with their peers. The basic theoretical idea is presented when developing a model of training students in the field of pedagogical regulation of joint pictorial activity of preschool children, which is a competence-based approach. The specifics of the training of teachers of preschool education are determined, based on two positions: the characteristics of modern childhood and the requirements of the professional standard of a teacher at different educational levels. The key principles of the development of a modern preschool child are highlighted. At the same time, emphasis is placed on changes in the modern space, the system of relations, changes in the child himself. The complexity of the pedagogical participation of the teacher is to preserve the children's individuality, while regulating the communication of children and their joint activities, carrying out pedagogical interaction with the child. The article presents an analysis of approaches to understanding the terms «interaction», «pedagogical interaction», «social interaction» in the scientific literature. The article highlights the main patterns underlying professional work with a child in a children's group. At the same time, the distinctive features of children's interaction with peers, the stages of development of children's communication, the features of children's

joint visual activity, the typology of the teacher's participation in this process are considered. Considering the interaction of children in a group of peers, the article presents the author's understanding of the terms «joint productive activity», «interaction of children in conditions of productive activity».

Keywords: professional training of students; teacher of preschool education; joint visual activity; pedagogical activity; productive activity; preschool age; interaction; communication

Voskrekasenko O. A., Bogatikova O. N., Dunaeva O. V., Kalashnikova S. S., Kutz A. V. Readiness of future teachers to the prevention and correction of bullying in the school environment

Abstract. The article substantiates the defining role of the teacher in countering the manifestations of bullying in the school environment. The reasons for the insufficient efficiency of the work carried out in general educational organizations to solve this problem are explained. It proves the necessity of formation in the course of professional training in higher education of the future teachers' readiness for the prevention and correction of bullying manifestations among schoolchildren. The components of the future teachers' readiness for the prevention and correction of bullying in the school environment, as a holistic personal education (motivational-value, cognitive, operational-activity), and their components are determined. A questionnaire was developed and an empirical study of the readiness of future teachers for the prevention and correction of bullying manifestations was carried out. The survey data were analyzed, indicating the highest formation of the motivational component of readiness. The vast majority of future teachers recognize the importance of the task of counteracting the manifestations of bullying in the children's environment, which every teacher and class teacher must solve. However, the number of students who consider the problem of bullying to be the responsibility of parents is also significant, which indicates the need to form a motivational component of readiness in them. At the same time, the survey showed the need for future teachers to form a system of knowledge and ideas in this area, as well as the skills and abilities of practical problem solving. Based on the results of an empirical study, recommendations are presented on the formation of the readiness of future teachers for the prevention and correction of bullying in the school environment during professional training at the university.

Keywords: future teachers; professional training; higher education; readiness; bullying; prevention; correction; school environment

Ozhiganova G. V. Structural-level approach in psychology and its application to study higher abilities

Abstract. The article discusses the structural-level concepts proposed in Russian and foreign psychology. The relevance and importance of this theoretical study was noted, related to the analysis of structural-level concepts in psychology used in the last century and at present, and their correlation with a certain field of psychology, for example, such as the psychology of abilities.

It is shown that the structural-level approach is applied in different aspects of psychology and its various fields, for example, such as theoretical and methodological psychology, developmental psychology, personality psychology, psychology of intelligence, psychology of abilities, which serve as a source of knowledge and psychological information for the development of the concept of higher (spiritual) abilities.

The purpose of the study is to analyze structural-level concepts in psychology and consider the possibility of applying a structural-level approach to the study of abilities, in particular, higher abilities, classified as spiritual.

Based on a structural-level approach, the author proposed a scheme that allows you to consider and analyze different levels of functioning of abilities; as well as a three-level model of different types of abilities, including 1) elementary abilities; 2) multidimensional abilities; 3) higher (spiritual) abilities.

Based on the structural-level approach, the comparison of the highest abilities taking the highest level in the three-level model of types of abilities with the levels of other hierarchical models showed the correlation of the highest level of the author's model and the highest levels of other models, while preserving the specifics of each model and the features of its levels.

It has been revealed that the structural-level approach is of particular importance for the study of higher (spiritual) abilities, allowing 1) to reflect their special (dominant) place in the general system of human abilities; 2) show the influence of higher abilities on the abilities at other levels; 3) note the specifics of the manifestation of higher abilities in general in comparison with other abilities.

Keywords: structural-level concepts; structural-level approach; higher (spiritual) abilities; levels of abilities functioning

Maralov V. G., Maralova T. P. Psychological features of the relationship between the attitude to dangers and the attitude to people among students

Abstract. The urgency of the problem is due to the importance of identifying psychological factors that determine people's attitude to dangers. The purpose of the study was to identify the features of the relationship between the attitude to dangers and the attitude to people among students. The methodological basis of the work was

the concept of relations by V. N. Myasishchev. As diagnostic tools, the author's questionnaires were used to identify sensitivity to threats, the choice of ways to respond in situations of danger, as well as sensitivity to humans. The results were processed using correlation analysis methods. 86 students of Cherepovets State University took part in the study, men — 10,47 % (9 people), women — 89,53 % (77 people), average age — 19.1 years. As a result, it was found out that sensitivity to threats positively correlates with all parameters of attitude towards people: interest in a person, empathy, understanding, help. The choice of adequate ways to respond is positively associated with interest in a person and willingness to help, exaggeration of dangers is negatively associated with understanding people and help, and ignoring dangers is associated with interest in a person and help. It is concluded that the types of attitude to dangers are the most important indicators of a person's socialization and are closely related to its attitude to other people. The obtained results can be used in the process of organizing security activities, as well as in the process of professional training of students of the socioeconomic (helping) sphere.

Keywords: attitude to danger; attitude to people; sensitivity to threats; adequate response; exaggeration of dangers; ignoring dangers; interest in a person; empathy; understanding; help

Dluzhnevskaya L. A., Dluzhnevsky I. G. Impact of meaningful orientations on life satisfaction

Abstract. The article examines life satisfaction among people with different life-meaning orientations, taking into account their gender. The aim of the article is to study the impact of changes in social gender expectations on the semantic sphere of the individual, as well as on the sphere of life satisfaction. In the course of the work, a study was carried out on the influence of life-meaning orientations and life strategies on life satisfaction in men and women, and the correspondence of these life-meaning orientations and life strategies to generally accepted in modern society gender expectations was analyzed. As a result of the study, it was revealed that men experience a sense of satisfaction if their goals and values correspond to those traits that correspond to the prescribed by anonymous public authority image of masculinity. In the semantic sphere, women show masculine traits to the same extent as men, but the realization of such meanings either does not have any effect on their sense of satisfaction, or this influence turns out to be negative. Based on the study, it was concluded that changes in gender expectations have an impact on the semantic sphere of the personality of women, but were not deep enough to affect the sphere of life satisfaction. The results of the study allow us to take a fresh look at the psychological conditions in the process of social values transformation and can be used in psychological counseling and psychotherapy, focusing the attention of the consultant on the semantic sphere.

Keywords: semantic sphere of personality; life-meaning orientations; personal meaning; life strategies; life satisfaction; gender expectations; sex-role features

Stoyukhina N. Yu., Kostrigin A. A. From the history of teaching psychology: the first soviet textbooks of the 1920-1930s

Abstract. The article analyzes soviet textbooks on psychology in the 1920-1930s till the Decree «On pedagogical perversions in the system of the People's Commissariat of Education» of July 4, 1936. The works of K. N. Kornilov, V. A. Artemov, N. A. Bernshtein, L. S. Vygotsky, N. F. Dobrynin, A. R. Luria, P. S. Lyubimov, S. M. Vasileisky, A. A. Gayvorovsky, S. M. Verzhbolovich, A. P. Boltunov and G. E. Shumkov are examined. Their textbooks, practicums, anthologies and manuals are discussed. The main core of educational publications were works written by employees of Moscow state institute of experimental psychology under the guidance of K. N. Kornilov. This was reflected in the theoretical and methodological principles on which the authors stood when developing their textbooks: in many of them the concept of reaction was central, and the interpretation of various mental phenomena was carried out from the standpoint of reactology. The second group of educational works used other psychological approaches common at that time — foreign Gestalt psychology, pre-revolutionary Russian empirical and experimental psychology, Soviet reflexology. However, since the early 1930s and after the reactological discussion in 1931, educational developments within the framework of reactology and other original psychological trends were practically curtailed. The last textbook of the period under study, published by K. N. Kornilov in 1934, became a kind of transition from the period of theoretical and methodological pluralism in Soviet psychology to a homogeneous field of psychological science and education based on Marxism. Consideration of Soviet textbooks on psychology in the 1920-1930s allows analyzing not only the characteristics of psychological education of this period, but also determining their theoretical and methodological foundations, on which the teaching course or educational-methodological publication was built.

Keywords: history of psychology; soviet psychology; teaching psychology; textbook; practicum; anthology; reactology; psychological education.

Lenkov S. L., Rubtsova N. E., Efremova G. I. Pedagogues' subjective perception of the education digitalization problems

Abstract. The article discusses the problems faced by Russian pedagogues in the processes of education digitalization and cyber socialization in general. The results of pilot monitoring aimed at identifying pedagogues'

subjective perception of such problems are presented. A specially developed questionnaire «Problems of education digitalization» was used as a measuring tool. The sample included 213 pedagogues aged 21 to 73 years with pedagogical experience from 1 year to 53 years, representing 31 regions (subjects of the Russian Federation) from eight Federal districts of the Russian Federation, various subject areas of pedagogical activity (technical, humanitarian and universal) and various levels of implemented education (preschool, general and higher).

It is established that pedagogues most often note the difficulties associated with the software equipment of the digital educational environment, access to high-speed Internet and technical support of digital educational technologies. At the same time, difficulties associated with the motivation and meaning of education digitalization, as well as with pedagogues' understanding of the insufficiency of their digital competence, are much less common. Pedagogues' perception of the difficulties of education digitalization is statistically significantly influenced by such factors as the subject area of pedagogical activity, pedagogical experience, gender, age of the pedagogue. The majority of pedagogues noted that the conditions of the COVID-19 pandemic led to a decrease in the quality of education.

The results obtained can be useful for identifying priority areas for improving the processes of education digitalization, including the professional development of pedagogues in terms of advanced training in the field of digital educational technologies and, accordingly, the formation of digital competence of pedagogues, which can become an important factor in countering the negative impact of pandemic conditions.

Keywords: pedagogues; digitalization of education; problems of digitalization; subjective perception; cyberspace; cyber socialization; digital environment; digital competence

Karpov A. A., Volchenkova A. A. Reflexivity as a determinant of leadership styles in conditions of remote management activity forms

Abstract. The article presents theoretical and empirical materials that reveal the specifics of the main parameters of personality reflexivity as determinants of general management styles. It is shown that one of the most constructive means of such disclosure is to identify the relationship of leadership styles as one of the central constructs of management psychology, on the one hand, and the main reflexive parameters, on the other. The necessary prerequisites for the synthesis of several major areas of modern psychology are described: theory of activity, management psychology, psychology of reflection and metacognitive psychology. It is established that the main general management styles are characterized by different values of the indexes of integration (coherence), differentiation (divergence) and the index of general organization of personality reflection parameters. The provisions are formulated according to which the regularities of the structural organization of the parameters of the reflection of the managers' personality are based on specific conditions for the implementation of management activity, expressed in the form of remote forms. The substantiation of the leading role of the means of «anti-reflexive» orientation in management activity in the conditions of using technological mechanisms of the information and communication plan is given. Their greater representation is noted in remote («virtual») forms of implementation of management activity than in traditional versions of its implementation. It has been established that a high and above average level of reflection development has not a facilitating, but, on the contrary, inhibiting effect on the performance indicators of management activity. This circumstance determines the use by manager of a high level of reflexivity development for its own «minimization», mainly for the directive general management style. The provisions on the gradual change of research orientation from two traditionally differentiated classes of activity — subject-object and subject-subject — to a new subject-information class are substantiated. The provisions on the affiliation of management activity simultaneously to three differentiable classes of activity are explained: subject-subject, subject-object and subject-information.

Keywords: reflexivity; management activity; reflection; general management styles; «virtual leadership (leadership)»; subject-information class; metacognitive sphere of personality; structural organization; indexes of structural organization; «anti-reflection»

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Solodneva D. A. The specifics of the development of emotional intelligence in university students

Abstract. This article discusses the main directions of development and the results of research on emotional intelligence in adolescence in foreign and domestic psychology. The sphere of emotional intelligence and its characteristics are analyzed. It is emphasized that the theoretical savvy of teachers in this matter can favorably affect not only the academic performance of a student, but also positively affect the relationship of a teenager in a new reference group.

The concept of alexithymia is singled out separately, since the limitation of the ability to understand one's own and others' emotions and the lack of emotional reactions can lead to significant difficulties in adapting students to new learning conditions. The importance of emotional intelligence for the successful adaptation of an individual to external changes, the peculiarities of a new learning environment, a new way of life is highlighted. The importance of the period of social adaptation for a teenager is emphasized, with the formation of role flexibility of behavior, the

peculiarities of interaction in a new social group, the assimilation of new rules, traditions and norms adopted in an educational institution. The topic of choosing behavioral strategies is touched upon, depending on the level of emotional intelligence, because the choice of constructive coping strategies is an important aspect in overcoming difficulties successfully that arise when an individual interacts with a new team and teachers.

The article raises the topic of unresolved issues regarding the selection of diagnostic tools for studying the features of emotional intelligence in psychology. The scientific conclusions of the article contribute to raising the issue of relevance and the need to provide information for teachers about the peculiarities of student adaptation, depending on the level of interpersonal and intrapersonal intelligence. The importance of the disclosure of the «emotional intelligence» concept in the process of practical organization of the training of teaching staff is emphasized. The article is addressed to scientific and practical workers of education and can be useful in pedagogical and social psychology, as well as important for the development of a psychological and pedagogical program of a higher educational institution.

Keywords: educational activity; emotional intelligence; self-awareness; adolescence; empathy; teacher; university; alexithymia

Ogorodnikova L. A. Methods of diagnosis and development of younger schoolchildren's psychomotor abilities

Abstract. The article is devoted to the theoretical analysis of the concept of psychomotor abilities and the peculiarities of their development in primary school age children. It has been revealed that such components of psychomotor abilities as the accuracy of spatial movements, the accuracy of muscle reproduction, the sense of time, and the preservation of body stability develop most intensively in primary school age. As a result of the theoretical analysis, it was found out that the age from 7 to 12 years is sensitive for the development of the accuracy of spatial movements in the joints, and the accuracy of reproduction of muscle efforts. From 8 to 10 years of age, the ability to assess the weight of objects and the ability to reproduce a given amount of muscle effort develops intensively. For the development of a sense of time, the accuracy of determining the time of performing a motor action, as well as maintaining the stability of the body, the entire primary school age is sensitive. The methods of diagnostics of psychomotor abilities used in the psychology of sports and physical education, including hardware methods and exercise tests, are considered.

The advantage of using a test study of psychomotor abilities in school practice is substantiated. As a result of the analysis of the experience of practicing teachers, 5 tests-exercises for the study of psychomotor skills of younger schoolchildren were identified, which allow determining the features of the development of psychomotor abilities and are characterized by reliability and ease of use: a test for a sense of space, a sense of time, reaction speed, a sense of angle and a sense of muscular effort. A technique is presented that includes sets of exercises aimed at developing the psychomotor abilities of first-graders, which can be used in the preparatory part of a physical education lesson. The effectiveness of using exercises with objects and weights is substantiated. Complexes of exercises with weights and objects have been developed, aimed at developing the psychomotor abilities of younger schoolchildren. The article presents the results of an empirical study of the components of the younger schoolchildren's psychomotor skill. It was found out that the sense of time, reaction speed, muscle feeling and sense of angle in the experimental group received significant positive dynamics. The results obtained indicate a significant increase in the productivity of the components of psychomotor abilities in the experimental class. The range of positive dynamics for all five tests is from 4 % to 48,1 %. The effectiveness of the proposed methodology for the development of psychomotor abilities of primary school children is proved.

Keywords: mental development; psychomotor; sensorimotor; psychomotor development; sensorimotor development; primary school age; sensitive period; diagnosis of psychomotor abilities; sense of time. reaction speed. dosing of muscle effort; angle feeling; muscle feeling

Glazkova T. V. Family in russian culture: axiological aspect

Abstract. The article analyzes the system of values that exists in every culture, is formed due to the cultural meanings contained in the concepts. In particular, the main attention is paid to the «family» concept presented in culture as a three-level unity, where the first level is cultural memory, which assumes the participation in the life of the family of all relatives, deceased, living and not yet born — in relationships and in the memory of the living; the second level is the cultural code, or those basic values that a particular family relies on at a certain stage of its existence; the third is the intergenerational transmission of cultural experience, the content of which depends on the attitude to the values being broadcast: the retransmission of values, the transformation of values; the deformation of values; the denial of values; the replacement of values.

Taking into account the interdisciplinary nature of the work, the author relies on a set of culturological, linguoculturological, cultural philosophical, sociocultural approaches when choosing a methodological base. These approaches, and above all the culturological approach, allowed us to consider the value-semantic content of the «family» concept to present the main functions of this concept in culture — the adaptive function and the function of identity formation, the implementation of which occurs in the family through the presenting cultural tradition.

The paper examines the range of possible relations to tradition, the relationship of personality, family and society, the peculiarities of the existence of the family under the influence of changes in the cultural roles of its members. It is argued that the attitude to values and their semantic content in the context of the identity crisis in which our society finds itself in the globalizing world determines the awareness of a person of his position in the world and in society. At the same time, the complexity in defining value orientations is emphasized, which consists in changing cultural paradigms, and in the difference in meanings that different social groups put into the same naming values. The author comes to the conclusion that in order to respond to the new challenges faced by the family in culture, and to preserve the family in new conditions, qualitative changes will have to be experienced by each of its participants.

Keywords: family; concept; values; meanings; cultural memory; cultural code; gender roles; tradition

Kuimova V. M. Theatricalization of soviet everyday life: R. A. Bykov

Abstract. This article is devoted to the phenomenon of theatricalization in the work of the Soviet director R. A. Bykov. The concept is a socio-cultural and aesthetic paradigm. It is believed that theatricalization becomes a way of forming interpersonal interaction and working with the environment. When analyzing the work of film directors, it can be realized as a way of avoiding reality and experiencing reality.

In the context of Bykov's works, theatricalization is a way of figurative expression of existence. The films «Attention, Turtle!», 1970 and «Telegram», 1972 are analyzed. The both films are built around theatrical conflicts, but the conventionality of the children's world preserves the realism of the works for the viewer. Particular attention is paid to the signs of the times and their socio-cultural context, the culture of everyday life. In particular, the concept of fashion is considered as a way of theatricalization of everyday life. In the film «Attention, the turtle», the images of the grandmother (the role is played by L. Malkina) and grandfather (the role is played by A. Batalov). The female character embodies the carnival principle, while the male character embodies the anti-theatrical one. Theatricalization contains different forms and reveals in the characters a non-trivial stay in life in accordance with the psycho-emotional characteristics of the actors. In the film «Telegram» the conflict is created around the failed meeting. An important narrative line is the influence of the Great Patriotic War on the fate of people. Unlike the «Attention, the turtle!», film reveals a love line at the level of three generations. Both films are characterized by a detective and adventure beginning, children play a leading role, adults play an aiding role.

Special attention is paid to the casting. In the paintings of R. A. Bykov, schoolchildren continue their usual life actions on the screen. The study analyzed the external and internal characteristics of the characters in the both films in accordance with theatrical roles.

Keywords: theatricalization; theatrical character; Soviet mundanity; Soviet existence; Soviet cinema; films for family viewing; R. A. Bykov

Smirnova A. A., Leonov I. V., Kirillov I. V. «Suffering» artifact as a phenomenon of culture: balancing between life and death

Abstract. The article is devoted to the analysis of an extensive group of artifacts that belong to the so-called «suffering» ones. We are talking about monuments that are perceived as being on the verge of death, balancing between life and death. A general characteristic of the peculiarities of the perception of cultural heritage monuments as «suffering» is given — which is largely based on archetypal manifestations of the human psyche. Special attention is paid to the phenomenon of «falling» bell towers and towers, which constitute one of the most significant subgroups of «balancing» artifacts; the phenomenon of the Leaning Tower of Pisa is particularly considered. Examples of conscious use of the «fall» factor in modern architectural works are given. The phenomenon of using the «balancing» effect artifacts between life and death in various directions and genres of modern art (in particular in sculptures by E. Kendziora) is touched upon. The fragility factor of some jewelry is analyzed. Attention is paid to the phenomenon of using fragile and short-lived materials (ice, sand, glass, paper, eggshells, rice grains, pencil pencils, feathers of various birds, butterfly wings, etc.) when creating objects of historical and cultural heritage. Artifacts that are included in the group of «liminal» due to the impact of the unfavorable natural environment (for example, St.-Petersburg and Venice) and anthropogenic factors are also considered. The question of correlation of the phenomenon of suffering with the authenticity of monuments is touched upon — which gives rise to a largely paradoxical situation of correlation of a certain ailment with the form and value-semantic aura of the monument. The variability of creative strategies from the point of view of ensuring the longevity of the work is fixed. The text contains a fairly extensive number of certain historical examples of the perception of artifacts as «balancing» between life and death.

Keywords: «suffering» artifact; liminality; creativity; «falling» bell tower; «balancing» sculpture; fragile materials; fragility

Burlina E. Ya. «Grad Petrov» and its modern representations: from Kagan to Shostakovich

Abstract. The subject of consideration is two outstanding cultural studies devoted to one city — St. Petersburg. Both works have become an event of modern humanitarianism, which makes it possible to understand what different

problems urban studies are opening up today. The first book belongs to Professor M. S. Kagan: the monumental volume «The City of Petrov in Russian Culture» was republished in 2019 and supplemented with a special university textbook. Kagan's book is one of the business cards of the modern St. Petersburg University. Monograph of M. S. Kagan was awarded the Antsifer Prize, awarded for the best contemporary works dedicated to St. Petersburg. The mission and functions of the city in the development of Russian culture are at the center of the study. According to Kagan, the city on the Neva played a solo aesthetic and ideological role in the development of the entire national culture. The proposed article also examines another powerful humanitarian study, although unknown so widely, but also associated with new interpretations of urban culture. 3-volume «Shostakovich at the Leningrad Conservatory: 1913-1930», author of the project and compiler Professor L. G. Kovnatskaya intersects with the concepts of Professor Kagan. In the professional musicological environment, a giant archival database detailing the image of a young genius was appreciated. However, the hero of the study is not only composer Shostakovich, but also the city on the Neva. Often it appears not as elegant and aesthetic as in the book «The City of Petrov in the History of Russian culture». Kovnatskaya's three-volume collection examines the local period on the basis of the richest archival materials: the life of the city and the preservation of unique cultural institutions between the First and Second World War. Petersburg as «the place of Shostakovich» appears different from Petersburg in the book by M. S. Kagan. Another chronotope and heroes, another image of the city and the concept. If the illustrations for Kagan's book are famous paintings or artistic texts, then the book about Shostakovich's city is supplemented with authentic photographs that have not been published before. The purpose of the comparison of these scientific publications undertaken in this article was the problem of the multiplicity of representations of the city in modern humanities. Thus, the article compares two dissimilar and close worlds of St. Petersburg culture.

Keywords: city; St. Petersburg; Kagan about the city; Shostakovich in the city; chronotope; street; conservatory; cultural traditions; absurdism and mass culture

Erokhina T. I., Korovkina A. A. Evolution of the Hercules image in soviet animation

Abstract. The concept of heroic is an integral part of the mythosystem and ideological constructs characteristic of the culture of a particular period. In Soviet culture, the heroic is modeled and promoted through artistic images that reproduce the ideals of the Soviet state. A special role in the concept of heroic is given to the image of a hero who reflects the ideals of society and broadcasts a pattern of behavior that meets the picture of the world characteristic of culture. Based on the traditions of the Greek mythosystem, Soviet culture transforms ideas about the heroic and hero in accordance with ideological attitudes.

The article analyzed the evolution of the image of Hercules in the Soviet animation in two periods: the period of «stagnation» and the period of «perestroika». The authors turn to the cycles of animated films created based on the Greek mythology by directors A. G. Snezhko-Blotsky and A. A. Petrov. Focusing on the plot basis and interpretation of Greek myths presented by A. G. Snezhko-Blotsky, the authors note the glorification of the image of Hercules, which differs from the concept of heroic, presented in the Greek mythosystem. The image of Hercules acquires a synthetic character, combining the features of the heroes of Greek mythology and Soviet culture, the tragic character of the heroic is emphasized, the mythological chronotope acquires historical features. Analyzing the cycle of cartoons created by A. A. Petrov, the authors focus on the evolution of the concept of heroic, which loses scale and loses its dominant character. Heroic is replaced by lyrical, psychologism and universal human problems come to the fore, not burdened with ideological connotations. The article notes the influence of sociocultural processes on the meaningful constructs of the Soviet mythosystem, which lead to a change in cultural codes and their representation in domestic animation.

Keywords: Soviet animation; hero; heroization; mythosystem; Soviet culture; Hercules; A. G. Snezhko-Blotskaya; A. A. Petrov

Azeeva I. V. The formation of a theater school in Yaroslavl: the soviet period

Abstract. The article describes the process of formation of a theater school in Yaroslavl during the Soviet period. State theatrical education in Yaroslavl is for the first time presented in detail in the chronological sequence of origin, formation, development. Development is understood as a process of regular change aimed at creating a new qualitative state of theater education: from a theater technical school and a theater studio to a secondary theater school and a higher educational institution.

Analyzing the process of formation and development of theater education in Yaroslavl in the context of a certain historical time (the Soviet period), the author relies on the principle of historicism. The study uses documents that record key events: government decrees, decisions and orders of various levels.

The results of the study allow us to reasonably assert that the policy implemented by the Soviet authorities in the field of creative and, in particular, theater education contributed to the formation of a theater school in Yaroslavl. Many methodological practices tested and developed in Soviet times have not lost their relevance at the present time. At the same time, the formation and development of the Yaroslavl theater school, which has pronounced individual features, goes beyond the rationalistic and politicized educational policy of the Soviet state.

An exceptional role in the development of theater education and the formation of the Yaroslavl theater school was played by F. E. Shishigin, artistic leader of the Theater named after F. Volkova. He was the only one in the

Soviet theatrical province who combined artistic, staging and pedagogical work, supplementing these activities with organizational and creative work.

The problem under consideration will be of interest to specialists in the field of the history of theater education, as well as culturologists involved in the study of the culture of the Soviet period.

Keywords: Soviet era; history of theater education; Yaroslavl theater school; Yaroslavl secondary theater school; Yaroslavl state theater institute; F. Shishigin

Tikhonova A. Yu., Shabanova A. A. Culturological paradigm of interuniversity interaction

Abstract. At present, the interaction of universities and other institutional organizations is becoming relevant, it affects the development of the region positively both in economic, social and cultural terms. The article reveals the current trend in collaborations between universities and other organizations, as well as the cultural orientation of the interaction of regional universities. The main forms of relationships include competition and cooperation, and the authors prove the effectiveness of cooperation as the most productive form in which the maximum positive effect can be achieved for all participants in the educational process. The authors, analyzing the current situation, point to the contradictions and problems that regional universities face. In particular, the factors influencing the innovative development of the university are considered, which include academic mobility and internationalization, and the main subjects of these processes are teachers and students. The article presents the example of Ulyanovsk Pedagogical University in cooperation with other regional universities. Within the cooperation, the cultural potential inherent in the developed curricula and taught disciplines is realized, as well as the formation of the necessary competencies in accordance with the requirements of the current state educational standard. In addition, the programs implemented at the university for interaction with other universities in the field of culture and their products show students and the public the importance of the spiritual sphere and the possibility of its practical formation and transfer.

Keywords: culturological paradigm; higher education; regional university; university cooperation; creative training programmes