

Simanovsky A. E. Validity of organizational and activity models in pedagogy

Abstract. The article discusses the problem of checking the validity of organizational and activity pedagogical models. Such models can also be called structural-functional, as they reflect the structure and functional relationships between the components of pedagogical activity aimed at creating conditions for the formation of students' target qualities. There are two types of validity: internal and external. The internal validity of the pedagogical model means that the model must adequately reflect the process of forming the target quality, its components and the connections between them. The external validity of the pedagogical model means the possibility of its use in new organizational conditions, on other populations of students. The author of the study analyzed 57 dissertations in pedagogy, defended from 2022 to 2024. The use of organizational and activity models was revealed in half of the cases under consideration (50,2 %). In most cases of using pedagogical models, they were tested for internal validity using an experimental plan with control and experimental groups and preliminary and final testing of trainees. Such a test of pedagogical models was carried out on average in 81,7 % of cases. In other cases, no control groups were created and the internal validity check was based on a comparison of the results of the initial and final measurement of the formed target qualities. Verification of external validity was carried out much more seldom in 37,2 % of dissertation studies. It was based on a comparison of the results of several experimental groups that were created in different educational organizations and regions, that is, in a different socio-cultural environment. It is concluded that it is necessary to develop mandatory requirements for checking the internal and external validity of organizational and activity models in pedagogical research.

Key words: organizational and activity pedagogical models; structural and functional pedagogical models; internal validity of pedagogical models; external validity of pedagogical models; dissertation researches in pedagogy

Volodchenkova V. V., Gavriushenko V. P., Volodchenkov R. B. Education of a safe type of personality: differentiation and application of related concepts

Abstract. An important role in the formation of responsible and conscious safe behavior of people in various situations is played by social education and personal development in the field of life safety culture, in particular in the field of fire safety. The article is devoted to the analysis, differentiation, and use of three key concepts that are an integral part of the process of forming a safe and responsible personality. The authors focus on the difference and correlation between fire safety training, fire prevention propaganda and information in the field of fire safety, emphasizing their importance for fire prevention and protection of the population. The specifics of each of the concepts are considered. Fire safety training includes continuous education and training of citizens and specialists on the rules and methods of fire prevention and response. This is achieved through training in educational programs, conducting systematic theoretical and practical classes, and training. Fire prevention propaganda is focused on the formation of public consciousness and increasing the level of responsibility of citizens through mass information campaigns and social projects. It is aimed at developing an ideology of a safety culture and changing people's behavior in relation to fire risks. Informing is the process of providing up-to-date and accurate information about fire safety, including warnings, news and statistics. This allows the public to be aware of current threats and take the necessary precautions. The importance of forming a culture of life safety as a basis for creating a safe and sustainable society is noted. The authors emphasize that in order to effectively ensure fire safety, it is necessary to use all three components in a comprehensive manner, taking into account their complementary nature. The importance of the correct application of these concepts in practice and the use of these categories in the development of a strategy for educating a safe type of personality, as well as to increase the effectiveness of fire-fighting measures, is emphasized.

Key words: education; pedagogy; life safety culture; fire safety; education; propaganda; information; communication

Krotenko T. Yu. Spatial parameters in the educational sphere: new directions of development

Abstract. Socio-cultural, environmental and economic factors in a constantly evolving world are steadily stimulating the emergence of current trends and disciplines in the field of education. This article seeks to identify innovative vectors for the development of lifelong education. A number of methodological approaches were used: a) analysis of terminological combinations that combine philosophical, socio-cultural, economic and educational concepts; b) assessment of the author's experience in the field of formal, non-formal and incident education; c) conducting an expert survey carried out online in December 2023; d) content analysis of detailed responses received from survey participants. The study revealed previously unobvious sources for the development of interdisciplinary methodology, which can arise at the intersection of various knowledge domains and as part of practical research efforts aimed at realizing transdisciplinarity. The work reveals fundamentally new methodological approaches present in science and modern philosophy, which relate to lifelong learning as a vital characteristic of a modern individual. The potential hidden in unexpected combinations and at the intersections of previously independent areas

of knowledge is explored. This is especially significant for overcoming the problem of preserving human qualities in the context of the dynamic development of educational systems that integrate human nature with artificial intelligence. The innovativeness of the work is reflected in the conclusions about research methods that are most adequate for the development of new psychological and pedagogical knowledge in the context of lifelong education.

Key words: space of continuous education; measurements of the educational sphere; educational technologies; vectors of education development; educational research methods; transdisciplinarity; digital vector of development; non-digital direction of development

Yurchenko T. V. Pedagogical means of minimizing the level of conflict in the educational environment

Abstract. The article examines the concept of «conflict» from the point of view of philosophy, sociology, psychology and cultural studies. The various interpretations of the concept of «conflict» emphasizes its complexity and versatility. Ultimately, conflict becomes not just a clash of interests or opinions, but also an important catalyst for change, growth, and moral development, both at the individual level and within society as a whole.

The relationship between the concepts of conflict and the educational environment is very close. Conflictogenicity in the educational environment (hereinafter referred to as CEE) «slows down» the positive development of a student's personality and reduces his self-esteem, and can also lead to a conflict situation, and then to the conflict itself.

The purpose of the study is to analyze the current state of CBS and ways to minimize it using pedagogical tools such as mediation.

The objectives of the research are the theoretical study of the concept of «conflict», the analysis of CBS in an educational institution and the definition of an effective pedagogical means of reducing the level of conflict in the educational environment.

In the course of the study, an analysis of the current level of CEE was carried out on the basis of the school in Kropotkin, Krasnodar Territory. 87 students aged 10 to 15 took part in the testing. The analysis was carried out according to two components: communicative and cultural and socio-emotional. The results of the study showed average and high values of the CBS level, requiring minimization and adjustment by professionals using various pedagogical tools. Mediation is one of the most effective means of reducing CEE. Mediation, as a means of reducing CEE, offers a constructive way to resolve conflicts aimed at creating mutual understanding and peaceful coexistence in an educational environment. Mediation in the structure of an educational institution exists as a school mediation Service (SHSM). For the effective functioning of the SHSM, a professional mediator is needed. To gain knowledge, skills and abilities in the field of mediation, an additional professional retraining program «General mediation and the basics of conflictology» was developed and implemented, graduates of which work effectively in schools in the Krasnodar Territory and Krasnodar.

Key words: conflict; mediation; conflictogenicity; minimization; pedagogical tools; educational environment; socio-emotional component; communicative-cultural component

Sherekhova O. M. Formation of foreign language professional communicative competence of bachelors in political science

Abstract. The field of political science is closely related to communication with people from various foreign countries as well as with citizens of their own country. Therefore, it is essential for a political scientist not only to have a broad outlook, but also to be able to conduct a constructive dialogue with people of different status and position. Today it is impossible to co-operate with foreign experts in various fields without knowledge of a foreign language. The integration of English for Special Purposes (ESP) into the educational process of the university allows the teacher to create all conditions for developing foreign-language professional communicative competence of future political scientists. The article presents the experience of organizing foreign language educational process for political science students. The author describes various forms of activities with students in English classes as well as variants of course contents and principles to select material. The article substantiates the essential characteristics, components, criteria, indicators of foreign-language professional communicative competence formation. The author concludes that teaching ESP to political science students will allow them to master professionally significant information through a foreign language. The use of innovative teaching methods and relevant materials will enable professors to increase the level of professionalism of future specialists and it makes them competitive in the labour market.

Key words: foreign language professional communicative competence; english for specific purposes (ESP); political science bachelors; foreign language education; innovative teaching methods; situation modelling; briefing

Shestakova E. S., Guseva A. S. The application of digital technologies in teaching professional vocabulary to students in non-linguistic disciplines

Abstract. The integration of digital technologies in foreign language instruction has become increasingly prevalent in higher education institutions. This article examines the digital tools Wordwall, Breaking News English, and Twee, which have demonstrated efficacy in enhancing the activation of professional vocabulary in language and speech. The authors also evaluate the implementation of these services in the context of teaching professional vocabulary to students enrolled in non-language disciplines at V. I. Vernadsky Crimean Federal University during the courses «Business Foreign Language» and «Foreign Language of Professional Orientation» from 2022 to 2024. Particular emphasis is placed on identifying the advantages and disadvantages associated with the use of Wordwall and Breaking News English. To systematically assess the strengths and weaknesses of the technologies under discussion, the following criteria were established: 1) accessibility; 2) attractiveness; 3) interactivity; 4) availability of informational resources; 5) provision of pre-designed tasks suitable for varying levels of lexical skill development; 6) capability for generating materials and tasks; and 7) variability in the complexity of materials and tasks. The analysis of the application of Wordwall, Breaking News English, and Twee within the educational framework indicates that these tools offer a diverse array of pre-existing tasks and templates for the creation of new materials, while also complementing one another in terms of their functional attributes. The findings of this study underscore the potential for increased motivation to incorporate digital services in the instruction of professional vocabulary, supplementing traditional textbooks.

Key words: digital technologies; foreign language; teaching professional vocabulary; non-language disciplines; Wordwall; Breaking News English; Twee; advantages and disadvantages of digital technologies

Dolin V. A. Technology of step-by-step formation of mental actions in teaching logic at the University of the Ministry of Internal Affairs of Russia

Abstract. Improving higher education in the system of the Ministry of Internal Affairs of Russia involves the search and justification of the expediency of using educational technologies. The purpose of the article is a theoretical understanding of pedagogical potential of P. Ya. Galperin's technology of step-by-step formation of mental actions in relation to teaching logic at the university of the Ministry of Internal Affairs of Russia. The first part of the article is devoted to a meaningful reconstruction of the technology of step-by-step formation of mental actions. The five postulates reveal the structure, dynamics and integral characteristics of mental action, as well as its pedagogical capabilities and limitations. The author concludes about compatibility of the proposed five postulates with the traditional six-part version of the presentation of the analyzed technology. In the second part of the article, the possibilities of step-by-step formation of mental actions in relation to teaching logic at the university of the Ministry of Internal Affairs of Russia are considered. When translating an action into a mental plan, four parameters of the action are considered: level of execution, completeness of operations, generalization, and mastering according to the three preceding parameters. The third part of the article systematizes the pedagogical limitations of the technology of step-by-step formation of mental actions in relation to the presentation of logic at the university of the Ministry of Internal Affairs of Russia. In addition to the material and technical limitations related to surrounding socio-economic environment, three more intra-system limitations related to organization of educational process are identified: a high cognitive threshold of entry; reducing speed of mastering mental action at initial stage; an uncreative nature of students' activities. The author of the article concludes about high pedagogical potential of P. Ya. Galperin's technology of step-by-step formation of mental actions in relation to teaching logic at the university of the Ministry of Internal Affairs of Russia, and also states the fact of paradoxical lack of demand for this technology in context of formation of logical thinking culture.

Key words: P. Ya. Galperin; mental actions; step-by-step formation; logic; higher education; Ministry of Internal Affairs of Russia; pedagogical technology; culture of logical thinking; internalization

Obrazczov M. S. Formation of the conceptual framework of the military pedagogical system for adaptive physical culture in the Armed Forces of the Russian Federation

Abstract. The article addresses the need to unify the conceptual framework of the military-pedagogical system of adaptive physical culture in the Armed Forces of the Russian Federation. The author highlights the inconsistency in the terminology related to service members with disabilities resulting from military injuries, which creates obstacles to develop a regulatory framework governing their military service and incorporating the organization of adaptive physical culture into relevant regulatory documents. The study emphasizes the necessity of introducing the terms «adaptive physical training» and «service member with disabilities» into governing documents, as these terms more accurately reflect the specific conditions of this category of service members while avoiding stigmatization. Methods such as analyzing regulatory documents, modeling, and expert evaluation were used in the research. The author identifies contradictions between the regulatory framework and practical needs, offering recommendations for resolving them. Key proposals include formalizing terminology, adapting methodological approaches, and

developing educational programs for training specialists. The main conclusions underscore that unifying terminology enhances combat readiness and social integration of service members with disabilities. The article represents a significant contribution to the development of military-pedagogical science and practice, promoting inclusive approaches within the system of professional training and education for service members with disabilities. The author suggests specific steps, including the development of physical training standards and the integration of adaptive physical culture elements into training programs. Thus, the article makes a substantial contribution to advancing military-pedagogical science and practice concerning service members with disabilities.

Key words: military-pedagogical system; adaptive physical culture; military personnel with disabilities; combat injury; regulatory framework; conceptual framework; physical training; pedagogical system

Prygin G. S. Information concept of individual consciousness

Abstract. To build the information concept of individual consciousness, five axioms are formulated concerning the quality of information changing in the modalities: «ideal» – «material». Accordingly, in the category «information», the following types are distinguished: «Ideal information», «Psychoinformation», «Neuroinformation»; their attributive properties are described: locus, functions and systemic connections. The primary source of these types of information is psychoinformation. It is shown that when psychoinformation arises, two similar types of information are formed and stored – «ideal information» (of the personal unconscious) and «neuroinformation» (of neural networks). A hypothesis is put forward that the ideal information of the personal unconscious is connected with neuroinformation (neural structures responsible for the cognitive apparatus of the individual) by means of the principle of «synchronicity», therefore any changes in psychoinformation at one of the levels of its existence instantly lead to similar changes at another level. To substantiate the hypothesis, a phenomenological analysis of such concepts as «stream of consciousness» and «qualia» is carried out. In connection with the analysis of the principle of synchronicity, the phenomenology of the concepts of «determinism», «causality», «psychological causality» is presented; a comparative analysis of the concepts of «psychological causality» and «synchronicity» is given. The structure and properties of individual consciousness are revealed, its definition is formulated. In the structure of individual consciousness, two components are distinguished: the main one is actualized psychoinformation (the conscious part of experience reflected in concepts) and the accompanying one is emotional states (qualia), not always consciously recognized by the individual. Two important conclusions are made: firstly, the formation of psychoinformation can be regarded as a manifestation of individual consciousness and, secondly, the introduction of the concept of «psychoinformation» allows us to approach the solution of the psychophysical problem.

Key words: information; psychoinformation; neuroinformation; psychological causality; subjective-empirical phenomena; qualia; psychophysiological problem; principle of synchronicity

Tolochek V. A. Principles of russian psychology: pro et contra. Part 1

Abstract. The purpose of the study: historical and theoretical analysis of the methodological, methodical and organizational aspects of conducting research and development (R&D) and scientific and practical work (SPR) in modern organizations. Subject of the study: methodological status and practice of using principles in modern Russian psychology. Methods: analysis of scientific literature, reflection of the experience of scientific and practical work in various areas of professional activity. Hypotheses: 1. General scientific principles transmitted from other scientific disciplines, limitedly reflect the essential properties of the psyche. 2. Due to the evolution of social objects and scientific disciplines, the substantive content of the principles should be regularly subjected to methodological reflection and adjusted.

The following is stated: the status of the second level of methodology (specific scientific methodology) requires clarification and coordination with the specific features of disciplines and disciplinary areas; there are few basic disciplinary principles; psychologists use different sets of principles in solving scientific problems; the four basic principles (determination, development, systematicity, unity of consciousness and activity) are rarely used as a whole in research; their content varies depending on the tasks of research; there is a tendency to divide the principles of the discipline into two levels - general psychological and private, special; either the four basic principles are excessively numerous for a specific study by a specific scientist, or they are not clearly defined in terms of content; three of the four analyzed principles (determinism, development, systematicity) reflect a limited range of possible changes in the mental. The postulate of the late 19-th century – «psychologica – psychological» – is a requirement that currently limits the possibilities of studying the mental.

Key words: psychology; evolution; methodology; principles; approaches; methods; types of rationality

Vlasov N. A., Mazilov V. A. The concept of a subject in russian empirical psychology

Abstract. The article examines the concept of the subject of psychology from the point of view of supporters of Russian empirical psychology. The purpose of the study is to identify the views of its representatives (M. I. Vladislavlev, M. M. Troitsky, N. Ya. Grot, G. I. Chelpanov, A. P. Nechaev) on the subject of psychological science and analyze their confrontation on this issue with adherents of other trends in Russian psychological thought in the period from the last quarter of the XIX century to the middle 1920-s. To achieve this goal, comparative historical and bibliographic methods, categorical analysis were used; the source base of the study was monographs, textbooks and articles by representatives of empirical psychology, as well as the work of their scientific opponents. The first part of the article provides a brief description of Russian empirical psychology. The following is a description of the ideas of the supporters of this trend about the subject of psychological science, it is shown that it is the phenomena of consciousness («mental phenomena»). The next two parts of the article are devoted to the analysis of the methodological confrontation between representatives of empirical psychology and supporters of two other directions – philosophical in the pre-revolutionary period and behavioral in the post-October period. At the end of the article, it is concluded that introspective psychology played a generally positive role in the history of Russian science, contributed to the separation of psychology from philosophy and did not allow it to be absorbed by physiology, and, having completed this task, ceased to exist both for purely scientific and socio-political reasons.

Key words: history of psychology; history of concepts; conceptual history; empirical psychology; introspective psychology; subject of psychology, bibliographic method; categorical analysis

Konzhin S. I., Kostromina S. N. The image of the future as a marker of personality integrity

Abstract. In psychology, integrity is considered both as a personality characteristic and as a requirement for its study. Today, the scientific community is searching for new methods of defining, describing and assessing integrity as a personality characteristic. The search is due to the complexity and differences in the understanding of integrity in different theoretical approaches, the lack of consensus on this issue. Meta-analysis shows that all approaches to considering the integrity of the personality can be reduced to three main areas of study: structural integrity, static state of the integrity of the personality and the dynamic property of integrity as a system. These areas are simultaneously multi-level phenomena of the manifestation of integrity. Theoretical analysis and understanding of the integrity of the personality and its features allows us to move on to the next step in its study – the search for markers for assessing integrity. The image of the future can act as such a marker, since it has characteristics similar to integrity – structure, systemicity and dynamism. Constructing the image of the future, a person appears as a subject of his own life. Being a cognitive phenomenon, the image of the future includes ideas about various spheres of life, ways of interaction with the external and internal world of the individual throughout the time line, affective assessment of one's own future, and reflects the self-concept of the individual. In this article, we want to present our theoretical research substantiating the potential connection between integrity and the image of the future, which can subsequently help to develop practical research on the integrity of the individual.

Key words: personal integrity; holism; systematic approach; procedural approach; image of the future; time perspective; structure; dynamism

Korneeva E. N. Empirical classification of non-normative personality crises

Abstract. The article is devoted to the analysis of the phenomenon of non-normative personal crisis. It is interpreted as a specific deformation of the inner world of a person who is faced with a crisis or traumatic situation. Non-normative personality crises are interpreted as a special type of personality crisis, which has a fundamental difference from normative or age-related personality crises. Normative and non-normative personality crises are the first basis for classifying the latter. The main focus of the article is on non-normative personal crises, their subsequent classification and differentiation. It is shown that the personal representation of signs or manifestations of a non-normative crisis can be represented in the inner world at different levels. The theoretical analysis of the works of E. V. Bityutskaya, F. E. Vasilyuk, N. N. Dudal, L. G. Zhedunova, K. V. Karpinsky, V. V. Panteleeva made it possible to differentiate and combine the manifestations of non-normative personality crises into five groups: functional, affective, cognitive, motivational and personality-identification. At the same time, the orientation of different researchers to different groups of these manifestations made it possible to identify a partial subtype of the non-normative crisis, the manifestations of which are localized in the inner world of different individuals in one of these groups. The empirically proven possibility of localization in manifestations of an abnormal personality crisis simultaneously in several groups. Such a subtype of the non-normative crisis has been designated as complex. The presence of links between manifestations belonging to different groups of the presented manifestations, combined with the presence of a number of maladaptive symptom complexes, allowed us to identify a subtype of abnormal personality crisis, which we called systemic. The use of the principles of systemic genetic analysis of the phenomenon of abnormal personality crisis determined the choice of the next basis for their classification – maladaptive or adaptive. Working with non-normative crises does not just imply the focus of psychological

assistance on finding a way out of the crisis, but proceeds in several stages characterizing the adaptive evolution of an abnormal personal crisis, culminating in an increase in the resilience and personal maturity of persons who have experienced an abnormal personal crisis.

Key words: non-normative personal crisis; levels of crisis manifestation; classification; subtypes of non-normative crises; subspecies of non-normative crises; human inner world; maladaptive evolution; adaptive evolution

Guzhva I. V. Psychological features in precepting the image of a teacher by first-year students

Abstract. The article presents the results of an empirical study devoted to the issue on perception of the image of a higher education teacher by first-year students. The purpose of this research was to study the psychological characteristics of the process of perception of a teacher by students as an integral part of pedagogical communication in the educational space of higher education.

The study was conducted on the basis of two universities: Smolensk State University and Smolensk State Medical University. The sample consisted of 341 people and was represented by first-year students.

The empirical stage included the use of a questionnaire specially developed by the author, the use of which made it possible to identify the most significant personal and professional qualities of a modern teacher, which are key when assessing him by students. Along with this, the features of the «first impression» effect made by the teacher on students at the initial stage of pedagogical interaction were studied. The obtained results allowed us to state that in the person of a teacher, first-year students want to see, first of all, a competent specialist in the field of the taught discipline, who is able to convey knowledge in an accessible, interesting form and captivate them with his subject, as well as an older friend who is ready to listen, understand and at the right time provide help and support. The results of the study can find further application in psychological and pedagogical practice, in particular, for improving the educational process in higher education, as well as for developing programs for the adaptation of first-year students to studying at a university.

Key words: higher education system; pedagogical interaction; pedagogical communication in the teacher-student system; personal and professional qualities; the effect of the «first impression»; social and pedagogical perception; first-year students

Povarenkov Yu. P. Level of development and structure of «career anchors» among high school students of different genders

Abstract. The article discusses the results of the study aimed at identifying the characteristics of career orientations of high school students of different genders. The study tested the hypothesis about the emerging trend of convergence in professional preferences of men and women, including at the level of designing a professional career. It is noted that there are different approaches to analyzing and understanding a professional career. The article implements a system-genetic approach to defining and understanding a career developed by V. D. Shadrikov. The definition of the concept of «career anchors» proposed by E. Shein is given. It is shown that career anchors (career orientations) can be realized or not, but regardless of this, they actively influence the success of designing and implementing a professional career. To diagnose career anchors, an adapted version of E. Shein's technique was used, which allows recording the level of development of 9 of their types. The article provides a comparative analysis of the degree of expression of individual career anchors and their psychological structure in male and female 11-th-grade comprehensive school students. Specific features of the development of the career anchor profile and their structure, characteristic of young men and women studying in the 11th grade of secondary school, were revealed. It was found out that, according to absolute indicators, no significant differences were found out between the career orientation profiles of young men and women. However, significant differences were found in the structural organization of career anchors in high school students of different genders. The results obtained during the study can be used to optimize career support for developing professionals at the early stages of professionalization.

Key words: career; professional; career orientations; 11-th grade students; diagnostics; system-genetic approach; career anchors; career anchor structure

Lenkov S. L., Rubtsova N. E., Nizamova E. S. The questionnaire «Engagement in the field of artificial intelligence» and its psychometric properties

Abstract. The article presents the results of the development, psychometric testing and standardization of the psychodiagnostic questionnaire «Engagement in the field of artificial intelligence». The conceptual basis of the questionnaire was created taking into account a number of modern approaches to the psychological study of human interaction with artificial intelligence. The sample included 425 respondents aged 15 to 76 years, including high school students, university and college students, the unemployed and retirees, working professionals representing

various professions, specialties and kinds of labor. The final version of the questionnaire contains 19 items and includes, in addition to the overall (summary) scale of engagement, four scales representing the psychological structure of the engagement in the field of artificial intelligence identified during the study. These are scales of cognitive, motivational, affective and behavioral engagement, respectively. Psychometric testing of the questionnaire, including use of structural equation modeling methods, confirmed its reliability (internal consistency and retest) and validity (factorial, construct and criterion). The presented questionnaire is intended for screening psychodiagnostics of engagement in the field of artificial intelligence, primarily in groups of high school students, applicants and students of universities and colleges, working specialists and job seekers. The questionnaire allows us to determine and compare the degree of engagement of individual respondents and various groups and categories of subjects in modern contexts of human and social development related to the improvement, dissemination and application of artificial intelligence systems. Due to this, the use of the questionnaire seems promising both in terms of expanding psychological research into the relationships and interactions of humans with artificial intelligence, and from a practical point of view of determining priorities and opportunities for personal and professional self-determination and development.

Key words: artificial intelligence; engagement; cognitive engagement; motivational engagement; affective engagement; behavioral engagement; psychodiagnostic questionnaire; reliability; validity; professional self-determination; professional development

Vasil'eva A. A., Razina T. V. Features of emotional burnout of educational psychologists due to the specifics of work activity

Abstract. The aim of the research is to study the types of emotional burnout experiences in the process of professional activity of educational psychologists working in psychological and pedagogical centers and general education schools. Emotional burnout is presented as a complex multidimensional process encompassing several interrelated components such as dissatisfaction with oneself, emotional deficit and personal detachment. To achieve the objectives of the study, the methods of factor and cluster analysis were applied, which allowed us to identify the most significant variables that determine the specificity of emotional burnout in the professional activity of educational psychologists.

The factor analysis allowed to identify key determinants, such as dissatisfaction with oneself, emotional deficit and personal detachment, which have a significant impact on the development of emotional burnout and, accordingly, on the professional effectiveness of teachers. The cluster analysis, in its turn, made it possible to group teachers according to the expression of these factors, highlighting typical profiles of emotional burnout for each category of specialists. The identified profiles reflect the specificity of working conditions: teacher-psychologists of psychological and pedagogical centers, as a rule, are subject to emotional deficit due to a high degree of empathic inclusion necessary in work with children with special educational needs. In contrast, general education teachers are more likely to experience psychosomatic symptoms that are shaped by intense workloads, frequent interactions with students, and limited opportunities for resource recovery.

The obtained results of the study indicate that emotional burnout in the process of professional activity of teacher-psychologists is a multidimensional and dynamic process that includes various forms of experiences that vary depending on the conditions of the professional environment. This fact emphasizes the need to take into account the specifics of the educational context when developing prevention and psychological and pedagogical support programs aimed at reducing the level of emotional exhaustion and increasing resistance to stress factors.

Key words: emotional burnout; teacher-psychologists; factor analysis; cluster analysis; emotional deficit; psychosomatic disorders; anxiety-depressive states

Solovieva S. V. Professionalism and amateurism in modern culture: cultural-anthropological aspect

Abstract. Understanding the difference between professionalism and amateurism has a long scientific and practical history. Their opposition and reflection of the essence of phenomena is intensified in the era of the Internet and digital society, since many scientists have recorded the thinning of skill and virtuosity in the sphere of labor, production, politics, art, etc. The application of historical, critical, constructivist methodology to the analysis of the subject of the study made it possible to explicate the work of the fundamental foundations, meanings of European modernity in relation to professionalism and amateurism, to outline the contours of their holistic vision. In the article, through an appeal to the phenomenon of amateurism, «Pro-Am revolution» (amateur activity according to professional standards), a comparison of two types of cultural action is made – professional and amateur. The identification of the content of two types of actions is carried out on the basis of identifying fundamental foundations for culture: labor and leisure, politics and influence, ethics and regulatory regulation. The differences revealed in the course of the study record not only their dialectical opposition, but also the potential synthesis of two types of action (professional and amateur) in the perspective of a squall-like growth of innovations and a «future without work».

«Professional amateurs», uniting in communities, collaborating, are active, creating content and intellectual solutions for new spheres of culture, where traditional institutions and standards do not work. Acting «in blind spots», modern amateurs create a new type of cultural action. Modern actors, experiencing and participating in the project of a new cultural revolution, produce not only new products, services, innovations, but also construct a new type of subject – a «cultural hybrid», which will resist both the expertocracy of professionals and the limitations and ineptitude of the amateur.

Key words: professionalism; amateurism; professional amateurs; modernity; Pro-Am revolution; labor; leisure; publicity; politics; ethics

Kharitonova M. A. The term «concept» in contemporary cultural studies: historiography and the problem of interpretation

Abstract. The term «concept» is actual and quite demanded in a contemporary science. Having a multidisciplinary potential, «concept» is used as a research instrument in different fields of knowledge, such as mathematic logic, philosophy, linguistics, cognitive and politic science, informatics, sociology, art history, and cultural studies. Because of such a diversity of specific disciplines, including cultural studies, there are different definitions of «concept». In the article, the key aspects of certain concept theories that are relevant for cultural research, are presented.

In particular, the concept is considered as an abstract idea with creative potential, a cognitive mental representation that determines thought processes, an act of fixing meanings in a speech utterance, etc.

The complex structure of concepts is explored based on the theories of J. Deleuze and F. Guattari and Yu. S. Stepanov, and the intentional orientation of concepts and their connection with value-semantic structures is emphasized. In addition, the concept of the concept sphere is considered as a way of existence of concepts in a complex system of interrelations and complementarities and the significance of concepts as meaning-forming facts of culture.

At the end of the article, the author's interpretation of the term «concept» is proposed, and the conclusion is drawn that the concept can be considered as a convenient tool for studying various kinds of historical and cultural processes, from the simplest to the most complex and universal.

Key words: concept; notion; idea; word; sense; content; sphere of concepts; cultural studies

Zlotnikova T. S. Anniversary – a life milestone, a cultural code, part of an era

Abstract. Outstanding Russian actors and actresses, theater and film directors are the subject, oddly enough, of very few studies, in which they appear either as a powerful galaxy or a strange chain of individuals. The methodology of the study is determined by the object of the work – specific individuals, creative personalities, whose activity constituted the meaning and special quality of Russian culture (we are talking about the cultural-historical method, which allows us to see outstanding creators in the context of the era and the activity of their colleagues, similar or contrasting).

This was the generation of «positive heroes» who fully corresponded to traditional ideas about this moral and aesthetic phenomenon. A positive hero looked like one regardless of the visual embodiment of his (or her) appearance, which determined the paradoxical nature of the work of many of the 2025 anniversaries. The subject of the study is the 2025 anniversaries - the embodiment of the traditions of Russian culture and the face of the XX century culture: actors (mainly) O. Tabakov, S. Yursky, K. Raikin, Yu. Solomin, A. Dzhigarkhanyan, K. Lavrov, I. Smoktunovsky, as well as theater directors G. Tovstonogov, A. Efros and cinema - G. Kozintsev, P. Todorovsky, M. Khutsiev, G. Danelia, actresses G. Ulanova, M. Plisetskaya, Yu. Borisova.

Thus, our statement is as follows. An anniversary is only an occasion to recreate the history of life. The life of a creative person in the XX century, in Russia, is complex, sometimes dramatic and completely unlike life in any other case. The power of talent and the fate of the creator are sometimes intertwined, sometimes contradict each other, which is shown by the review of actors and directors' destinies presented above.

Key words: anniversaries; actors and directors of theater and cinema; paradoxes; creative person; generation of «positive heroes»; cultural code; Russia

Boldyreva E. M. Cultural symbolism of the bull image in russian and chinese poetry

Abstract. The article is devoted to the analysis of the symbolic potential of the bull image in Chinese and Russian poetry. The bull is considered as a semiotic code in many world cultures, one of the most important zoomorphic archetypes that allow us to explore both the patterns of historical and cultural development and the unique specifics of individual author's artistic worlds. In the first part of the study, using the example of the works of Chinese and Russian poets of different eras (Du Fu, Mei Yaochen, Gao Qi, Lu Yu, Wang Anshi, Li Gang, Chen Zujie, Bo Jiuyi, Yuan Mei, Liu Zongyuan, Zhang Ji, Lei Zhen, Gu Shaomin, Bo Jiuyi, Yuan Chengfu, Lu Guimen,

N. Gumilev, A. Nesmelov, N. Rubtsov, V. Shefner, I. Brodsky) are analyzed different variations in the actualization of the archetypal meanings of the bull image depending on ethnocultural and civilizational factors, as well as the cognitive memory of the authors. The article concludes that the Chinese poetic discourse does not emphasize the sacred qualities of the bull and its complex symbolic meanings, the bull appears as an empirical image with specific physical characteristics, the main lyrical plots are associated with the image of the bull in its direct agricultural function, the bull-worker, the bull plowing, the image of which is associated with various motivic complexes (motifs of the infinite labor, lack of freedom and uncomplaining submission of the bull, the motives of fatigue, exhaustion, hunger, disease, snow, wind, cold weather) or reproduce the basic models of the relationship between man and the bull – from the cruel and cynical exploitation of the animal by man to the close and inextricable connection of the Chinese peasant with his faithful friend and assistant, who shares his fate and becomes a reliable guarantor of stability and spiritual harmony. In Russian poetry, concreteness and realism in the depiction of the bull is lost, and the bull becomes an author's metaphor, accumulating many symbolic meanings, both socio-cultural and religious-mythological, and occasional individual authorial ones.

Key words: cultural symbol; mythology; zoomorphic archetype; image of a bull; allegory; cultural paradigm; ritual; russian lyrics; chinese lyrics; lyrical hero

Bochkareva O. V. Musical and educational activity in the Yaroslavl province in the second half of the XIX – early XX centuries

Abstract. The article defines the purpose of the study to comprehend the development of musical and educational activity in the Yaroslavl province in the second half of the XIX century – the beginning of the XX century. The author examines the activity of leading musical and public organizations, gives examples of musical and educational activity of musician – creators, musician-teachers on the basis of a dialogical approach: «metropolitan – provincial». The article emphasizes the relationship between musical and educational activity and other types of activity: concerts, music-pedagogical activity, and philanthropy. The logic of scientific research combines the historical-procedural area (the development of musical and educational activity at a certain stage) and the personal-activity direction (the consideration of the musical and educational activity of individuals) in the all-Russian and regional aspects. The author gives examples of dialogical interaction between the Imperial Russian Musical Society (IRMS) and its Yaroslavl branch, concert and philharmonic activities, creative organizations (literary, dramatic and musical circles), etc. The logic of the dialogical relationships «metropolitan – provincial» allowed considering musical educational, concert and musical pedagogical activities in the Yaroslavl region, which were carried out by N. N. Almazov, M. A. Balakirev, V. N. Zinoviev, D. M. Kucherenko, A. D. Lvova, S. Ya. Lyapunov, L. V. Sobinov, N. F. Khristianovich, M. L. Chelishcheva and others. Facts and examples of musical and educational activity of individuals, societies, philanthropy, which to one degree or another influenced its development, are interpreted. The musical and educational activities carried out in the metropolitan–provincial dialogue are related to the preservation of both national and regional traditions and are aimed at finding solutions to socio-cultural problems based on the historical past and traditions.

Key words: musical and educational activities; dialogue «metropolitan – provincial»; Yaroslavl branch of the IRMS; concert activity; patronage; musical societies

Sidorova G. P. «Every soviet person traveling abroad is a special representative of the soviet way of life»: about the influence of lifestyle on intercultural communications

Abstract. The article examines the specifics of the lifestyle of a Soviet person in a short stay abroad: tourism, internship and business trip. The objectives of the article are to find out: what the specificity of the Soviet way of life was and how it manifested itself when traveling abroad. Methods: structural-functional, semiotic, hermeneutic, historical typology method. Sources are mainly artistic literary and memoirs. The analysis of fiction is based on the concepts of artistic methods of knowledge of culture and the concept of information resources of mass art. The Soviet way of life is considered in ideological and everyday discourses. The main parameters of the lifestyle are work (study), socio-political and artistic activities, behavioral habits and everyday life. Life was not included in the ideological discourse of the Soviet way of life. In everyday discourse about the Soviet way of life, the meaningful content of the concept was associated with the value orientations of the subject of culture – man. In everyday discourse, the concept of the Soviet way of life has important specifics: «creating the appearance» of its correspondence to ideological discourse. In intercultural communications, every Soviet person traveling abroad (tourist, intern, business trip) really, to a greater or lesser extent, represented the Soviet way of life. For most cultural subjects traveling abroad, a typical feature of their lifestyle was to create the appearance of fulfilling the official mission of a Soviet person abroad, which was to promote the ideas of socialism and preserve an exclusively positive image of a citizen of the USSR.

Key words: soviet culture; soviet people; tourism; foreign; lifestyle; intercultural communications; ideological discourse; everyday discourse

