

E. S. Protanskaya

Professional Ethics and Teacher's Mission in the Context of National Culture

Professional ethics is considered in the context of the historical role of educators in social development and dialogue with society. Ancient paideia, the experience of Aristotle in the education of Alexander the Great, the connection of education and the overcoming of historical challenges in different countries confirm the importance of the teacher's mission in social development. The persecution of outstanding teachers at all times in different countries testifies to their ideas, advanced for their time. The lack of understanding of ethical principles and categories is emphasized only as a means beyond the connection with the mission and the goals of the activity of teachers on the basis of respect for the personality of the child and the prospects for its development. Globalization processes have increased the importance of national identity and the role of civic education. It is shown that in the modern world the goals and ethics of upbringing are conditioned by traditions and national history, a system of values that determine the means for their realization. Respect for the dignity of the teacher, his authority, attention to the opinion of teachers in society are important. It is noted that in the USSR the issues of upbringing were successfully covered in cinematography and ensured the prestige of the teacher unlike the excesses of ideology, the country's pedagogical experience was not only negative. In modern Russia, the difficulties of educating a citizen are associated with the lack of agreement in assessing the past and prospects for the development of the country, seeking goals, the loss of values of hard work, the personality's collectivist traits. Attention is drawn to the importance of nationwide discussion of the goals of education. The example of St. Petersburg scientists' experience in the creation of the project Ethnocalendar of Russia is given.

Keywords: professional ethics, teacher's mission, teacher's dignity, goals of education, the values of the nation, dialogue, accord, Ethnocalendar of Russia.

V. A. Fokin

Content Variations of Intergenerational Projects as a Condition of Schoolchildren's Successful Social Education

The abstract describes the content of intergenerational projects in social education of schoolchildren. It presents the experience of using of different intergenerational projects in Russia and abroad. Intergenerational projects of following types are described: social help and support; strengthening of interfamily's relations; liquidation of social isolation; educational; defense of social environment, cultural and leisure projects, patriotic; health. Special attention is paid to the subject-object position of participants of intergenerational projects of children and old people and its role in social education of schoolchildren. Main conclusions of the abstract: the substantial directions, themes of intergenerational projects should be as much as possible. It is almost impossible to unite teenagers and elderly people with one even very attractive and important contents. One enthusiast among elderly people or children who is fond of some special hobby who will surely find to himself the partner, the same keen person who would be connected to this hobby is necessary at least. Two more conclusions: the more creative opportunities of initiators and performers of projects, the better they select a team, show energy and enthusiasm in modeling of the project, when they use advertizing more actively, then there are more chances for them to receive financing and to reach the large-scale amount of distribution of the project experience. As a rule, creation of the project begins with understanding by its founders of a certain idea or mastering them a certain technique because in this case it is easier to create a team of adherents. And the last conclusion is that it is not necessary to strive for mass character. The main thing is a character of inclusiveness both the elderly person, and school student in the organized interaction taking into account their subject and object position.

Keywords: content, intergenerational projects, social education, schoolchildren, old people.

T. S. Borisova

The Role of the Modern Family in the Formation of Children's Responsibility

From the scientific, practical and applied point of view, the most important and one of the most complex stages in the formation and development of the personality is a childhood period, which is limited to age limits up to 18 years by normative documents. The widespread matrix of behavior of the growing generation is hedonistic infantilism – the adoption of «adult privileges» without accepting responsibility. Adult in childhood implies a gradual increase in freedom and responsibility in the actions and behavior of children, the socialization of which takes place in vast, expanded social, including information space. The presence in social networks, which have become an integral part of the communication of the younger generation, requires social, informational and moral maturity, competent and responsible behavior in the network. Young people and, first of all, teenagers (as the most vulnerable group of children) are poorly protected from possible threats to the digital world. The most effective way to protect children is mutual understanding in the family and digital education. It is in the family that the foundations of social maturity and the general culture of the individual are laid, such personal traits as responsibility, purposefulness, initiative are formed. The result of the violation, based on love and the hierarchy of child-adult relationships, are the risks of loneliness, dependence on social networks and, as a consequence, the growth of child suicides and crimes. For family education to be effective, parents should form an authoritative style of communication with their children. In modern conditions, the effective implementation of social education, aimed at solving the

problems and contradictions that arise in the process of socialization of children in a rapidly changing society, becomes especially important.

Keywords: children, family, responsibility, social infantilism, the Internet, social networks, social education.

E. Ya. Orekhova, I. S. Danilova

Responsibility as an Aspect of Competence Parenting

In the foreign and Russian communities, competence parenting in modern conditions of historical and socio-cultural transformations that have changed attitudes toward the family, parental functions and responsibility is characterized as a social and pedagogical problem that requires the conceptualization of the notion in the educational sphere. For this purpose, the article attempts to characterize the parental responsibility as a significant structural component of competence parenting on the basis of the existing interpretation of the parental responsibilities as a citizen of a modern democratic society in line with the UN Convention on the Rights of the Child. In the context of competence parenting, the essence of the parental role is determined, which is expressed in providing and ensuring the child the rights to development, the correctly organized way of life, the recognition, the expansion of his rights and opportunities, allowing to assess the quality of parental responsibility. The article presents the components of parental responsibility as an actual activity manifestation of civic responsibility and parental virtue, including emotional accessibility, knowledge and information awareness of the parental responsibilities, functions, rights, and of the child's rights, the ability to demonstrate standards of proper behavior and role models and to recognize the child's individuality and successive interactions in various contexts of the surrounding reality. The modern non-stigmatizing attitude of actors in the sphere of family, childhood and education to parental responsibility determines the moral and value interaction of the parent with them and it is oriented toward improving the child's quality of life.

Keywords: competence parenting, responsibility, childhood, family, interaction, quality of the child's life.

A. N. Khodusov, S. A. Kononova

Area Organization in Training of Specialists in Vocational Training Institutions

The article reveals the methodology of the educational area organization, environment and vocational training system based on their diversification, variety, differentiation, individualization. It allows us to realize the methodology of the conceptual and strategic model of the higher education system in every institution of the vocational training system. The article also reveals the content of the notion «the area of professional education» and some methodological optimization procedures for the educational area in the field of vocational education: problematization of educational area; conceptualization of educational area based on the humanistic paradigm; development of the ontological content of educational area; methodological modeling of didactic idea, structure, logical organization, some principles, means and methods of educational area.

The educational area of vocational education is presented in the article as an area category which is characterized by complex nonlinear interaction between all the participants of educational activity and a communication network model organized for personal development of students.

The educational area is viewed as a dialectical unity of some functionally connected elements: inner resources (educational, methodical, technical, changes in personnel, scientific, psychological, financial and politics of the institution in the sphere of education) and outer resources (labor market in Russia and in the region; the profile of the university, regional research).

The system of vocational education is projected and constructed on the base of all the factors mentioned above. The system of vocational education is a system with a complex structure. It is characterized as a multilevel, polyfunctional, national, Long Life system of vocational education, the system of Advanced Professional Education, the system of professional and personal development, a self-organizing system. Goals, functions, principles, structural elements, attributes, levels, relationship are the main characteristic features of the system.

The system of vocational education is developed on the base of self-regulation and self-organization. Several model-systems may be organized, such as: the system of conjugated vocational education, the system of Advanced Professional Education, the system of vocational network education, etc.

Keywords: educational area, educational environment, methodology of vocational education, organization of vocational education and training system.

O. V. Lukin

German Grammarians in the Paradigm of Linguistic Philosophy and Linguodidactics of XIX century Germany

The submitted article deals with a description of the role of practice-oriented German language grammar textbooks and theoretical German language grammars in learning and teaching languages. The author uses under-reported works to highlight the influence of school German language textbooks based on principles of the logical-deductive approach on the development of linguodidactics and philosophy of language in 19th century Germany. At the time knowledge of grammar rules was associated with knowledge of patterns of logic, this made logical-deductive German language grammar textbooks highly-demanded in instruction

practices. The author studies the factors that preconditioned approaches to the German language instruction as well as its aims. The article focuses on the difference between school grammar textbooks by K. F. Becker, F. J. Schmitthenner, J. Ch. A. Heyse and J. Grimm's scientific grammar. The former ones were used in school education on a mass scale. The manner in which the material was presented and analysed was borrowed to a large extent from antic grammar books and had a great effect on the minds of school leavers who dedicated themselves to language studies. Grimm's comparative-historical grammar was set in opposition to these textbooks, as well as to Becker's rational grammar, and was not recommended for school instruction because of its scientific character. An attempt to bridge scientific and traditional school grammar textbooks was made by a little-known 19th century grammarian A. Vilmar.

Keywords: philosophy of language, linguodidactics, Grammar of German language, logical-deductive grammar, comparative linguistics, Germany, 19th century.

N. P. Ansimova, O. A. Belyaeva

School Students' Metasubject Educational Results as a Basis to Form Students' Universal Competences

The problem of continuity of school and higher education is not new, but the majority of researches belong to previous stages of development of the national education system. The vector of ensuring continuity of secondary general and higher education changes cardinally the new understanding of education results. Formation of educational competences should be considered as the most important result of education, they should pass through all education levels and become one of the most important factors in realization of continuity of separate stages of education. In this article are presented results of the analysis of formation continuity of the metasubject results of education during school training which are a basis of universal competences of high school training. The concept about metasubject results is correlated to the category of universal educational actions; for each of three groups the educational actions and the corresponding formulations of results, presented in the Federal state educational standard at the level of the initial, main and secondary general education, are defined. In the course of correlation of the set of educational actions on each of groups here are revealed lines of integration, substantial complication and integration of the presented metasubject results, are defined lines of increase in degree of independence in performance of separate educational actions by pupils, escape from situatedness of manifestation of separate actions to formation of a steady personal position, the strategy of phased transition from individual actions to creation of interaction with the partner in communication, to joint activity. A number of mismatches and contradictions in formulations of results are revealed, which can be an essential obstacle for ensuring continuity of students' results at all stages of school training and can make it difficult to define strategies of pedagogical activities for their formation at different education levels.

Keywords: metasubject results of education, universal educational actions, universal competences, continuity.

V. V. Afanasiev, M. I. Rozhkov

A Mathematical Model of Subject-Subject Relations of Adults and Children

The article describes the relations of teachers and children as subject-subject. At the same time, harmonization of the interests of society and the personal interests of students in determining the goals and tasks of the pedagogical process is of decisive importance.

At the same time the vital purposes and positions of participants of the pedagogical process influence character of their relations significantly. The existential approach assumes dominating of the purposes, which are the basis for creation of the project of the developing relations.

In our article, we have identified two main lines of subject-subject relations. The first line is defined as the teacher-student and the student-teacher and is characterized by realization of the subject position as a teacher and a student. The second line is determined by the relationship between the class teacher and the student and is represented in two forms of this interaction: the class teacher-student, the student is the class teacher. Pedagogical problems are considered in the language of bimatrix games. A payment matrix is created for each participant of subject-subject relations.

As the interests of players do not coincide, we look for such a compromise solution which would satisfy both players otherwise. According to Nash's theorem any bimatrix game has at least one equilibrium situation in the mixed strategy.

For the solution of the objective here is offered replacement of payment matrixes by payment columns according to which evident ways of calculation of population means of a prize and probabilities of use of the offered strategy by each of participants of the pedagogical process.

The teacher is recommended to use the information strategy in about one of five cases, and in four – the problem one. In turn, it is reasonable for the student to use the overcoming strategy in each third case and in two – perspective. The class teacher is recommended to use the strategy of organization of the life of the class equally and the strategy of support – tutoring. A pupil is three times more likely to engage in self-realization than with social tests.

Keywords: subject-subject relations, strategies of relations between teachers and students, bimatrix games.

I. V. Kuznetsova, S. V. Napalkov, E. I. Smirnov, M. A. Struk, S. A. Tikhomirov

Web-Quests as a Means of Manifestation of Synergy in Mathematical Education of the Future Teacher

One of the effective ways of solving educational problems is the elaboration and the implementation of the synergetic paradigm of the development of mathematical education in the school and university on the basis of creating an innovative set of pedagogical, informational and organizational conditions. In the article, on the background of a diagnostic definition of personal preferences and abilities of students, the criteria for the manifestation of the synergy of «problem zones» in conditions of coordinated network interaction are revealed: the plurality of applied and nonlinear aspects of the problem is fixed as a complex construct represented in the unity of the variety of links; interdisciplinary links are being updated as a basis for identifying bifurcation points in the deployment of professionally significant results based on the multiplicity of goal-setting tasks and research actions, unpredictability of possible outcomes; heuristic moments, applied and aesthetic beauty of mathematical actions are revealed on the basis of visual modeling and using of informational technologies; the possibility of manifestating the emergence of new connections is explored and mechanisms of self-organization and the logic of the deployment of mathematical constructs in the manifestation of the essence of phenomena and procedures are revealed; the important role is played by the availability and reproducibility of mathematical material on the basis of step-by-step and level visual modeling and identification of mathematical structures, the possibility for the learner to interiorize obtained knowledge in the context of the open informational and educational environment (including network interaction in the format of a web-quest). Examples and characteristics of the organization of web-quests on Mathematics in uniform informational and educational environment are given.

Keywords: mathematical education, synergetics, web-quests, informational and educational environment.

M. R. Miroshkina, N. N. Veselova

Experience of Design Activities of Educational Institutions to Develop Children and Adults' Self-Organization

The article presents the understanding of self-organization as an individual process of transformation of uncertainty into subjective certainty. Uncertainty, considered as a condition of education, is set by both global and local factors inherent only in Russia. Global factors include the current level of technology development, which increases the level of subjectivity of their own lives of both children and adults; changes in the rate of change, which will only increase; the development of means and methods of generating and transmitting information; diversification of types of employment; increase in life expectancy; diversification of types of modern family. «Internal» factors of uncertainty: uncertainty of the ideology of the country, changing during the last quarter of the century from liberalization to restriction of rights and freedoms; unpredictability of the future, narrowing the horizons of life design of young people; the trend of the state monopoly in the field of education, limiting the variability of opportunities; strengthening the role of state propaganda as a means of education; the priority of Patriotic education, in strengthening its military component; reducing the subjectivity of the participants of educational relations through the inclusion of children, adolescents and young adults offered by the state of mass practice; the return to the archaic forms of educational work, not relevant to the cultural code of the post-Soviet generation of Russians. The General regularities of self-organization, the principles of building relations between a child and an adult in the process of implementation of educational and upbringing activities, freedom as a result of freedom of the child in the educational organization, organizational and pedagogical conditions for the implementation of innovation in the educational organization: separation of ideas; actualization of ideas; training for innovation; diversification of the content of educational organizations; scientific and pedagogical support of innovation; shared experience; experience in the implementation of research results in educational institutions of the city district of Shatura, the Moscow region.

Keywords: pedagogical concept of self-organization; research; implementation; topical practices in the kindergarden, after-school activities.

L. V. Baiborodova

Concept of Ensuring Availability of Rural School Students' Additional Education

The relevance of children's additional education is noted, which is supported by a number of the normative federal documents, the need of ensuring availability of rural school students' additional education (AE) is emphasized, which is caused by a number of problems of socialization of rural children, features of education and up-bringing, organization of additional education in the village.

The purposes are defined to increase availability of additional education from positions of the child, parents, the teacher, management of this process. The main ideas are proved and revealed, which realization can provide availability and quality of rural children's additional education: integration and individualization. Integration is considered as the main resource, condition and means of increasing availability of rural children's additional education, which basis is made by interaction of the general and additional education, optimum use of resources of the rural general education organization and the society including the state, public, private organizations and structures, professional institutions, and cultural, historical and natural environment. Individualization of additional education is understood as a process of independent acceptance and implementation of decisions by the child, that makes him independent, responsible for the business started, it trains him to make the conscious choice, to achieve result, it cultivates confidence

in his abilities. A brief justification and characteristic of the provisions are given, which provide realization of sociocultural, integrative and variable, subject focused approaches. Are considered special principles of increasing the availability of additional education for children in the village: professional orientation, creation of the healthy spiritual and moral environment, regulation of interaction of different age children, development and enrichment of social communications of rural children, social partnership and cooperation. The interrelation and interconditionality of the ideas, approaches and the principles of increasing availability of additional education for rural school students are emphasized.

Keywords: additional education, rural children, ideas, approaches, principles of increasing availability of additional education.

G. A. Ulanova

Influence of Organizational Culture upon Formation of Primary School Students' Metasubject Competences in the Educational Organization

The article is devoted to the study of the influence of the organizational culture upon the formation of primary school students' metasubject competences in the educational organization. Despite the fact that the concepts (a metasubject competence and the organizational culture of the educational organization) are given a lot of attention, but the correlation of these concepts remains one of the insufficiently developed areas in science. The article presents the results of the study aimed at identifying and describing the influence of the organizational culture upon the formation of primary school students' metasubject competences in the educational organization. The author defines the theoretical and methodological basis of the study, describes the characterological type of the organizational culture of the school in the period of its formation. The classification principles of the organizational culture developed by modern American scientist F. Harris are the basis of the empirical research. The organizational culture of the individuality predominates in the municipal system of the Yaroslavl city. 122 students of the third class took part in the approbation of methods for assessing metasubject skills within the framework of the FSES implementation on the topic «The study aimed at finding out the features of students' conversation and interaction in the process of making a project together». The level of students' self-assessment is presented due to their contribution to the result of joint activities, goal setting, planning, control, activity, ability to listen, leadership. The analysis of the influence of the organizational culture of the educational institution on metasubject competences allowed us to characterize the mechanism of the influence upon students' self-assessment, goal-setting, communicative competence. The revealed features of the influence of the organizational culture upon the formation of primary school students' metasubject competences in the educational organization formed the basis of recommendations to make changes in the work of the administration and teaching staff as well as to improve the system of psychological support at school.

Keywords: organizational culture, metasubject competences, self-assessment, leadership, monitoring.

V. V. Belkina, T. V. Makeeva

Concept of Higher Education Universal Competences

The article is devoted to current problems of modern higher education modernization from the point of view of the competence-based approach. In recent years in conditions of developing interaction of countries and active public integration the great meaning in these processes is allocated for education. At the moment there is formation of uniform educational space, what is presented in standardization of educational standards, approaches, curricula and specialities in different countries of the world. In higher school there are observed basic changes, a competence approach is the main one in training of specialists in various professional spheres. Authors analyze theoretical approaches to formation of universal competences, paying attention to works by Russian and foreign researchers, and note that, undoubtedly, reforming of the modern system of the Russian higher education is influenced by international tendencies, in particular, Bologna Process which has determined the main objective of the higher education in connection with changing requirements and challenges of society, global problems of the present time. These tendencies have influenced transition from the traditional «centered on the teacher» approach to the «student-centered» one, that finds its expression in results of training of students or formed competences. Results of the European researches within the so-called TUNING project «Tuning of Educational Structures in Europe» are the cornerstone of this concept. This approach, according to the authors of the article, proves tendencies of modern Russian higher education and defines its further prospects of development. The analysis of the existing methodological approaches to define the category «universal competences» is presented in the article. The concepts «competence» and «universal competence» of the modern education system are revealed, also the authors' attention is drawn to variety of synonymous terms used in scientific literature along with the concept «universal competences». Such categories as «basic competences», «key competences», «nuclear competences» are in the majority of publications, – all of the above comprise a basis of the personality's professional activity.

Keywords: Bologna Process, higher school, European education system, key competences, competence-based approach, metacompetence, metasubject skills, professional competences, results of training, universal competences.

E. I. Kazakova, I. Yu. Tarkhanova

Assessment of Students' Universal Competences when Mastering Educational Programs

Transition to the competence-based approach transforms radically the education system including the grading system of students. Specific feature of the process of estimating training results at the competence-based approach is demonstration of competences of the behavioural actions observed and correlated to certain criteria of the educational purposes. This article is devoted to the problem of assessing and measuring universal competences. Universal competences are one of innovations of the upgraded Federal state educational standard of the higher education, uniform (at education levels) for all fields of education. Universal competences are the significant instrument in unification of educational results and ensuring continuity of the higher education levels and reflect expectations of modern society regarding social and personal positioning of the graduate of the higher education program of the appropriate level there and his potential readiness to self-realization and self-development. The concept «universal» assumes that they are everywhere – in all modules of the educational program and in different types of activity. It causes the idea of assessing the environmental component of the educational programs, namely existence of types of activity authentic for formation of universal competences. The authors claim that having designed a through, complex and variable system of formation of universal competences with use of all means of the university environment it is possible to increase considerably probability of training the staff, who can introduce new technology solutions, operate processes of professional activity changes in conditions of social dynamics, be developed within the profession received in the higher education organization, and beyond its limits.

Keywords: higher education, universal competences, educational result, assessment, formation.

I. Yu. Tarkhanova, I. G. Kharisova

Educational Technologies in Forming University Students' Universal Competences

The continuous education, based on the competence-based approach, assumes development of the grading system of quality of the expert training taking into account the educational results planned at each level (a bachelor degree, a specialist programme, magistracy). Projecting the system of assessing the quality of training of the university graduate, it is expedient to rely on competence-based, level and system and variable approaches, realizing their provisions determining target, informative and operational components. This article is devoted to debatable questions of formation and assessment of the universal competences in the course of implementation of higher education programs. Authors offer scientific and pedagogical community to discuss disputed issues of search of measuring results of the universal competences formation of students and university graduates, to analyze resources of the educational environment of the university which can be effective means to form universal competences. Results of the research provided in this article rely on the conceptual ideas of Yaroslavl scientific pedagogical school, which considers the entity of educational technologies from the point of view of the subject oriented approach. Subject pedagogical technologies are directed on interaction of participants of educational activities and development of individual and personal qualities of the student, they cause his active position both in professional, and in the social plan. The purpose of this article is to define general provisions which should be taken into consideration by developers of the main professional educational programs of the higher education when they chose educational technologies, providing formations of graduates' universal competences. In the article are offered recommendations on the use of modern educational technologies in the process of making programs of disciplines and modules. Use of interactive forms of training is considered as one of the main conditions in implementing requirements of FSES HE 3 ++.

Keywords: higher education, educational results, educational technologies, universal competences.

E. O. Ivanova

Formation of University Students' Universal Competences in the Course of Research Activities

The article analyzes the research activities of University students from different angles as a means of forming universal competencies, which are indicated in the FSES HE 3++. Here is presented: educational-pedagogical perspective, which sets several levels of students' inclusion in research activities (propaedeutic level; jointly-implemented level; individual level); motivational-target perspective, revealing the motivational potential of the process and the content of research activities; cognitive perspective, showing knowledge and personal actions due to universal competencies that are necessary for the implementation of research activities; socio-communicative perspective, which allowed us to highlight the problems of successful research activities in the University, which can be solved in the formation of universal competencies: the establishment of business communication with representatives of various Sciences and professions; the formation of ethnic, religious, gender, professional and other types of tolerance.; creation of the field of communication interaction and approbation of scientific ideas and results. Each perspective demonstrates a different degree of ability of research activities to act as a means of formation of individual universal competencies, which is associated with the role that competencies play in students' scientific work. On the basis of this, three groups of competencies are identified: universal competencies that ensure the formation of various types of knowledge and skills associated with the implementation of research activities; universal competences aimed at the development of personal qualities and, above all, mental operations, which are necessary for the implementation of research activities; universal competences, which can become the content of scientific work under the condition of special pedagogical instrumentation of the cognitive process.

Keywords: universal competence, research activities, actions, skills, level, indicator.

M. A. Zaitseva, N. V. Enzelt

Formation of Students' Universal Competences in the Course of Educational Activity

In the article questions of formation of future experts' universal competences in various fields of activity in conditions of educational work of higher education institution are considered. The analysis of employers' needs is presented, which is carried out by foreign and national scientists. Basing on the presented results on importance of social competences which can be created in extracurricular activities of higher education institution, the authors of the article offer results of the research conducted on the basis of Yaroslavl state pedagogical university named after K. D. Ushinsky, which show positive dynamics in development of the future expert's professionally important qualities in conditions of student government. Respondents took part in the research, their age was from 18–22 years, and they are participants of extracurricular activities. Various forms of work of educational and extracurricular activities at the university and a possibility of their use in formation of the expert's universal competences are presented in the article. In particular, it is development of social design, formation of the expert's professional qualities, information culture, etc. The research is based on the conceptual bases of educational activity presented in M. I. Rozhkov, L. V. Baiborodova's works. The offered contents and forms of extracurricular activities have undergone long-term approbation and have recommended its efficiency. At the heart of the research conducted by the authors of the article there are the ideas of education continuity and education through all life described in works of national and foreign scientists dealing with issues of development and formation of future experts' competences. The article will be useful to the scientific and pedagogical and administrative workers, who are carrying out extracurricular activities in higher education institutions and also to heads of student government departments and leaders of student's associations.

Keywords: educational activity, universal competences, work forms, student government, social design, volunteering.

I. V. Kuznetsova

Continuity of FSES Secondary Vocational Education General Competences and FSES Higher Education Universal Competences

One of mechanisms to achieve new quality of professional education is its structural and institutional reorganization, working off of integration models of education levels, support of eligibility of the education content at different stages of vocational training, vertical mobility of students. In this article the eligibility is understood as communication between different stages or steps of development which entity consists in saving these or those elements of the whole and its separate characteristics upon transition to a new status. The eligibility is the effective backbone factor providing dynamics and prospects of the continuous education. The principal emphasis in the publication is made on comparison of the entity and content of the general competences (GC) of graduates of secondary professional education and the universal competences (UC) of graduates of the higher school due to three main parameters – assignment of the competence from line items of the social order, the entity and content of the competence and the level nature of the competence. The relevance of carrying out the comparative analysis is caused by the significance of the solution of questions on creation of uniform educational space, support of the eligibility of different education levels. To carry out comparison there were formulated certain questions allowing to reveal general and specific things in the content of competences, in the level of requirements to the appropriate competences, their mission. The research was conducted using the method of expert assessment. For visualization the author's view is graphically illustrated and structured due to education levels. The author emphasizes that the opinion provided in the article is not unconditional, this material should be considered as the invitation to the scientific discussion concerning the eligibility of secondary vocational and higher education.

Keywords: higher school, secondary vocational education, universal competences, general competences, uniform educational space, social order.

Yu. B. Drobotenko, N. S. Makarova

Structure and Methods for Evaluating Higher Pedagogical Education Results

The results of Higher Pedagogical Education are one of the key categories used as guidance for developers of basic educational programmes and for experts who evaluate the quality of University operation. The urgency of addressing the *problem* of detecting the structure of future teachers' educational outcomes, identifying the forms and means of their describing and measuring is connected with developing new labour reality, changing requirements for teachers listed in professional standards for teaching and in the National system of teachers' professional development.

The concept of educational outcomes is analyzed by the authors. The structure of educational results is shown in the article, it includes newly formed cognitive (knowledge-based) and non-cognitive (personal and operational) outcomes which are described in competence format. The authors are sure that the process of educational outcomes formation should be considered from the point of view of the resource-based approach, namely from the point of view of resources that students are possessing – external and internal personal resources as well as resources interrelation in the process of educational and individual tasks solution.

The importance of finding the algorithm of identifying future teachers' professional competences in accordance with the Federal State Educational Standards of Higher Education 3 ++ as a ground for designing the content of basic educational programmes along with the importance of the evaluation procedure of diverse Higher Pedagogical Education results is emphasized in the article.

Evaluation in this case is not just a procedure of fixing results; it is more an action-based procedure built on the principle of constructive alignment that is seen as complementarity of all aspects of teaching (educational programme, methods of teaching, organization of evaluation procedure, documentation, atmosphere and actions of teachers and students).

A general characteristic of different means of evaluating Higher Pedagogical Education results is given in the article. The authors underline the necessity of all parties (students, University teachers, school teachers, external experts) participating in the procedure of evaluation. The authors recommend a variety of means that are relevant to use during interim and final certification for graduates of pedagogical programmes.

Keywords: Higher Pedagogical Education, educational outcomes, competence, educational outcomes structure, educational outcomes evaluation, basic educational programme, professional standards for teachers.

T. B. Grebenyuk

Training of Future Masters in Pedagogy to Implement Problem-Based Learning in Their Professional Activity

Starting from the analysis of the dissertations and taking into consideration his own pedagogical experience, the author comes to the conclusion that the theory and practice of problem-based learning is not paid enough attention as the subject of investigation in the process of professional training of Master's degree students (majoring in psycho-pedagogical education). Meanwhile, the need of this investigation is obvious, the essence of problem-based learning and research activity being of similar nature. A Master's degree student in Pedagogy is known to be able to organize and implement problem-based learning, and this ability presents one of his important professional competences. The article outlines the author's opinion on organizing the educational process of Master's degree courses aiming at the development of competency of future Masters in Pedagogy in the field of problem-based learning. The author believes that future Masters in Pedagogy should be trained to implement problem-based learning in class and offers a summary of his own technology. The technology is represented by a set of conceptual provisions corresponding to principal components of the technology. The principles of problem training are considered, the certain tasks allowing undergraduates to realize the essence of problem training are offered. Graduate students participate in preparation and carrying out studies in a higher education institution (or school) with the use of the problematic approach. Independent development of the analysis scheme of this lesson is offered. Use of this technology is expedient at lessons in disciplines «Didactics of higher school» and «Research work (seminar)» in the semester preceding student teaching. During a practical training period undergraduates transfer the projects of educational problem lessons from role-playing games to real student's audience.

Keywords: problem-based learning, educational process, Master's degree courses, conceptual provisions, technology to organize and implement problem-based learning.

E. V. Krasilnikova

Using of linguistic and country specific material in the course of training in Russian as a foreign language of foreign military specialists

From the point of view of teaching Russian as a foreign language, country studies is a field of knowledge through which students receive not only information that facilitates the understanding of the language, but also contributes to their adaptation to a new living environment. The article is devoted to the inclusion of linguistic-cultural material in the classroom with foreign military experts, both to solve the problems of teaching Russian and to expand their horizons. The article presents the content of linguistic-cultural material about national customs, traditions, history of Russia; about cultural and historical features of the region of residence and training for this category of students. The materials of linguistic-cultural nature not only acquaint students with the new reality, but also provide a solution to practical developmental and educational tasks, as well as contribute to the creation and maintenance of interest in the study of the Russian language. The linguistic-cultural information selected for introduction into the process of teaching Russian as a foreign language is assimilated in parallel with the program language material (phonetic, lexical, grammatical). In each section there are conditional speech and speech tasks aimed at the development of perception and understanding of the authentic texts of social and cultural topics, offered to the students in the framework of the studied topics. In the course of studying most of the topics it is assumed to appeal to the existing knowledge of the students' native culture, which also stimulates independent creative activity and leads to the optimization of the learning process of the Russian language.

Keywords: linguistics, communicative competence, linguistic competence, cross-cultural material, training texts.

S. N. Dvoryatkina

Socio-Economic Impact of Integration of Mathematical, Humanitarian and Information Knowledge in the Development of Computing Applications

The article actualizes the problem of development, justification and implementation of the technology for identifying and assessing the synergetic socio-economic effect based on the integration of mathematical, humanitarian and information knowledge in the development of modern computing applications for PCs. Is investigated the necessity of technological comprehension of a series

of certain interdisciplinary problems as integrative concentrates of actual information solved by a complex of methods of mathematical and computer modeling.

The theoretical and methodological basis for the study was the synthesis of synergistic, competence, curriculum and information technology approaches. The method of experimental research, its search and training options were used to identify, analyze and evaluate the synergetic socio-economic effect based on the integration of mathematical, humanitarian and information knowledge; Methods of mathematical and computer modeling were applied in solving professional problems for the development of software applications for PCs.

The main results of the research, representing its scientific value, are, firstly, the methodological toolkit for identifying, analyzing and evaluating the socio-economic synergetic effect in the process of teaching Mathematics on the basis of the integration of mathematical, humanitarian and information knowledge. Secondly, developed in the C # programming language, high-performance computing applications for PCs are not only as an instrument for automating and self-organizing students' learning and cognitive activities, but also as a highly accurate means of solving professional and applied problems. The results of the implementation of the innovative integrated technology for identifying and assessing the socio-economic effect of integrating mathematical, humanitarian and information knowledge will improve the quality and the level of mathematical education, its effectiveness, the level of the correspondence of professional education to the needs of the market, and minimize the costs of accompanying the educational process.

Keywords: synergetic approach, mathematical education, professional-applied problems, mathematical and computer modeling.

A. A. Piskoppel

«Critical Ontology» of Nicolai Hartmann and Psychic Reality

N. Hartmann (1882–1950), the last German encyclopedist philosopher, criticized the traditional «aprioristic-deductive» ontology and proposed some ideas for the development of a new, «critical ontology» more in keeping with the spirit of the time. His approach is a unique combination of phenomenological (in gnoseology) with a cosmological-naturalistic position (in the ontology). Special features of his «anthropological turn» in critical ontology were caused by his use as a fundamental ontologem of the «man-in-the-world» of epistemological schemes «subject-object» and «consciousness-being». He defended in his categorical-ontic scheme of the structure of the world the existence of two main ways (spheres) of «being-in-itself» – real and ideal. And for this he offered to review the content of such fundamental categories as «reality», «subject matter», «determination», «freedom», etc. Not materiality and spatiality, but temporality and individuality should be considered characteristics of real being to bring it to the real world in which the life of man takes place. Mental, psychic reality is a special layer in his ontology of the heterogeneous world. And an individual, as an «individual spiritual being», the spokesman and the carrier of the «General spirit» takes a special place in his ontology. Personal existence in critical ontology has relative autonomy and an original form of determination different from causal and teleological. The main emphasis in his ontology is made on the life context and emotional-transcendent acts of consciousness, their priority over his cognitive acts.

Personal existence, according to Hartmann, is a moral life; it is an individual obligation that determines a priority and superiority of personal values over common values. However, personal values are individual and unique only as holistic entities. Still, being the complex structures they consist of a variety of standard elements – which are common values in «the kingdom of values». Thus, the human ethos is unique not by its components, but rather by the order in which these components are organized in relation to real-life situations, the «conflicts of values» which compose the moral life of an individual.

Keywords: being, soul, spirit, intuition, category, ontology, cognition, psyche, reality, freedom, transcendence, phenomenology.

V. G. Morogin, V. A. Mazilov

Methodological Prospects of B. F. Porshnev's Paleopsychologic Theory of Anthropogenesis

In the article are discussed basic provisions of the paleopsychologic theory of anthropogenesis by B. F. Porshnev, an outstanding Russian historian, social psychologist and anthropologist. One of the most difficult and not completely investigated questions of the modern science is the riddle of origin of the modern type person. Despite the huge efforts made for its solution by several generations of researchers, this problem remains to be a black page in the system of human knowledge. The important stage seems to be the researches by B. F. Porshnev, whose principal merit in the research of the problem of anthropogenesis consists in his theory of origin of the modern person in the context of the modern scientific knowledge, it is the only one which does need the hypothesis on the creator. Porshnev's theory overcomes hindrances which do not allow us to approach the right solution. These are, due to Porshnev, three principal postulates: the myth about hunting for large animals as major activity of the human ancestor; the myth about «invention» of fire by him; the conviction is that the evolutionary form preceding Homo sapiens died out and disappeared from the face of the earth immediately after appearance the latter one. Having overcome these delusions, it is possible to formulate a new approach to the problem research. In the article the psychological premises of appearance of the modern type person are analyzed basing on data of the modern paleoanthropologic and paleogenetic researches. The motivational model of specific non-uniformity of the person is described, which in the methodological plan is guided by B. F. Porshnev's paleopsychologic theory of anthropogenesis, the theory of the valuable-need sphere of the personality and the concept of speciesism. Formation in the course of anthropogenesis of four types of the Homo Sapiens sort is explained by psychological development of the person: appearance of new, purely human needs and essentially new methods of their satisfaction – the second and third signal systems. The concept of specific non-uniformity of the modern person represents hypothetical reconstruction of anthropogenesis, but does not use explanatory creationistic models.

Keywords: paleopsychology, paleoanthropus, sapiens, neoanthropus, adelphophagy, interdiction, suggestion, diplopia, third signal system, atavism, uncooperativeness, anthropotype, psychotype, predatory and not predatory types.

A. L. Zhuravlev, T. V. Galkina

Development of Ya. A. Ponomarev's Scientific Ideas in the Sphere of Group Creativity Psychology

The article is devoted to Ya. A. Ponomarev's main scientific ideas in the sphere of the group (collective) creativity psychology and the possibilities of using them in modern psychological science and social practice are shown. According to Ponomarev, the psychological mechanism of the collective solution of a creative problem, as in the case of an individual solution, is in the allocation of its nucleus, namely the detection and transformation of a by-product. The advantage of the collective solution is in the qualitatively peculiar possibility of converting the detected by-product, which arising in the actions of one of the group members can be used as a clue by any other member of the creative team and can regulate the actions of other participants in the joint solution. The possibility of distributing functions between the participants of the creative process was shown and the role structure of the team of inventors was revealed. Ponomarev's researches of the psychological mechanism of group creativity are of great importance, both for the general theory of psychology, and for social practice. The main trend in the development of modern creativity is the integration of individual and collective creativity, individual and group creativity, since the solution of the most contemporary problems is impossible without such integration. The problem of group creativity is a complex problem located at the junction of various sciences and their areas, and for its research efforts of specialists from many branches of scientific knowledge are needed. Studies of Ponomarev, his students and followers in the field of group creativity and reflection psychology, evolution and reinterpretation of the basic ideas of his philosophical and psychological theory contributed to the development of the whole complex of works on the implementation of the results in various social practices: management, public service, education, social work, advertising, political, organizational and personal training, consulting.

Keywords: creativity, innovations, psychological mechanism of the creativity, solution of the creative tasks, invention, by-product, methodology, the effective-transforming type of scientific knowledge, social psychology of creativity.

Кристофер А. Варнон, Харли Ланг, Чарльз И. Абрамсон

Автоматизированные исследования в области сравнительной психологии: ограничения и новые направления

Исследование поведения часто проводится с помощью автоматизированных методов, где экспериментальные параметры и обнаружение поведения контролируются электромеханическими системами. Автоматизированное исследование способствует усовершенствованиям в измерении, большем экспериментальном контроле, обеспечивают более продолжительное хранение данных, уменьшение усталости наблюдателя, и могут применяться новые виды исследований. В сравнительной психологии использование автоматизированных методов часто ограничивается популярными моделями, такими как анализ поведения и поведенческая нейробиология. Одним из факторов, способствующих этому ограничению разновидностей, может быть доступность автоматизированного оборудования исследования, поскольку большая часть коммерческого оборудования исследования разработана для грызунов, и многие исследователи испытывают недостаток в навыках, требуемых для создания их собственного автоматизированного оборудования. Однако есть альтернативы коммерческому оборудованию, поскольку некоторые бихевиористы сделали доступным свое собственное гибкое к разновидностям, недорогостоящее оборудование для исследований. В данной статье мы представляем три отзыва. Мы сначала рассматриваем недавние тенденции в автоматизированном сравнительном исследовании психологии, и затем соотносим его со вторым анализом относительно доступности в настоящее время автоматизированного оборудования для исследований. Мы также рассматриваем доступные альтернативы коммерческому оборудованию, которые были разработаны бихевиористами. Наконец, мы обсуждаем полезные технологические навыки, которые позволят психологам-компаративистам использовать автоматизацию и изготавливать оборудование специально для своих разновидностей и тем исследования.

Ключевые слова: поведение, изучение поведения, автоматизированные методы, бихевиористы, автоматизированное оборудование.

O. V. Mitina, V. F. Petrenko

Using a Psychosemantic Method «Image of a Political Leader» for Comparative Research Perception of Political Leaders' Image

The psychosemantic method for studying the perception of political leaders' images is described. Carrying out the procedure the subject should evaluate the fixed list of political leaders on the fixed set of primary variables, including personal traits, professional characteristics and value attitudes. The method allows us to identify the categorical structure that defines the semantic space in which the leaders' images are located. These categories correspond to the most important political constructs in social consciousness.

The analysis of images' positions in the semantic space allows defining political value preferences.

The aim of the study was to compare the categorical structures of the perception of political leaders by the student audience in Russia, Uzbekistan and South Korea. The total sample includes 354 subjects of both genders. The list of evaluated leaders included either contemporary political leaders, or historical persons who played significant roles in world politics in the past.

It was shown that the same set of prime variables from the questionnaire in different political cultures can form different semantics spaces of political images perception.

The general and specific categories can be extracted.

The general categories include «Morality» and «Personal strength» (which is present of personal traits, which help the owner to run professional leader activity effectively. These categories are present to some extent in the public consciousness of citizens in all countries. At the same time, the country's cultural, historical and political backgrounds postpone their imprint on the «overtone» of these common factors. For respondents from South Korea, the antithesis of morality is dictatorship. For respondents from Uzbekistan, an effective politician must have authoritarian bias.

Thus, for respondents from South Korea, socialist ideology is an independent construct, for Russians it correlates positively with authoritarianism and dictatorship, and in Uzbekistan, this is the opposition to the orientation toward Western values.

The specific factors relate to political problems the most pressing in the country, including a historical process.

To analyze the data the principal component was used.

Keywords: psychosemantics, political leaders, image, social representations, cross-cultural research.

E. N. Korneeva

Influence of Subject Features on Efficiency and Constructibility of Educational Interaction

In the article are presented results of the complex empirical research of influence of subject features of various groups of the school students reflected in parameters of properties of the integrative factors of educational interaction regulation (IFEIR) on efficiency and constructibility of educational interaction. Subject features are shown in individual and joint activity and various forms of social interaction of participants of the educational process, their social perception and communication with each other. The research objects are three various groups of school students – school students performed with developmental delay (DD), school students who are bearers of foreign culture features (bilingual and foreign-language school students from families of migrants and immigrants), school students with signs of endowments. The brief psychological characteristic of each of groups is given, where their features as a subject of educational interaction are presented. It is empirically shown that in each of these groups there is transformation of parameters of IFEIR properties: properties of intension, orientation and coherence of the factor of the forming environment, properties of accuracy and stereotype of the factor of situational subjectivity, properties of dynamism and convolution of the factor of the relative forecast. The listed IFEIR properties regulate educational interaction, where these groups of school students act as participants of educational interaction and subjects of its regulation. It is proved that the difference of real parameters of the listed IFEIR properties from optimum ones leads to changes in efficiency and constructibility of educational interaction of these groups of the participants of the educational process (PEP). In turn, transformation of parameters of IFEIR properties is caused by influence of deviating features of the listed groups of school students. The attempt is given to explain mechanisms of regulatory influence of the deviating parameters of IFEIR properties on efficiency and constructibility of educational interaction.

Keywords: educational interaction, participants of educational interaction, subject regulation of interaction, integrative factors of educational interaction regulation (IFEIR), IFEIR properties, optimum parameters of IFEIR properties, transformation of IFEIR properties, subject features of the PEP, efficiency of educational interaction, constructibility of educational interaction.

L. Sh. Mustafina

Interrelation of Representations about Conscience and Coping Strategies of Elderly People

The article examines the relationship between coping strategies and stress, satisfaction with social support and social representations about conscience among elderly respondents. The author's questionnaire was used consisting of 39 judgments on conscience, a technique «Coping-behaviour in stressful situations» in T. L. Kryukova's adaptation and the technique of the perceived social support by G. Sommer and T. Fydrich. 55 elderly people participated in the research, mean age was 62,4 years. The research objective was to study features of social ideas on conscience in interrelation with coping-strategies and satisfaction with social support. We have assumed that high rates of elderly people's problem-oriented coping increase the frequency of consent with the statements characterizing independence of conscience from external estimates and with statements, more completely reflecting the maintenance of the phenomenon of conscience. And also that elderly people with high rates of satisfaction with social support agree more frequently with positive statements about conscience. The empirical research showed that high rates of elderly people's problem-oriented coping increase the frequency of consent with the statements characterizing independence of conscience from external estimates. The significant interrelation was revealed between the cynical and pragmatic attitude towards conscience and high rates of subjective satisfaction with social support in this selection. This result can be explained with the fact that the elderly people provided with all necessary for good health and subjectively satisfied with such social support do not need an «additional» psychological resource – conscience, and underestimate the role of conscience in their life. This circumstance can indirectly demonstrate that conscience and the attitude towards it are psychological resources in coping with difficult life situations.

Keywords: coping strategies, social representations, conscience, satisfaction with social support, elderly people.

V. P. Poznyakov, L. V. Shvaibovich (Boldyreva)

Virtual Entrepreneurship as a New Type of Modern Entrepreneurship and the Object of the Psychological Research

The article deals with the works by domestic and foreign researchers devoted to the study of the signs of modern entrepreneurship. It is concluded that today there is no single definition of entrepreneurship, as it is a wide area and includes many different aspects and elements. Generalizing various points of view and definitions, we can say that entrepreneurship is an initiative independent activity of a person (a group of people), carried out at their own risk in the conditions of economic uncertainty, aimed at making a profit. Entrepreneurship is a special type of economic activity, which implies the presence of its subject of special psychological qualities. Disclosure of these special psychological qualities is the main task of the psychology of entrepreneurship. Special attention is paid to new trends in research in the field of psychology of entrepreneurship, including the emergence of new types of entrepreneurship. New trends and prospects of development of entrepreneurship psychology can be traced in two directions. On the one hand, we are talking about trends associated with the emergence of new problems associated with the development of the psychological science and causing a shift in the focus of research. These are studies of self-efficacy of entrepreneurs, their innovativeness, propensity to autonomy, risk, etc. On the other hand, the emergence of new areas of research in this area is associated with the development of entrepreneurship, the emergence of new types and forms, including in Russian business. Among them, the authors include, first of all, the study of psychological problems of family business, social entrepreneurship, virtual entrepreneurship and some others. In recent years, new types of business have become widespread, in particular, virtual business and freelancing. The article provides definitions of virtual entrepreneurship and freelancing. The psychological characteristics of virtual entrepreneurship are considered. The comparative characteristic of the freelancer and the classical entrepreneur is carried out. The author substantiates why freelancing can also be considered as an enterprise. The psychological portrait of a virtual entrepreneur and freelancer is described.

Keywords: social psychology, economic psychology, psychology of entrepreneurship, virtual entrepreneurship, freelance, a psychological portrait of a virtual entrepreneur and freelancer.

L. P. Kiyashchenko

A Philosophical Perspective of Studying Modern Popular Culture (in optics of the Russian context)

In the article the conceptual discourse analysis of the empirical material will be presented collected by the research team from the view of the emphasis on paradoxical contextuality of the discourse of national popular culture arising on intersection of influences of world and national cultures in the combination of its global context and local (group, personal) text. Attention is given to specific and essentially significant Russian discourse, which is the base of the national mass culture study and detection of its ambivalent character that has its expression in detail chronology of originating conflicts and contradictions in case of assessment of the current cultural events. The specifics of the Russian discourse is presented through special attention to the province as to the environment of real domination of popular culture manifestations, which is boldly combining local and global forms of its representation in a text mode, of collected materials in empirical researches. The self-setting-up dynamic structure of popular culture texts is considered in a diversity of forms of development of the Russian discourse synthesis, presented in significant events of national culture of our time. The panorama of these events is provided in texts, each of which contains the enzyme of communicative interaction diachronically and synchronously connected to other texts. The prospects to use interdisciplinary methodology (in respect of synergy, interdisciplinary and transdisciplinary approaches) is shown and justified for increasing efficiency of fruitful interaction of heterogeneous disciplines, knowledge and practices in creation of integral representation of the national mass culture. Here is introduced the hypothesis of the significance of the metaline item of the philosophical reflection covering in general the multifunction content of the modern culture through the prism of the popular culture disclosing the need in reviewing «the third included « between traditionally distinguished dispositions as the environment of result and a source of up-dating existing of meanings and values in the society.

Keywords: culture philosophy, popular culture, text, context, discourse, Russian discourse, disposition, synergetics, interdisciplinarity, transdisciplinarity.

D. K. Bogatyrev

Maxim Gorky in the Series «The Russian Way: Pro et Contra»

The article presents the conceptual justification and empirical data characterizing the series of publications «Russian Way: pro et contra». The author, under the guidance and participation of which series of studies (presented in the genre of anthologies) is published for almost a quarter of a century and includes 120 volumes, pays special attention to interdisciplinary methodology and the choice of personalities, events and problems. The trunk of the symbolic tree of publications is the history of culture in its thematic unity, the branches – various aspects of civilizational development (science and art, philosophy and theology, politics and state-confessional sphere). Flowers and fruits growing on the tree of culture are creative results of outstanding philosophers, scientists, writers, poets, artists, as well as achievements initiated by well-known state and political figures. The author correlates the figure of M. Gorky and the volumes devoted to him in the near future with the basic principle underlying the series.

Keywords: a Russian way, pro et contra, project, history of culture, civilizational development, M. Gorky.

T. G. Shchedrina, B. I. Pruzhinin

Maxim Gorky – a Proletarian Writer? (The Writer in the Russian Intellectual Culture of the First Half of the XXth Century)

To the 90's years of the XIXth century Maxim Gorky was already a very notable and influential figure of the culture. So, there is nothing surprising in the fact, that the attempts to use this figure in various social-political aims during the turbulent XXth century were undertaken repeatedly. In the Soviet time this very diverse writer, in the sense of worldview and political attitudes, was insistently transformed in a consistent bolshevik-revolutionary. Which, incidentally, was contributed by the Gorky's literary interest to the lives of ordinary stratum of pre-revolutionary society in Russia. For this purpose, were published literary works, which deformed his biography, so that as a result there was a whole industry of creation some kind of poster image of Maxim Gorky in Soviet times. And in the 90's years of the XXth century there appeared publications, that were also mythologizing the figure of Gorky, but with the opposite intention. Today, however, the literature that restores and comprehends Gorky's real phenomenon is becoming more solid. The authors of the article make an attempt to consider M. Gorky's work as a phenomenon of intellectual culture.

Keywords: history of Russian philosophy, intellectual culture, proletarian writer, Russian Abroad, M. Gorky, F. Stepun, W. Ivanovsky.

L. A. Zaks

Gorky: Two Incarnations of Modernism

The article develops further the idea of socio-cultural «being in between» of Gorky artistic consciousness. Gorky is characterized as a modernist writer. However, the interpretation of modernism as the phenomenon of socio-culture and artistic consciousness overcomes its traditional (Soviet) understanding. Gorky's creative activity absorbs and expresses an organic contradiction of modernism as the unity of opposite principles: socially and spiritually recessionary one («regressive») and creative, culture-formative, associated with the modernization of Modern and Contemporary times' societies. In the article these principle-opposites of Gorky's modernistic attitude to the world and his creative activity are shown by his plays about intelligentsia (Summerfolk, Barbarians, and Children of the Sun). From this perspective, Gorky's vision of the intelligentsia' types characteristic of the Russian society and their inherent spiritual, and idea-and-value-driven contradictions is reflected upon. The article also depicts the complexity of the stance of Gorky who profoundly and to the full extent disclosed existential origins and the spiritual-psychological crisis of the society contemporary of Gorky and, simultaneously, demonstrated the logic of modernization, the reality of complicated but incremental birth of modern civilization in Russia, culture-formative nature of this process and, in essence, anti-crisis-one, positive, optimistic consciousness of the subject-practitioners of modernization – members of intelligentsia – makers of culture and a society of the future. «A social issue» and a revolutionary variant of its resolution (the first Russian revolution) meddled in the tangle and confrontation of fundamentals and forces of socio-cultural decay (decadence) and progress in the Russian context. Gorky addressed this in the plays mentioned and thoroughly analyzed in this article as well as in some others (The Petty Bourgeois, Enemies, Vassa Zheleznova). As a result, his modernism and, especially, humanistic conception of culture take their birth in the opposition to the idea and practice of the revolution.

Keywords: Gorky-modernist, the epoch of modernity, modernism as art and culture phenomenon, two components/poles of modernism, artistic modernism as expression of the society modernization and culture progress, Gorky's plays about intelligentsia.

E. M. Boldyreva

Vagabondism Philosophy in M. Gorky's Early Works

The article considers the image of a tramp in the early works by M. Gorky, actualizes the artificiality of the type of tramp created by Gorky, the priority of the modeling strategy over the strategy of reflection. The author proceeds from the hypothesis that Gorky's tramp is not a reflection of a real social phenomenon, but a deliberately modeled construction, and in modeling Gorky is guided by certain principles: he artificially creates his own tramp of absolutely heterogeneous elements – from a bright romance and the unsightly «truth of life». In the article the question is considered on the ratio of romantic and realistic stories which were written by early Gorky at the same time: Gorky's ideal «proud hero» in romantic stories appears in a heroic aura and rises over crowd, in realistic stories this ideal is parodically lowered. When analyzing the «formality» of M. Gorky's stories about tramps, an invariant model of characters' composition is considered, in each story there is a universal antagonistic couple: tramp – «not tramp», the person of «bottom» – a man from social «middle», and Gorky constantly builds a series of oppositions, opposing these heroes in different parameters. In the article the conclusion is drawn that the artificiality and formality of this hero is shown in that Gorky's all tramps in the description of their appearance, behavior, a way of life repeat each other, and Gorky not only imprints features of characters in these signs but mainly points to how the certain hero represents a certain broad, general ideological category. The certain value important for Gorky is ciphered in each motive used for the description of characters. Gorky's tramp is not an individual image, he becomes a certain verbal icon and represents a bunch of signs, repeating motives forming some kind of «alphabet of vagabondism».

Keywords: tramp, philosophy of virginity, verbal icon, formality, Nietzscheanism, eclecticism, modeling, ambivalence.

T. I. Erokhina

A Phenomenon of Dialogue in Popular and Elite Cultures: V. Fokin's «Masquerade»

In the article the content and levels of dialogue as a culture phenomenon on the example of modern national theatrical performances are analyzed. The author focuses attention on dialogicity as the principle of formation and functioning of modern culture texts, noting specifics of the dialogue nature of elite and popular cultures. The ways of forming dialogue are designated, which are focused in a case with popular culture on the informational content and emotionality, and in a case with elite culture – on interpretative and a sense making character. The author notes that divergence of dialogue can be staticized within the uniform art text that is confirmed by the communicative character of modern theatrical space. Dialogicity becomes the basic concept realized at various levels of a director's plan and the embodiment of a performance. The ambivalence of dialogue is considered in the article on the example of V. Fokin's performance «Masquerade. Memoirs of the future». The author notes the dialogue principle of reconstruction of the performance which, on the one hand, assumes reproduction of the primary source of 1917, on the other hand, becomes a research method, uniting historical and art reconstruction. The dialogical character is implemented at the levels of symbolical interaction of directors, artists and actors and also audience. The dialogue with the present is staticized, which is caused also by change of the theatrical performance hardware. Dialogue with the text is realized due to the combination of the Lermontovian text with modern dramatic art texts. There is a dialogue of duplicity and identity of masks, actors, dolls. All these things promote emergence of the problem of communicativeness of the performance text, which models at the same time two types of dialogue: popular and elite cultures. There is a difficult system of coding and recoding, which leads to the dialogue of frontier of meanings. Dialogue is created in the situation of frontier of elite and popular cultures.

Keywords: popular culture, elite culture, dialogue, frontier, cultural code, theater, V. Fokin, art text.

A. B. Permilovskaya

Temple National Architecture as a Russian Traditional Culture Phenomenon (on the Russian North and Arctic Materials)

The European (Russian) North in the history and contemporary experience of the national culture is the keeper of the ancient folk culture monuments, where they were created for several centuries in conditions of stability, patriarchal way of life and continuity of artistic traditions. Even to this day we find here many unknown monuments of the past. A wide section of folk architecture involving a large number of new artifacts is of great importance not only for understanding the Northern Province culture, but also for characterizing the all-Russian ethno-cultural process. The research is devoted to the urgent problem solving: the study of the temple wooden architecture in the Russian traditional culture context. The significance of this work is the introduction into the circle of domestic native ethnology and ethnoculturology – a northern wooden temple construction. Church folk architecture, according to the author's concept, served as an adaptive mechanism factor for the development, organization and protection of the vital and sacred space of the European North and the Russian Arctic. Wooden temple construction during the development of new territories served as a «moving» architecture» and the temples and crosses were navigational signs applied to the Pomor pilotage maps. The project applied importance is that these materials can be used in studying monuments of national architecture, creating open-air museum expositions, national parks, rural historical settlements, noteworthy places, and also for the further development of the conceptual proposals and practical recommendations for the preservation of rural cultural landscapes, settlements, individual architecture monuments as objects of the Arkhangelsk region and the Russian Federation cultural heritage.

Keywords: temple wooden architecture, church, Orthodoxy, traditional culture, Russian North, Arctic.

V. A. Mazilov, V. I. Peftiev

Hippolyte Taine and Development of the Civilization Concept

Hippolyte Taine (1828–1893) combined a psychologist, historian, philosopher, art critic in one person. It is represented that Hippolyte Taine is among the underestimated thinkers: his contribution to psychology and to philosophy is analysed insufficiently so far. The civilization concept belongs to a number of areas, in which Hippolyte Taine made the significant contribution. H. Taine left an impressive mark in formation of the civilization theory and the civilization approach. In H. Taine's heritage, in our opinion, his conceptual innovations in the problem field of European civilization in general and national models in particular were underestimated. The civilization concept of H. Taine underwent crystallization step by step and in each significant composition. H. Taine designated it (civilization) as an organic unity of three components: 1) spiritual make-up of the people or the tribe (le race), without the pejorative and/or politized connotation; 2) environment where a social order (culture, the work) appears and 3) a historical moment. Spiritual trends of the second half of the 19th century and existential forks of H. Taine's biography are involved in the origin and evolution to this conceptual triad. Taine's contribution to formation of the civilization concept is shown: components, origins and development, national thoughts. H. Taine is a spontaneous founder of «frontier in culturology», a many-sided and perspective current. He presented to the scientific community images of cross-disciplinary researches. He managed to record and describe boundaries (borders) of change of eras in the history of England (Saxons, Normans) on chronicles and literature. External shocks and internal disorders generate crises of the civilization. Frontier is followed by the situation «between» the past (in agony)

and the future (in embryos). H. Taine repeatedly noted bifurcation points, when England and France surrounded each other in the civilization process or, on the contrary, lagged behind in rivalry and in mutual influence. The literature role is revealed in metamorphoses and cataclysms of the civilization process in England. The attention to prospects of studying frontier in culturology is drawn. Originality of Taine's representation of culture as an intergenerational exchange of norms (institutes), values and ideas is noted.

Keywords: civilization, England Anglo-Saxons, literature and formation of a civilization, frontier in culturology, H. Taine.

N. Yu. Novichkova

Socio-Cultural Dynamics of the Provincial Urban Environment in the Context of Legal Regulation of Urban Development

The article considers specific features of the residential construction of the Russian provincial town in Russia in the post-reform period. It is noted, that the specific feature of the vast majority of Russian cities in the middle of the XIX century was the predominance of wooden buildings over stone ones. Among the reasons for the dominance of wooden houses in the province, the author emphasizes the influence of the peasant mentality in the lifestyle and norms of behaviour in the cities. A significant part of the urban population in the 60–70s of the XIX century was formed due to the urban migration of the peasantry, which formed the major part of urban population at the beginning of the XX century. As a result the culture of the middle layers of the urban society was a synthesis of elements of traditional peasant and urban culture.

In the cities, the high density of residential wooden buildings created a serious threat of fires. In order to meet the needs of urban residents in the protection of life and property in 1876–79, the building codes were changed and special rules were provided for both urban architects and homeowners, heads of private and public buildings, as well as for ordinary people.

The author makes a conclusion that changes of the Russian legislation in the field of urban construction contributed to changing not only the appearance of the city, but also mentality. In the post-reform period under the influence of the changed conditions and norms of urban life there were significant changes in the system of citizens' cultural values. The formation of new mentality was taking place gradually in the process of measures taken by the city authorities to improve the level of urban improvement.

Keywords: urban environment, wooden building, the post-reform period, culture of the middle layers of urban society, building codes, mentality of citizens.

V. P. Fedjuk

Red and Green: Russian Liberalism in 1917

The article discusses the tactics of the cadets, the main party of Russian liberalism, in the spring of 1917, draws attention to the fact that in search of mass support, the cadets tried to change the political image officially transformed from monarchists to Republicans and armed with the vocabulary and attributes of the left parties. Of course, no real transformation was out of the question. In reality it was an attempt of political mimicry, adaptation to the suddenly changed time. Having changed the color of the banners, the liberals tried to lead to the revolution, without having any real support or skills of action in the new conditions. All these led to a natural failure. Even formally staying in power in the coalition governments, the liberals played the role of statisticians, not being able to manage their position really, but be full responsible for everything that happens.

Keywords: Russian liberalism, the party of cadets, Revolution of 1917.

I. N. Sizemskaya

Province as a Socio-Cultural Phenomenon in M. Gorky's Works

In I. N. Sizemskaya's article the province is considered as a historically formed socio-cultural phenomenon of the Russian society, the characteristic features of which are the way of thinking and the way of human attitude to the world, limiting his life narrow interests of individual existence. Today, the problem of the province includes a set of issues related to the tasks of preserving the integrity of national consciousness, overcoming the social division of national culture on the principle of «center» and «periphery», with the search for adequate ways of their unity on the basis of convergence of national and universal spiritual and moral values. The author believes that in such a problematic field the concept of «province» acquires a socio-philosophical meaning, becomes a concept of philosophical and historical interpretation of the dialectics of the relationship between the past and the present of Russian culture and statehood. Within its framework, there is an actual interest in the ability of the province to resist the unification of lifestyle and culture, while maintaining the cultural material developed by history for the movement of society in the upward vector of the human civilization development. The author's appeal to the creative heritage of Maxim Gorky, for whom the theme of the province was dominant, gave a new material for understanding the problem in such a methodological way. The main object of research interest for the author was «Okurov cycle» by Maxim Gorky: «the Town of Okurov», «the Life of Matvey Kozhemyakin», unfinished story «Great love», which became for him a philosophical and ethical understanding of the conservative foundations of life and ways to overcome them by the next generation. In this cycle, the province appears to be a «social space that has fallen out of time», and the description of the provincial, «sleepy stupor» brought to the realization that the contemplative-passive attitude to the world and the events, that are taking place, brings a person to the line, beyond which the life values and aspirations

lose their significance and the positive meaning. As it is shown in the article, the reference to the literary heritage of M. Gorky gives a great material for the consideration of the problem of the province in relation to the key issues of the modern Russian society development.

Keywords: province, cultural center, state bureaucracy, provincialism, philistinism, individualism, national identity, culture, enlightenment, spiritual development of the individual, cultural decentralization, creativity of Gorky.

M. V. Aleksandrova, N. M. Bagnovskaya

Stylistics of the Soviet Poster in Modern Mass Culture

The article is devoted to the transformation of the phenomenon of the Soviet poster in the products of the national mass culture of the 2000–2010-s and identifying the layers of its interpretation, related to the common cultural baggage of the post-Soviet society and to the relevance of the communicative practices recorded by the Soviet poster. The specifics of the Soviet poster are analyzed in terms of the historical and cultural context of its creation and in the aspect of the correspondence of the cultural code formed by the poster to the mass consciousness of the present day. The material of the research is a phenomenon of mass culture: posters, postcards, calendars, souvenirs, advertising products, interior design, covers of music albums, phenomena of Internet culture. The representation of the Soviet poster in the products of modern mass culture has several trends: the interest in Soviet aesthetics and the new interpretation of the slogans illustrated by them are noted. The study of souvenir calendars devoted to the art of the Soviet poster is revealing the peculiarity of the interpretation of the Soviet chronotope in the modern mass consciousness. The methods of addressing the style of the Soviet poster in modern advertising practice are motivation to act with the help of a recognizable image, without connection with the historical and cultural context; the representation of Soviet posters or their elements, advertising consumer goods or affecting the sphere of services in similar situations in the modern everyday life, referring to the concept of the advertised object, long-standing trademark traditions or Soviet quality standards. The article is revealing the paradoxical nature of certain practices of interpreting a Soviet poster in modern mass culture, blurring the boundaries between the original work and its interpretation in the perception of the post-Soviet society.

Keywords: mass culture, Soviet style, Soviet poster, chronotope, cultural code, advertising, culture of everyday life.

T. B. Ilinskaya

Scientific Society as a Form of Scientists' Creativity and a Socio-Cultural Phenomenon

The article is an analysis of materials of the history of science, providing an opportunity to understand the role of scientific societies in the development of scientists' creativity. The author of this article was primarily interested not in the role of scientific societies in the development of science, but in the personal, «human» dimension of the problem. The choice of a scientist between participation in various professional associations and scientific loneliness. The material for solving this problem was the memoirs and epistolary of scientists, as well as historiographic materials accompanying the activities of Russian scientific societies (primarily the Russian Mineralogical Society) in the period from the XIX to the middle of the twentieth century. The recent 200th anniversary of the Russian Mineralogical Society was a vivid testimony to the viability of this form of interaction among scientists, therefore the author focused on the centrifugal forces that allowed the Mineralogical Society to be preserved, while many other scientific societies disintegrated. In the course of the analysis of the above-mentioned materials, the following motives are outlined that determine the work of the scientist within the scientific community: scope for personal initiative, the possibility of consolidating efforts, material support for research. Additional incentives were identified for membership in the scientific community: Society as a post-graduate school, the Society as the guardian of the traditions of scientific ethics, the Society as a translator of cultural values of the scientific community, the Society as a guarantor of continuity in science. These motives determine a number of features of the memoir prose of scientists, in which a prominent place is occupied by images of scientific kinship («home», «scientific family»), and also such categories as «scientific conscience», «scientific duty». In addition, the article concludes that there is a double genesis of Russian scientific societies, which, on the one hand, continued the European tradition of interaction between scientists, and on the other – a new form of scientific research organization, which since the mid-19th century has become a leading one.

Keywords: scientific society, science, Russian mineralogical society, scientific ethics, memoirs, history of science, science as a socio-cultural phenomenon.

N. V. Kiseleva

The Limits of the Teacher's Image in the Art Culture of the XX century

The article is devoted to the analysis of the versatility of the teacher's image in the artistic culture of the twentieth century. The focus is on the borderline of this image. Cinematography and literature were chosen, because in these types of art that the teacher's image is represented in dynamics, in interaction with other people. The semantics of the words «teacher» and «borderline» are indicated. Support in the analysis was made on the «Explanatory Dictionary» by D. N. Ushakov, «The Modern Dictionary of the Russian Language», «The Model Law on the Status of the Teacher» in 2004, and the research of Yaroslavl culture school of the concept of «borderline» in the context of Russian culture. Specific images (Svetlana Mikhailovna, Natalia Sergeevna, Ilya Semionovich from Sergei Rostotsky's feature film «We Live to Monday», 1968, Lidia Mikhailovna from the story of Valentin

Rasputin's «Lessons of the French Language», 1973) in certain situations of interaction with other participants of the educational process are analyzed. In these works, the teacher's relations with students (both with senior pupils, and with younger teenage pupils, both at school and abroad – at home), teachers and colleagues are considered. In the course of analyzing the behavior of the heroes in one or another situation, the external faces of the teacher's image are highlighted: teacher-student, teacher-administrator, teacher-class teacher (educator). In addition, the internal boundaries of the image under investigation are indicated: female – male, adult – child.

Keywords: film, literature, borderline, relationships, school, teacher, student, class teacher, external face, internal border.

T. V. Yurieva

Iconostases of the Russian Abroad: Icon Painter and Theologian L. A. Uspensky

In the article a generalizing analysis is provided on creativity of one of outstanding artists of the Russian emigration L. A. Uspensky in the field of church art for the first time, a number of iconostases is presented, made by the artist during the emigrant period of his art activities. All of them make an important stage in development of Orthodox art of the Russian emigration. The author of the article made a detailed data analysis of monuments. These are two iconostases for the temple of the armstead of the Three Saints Church in Paris, the iconostasis of the chapel of Protection of the Theotokos in Grouvr, the iconostasis for church in honor of the icon of the Mother of God «All Grieving Pleasures» and martyr Genevieve in Paris. The iconostases, provided in this article as well as other works by L. A. Uspensky, his frescos, icons, unite lines of the artist's identity, his authoring handwriting, and search by the icon painter of the authentic language of canonical art at a new stage in understanding of the icon in the XX century.

His searches are connected to framing of the form of complete compliance of the iconostasis of the patristical tradition, and search of early Christian roots, which could define the iconostasis not only as Russian and Orthodox, but also general for all reunited church, meaning not only an Old Russian, but also Western European historical context. Nevertheless, the last work was created by the author as an ideal Orthodox iconostasis without something superfluous, that could distort this perfect idea.

The author draws a conclusion that works by L. A. Uspensky fully reflect his theological viewpoint in relation to the fine arts in line with the Russian Orthodoxy. For the first time made analytical review of the iconostases, created by icon painter and theologian L. A. Uspensky, leads the author to the conclusion that they became the important milestones in implementation of theological representations of their creator, reflecting search of authentic understanding of the entity of the icon, its role and the place in the temple.

Keywords: an Orthodox iconostasis, church art, the Russian Abroad, icon divinity, society «Ikona» in Paris, L. N. Uspensky.

M. Iwano

Intercultural Personality as a Goal of Higher Education: Relevance of the Program «Go Global Japan» in Yamaguchi Prefectural University

In the article the national program «Globalization of Japan» is analysed, which was accepted in 2012 in Japan. The main task of the national program was to contribute to the development of the Japanese economy and society. It was supposed that it would be possible if to organize support to the development of the comprehensively strong organized education system and also to raise students' possibilities to globalization realization in order to bring up people capable to work at the international level and to solve global problems. The program was carried out during five years, the program included 42 universities which were divided into two types: 11 universities belong to the Type A (the program is intended for all courses), and 31 universities to the Type B (the program is intended for graduate students and post-graduate ones). The universities, which participated in the competition, were to present a written definition of the concept «Global Jinzai» (human resources with global thinking) and also to submit the educational project with the technique description which can be used by higher educational institutions as a model for carrying out the reforms promoting internationalization and globalization of institutes. These techniques could be various, but each of them was to achieve the same objectives. Some universities, within their training programs on business, marked out values of development of the relevant management and skills of negotiating at the international level. Other universities focused their attention on problems of everyday life, such as growing old society and consequences of population reduction in Japan. Realization of the social program «Go Global Japan» («Globalization of Japan») is considered, which is implemented in Yamaguchi Prefectural University. Education of the cross-cultural competence as the most important social purpose of the higher education is its cornerstone. The program is directed to form «the global personality» who is characterized by existence of the international thinking, such a person helps to «revitalize» local communities by means of creating relations between local and global social problems and their solutions. The results of the five-year implementation of this program are presented.

Keywords: globalization, Japan, students, global personality, cultural diversity, intercultural competence, social problems, social solutions.