

GENERAL PEDAGOGY. HISTORY OF PEDAGOGY AND EDUCATION

M. V. Gruzdev, E. Yu. Kolbovsky

Educational Space of Rural Areas: Modeling Approaches

Educational space of rural areas is a block of the socio-economic system of society, and as it is well known the change of the «whole» inevitably affects the state of the «part». The post-reform Russia economic development somehow triggers a set of the processes which change the «fabric» of the rural settlement. Results of such changing clearly manifested in spatial properties of rural settlements and transformation of its functions. The main trends of these changes are the concentration of production and population, the gradual extinction and disappearance of many small settlements, the loss of the inhabitation in the vast areas located on the periphery of administrative regions. In this regard, educational systems (ES) act as both dependent variables and stabilizing elements that can preserve the state of the countryside to a certain degree and mitigate the effects of negative economic changes. In this sense, the ES parameters are an important part of the living standards of rural areas. From the standpoint of modern scientific theory, the ES is a typical nodal area, with all the properties inherent in these geographical objects: the center-attractor in the form of a rural school, settlement-customers located at different distances and coverage area. Under the influence of external socio-economic conditions, the nodal areas are transformed: they increase or decrease in size, change configuration and also compete with each other, intercepting part of the client base of the neighboring area or even completely absorbing it. An internal factor of the model areas transformation is a choice made by villagers in favor of schools with the best quality of educational services. The combination of external and internal factors determines the complex and hardly predictable nature of the changes on the municipal ES which consist of many modal districts. The study of the ES parameters by means of modern geographic information systems is a necessary preliminary step of optimization and any actions performed in the management of Russian education.

Keywords: municipal educational space, nodal school catchment, GIS modeling.

A. G. Pakhov

Theory and Practice of Social and Pedagogical Movement of the Labor School of the XVIII – the early XX centuries

The actualization of discussions about the ways of development of the national school and education requires an objective look and assessment of the role of labor in the social development of the personality and its development of the entire set of personal qualities of a person and citizen. The author analyzes the evolution of the phenomenon of the labor school in the history of European and Russian education, recording the opportunities and resources that the child's inclusion in the labor activity for his social, moral and personal development realizes. For several centuries, scientists defended labor as the most important educational tool, developed the idea of a labor school. Repeated ascetic attempts were made to implement an attractive pedagogical idea. But these inspired experiences remained isolated phenomena and for a long time did not affect the mass school. The viability and prospects of this or that variant of development of labor school are determined by many factors: the level of industrial and economic development, psychological and pedagogical culture, democratic traditions, the density of state care in relation to school and public education. Modern educational practice, breaking with the idea of labor school, emasculates the value-semantic basis of the social education of children and young people, impoverishes the process of the spiritual and moral formation of the personality. No less dangerous is the separation of modern education from the historical experience of the Russian school, the pedagogical findings and achievements of outstanding domestic thinkers. The author emphasizes the contribution of European teachers and educators of Russia of the XIX-XX centuries in the development of the phenomenon of labor school. The organic link between labor and social education must be identified and taken into account when determining the possibilities and prospects of labor to act as a means of social education for modern children and adolescents and as a component of the educational system of the educational organization.

Keywords: philosophy of education, history of pedagogy, social education, labor training and education, social development of the individual.

A. V. Reprintsev

Labor in the System of Factors of Ethno-Cultural Socialization of Modern Youth: the Dialectic of Social and Individual

In traditional Russian culture, for many centuries, labor and labor activity have been the most important factor in the socialization of children and youth, the assimilation of the norms and values of public morality, the formation of a system of human social relations with the outside world. The naturalness of socialization through labor ensured the formation of a wide range of social qualities of the Russian person, their dialectical conjugation of social and individual in the personality. Since the time of K. D. Ushinsky labor has been considered as the most important factor and an effective means of socialization of the individual, finding the dialectical balance of the social and the individual in man. Through joint work, the pupil naturally starts to realize the most important moral norms, firmly rooted in traditional Russian culture, the formation of the entire system of social relations with the outside world. The globalization of modern culture, the distancing of man from traditional types and forms of socially useful labor greatly complicate the process of socialization of young people, form the setting for idleness, hedonism, social anomie. Strengthening the destruction of traditional culture is associated with the growing influence of the mass media, the

Internet, and social networks, through which the masses of adolescents and young people are «massaged», and false ideas and values are fixed in their consciousness. The way out of the difficult situation is seen in strengthening the influence of the family, the institutions of socialization on the social and moral development of children, the promotion of traditional values of the Russian world, the development of community and collectivist morality, and the inclusion of adolescents and youth in collective socially useful work. Only through joint work it is possible to form stable social and personal qualities of children and young people, introducing them to the traditions and norms of national culture.

Keywords: philosophy of education, social education, ethnic socialization, ethnocultural identity, socially useful work, labor activity, dialectic of social and individual, inculturation of personality.

N. G. Lebedeva, S. L. Paladiev, A. M. Khodyrev

Standard and Legal Analysis of Social Order for Preparing Pedagogical Staff in Russia

In this article standard and legal aspects of the social order for preparing pedagogical staff in Russia are considered. Authors staticize the importance of studying of the social order at realization of the process of teacher training, emphasize the role of modernization of the education system to satisfy requirement of society and the state in training of new generation professionals. The analysis of normative documents in the field of education has shown that modern pedagogical education is focused on training of specialists, capable to work for the personality's formation in the conditions of the innovative development and modernization possessing a socially oriented view of the world.

The authors have conducted a research of the standard and legal base at the federal level in the field of education in the Russian Federation. It is revealed that the state is interested in modernization of pedagogical education, updating of its contents and improvement of quality today.

The carried-out standard and legal analysis has shown that the state order for pedagogical education provides the new level of personal and professional readiness of the teacher for creativity, adoption of non-standard decisions, interaction with pupils, manifestation of an initiative, activity which would correspond to the process of pedagogical education updating. As a result of the conducted research the authors have revealed valuable aspects of the state order for pedagogical education in the Russian Federation: 1) the state is interested in preservation and strengthening of the best traditions of pedagogical education; at the same time the system of pedagogical education has to correspond to the present stage of society's development, to introduce actively innovations to improve the quality and efficiency of activity; 2) the state defines universality of pedagogical education which should be directed for supporting full development of mankind's culture; at the same time it defines specifics of pedagogical education as a unique phenomenon; 3) the state is interested in comprehensively developed teachers capable to think creatively and non-standard, introduce innovations, etc., however activity of teachers is accurately defined and limited to educational and professional standards.

Keywords: pedagogical education, pedagogical staff, teacher, social order, state order, preparation of pedagogical staff, values of the state order for pedagogical education.

V. N. Belkina, T. N. Zakharova, G. V. Sergeeva

Realization of the Principle of Openness in the Regional System of Preschool Education

The urgency of ensuring openness of education as a modern task facing all levels of the educational system is determined in the article. Various aspects of the implementation of the principle of education openness are considered: accessibility and relevance of information on educational organizations for participants in educational relations and stakeholders; accountability of the education system, the ability of society to influence the processes in the sphere of education; willingness of educational organizations to interact with social institutions and professional community. The content of the article reflects the implementation of the indicated sides of openness in the regional pre-school education of the Yaroslavl region. The results of studying the user request of preschool children's parents to the content of information, the ways of network communication of official sites of kindergartens in the region (124 respondents) are analyzed. The relevance of supply and demand for information, its relevance and usefulness are considered as the main criteria for the effectiveness of the information openness of the educational organization. The article presents practical approaches to solve the problem of ensuring the openness of preschool education in the region: the functioning of the governing councils as bodies of state-public management; joint projects of pre-school educational organizations with representatives of the society with a view for expanding the educational space for the development of children; network interaction of preschool educational organizations and vocational education institutions, development of innovative practices by kindergarten teachers within the framework of professional communities. The existing problems and potential effects of the implementation of education openness are considered.

Keywords: openness of education, information openness, institutional openness, user request for information, social partnership, public administration, professional community.

A. V. Zolotariova, M. A. Kulichkina, I. S. Sinitsyn

Concept of Ensuring Availability of Additional General Education Programs

Research results of the problem of increasing availability of additional general education programs implementation are presented in the article. The analysis of the modern regulatory base of the organization of children's additional education in the Russian Federation updated this problem, importance to increase availability of additional education for gifted children, children with limited health capacities and those who are in adverse social conditions and live in remote (rural) territories is shown.

Authors reveal the basic concepts and the essence of additional education availability, show its structure, give the author's definition of the term «availability of children's additional education». In the article methodological approaches are described on the basis of which development of the concept on increasing availability of additional general education programs implementation was conducted: the sociocultural, anthropocentric, reflexive and activity, subject focused, integrative and variable approaches. The concept on increasing availability of additional general education programs implementation is revealed through the description of such components as purposes, factors, updating of contents and ways of organization, the criteria and estimated apparatus for assessing results. The purposes are presented in the form of the complex of purposes at the level of main subjects – children, parents, teachers, managers. Seven groups of factors are offered, which affect additional education availability: information, economic, social, territorial, institutional, individual and personal, pedagogical factors. Updating of additional education contents is shown through the analysis of influence of factors on increase in availability of the choice and offers of the new contents meeting requirements and the interests of different target groups of children. Updating of ways to organize activities for additional general education programs is revealed through factors, the main forms, methods, technologies allowing to provide increase in availability of programs are shown. The system of criteria, indicators, means is presented in the article, basing on them the pilot research on assessment of children's additional education programs availability was conducted in the Yaroslavl region. Results of the pilot research are shown, 181 respondents took part in it, including, 43 teachers, 44 students and 94 students' parents. Is presented the comparative analysis of profiles of children, teachers and parents' estimates on questions of training availability in additional general education programs, conclusions are drawn on the studied problem and ways of its development.

Keywords: additional education of children; access to education; additional education availability; additional general education program; concept to increase availability.

THEORY AND METHODOLOGY OF TRAINING AND EDUCATION

V. M. Monakhov, S. A. Tikhomirov

Evolution of the Methodical System of E-Learning

The article analyzes the main stages of evolution of foreign and domestic teachers 'and didacts' ideas about the theory of education in historical sequence. Particular attention is paid to the origin of the first ideas about the methodical system of training, starting with didactic triangles and tetrahedra and ending with the last invention of the authors – didactic hexahedron, visually especially clearly representing the prognostic model of strategic priority currently didactic research that can really contribute to the definition and implementation of the future development of the modern theory of e-learning in digital school and systematically prepare for the upcoming 2020 transition of the national school from traditional textbooks on paper to digital teaching complexes, as stated in the working version of the passport of the priority project «Digital school» of the Ministry of Education of the Russian Federation. Traditional textbooks actually and objectively become the visual media of the methodical achievements of domestic science. At the same time, the term «methodology» still exists only in the domestic school education. The article reveals the fundamental importance of pedagogical technology of designing the educational electronic process both in the modernization of the methodical system of e-learning and in the formation of promising areas of didactic and methodological research, the results of which, firstly, contribute to and will contribute to the further development of the theory of e-learning, and secondly, will provide conceptually holistically and systemically theoretically the whole process of modernization of school digital education and determine the optimal methodological functionality of the use of digital teaching complexes and for the teacher in his professional teaching activities, and for students in their learning activities, thirdly, contribute to the formation of a holistic system of didactic and methodological objective requirements for the range and content of educational information, which should in a standardized form quickly enter the State information system as the first prototype of a single system of technological monitoring of the quality of domestic school digital education.

Keywords: didactic triangle, didactic tetrahedron, didactic hexahedron, educational standards of UNESCO, author's pedagogical technology by V. M. Monakhov, routing, predictive model, theory of e-learning, digital school.

S. N. Dvoryatkina, G. A. Simonovskaya

Updating of Synergetic Effects in «Problem Zones» of School Mathematical Education Based on the Chess Game

One way to actualize synergistic effects is to study complex constructs of basic learning elements in the «problem areas» of mathematical education. There is an effective development of cognitive and intellectual abilities of trainees, strengthening of motivation for studying mathematics in identifying «problem zones» in teaching mathematics and studying complex constructs in it. An effective didactic tool for implementing this direction is the integration of mathematical and chess game activity. The authors establish the existence of the group of local problems or «problem zones» of mathematics, effective development of which is also possible using a chessboard. The comparative analysis of Russian and foreign literature determined the problem and the purpose of the research. The problem of the research – what are the technological and didactic mechanisms for constructing and mastering the complex construct of the basic learning element associated with the «problem zone» of mathematical education based on the chess game? The purpose of the research is to develop a technology for identifying and correcting «problem zones» for teaching mathematics to the middle school on the basis of a chess game. As an example of identifying and correcting the «problem zone» of school mathematics, the problem of studying and mastering the basic combinatorial schemes is considered. All stages of the developed technology of detection and correction of «the problem zone» are described in detail. As a didactic

mechanism for mastering combinatorial schemes, the authors propose a set of mathematical problems on a chessboard. To test the effectiveness of the developed methodology, a multidimensional qualimetric tool was developed, including the diagnostics of the main components of the cognitive sphere (memory, thinking and attention properties). The obtained statistical results allow us to draw a conclusion about the effectiveness of the developed technology. Introduction to the course of mathematics of combinatorial problems on the chessboard makes it possible to reveal the positive dynamics of the cognitive synergetic effect, and also to fix the motivational and social effects.

Keywords: mathematical education, chess training, integration, combinatorics, combinatorial problems.

L. G. Antonova, L. I. Zimina

Innovative Models of Work with the Text at Lessons with Student-Philologists

In the article submitted for the publication authors offer innovative didactic material for supporting work with student-philologists in the context of disciplines where in educational problems of teaching the discipline work with the text is presented: analytical, interpretative; practical activities on creation of the secondary text and a new text on the basis of the given. The text and components of the text are submitted in necessary volume: texts of the official and publicistic type are included, with which the professional philologist is to work. All text categories: subject topic, semantic integrity, structural expediency and genre and stylistic completeness will be presented in didactic material for work at lessons or for home tests.

The standard of the professional philologist training which will be, as we know, in «a zone of the increased speech responsibility» assumes a great amount of competences forming the communicative identity of the professional and connected with work in «the text mode»: readiness to communicate in oral and written forms in a state language of the Russian Federation and a foreign language for the solution of professional activity tasks; possession of the communicative strategy and tactics, rhetorical, stylistic and language norms and means accepted in different spheres of communication; ability to create, edit, summarize, systematize and transform (for example, to change style, genre, target belonging of the text) all types of texts of the official and publicistic style. In this regard, the teacher teaching a course is obliged to develop the system of text exercises, with meeting requirements of the methodical principles of the sequence and prospects.

In the article submitted for the publication is offered the detailed system of the exercises assuming complex and component work with text categories and different standard versions of the text. The innovative character is given to the presented didactic materials with the choice of texts as a training unit: text examples have professionally focused character, many materials are presented as the cases reproducing professional situations of the philologist's communicative practice and directed to prevent typical mistakes in experiences with text products.

Keywords: text as a didactic unit of training, complex work with the text, text as thematic and semantic unity, didactic text material as professional case; interpretative nature of text material; genre and style variation.

Yu. A. Filonova

«Brainstorming» as a Method for Studying the Literary Work

The innovative nature of the article consists that the author appeals to a method, new to school teaching Literature, – to brainstorming – and presents its possibilities for identification, formulation, discussion, permission of educational problems.

Educational discussion is one of the most relevant technologies in training Literature. However, the theoretical and practical underdevelopment of different types of educational discussion leads to rare or incorrect use it at the lesson.

The scientific novelty of the article is defined by the fact that here are analysed approaches existing today to the organization of brainstorming at Literature lessons, the pedagogical conditions of the brainstorming organization are formulated, which developed not only on the basis of studying scientific literature, but also in experimental training. For the first time in the way of training in Literature the definition of brainstorming is offered as a kind of educational discussion.

The practical importance of the article consists in the presented model of carrying out brainstorming when studying the comedy by A. S. Griboedov «Woe from Wit» in the 9th class. The author shows how the technology of brainstorming can enrich problem studying of the work. For the solution of the key problems of the comedy connected with the subject of mind/nonsense/madness ninth-graders by means of brainstorming and work with the text revealed more than 15 shades of the meaning of the word «mind» in the work by Griboedov; active discussion of the revealed shades of the meaning allowed pupils to formulate independently at least two positions presenting the solution of the problem.

Use of brainstorming technology not only deepened understanding by students of the sense of the comedy «Woe from Wit», but also provided development of such communicative abilities as the ability to make a dialogue with the author; ability to find the necessary information in the text, to exchange it, to analyze and draw conclusions; ability to put forward and to prove correctly the point of view; ability to defend the position in interaction with other participants of the discussion, to correct it, considering other participants' opinion.

Keywords: problem training, brainstorming, educational discussion, communicative abilities.

M. A. Ostrenkova

Use of Dialect Phraseological Units at Russian Lessons: Linguoculturological Aspect

The article is devoted to the issue of studying of the dialect phraseological units characterizing the relation of the carrier of traditional culture by the way, to language, the speech at Russian classes in school. The author claims that studying at school of lexicon and phraseology of Yaroslavl dialects in terms of their conceptual importance in national culture promotes understanding

of the language as a mechanism accumulating cultural experience of the people by pupils, and the choice as a material of the dialect phraseological units with the language component reflecting national tradition of speech norms and values promotes formation of skill to carry out reflection – linguistic and ethical – over somebody's and own word. The productive form allowing to organize search of the cultural information which is in dialect phraseological units is a linguoculturological research. Materials of the linguoculturological research «Secrets of the Good Speech», which underwent approbation and its didactic basis was made by phraseological units of the Yaroslavl dialects are presented in the article. The author offers models of the culture-focused research with the language facts: shows how it is possible to organize aspect observation over the language material, the lexical analysis of words, etymological observations, the component analysis necessary for «revival» of the internal form of the word, for identification of the associative basis of rapproching realities and understanding of the ethical and aesthetic aspect of perception of the language and speech by the traditional culture bearer. The linguoculturological research of «speech» dialect phraseological units is directed to «modeling» of the speech portrait of the speaker, which is under assessment and a portrait of «a speech normalizer» that, in its turn, allows school students to create the idea of the communicative norm and its irregularity from the point of view of the person who is not tempted in questions of the speech standard. The requirements which are independently formulated by students imposed to the good speech (the requirement of informational content, relevance, clarity, harmony, purity, expressiveness) will be the result of the conducted research, – and claimed «by contradiction» in the national language. The detailed design, offered for school students' independent judgment of speech norms and values of national culture, considers demand of this knowledge in the situation of cross-cultural interaction.

Keywords: Yaroslavl dialects, phraseological unit, concept language, linguoculturological educational research, requirements of the good speech.

THEORY AND METHODOLOGY OF PROFESSIONAL EDUCATION

A. S. Sharov

Reflexive-Regulatory Approach as a Basis for Competence Training of Students

In modern sociocultural conditions, the time comes for a new understanding of the teaching in higher education problems, when it is necessary to activate and organize independent work of students in mastering their academic disciplines, workshops and various practices. The article substantiates the competence approach in professional training of students from the standpoint of the reflexive-regulatory approach as the basis for the formation and development of a person in certain socio-cultural conditions. A manifestation of the significance of this approach is the interest that has arisen at the end of the 20th century in cultivating reflection in education and, as its concrete manifestation, in the development of critical thinking. Competence as an active ability is based on self-regulation implemented by students during the development of basic forms of educational activity (sign, model and project), going through the steps defined in the reflexive mechanism (definitions, understanding and organization) of movement in the development of the subject of study. Where self-regulation is understood as a directed (goal, objective, project) system of differentiating and integrating choices to achieve some result. It includes value-semantic formations, various types of activity and reflection. In the process of passing the basic forms of educational activities, learning becomes teaching of the student. Then the formal knowledge of the subject, as a system of concepts, becomes the reflexive-regulatory experience of theoretical interpretation and explanation of the phenomena and processes under study, a way to achieve the desired result, as well as the skills to design processes for solving new problems taking into account the specific conditions of events in their professional activities. As a result, the problem of not only cause-effect relationships, but holistic-semantic and organizational, is actualized.

Keywords: reflection, regulation, self-regulation, reflection mechanisms, structure of regulation and self-regulation, competence, knowledge, experience, forms of educational activity.

D. A. Vlasov

Use of the Tool Means of Evolver 7.0 in Mathematical Training of the Student Economist

The center of attention in the article is a tool means of Evolver 7.0 allowing in the educational process on applied mathematical disciplines to consider a wide class of optimizing models to which lead various social and economic situations. It does not raise doubts that optimizing models play an important role in improvement of vocational training quality of future bachelors and masters of economy, strengthening of applied orientation of the educational process on development of the innovative components of their professional competence connected with a research of social and economic situations by mathematical and tool methods. Special attention within the article is paid to the analysis of new instruments of optimization which computer realization became available thanks to tool means of Evolver. Among the presented tools we will note: «Recipe», «Group», «Order», «Budget», «Project», «Schedule». Reflection in the content of applied mathematical preparation of optimizing models of different types promotes deeper understanding of the optimizing process, and use of limits of efficiency within the intra model researches allows students within educational – to establish to cognitive activity new dependences, to receive rather new results in the course of the better analysis of social and economic situations. The expediency of scientifically based introduction of a new tool means of Evolver in educational process of the economic university is noted.

Keywords: bachelor of economy, genetic algorithm, limit of efficiency, tool means, informatization, information technologies, mathematical preparation, modeling, optimization, pedagogical technologies.

Y. A. Noskov

Learning Technologies and Gamification in Educational Activities

The article is devoted to innovative learning technology termed gamification, which is based on using game mechanics and game thinking in the learning process, as well as to the objective need to use it in training of students, because of the global informatization trends in people's life, modernization of thinking of young generations and powerful internal potential of didactic games. This term (from the English «game») began to spread rapidly in different branches of scientific knowledge abroad only after 2010, and since about that time it has been increasingly used in Russian science. The study proceeds from the fact that the gamification learning technologies do not imply an entertainment function, which makes the essential difference between them and games. The author describes features of the technology in relation to university students, pointing out wide possibilities of educational games in organization of the professional development of students. The work clarifies the origin of the term «gamification» and its understanding in foreign science, introduces some works by leading foreign experts on problems of gamification. The article reveals a number of advantages in teaching students using gamification technology in comparison with traditional ones, for example: high motivation for active participation in the educational process and student's independence, maximum practical orientation of learning activities in the form of classroom activities, optimal raising of independent professional activity and responsibility for its results. There are given some specific features of using different types of games in professional training, a set of functions of gaming technology in vocational education is determined. The author makes a conclusion about the impossibility of effective use of gaming technologies in teaching of students without special training of the teaching staff of universities.

Keywords: gamification, game learning technologies, higher education, motivational affordances, clip-thinking, game thinking, learning games.

G. A. Politkina

Use of Comparative Means in Learning of a Foreign Language

The present paper is aimed at developing teaching methods to improve students' academic skills in political communication by having a look at how comparison of linguistic tools work in a political text in terms of its structure and relations within comparative ligaments special for different types of paragraphs.

The analysis allows us to conclude that comparative units often work as parts of linguistically chosen semantic ligaments, that can include also other fixed language elements with given temporal and stylistic features.

The work also focuses on how comparison units help to promote establishing rapport with the Reader trying to influence the audience in one way or another.

The latter is exemplified by polemic paragraphs from three different texts employing such methods and involving the use of the same comparison ligament. The identified comparison units serve there, first, to describe multiple similarity of political figures, then indicate the deceptive, false nature of the apparent commonality; and, finally, reduce it to zero, actually negate it.

While for a political text, it is important to intrigue the Reader by drawing the reader's attention to the fallacy of the apparent impression, the linguistic research aims at identifying the fixed selection of the relevant comparison units, not least important for didactic reasons.

In a broader sense, the description of such semantic ligaments can serve as a reference point that helps students to become successful authors by themselves, «conjuring up» effective paragraphs, and later on, full political texts.

Keywords: comparison units, semantic ligaments, effective communication, paragraphs, English political texts, influence the audience, ELT methods, academic skills, text structure, intertextual ties, influence mechanisms, text-binding.

S. A. Miroshnichenko

Training in the Intertextual Analysis at Foreign Language Classes

Training in the intertextual analysis of students of language universities in the classroom for analytical reading of foreign-language poetic texts is carried out through the formation of skills, knowledge. This type of analysis is included in the complex analysis of the text, which includes literary, linguistic and cultural types of analysis. The intertextual type of analysis is used for the purpose of more complete understanding of a foreign poetic text by students.

At the present stage of training for formation of skills of the analysis, and also preparation for interpretation of the poetic text the main type of the analysis is an intertextual analysis. The conditions for learning the intertextual analysis are such elements of the text as: epigraph, title, allusion. The title is used to identify the content of the text; to make a comparative analysis of this text with other poetic text on the basis of lexical, grammatical and stylistic features. The epigraph is extremely rare in a poetic text, but plays an important role in its understanding. In addition, this intertextual element is aimed at the formation and expansion of background knowledge of students, contributes to their motivation for self-study, independent work with different types of information. Allusion is a stylistic means that allows the author to express his understanding of the text with which his own poetic text conducts a «dialogue».

For the formation of skills and analysis here is proposed a number of techniques and exercises aimed at identifying the information necessary for the understanding of the poetic text. In the process of the text analysis, students are offered such a pedagogical method as: «creating situations of moral choice», which is realized in exercises, contributing to the identification of subjects, problems of a foreign-language poetic text.

Keywords: critical reading, foreign language poetic text, intertextual analysis, the item text, title, epigraph, allusion, exercise, teaching method.

V. N. Belkina, N. V. Elkina, T. G. Shkatova

Leading Principles of Pre-School Teacher Training in the Context of Education Modernization

The article is devoted to the discussion of one of the aspects of education modernization in our country. Questions of realization of the Approximate basic educational program of the higher pedagogical education «Strengthening of a practical orientation of preparation of future teachers in programs of a bachelor degree within the enlarged group of specialties «Education and pedagogics» in the direction of preparation «Psychological and pedagogical education (Tutor) are considered. The program involves the implementation of two leading approaches (principles) in the process of training students: modularity and practical orientation. The article discusses the most important positive aspects of the use of these principles in the training of future teachers, the direction of correction and possible improvement of the Approximate basic educational program, as well as improving the process of professional education of students taking into account University and regional specifics. The advantages of the modular structure of the content of training, allowing students to learn the material being integrated, the ability to select more carefully the content of the disciplines included in the module. Participation of future teachers in the practice distributed on courses on the basis of preschool educational institutions, which is based on the principle of practice orientation, helps to acquire the necessary initial professional experience. The analysis of the results of the program testing allows us to improve the system of network interaction of the University Department with basic kindergartens. The article also notes the emphasis of the authors of the Approximate basic educational program (the authors of the Faculty of psychology and pedagogy of MSPU) on the need for methodological equipment of all steps of the program. At the same time, the article expressed some wishes related to the recommendations on the organization of students' independent work, current and intermediate certification, which is associated with the assessment of the level of formation of future teachers' professional competencies.

Keywords: modernization of education, the approximate educational program, the modular principle in training students, practical orientation preparation of the preschool education teacher, technologies of training, supervisors and curators of students' practice.

M. V. Sokolova

Training of Pedagogical Higher Education Institution Students to Research Family History

Autobiographical memory can be defined as the subjective reflection of the piece of the life course passed by the person consisting in fixing, preservation, interpretation and updating autobiographical of the significant events and states defining self-identity of the personality as a psychological subject unique, identical to themselves. A special type of oral history is a biographic research. The interviewer is to give to the respondent the chance to touch upon different subjects, «to reveal» himself most widely. Discussion of various subjects can furnish the clue for understanding the story-teller's identity. When interviewing other persons (friends, enemies, family members, neighbors, observers – those who knew the hero of the biography only superficially, etc.) important to remember that over time ideas of the person's identity can change. When carrying out a biographic research it is necessary to consider a context: gender, racial, social and cultural. Return from oral projects in the field of family history is big: it is not only a way to learn about the past of family, but also to estimate itself in the context of the family relations, values and influences. It is possible to allocate four stages of the process of interviewing: establishment of understanding, research, cooperation, partnership. The principles for formulating questions are questions always must be simpler, direct, in clear language. The main abilities of the interviewer are: ability to formulate questions so that they were clear and correspond to the topic of conversation; ability to listen to the story-teller; ability to watch behavior of the story-teller; ability to remember what was said by the story-teller; ability to judge relevance, the importance and completeness of the answer to push the matter through. The interviewer should form in himself the ability to listen. It means to be able to listen to the essence of what is said about.

Keywords: interviewing, steps of interviewing, stages of interviewing, family history, family relics, family rituals, rules of family meetings, oral history, educational sense of oral history.

S. F. Burukhin, E. V. Kulagina

Physical Exercises as Complex Pedagogical Means in Students' Training

In the article the relevance of physical training in modern conditions is emphasized, its main characteristics, influence on the solution of problems of labor, moral, esthetic, intellectual education are noted, importance of physical training for students, youth, and especially future teachers is emphasized. Features of using physical exercises in students' education are considered, special attention is given to gymnastic exercises as a complex means of physical training. Basic provisions are designated which need to be considered at Physical training classes with students of higher education institution with use of the main means of gymnastics, all-developing exercises with objects and without objects and also special physical exercises of athletic and rhythmic gymnastics, presented in the form of complexes, which are gymnastic focused. For carrying out high-quality physical exercises of different orientation it is recommended to use, along with the general rules, private recommendations submitted on the accuracy and the sequence of carrying out various exercises keeping their rate of performance and intensity for providing the necessary dosed load for local muscular groups and parts of a human body.

Features of use of all-developing exercises complexes, athletic and rhythmic gymnastics in the course of the Physical training classes are analyzed, their necessity is stressed for improving movement skills and development of physical

qualities of students, for implementing complex impact on students in order to improve functions of the organism; increase in physical activity; enrichment by professional knowledge, abilities, skills; development of psychomotor abilities; education of the future teacher's identity capable to make a choice of means and methods of rhythmic gymnastics for strengthening students' health and all-round physical development.

Keywords: physical training, pedagogical complex means, gymnastic exercises, athletic, rhythmic gymnastics.

CORRECTIONAL PEDAGOGICS

E. V. Kuftyak

Personal Determinants of Social and Psychological Adaptation of Children with Mental Retardation

The article is devoted to the description and discussion of results of the research on influence of psychological protection mechanisms of children with mental retardation (MR) on formation of their adaptation opportunities, therefore, on further adaptation. In the research 18 children with mental retardation (8 girls, 10 boys) and 22 children with typical development (11 girls, 11 boys) from general education groups of preschool educational institution of Kostroma, took part in age from 5 to 7 years 6 months. Techniques were used: the questionnaire «A scale of rating of Strelyau» (Ya. Strelyau, 1982), the questionnaire «The map for assessing children's protective mechanisms» developed on the basis of K. Perry and R. Plutchik's technique (E. V. Chumakova, 1999), the structured interview «Listen to history» (I. S. Kabanov, 2014). It is revealed that preschool children with mental retardation are limited to use mechanisms of psychological protection, dominating mechanisms are «replacement» and «regression» mechanisms. Preschool children with typical development use more mature mechanisms of psychological protection. Correlation communications between mechanisms of psychological protection and adaptation opportunities of preschool children of different groups were revealed. It is shown that children with typical development, in comparison with children with MR, have more various communications of mechanisms of psychological protection with adaptation opportunities. Preschool children with typical development have a higher level of understanding of the choice of ways to overcome difficulties, it increases the level of their adaptation opportunities. It is established that children with MR have limited adaptation opportunities and it prevents them from coping with intense situations productively. The conclusion is drawn that mechanisms of psychological protection act as a determinant of children's adaptation opportunities.

Keywords: mechanisms of psychological protection, adaptation opportunities, children with limited opportunities, mental retardation.

E. L. Indenbaum, A. A. Gostar

Monitoring of Education Personal Results of School Students with Learning Disabilities

Evaluation of the personal results of the education of schoolchildren with learning disabilities is innovative for teachers. The article deals with the problems of the substantive and organizational level, which appeared together with the introduction of the Federal State Educational Standard for Primary Education of schoolchildren with Disabilities and the Federal State Educational Standard for Education for schoolchildren with Mental Retardation (Intellectual Disorders) dated from September 1, 2016. The specificity of the new standard is multilevel education, the legislatively fixed opportunity for inclusion children in any educational organization, parity attention to the development of the sphere of life competence (personal results of education). The methodology of evaluation activity is considered, as well as a critical analysis of the current work of researchers and practitioners in the field of special education devoted to its content and methodological support. The results of the study of teachers' competence in general and special schools in the evaluation of educational outcomes are published. The need to concretize the declared personal results of education in terms of psychosocial development is proved: the formation of certain socially useful skills, as well as the special design of evaluation tools. The main tools are scales of peer review, pedagogical tests, experimental pedagogical situations. The approach to monitoring the life skills of schoolchildren with mental retardation and mild mental retardation is offered, and its main characteristics are considered.

Keywords: schoolchildren with learning disabilities, mild mental retardation, personal results, psychosocial development, sphere of life competence, monitoring, evaluation tools.

A. E. Simanovsky, S. N. Voronina, M. I. Klimycheva, N. S. Sirotina

Perception of Gender Interaction by Children with Mental Disorders

In the article features of perception of social (family) roles by preschool children and younger school students with mental underdevelopment are analysed. It is specified that perception and understanding of the gender relations between the people surrounding the child forms his own gender ideas and gender behavior. In the review of literature several aspects of studying of gender representations by children with mental disorders are marked out. First, this study on knowledge of children and teenagers about features of gender and sexual development; secondly, ideas of gender features were studied in the line with the analysis of gender ideas; thirdly, study was in conditions of formation of gender subjectivity – ability to change the standard of gender representations in a case of necessity. The fourth direction of researches – study of mechanisms of socialization and formation of

gender representations of children and teenagers. In particular, mechanisms of «imitation» and «social assessment of desirable behavior» were allocated.

The main method of study was animated filmstrips. These filmstrips included scenes of gender role interaction which corresponded to implementation of a number of family roles: «good hostess», «defender», «teacher», «desired woman», «beloved». After viewing children were to tell about the purposes and intentions of heroes, to explain the reasons of their behavior. 40 children of the advanced preschool and younger school age with mental disorders (20 boys and 20 girls) and 40 peers with normal intellectual development (20 boys and 20 girls) participated in the research. Statistical processing of the received results showed that understanding of the gender relations between groups of children significantly differs practically in all social roles. The qualitative analysis showed that most of children with intellectual insufficiency have distorted and perverted understanding of the scenes of gender relationship seen by them.

Thus, during the research it was revealed that practically in all family roles formation of a cognitive component on gender ideas of children with mental underdevelopment is late. Children with mental underdevelopment the behavior have poor and often distorted ideas about sex-role behavior and do not understand many aspects of gender relations.

Keywords: children with mental underdevelopment, perception of gender relations, gender representations, animated movies.

O. A. Denisova, O. L. Lekhanova

Support of Students with Health Disabilities in Educational Space of Inclusive Higher Education

The authors of the article present the experience of the Resource educational and methodological center for the training of disabled people and persons with disabilities in the universities of the North-West Federal District (REMC NWFD ChSU). The center was supported by the Ministry of Science and Higher Education and established on the basis of Cherepovets State University in 2017. The Center continued to develop the experience of supporting disabled students and people working with this category. The authors provided approbation of the developed algorithm to support students with disabilities in the network of universities in the North-West Federal District. This allowed us to describe specific steps accompanying activities. The article summarizes and presents views on the conditions for supporting disabled students and current trends in the field of support for people with disabilities at the university. The article contains a description of the stages of support for the education of students with disabilities, performers and the results of each stage of support. The support algorithm is described as a system of professional, coordinated activities of university staff, aimed at creating the necessary conditions for successful career guidance, education, employment of disabled people, their integration into society in accordance with the characteristics of psychophysical development and individual capabilities. The article presents the informative characteristics of the stages that provide support for persons with disabilities from the pre-university period to postgraduate support. Each stage of the accompaniment describes the tasks, goals, main performers. Algorithmization of the process of support of inclusive higher education allows you to translate the described practice in similar conditions and apply it in the work of modern universities. Based on the analysis of their own practice and experience in this field, the authors conclude that the effectiveness of support for people with disabilities at a university is determined by the development of intra-university, inter-university and inter-agency cooperation in the field.

Keywords: higher education, disability, inclusive education, support.

PSYCHOLOGY

V. D. Shadrikov, V. A. Mazilov

Thinking, Thought, Giftedness

The article is devoted to the attempt to comprehend a thinking phenomenon. In the article it is noted that, despite numerous efforts of researchers, advance is not so big as it should be. In the article, based on data of psychology history, authors come to conclusion according to which insufficiently expressed progress in disclosure of mechanisms of thinking is connected with the fact that the methodological analysis is under-exploited in the analysis of thinking. In the article the position stated by V. D. Shadrikov about need of return of the thought concept into thinking psychology is also supported. Thinking is presented in the article as a subject and a problem of psychology. It is claimed that the interpretations of thinking presented in the Soviet and Post-Soviet psychological literature developed in a certain tradition which connected consideration of thinking mainly with philosophical and logical positions. In this context the person's thinking was opposed to sensory perception and treated as the highest level of knowledge. In the article is formulated understanding of thinking as a psychological process having qualitative specifics: thinking entity as a psychological process consists in generation of thoughts and in work with thoughts. It becomes possible on the basis of use of the system of intellectual operations directed to solve tasks by means of disclosing objective properties, communications and relations. Taking into account achievements of modern neurophysiology a new solution of a psychophysical problem is proposed in the article. It is possible to believe that the proposed solution is adequate to the nature and functions of thinking. In the article the analysis of key aspects of thinking formation is undertaken. Here the interpretation of thinking as an ability is presented in the article. In the work are developed the ideas of the classic of national psychology S. L. Rubenstein according to which mastering cogitative operations is a process of intelligence formation. Advantages of the author's approach and understanding of the thought as a central concept of the theory of thinking are traced.

Keywords: thinking, thought, process, basic category, modeling representations, image, mental process, intellectual operations, ability.

R. M. Naghdyan

The Principle of Trinitarity in Transcendental Psychology

The article discusses peculiarities of the manifestation of the principle of trinitarianism in A. I. Mirakyan's concept of mental reflection. A comparative analysis of binary and trinary ways of thinking is carried out. On the basis of the analysis of the concept of genetic development of intelligence (J. Piaget) and the concept of mental reflection (A. I. Mirakyan) the features of the manifestation of the binary way of thinking in psychology are shown. At the same time, it is indicated that the analytical style of thinking, characteristic of binarism, is a consequence of the formalization of Aristotelian logic in the form of the «law of the excluded middle». Therefore, the binary scheme of reasoning turned out to be helpless in front of the problem of synthesis. In contrast to binary trinitarian or triadic thinking it seeks to identify the systemic qualities of phenomena (or objects) that constitute synthetic unity, characterizing their completeness and integrity.

From the standpoint of the principle of trinitarianism, the principles of generating processes of perception are analyzed. It is shown that the generation of the psychic process of reflection must be considered in the triad of globality-anisotropy-product of reflection, representing the structure of the process of continuous ordering of globality (the world before reflection) through the generating principle of anisotropy into forms of mental reflection phenomena. Based on A. I. Mirakyan's postulates the universal «generating» triad is analyzed – the elementary cell of any reflective system mechanism, consisting of two homogeneous, but different in spatial arrangement, elements that are combined in the third. Manifestations of the principle of trinitarianism, as actions of the «generating» triad, are also considered in the processes of the genesis of thinking based on A. Wallon's studies dedicated to the binary structures of the child's thinking, and B. F. Porshnev's research on primitive people's diplastia. The analysis, in particular, allows us to conclude that trinity as a phenomenon of nature in thinking, as well as a means of cognition comes together in unity, which is the specificity of the mental processes of reflection.

Keywords: binarism, trinitarian principle, transcendental psychology, principles of the generator.

A. S. Turchin

On the Possibility of Applying Methodology of the Activity Approach to the Problem of Education Acmeology

The article discusses the possibility of applying the methodology of the personal-activity approach to the analysis of the problems of modern acmeology of education. The marked points of coincidence of interests of acmeologists and experts in the field of psychodidactics, as well as are revealed unsolved problems, including those associated with the construction of the integrative diagram models of acme development, reflecting the perspective of the individual in constantly reforming education at all levels.

Methodological principles of the psychological theory of activity by A. N. Leontiev and S. L. Rubenstein are formed as an opposition to the principles of behaviorism (activity, objectivity, non-adaptive nature of the psyche, etc.). Their application in the framework of the acmeological approach to learning is possible due to the historical commonality of the basic ideas of the main scientific schools of Russian psychology. At the same time, criticism of the theory and practice of the competence approach does not deny it as one of the alternatives, but notes the existence of a basic methodological contradiction associated with the borrowing of not sufficiently adapted version of the theoretical model of the educational process, which leads to difficulties in the implementation of its didactic and developmental potential in the conditions of school reform.

The transition from the idea of orthogenesis to kladogenesis as an explanatory principle of multi-perfection of development in acmeology, allows us to integrate the scientific potential of activity and acmeological approaches to training and education, to present an individual educational route as a model of personal development of the student in the activity, when the basic signs of its successful completion are «Amateur», as consciously regulated activity and creativity, expressed as a «by-product» of the activities carried out by the individual.

Keywords: acmeology, acmeological approach, motivation, development, acmedetermination.

A. A. Kostrigin

V. A. Snegirev's Psychological Ideas: at the Turning Point of Philosophical and Scientific Psychology

The article presents the psychological ideas of Veniamin Alekseevich Snegirev (1841-1889), a Russian psychologist, philosopher, theologian. His concepts of cognitive processes, feelings, will and self-consciousness, which, in the opinion of the author, represent a transition from the nineteenth-century philosophical psychology to the twentieth-century scientific one are considered. These concepts were most likely formulated in 1884-1885 (according to archival data), and they constitute the generalization of all psychological views over the nineteenth century before the opening of the first psychological laboratory in Russia by V. M. Bekhterev and the creation of the Moscow Psychological Society in 1885, which marked the final transformation of psychology from speculative and introspective to experimental. The concepts of cognitive processes, feelings, will and self-consciousness reflect the resolution of the relevant Russian psychology problems in the nineteenth-century: the separation of mental processes into mind and reason (thinking must be understood as a single process, «a single living force», which unites in itself a multitude of phenomena, activities that are interconnected, condition each other and penetrate one into another), the reduction of all feelings only to pleasure and displeasure (the proposal of a classification based on the principle of the increasing complexity of phenomena: pleasure and displeasure, formal, intellectual, affects, moral or higher), a fragmented representation of the components of a volitional process (will is the following scheme: need, desire, motives and their evaluation, effort and movement), the abstractness or multiplicity of the human «Self» (on the one hand, self-consciousness really determines the

perception of our psychic phenomena as being related to a person and always identical with each other, on the other hand, self-consciousness does not occur instantly, is not given to a person a priori, it is formed and is a complex category). The description of psychological concepts of cognitive processes, feelings and will, developed by V.A. Snegirev, published for the first time. In our opinion, the work by V. A. Snegirev is a transitional stage between purely philosophical psychology and scientific psychology.

Keywords: V. A. Snegirev, history of psychology, philosophical psychology, scientific psychology, cognitive processes, feelings, will, self-consciousness, speculative psychology, introspective psychology.

N. S. Shipova

Dyadic Coping of «Special» Couples

The reported study was funded by RFBR according to the research project № 18-313-00243

The article presents the analysis of problems of dyadic coping in couples, in which a partner with limited health or disability is included. A theoretical analysis of aspects of the interaction of partners in the dyad and its connection with the preferred method of dyadic coping was carried out, the correlation links of dyadic coping with psychological well-being, quality of relationships and quality of life of the dyad were analyzed. The article also presents the data of the empirical study of dyadic coping in «special» couples, its connection with the quality of life of each of the participants in relationship. A comparison of the data obtained from the study of couples, including one partner with disabilities, with the standard indicators of the methodology is presented. We analyzed dyadic efforts of partners within the studied dyads, based on their functional impairment, or typical development partners. We identified significant differences in the subject delegated coping scale. Are revealed significant differences in the subjective assessment of their own health partners. Also we found a statistically significant feedback on the scale of supporting dyadic coping and physical health in the group of people with disabilities. In the group of partners with normative development, correlation was found between the subject's supporting coping and free-time activity, negative coping of the subject and partner, as well as their communication while experiencing stress, with satisfaction with the relationship and functioning of the partner with regulatory development.

Keywords: dyadic coping, coping behavior, close relationships, dyad, persons with disabilities.

I. V. Tikhonova, N. S. Shipova, E. A. Ivanova

Research of Inclusive Education Teachers' Needs in the Context of Designing Team Interaction

The article shows the relevance of the development of substantive and procedural aspects of the teamwork of inclusive education specialists. The results of the study are presented, the purpose of which was to assess the professional needs of school teachers who provide inclusive practice in the help of a psychologist. The relevance of the study is explained by the fact that just teamwork is one of the basic conditions for the implementation of the principles of inclusion in educational institutions. The study involved 46 teachers of inclusive practices from 16 schools in the city of Kostroma and the Kostroma region, using the developed methodology of a projective and survey character. The study found that teachers have the most difficulties due to the lack of knowledge about the specific characteristics of the cognitive, emotional-volitional and behavioral sphere of students with disabilities. The psychologist is mainly expected to educate (with teachers), counseling (with parents), organizational and remedial (with children with disabilities). The needs of teachers in specifying the results of psychological diagnostics, correctional work of psychologists to overcome behavioral problems, lack of cognitive emotions and motivation among students with disabilities are identified. The cluster analysis procedure revealed the polarity of a group of teachers of inclusive practice according to the level of need for teamwork, in particular, teachers with a high level of its expression work with a more diverse nosology group of students with disabilities. It has been suggested that a wide range of developmental disorders in children can contribute to the formation of professional confusion among teachers, serve as a driving force shaping the need for teamwork and the distribution of responsibilities among specialists. In general, the results of the study confirm the relevance of the development of the substantive and procedural side of the team interaction of the specialists of psychological and pedagogical support of inclusive education.

Keywords: disabilities, students with special educational needs, inclusive education, subjects of inclusive education, psychological support, educational psychologist, team interaction, need in a psychologist's assistance.

A. G. Samokhvalova

Socio-Cultural Differences in Communicative Difficulties of Belarusian and Russian Adolescents

The article actualizes the problem of adolescent communication from the standpoint of a sociocultural approach, which makes it possible to identify the determinants and specifics of the subject's communicative difficulties, his experiences and ways of coping with them in the sociocultural environment in which socialization takes place. The goal is to identify differences in the communication difficulties of adolescents living in Russia (Kostroma) and in Belarus (Minsk). The sample included 200 adolescents, including 100 Belarusian and 100 Russian. In each national group there were representatives of males (n = 57) and females (n = 43) of different age categories – 14-15 and 16-17 years old. Methodical design of the study included the questionnaire A. G. Samokhvalova «Difficulties in communicating with peers and adults» (for the Belarusian sample, the questionnaire was translated and adapted), allowing to identify the communicative difficulties of four groups: basic, informative, instrumental and reflexive. The article identifies common age-related communication difficulties characteristic of the adolescent

stage of ontogenesis (a low level of empathy, aggressiveness, self-centeredness, uncertainty, difficulties in establishing contact, conformism, envy, difficulties of self-understanding and self-analysis; as well as sociocultural, age and sex differences of Russian communication difficulties and Belarusian adolescents. It was established that Russian adolescents are more characterized by power-leading, independently dominant, straight-aggressive communication patterns, negative behavior, accompanied by irritability, intolerance of criticism, and demonstrativeness; for Belarusian adolescents, incredulously skeptical, obediently shy and dependent-obedient communication patterns associated with conformism, shyness, emotional and personal dependence, lack of initiative, rigidity, difficulties of forming a dialogue, responsibility for its results. Given the sociocultural context of communication among respondents, difficulties are encountered in communicating with adults and peers.

Keywords: ontogenesis, teenager, communication, difficult communication, communication difficulties, overcoming, resources, socio-cultural environment, cross-cultural differences, pedagogy of the world.

K. B. Malyshev, O. U. Nevolina, O. A. Malysheva

Study of the Motives of Women's Lies on the Material of the Story L. E. Ulitskaya «Through-Line»

In this paper, we use a multidimensional typological approach that allows us to create a typology of «need motives» and the corresponding typology of «motives of women's lies». In the construction of classifications, researchers use the completeness of the whole division and ordering of elements (parts as a whole), which is the basis of the basic approach to the study of psychological information about the person. The result of the application of this approach is the construction of a multidimensional basis as a Union of several one-dimensional bases. In the construction of typologies there are favorable opportunities for a full description of psychological information about objects (concepts, phenomena), which is the basis of a holistic approach. This creates the possibility of systemic structuring of information about the individual, i.e. functional connectivity component-types. The multidimensional typological approach has the following features: firstly, the set of knowledge reflected in the concept is brought into the system on the basis of proven reliable results, and secondly, the proposed approach has prognostic capabilities, since it has been tested in practice. It allows you to see the ways of further development of personal characteristics. The criteria of the concept are integrity, consistency, basis. The following methods were chosen and tested in the concept: selection of psychological characteristics, their generalization, comparison and identification with the characteristics of the basic standard, identification of the profile of the studied quality, the properties of the subject. Main principles: the inductive-deductive research, the «correct» partitioning of the set into sub-sets, polar dichotomy, a single dichotomous polar symmetry, the formation of «dimension» in the typology, governance, typological «inclusiveness», the reference of the typological basis of isomorphism, semantic proximity, of homomorphism, operationalization of the concept. In this article, the typology of women's lies is checked for «basis», the description of which is given in the work by L. E. Ulitskaya «Through Line». For this purpose, on the basis of the principle of semantic proximity is established a one-to-one correspondence («typological isomorphism») of the type of female lie with the typology of «need motives» and with the typology of personality by D. Holland. In this case, the method of «basic overlay» is used, which provides a semantic commonality of these three typologies.

Keywords: multidimensional typological approach, system, basis, integrity, mixed type, motives, women's lie, type profile, semantic proximity.

THEORETICAL ASPECTS TO STUDY CULTURAL PROCESSES

M. V. Novikov, T. B. Perfilova

F. I. Buslaev's Methodological Approaches to Study Mythological Consciousness

In the article F. I. Buslaev's innovation in creation of domestic cultural and anthropological researches is emphasized. Study of the entity and emanations of mythological consciousness was the initial principle in reconstruction of the picture of the world of the archaic and ancient people offered by him. Developing an algorithm of his cognitive activity, Buslaev was guided by achievements of philosophical anthropology of the first half of the XIX-th century: accented «the consent of mentality and beliefs» of representatives of one language family at the beginning of its existence. The community of the language world perception formed, due to his beliefs, a single system of representations of the Indo-European tribes explicated in the unified mythology. The aspiration to understand sources of mythological creativity of the «brotherly» people initiated the scientist's intension to study the most ancient layers of the parent language of Indo-Europeans, isomorphic, due to his beliefs, deep layers of collective consciousness and the earliest myths. To restore missing links of the initial picture of the world of genetically close primitive peoples of Europe, first of all Slavs, Buslaev used the German-Scandinavian epos written in the Middle Ages. He projected mythology and the epos of the German tribes to all «barbaric» Europe, finding in the German image of the world archetypic ideas on the natural and social Universum, common to all Indo-Europeans. Focusing attention on typical, repeating, uniform, he eliminated geographical, historical, ethnopsychological parameters causing uniqueness of the mythological tradition of some Indo-European peoples. Only in the second half of the XIX-th century Buslaev began to uphold the idea on parity of general and special in Indo-Europeans' mythological consciousness. He managed to reveal the factors determining manifestations of spiritual originality of «national legends»: impact of the habitat on destruction of once uniform picture of the world; myth historization; lack of a possibility of written fixing of ancestors' mythological heritage.

In the article is traced influence of methodological approaches, developed by Buslaev, to study mythological consciousness on production of modern cultural and historical knowledge and at the same time are revealed objective reasons of emergence of scientists' delusions and mistakes.

Keywords: mythological consciousness, a picture of the world, Indo-Europeans, primitive people of Europe, reconstruction of religious mythological ideas, German-Scandinavian epos, universal and unique in the course of formation of myths, habitat, myth historization, interpretation of the myth, the oral form of reproducing the myth.

K. B. Sokolov

Globalization Processes In Art

The article examines the globalization processes in art associated with the unification of the world economy, which entailed the unification of culture. Attention is paid to the politics of multiculturalism and its influence on artistic life and artistic institutions, to the processes of assimilation by Western culture of other regional cultures, to large-scale transformations of the ideology of art. The market of «international» contemporary art, built according to the Euro-American model, gradually captures the whole world through the forces of its transnational agents in the gallery system, the art press and collectors, as well as the growing community of emigrants and nomadic workers in this market among artists, curators and critics. According to the ideology of multiculturalism, artists are obliged to create artistic images based on their own differences (including the history of their country), but, if possible, using the standards and codes of the West. The international cooperation and exchange forums are the international biennale, where politics, the ministries of culture, national and nationalist art performances operate, as well as attempts to confront all this. To date, all art institutes are of a transnational nature. In all universities of the world, there are necessarily art history courses of Western (Euro-American) art.

Modern art historically is a Western construct. Multiculturalism in artistic culture is an ideology where the common language of the West dominates over a multitude of national cultures. In the «multicultural» space «a good artist of non-Western origin feels obliged to present their» cultural identity «as an irreducible tattoo on the body. As a result, however polar the positions of the artist from the countries of the «periphery» (suffering from the imposition of his «difference») and the artist of the «center», they are both alienated from their own context. According to the ideology of multiculturalism, artists are obliged to create artistic images based on their own differences (including the history of their country), but, if possible, using the standards and codes of the West. At the same time, the modern artist reflects in his practice more than his own national culture.

The emergence of «modern art» in South Korea, China or South Africa reflects the fact of the nation's interaction with the phenomena of economic globalization. The emergence of citizens of these countries on the international art scene directly follows from political upheavals there.

However, this «globalized» understanding of contemporary art has an alternative that asserts that there are not pure cultural features, but traditions and cultural features permeated by economic globalization. It is noted that European art, which has lost a multinational context, is doomed to dissolution in American cultural reality.

Keywords: globalization, art, multiculturalism, postmodernism, music, visual arts, literature, cinema, construct, cultural policy.

T. S. Zlotnikova

Art Criticism Discourse of Non-Art Practices: Methodology of Popular Culture Understanding

The article is devoted to the search and substantiation of an interdisciplinary approach to diverse cultural phenomena, including, first of all, popular culture. Popular culture already has a tradition of studying in certain scientific paradigms, from socio-cultural to philosophical, from cultural-anthropological to art criticism. It is argued that sometimes controversial definitions (in the chosen case – «synesthesia») are significant for the study of the multi-faceted cultural phenomenon we are interested in. The definition of synesthesia is no longer exotic and is accepted today as a concept much broader than just the designation of psychophysiological abilities of a person to create and perceive color-sound images. We are talking about the diversity, variability, complexity, paradoxical phenomena of culture, in need of equally diverse, subtle and specifically selected research «mechanisms». Applying the concept of «synesthesia» to culture as the horizon of human activity, we use a metaphor, through which we emphasize the diversity of discursive practices, nonlinearity and non-ordination of human actions. Attention is paid to the importance of the synergetic approach to the studied material, which allows natural chaos for culture not to be identified as entropy. The author emphasizes the importance of communication as a scientific activity and as a methodological mechanism for the study of cultural phenomena based on the opinions of the representatives of synergetics (I. Prigozhin), aesthetics (M. Kagan), and the interdisciplinary aspects in the philosophical knowledge (V. Arshinov, V. Budanov, A. Ogurtsov, V. Porus, B. Pruzhinin). Political, religious, scientific, educational actions and everyday life are among the non-artistic practices that are very common in popular culture and studied in interdisciplinary discourse. The main aspects of non-artistic practices studied in their synesthetic quality are defined: anthropological and mental, socio-professional and functional. Art criticism discourse of non-art practices can be carried out through the analysis of the genre nature of these practices, through the analysis of their artistic and figurative nature, the analysis of the plot and character levels.

Keywords: non-art practices, popular culture, art criticism discourse, methodology, synergetic, synesthesia.

K. E. Razlogov

Cinema in the Paradigm of Cognitive Science and Neuropsychology: towards Neurocinema

The actual language of modern cinema is more and more often built according to the laws of not only artistic, but also scientific logic, especially in such a heuristic and experimental sphere as neurocinema, appealing to the technologies of studying

and applying impulsive reactions of the brain in the process of creating and perceiving films. Based on the research of academician V. V. Ivanov and referring to the extensive empirical material, the author considers cinema in the paradigm of paralinguistics, cognitive science, neuropsychology and shows the history of cinema as history of inevitable, technologically and artistically complicated actualization of the phenomena of dreaming, memory and the unconscious on the screen. The creators of the movies from the first years of the cinema existence understood the interdependence of dreams and films, trying to shift the dreams to the screen or to provoke the appropriate illusion. More fundamental was the problem of internal monologue, first declared by Sergei Eisenstein at the turn of the 20-30s of the twentieth century and implemented in cinema only thirty years passed. The next stage was the materialization of vision as foresight of the future. A classic example is the film «Runway» by Chris Marker, designed by the movie director as a photo film, because stop-frames have a much greater potential for psychological reliability than images in motion: photo films are read as a chronicle, even if they are of absolute fiction. Since the 1980s, cinema has started to use the illusion of implanting a camera directly into a person's eye, at the level of not so much unconscious as physical vision. In modern mass culture, the most relevant and fashionable idea, born at the intersection of natural Sciences and Humanities, is the idea of virtual reality, embodied in practice in computer games. In cinema, this idea is realized in the reconstruction of several worlds, functioning according to the logic of the psyche of one or more characters. In films traditions of multilevel dreams and computer games come closer gradually.

Keywords: cinema, movie director, cognitive science, neuropsychology, neurocinema, internal monologue.

A. V. Azov

The Problem of New Integrative Knowledge: a Review of Discussions

During 2007-2017 on the basis of the Department of philosophy in YSPU implementation of the project of scientific research on the subject «Philosophy and/or New Integrative Knowledge» was continued. The following problem was offered for discussion: Is philosophy replaced with new integrative knowledge, with epistemological borders, characteristics, development trends inherent in conditions of the postmodernism crisis? In this article is presented a brief review of discussions on the specified problem, developed in some conferences (2008, 2011, 2013, 2015, 2017) between experts in various areas of knowledge.

Among them: philosophy, culturology, physics, biology, psychology, psychiatry, geological and mineralogical sciences, history, sociology, economic theory, linguistics, literary criticism, art criticism, pedagogics and also so-called alternative science. At the same time a permanent process of communication is important and not the result which is hardly achievable in the nearest future.

The structure of the article is conditionally subdivided into the following parts: statement of the problem; definition of the basic concepts (integration, holizm); genesis of new integrative knowledge; modern situation of knowledge crisis; opportunity or impossibility of postmodernism audit; ratio of philosophy and new integrative knowledge; convergence of rationalism and irrationalism, science and extra scientific knowledge, myth, magic and mysticism; distinction of ontologic, epistemological, methodological (ideal) and empirical (real) interdisciplinarity and transdisciplinarity; a subject of new integrative knowledge; projections of this knowledge to spheres of science and education.

The main conclusion is: relevant statement of the problem of dichotomy of philosophy and new integrative knowledge designates a new boundary (stage) in philosophy development. It is replaced with new integrative knowledge, but does not disappear, and keeps its niche in the future which should be defined.

Keywords: philosophy, new integrative knowledge, discussion, integration, crisis, rationalism, irrationalism, transdisciplinarity, methodology.

R. S. Platonov

Antique Influence in Ethics of the Early Modern Period: Research Methodology

The article sets a goal to clarify the main methodological difficulties arising in the study of the influence of antique philosophical ideas on the moral philosophy of the early modern period and to determine the optimal method of the study. The article provides an analytical review of approaches to work with sources of a number of modern researchers. They use two main methods. The first is a comparative conceptual analysis. In this case, the influence is established on the basis of the use, borrowing of separate concepts or judgments. The text is considered as an empirical material, and the results of the analysis as objective data. Conclusions are made on the principle of movement from the particular to the general – from unrelated concepts to the definition of the characteristics of influence). The second is a comparative theoretical system analysis. In this case, the influence is established on the basis of the correspondence of certain ideas of the authors to a certain theoretical direction and the direction is determined by the researcher outside the studied text. The text is no longer an empirical material that provides objective data. We have recognition in the text of the theoretical system proposed by the researcher. Conclusions are made on the principle of movement from the general to the particular – from the general provisions of the given theoretical system to the interpretation of the concepts and judgments of the text in accordance with these provisions. Also, the second method can be implemented either explicitly, when the researcher gives a preliminary description of the theoretical system, its provisions or hidden, when the researcher claims the objectivity of conceptual analysis, but does not have sufficient material and replaces it with theoretical explanations. It leads to a less responsible and thoughtful interpretation. The article shows that in most cases the first method is a hidden version of the second. The reason is the specificity of the construction of the philosophical text in the early modern period (it is a lack of common practice of citation, references to predecessors). It makes impossible to discover the influence through objective textual data. The best version is an explicated theoretical system analysis.

Keywords: ethics, method, concept, early modern period, Aristotle, Plato, Cicero, Hume, Spinoza, Grotius.

HISTORICAL ASPECTS TO STUDY CULTURAL PROCESSES

S. S. Polikarpov

Spatial Reference Points of Ancient Indians' Picture of the World: Paradigm of Unique

On the basis of the epic works «Mahabharata» and «Ramayana» the unique paradigm of spatial orientation of «the picture of the world» of ancient Indians is investigated. It is proved that the defining characteristic of the Old Indian image of topoi was integrality. It demonstrated existence and organic interaction of numerous, «open» for recoding versions of the universe, – from traditional theist to «non-conventional» materialistic. In the light of syncretism of spatial representations of the people of Ancient Hindustan the plasticity of the epic universum was distinguished, which with the largest force was explicated in transformations of vertical projections of empirical reality. Early layers of the national epos of India differentiated the natural and social level of life by three spheres coordinated by rita (ṛta): sky (dyaus), airspace (antariksa) and earth (pṛthivī). Late layers of «Mahabharata» and Ramayana classified a vertical projection of the universe with heaven (svarga-loka), the world of people (bhṛtmi-loka) and a vault (pṛthvī-loka), accenting the law of karma (karma). In the article the problem of static character of the spatial universum of «the picture of the world» of ancient Indians is also analyzed. The conclusion that the people of the Indian subcontinent perceived space dynamic, constantly changing that was reflected in the archetypic dichotomy of «top» and «bottom» is drawn. It assumed movement of axiological reference points on the vertical axis of the universe – from honoring of the temple (devakula) focusing a social universum «top» to the sacralization of the dwelling (asraya) directing religious and ethical values «down». It is noticed that the idea of space mobility was directly closed with diffusion of spatial projections of the natural and geographical environment. Therefore, the national epos of India fixed empirical reality with images of the ocean (sindhu) and the wood (vana). If the first spatial segment was correlated with religious preferences of ancient Indians, then the second – the wood (vana) – was associated with the negative phenomena of the material and inner world.

Keywords: space, universum, the picture of the world, Ancient India, «Mahabharata», Ramayana, integrity, plasticity, mobility, diffusion.

S. G. Osmachko

**Charters of Spiritual Academies in 1869 and 1884:
Discursive Field of the Liberal and Conservative Narratives**

Here are considered problems of interrelation of social and professional (pedagogical) beginnings in texts of charters of the Orthodox Spiritual Academies accepted in Russia in 1869 and 1884. These tasks are shown which are faced by the highest Orthodox educational institutions in the second half of the 19th century: organization of students pedagogical training; solution of actually pedagogical contradictions (contents, technique, legal personality and so forth); adaptation of new phenomena in the sphere of the higher school, their adaptation in the sphere of divinity; assessment of scientific breaks during the technical revolution; moral problems of spiritual education, etc. Characteristic is given to the agencies and persons who took a positive part in the reform of the higher spiritual school on the basis of the Charter of spiritual academies of 1869. Distribution of study time is estimated between disciplines of specialization; and also between «theological» and «non-theological» disciplines. A detailed administrative-organizational and substantial-methodical characteristic of the main changes in the educational process is given; the basic attention is paid to respect in guidance documents to all participants of the higher spiritual education process; the main forms of study are analysed and how they changed after adoption of the Charter of 1884. Semantic comparison of these documents is made. The uniform methodic system of teaching is considered which developed in spiritual academies in the middle of the 1850-s years. Approaches of students and teachers to creation of systems of lecture course abstracts (lithographing, the system of «writing down») are presented in the interesting way. Is specially considered the problem of attending classes by students: some disciplinary eases of guidance documents sharply increased a number of those who did not attend lectures, etc. It is analysed the experience of carrying out such a form of work as rehearsals; the reasons of their general didactic failure are allocated.

Keywords: spiritual academy, charter, culture, society, discourse of religious and secular, rector, student's corporation, teachers corporation, lithographing, rehearsals, university.

O. A. Gabrielyan

Russian World: Mythopoetic Foundation of Ideology

Considering culture as a «text», theoretical achievements of literary criticism can be applied to it. In particular, to carry out methodological expansion, using mythopoetics (understood in the classical sense) to study such a text. The problem is that such text represents a phenomenon of a more difficult level, than the literary text. Culture as the text has various measurements: semiotics, mythological, ideological, etc. In the article this is done by the example of the phenomenon of the Russian world. Here is proved not only such a possibility, but are revealed its heuristic capabilities. No less important is the fact that mythology in its mythopoetic projection on socio-political processes acts as an ontological basis for ideology, without which no society can exist. Ideology as a system of values in one form or another is present in any society. Politicians, based on their vision of social prospects, through social and humanitarian technologies, introduce it into the public consciousness. The effectiveness of this process is due to the extent to which ideology adequately reflects the mythopoetics of the culture of a particular society, its mythology. Ideology is the technologization of mythology. Ideology acts as a real mechanism for the implementation of the myth in social life. Ideology, like mythology, objectively exists as a regulator of human behavior and regulates everyday life as an image of the desirable present and

future. The article shows how theoretical assumptions are implemented in the analysis of the Russian world, but they are also applicable to any similar phenomenon. The study of the problem of mythopoetic substantiation of the ideology of the Russian world opens up prospects for the use of the identified mechanisms in the practice of social design.

Keywords: culture, text, mythology, mythopoetics, ideology, Russian world, social engineering.

G. A. Brandt

«New Drama» in Cultural Anthropology Optics: a Phenomenon of Disappearance of the Person

The cultural and anthropological turn which marked humanitarian knowledge in the end of the XX – the beginning of the XXI century was connected, in particular, with the appeal to a theoretical research of daily occurrence. With change of focus from attention to the essence onto existence, from problems of metaphysical character on «microphysical» processes of people's real life, and the main challenge consisted in finding ways, ways of speaking and the analysis of these non-grabbed, non-revealed by the academic keys of «microphysical» processes. The basic concept of «disappearance of the person» /» the death of the subject», declared by the post-modernist philosophy in the second half of the XX century, had character of the last metaphysical foundation of this world outlook school. In the article is described experience of the cultural and anthropological approach to this concept as a real phenomenon of modern people's everyday life. An object of the research is a relevant theatrical movement which received the name «the new drama», which arose in the early nineties in cellars and on attics where performance-readings took place, then experimental laboratories, festivals and even the whole theater companies appeared there. The choice of this research field is dictated by special sensitivity of authors of the new drama theater to the «truth» of daily occurrence, in its certain manifestations which are «not brushed» with reflection in relations, reactions, priorities of the person today. The article provide different images of the studied phenomenon of «disappearance of the person» – «social automatism» of characters of the plays by brothers Oleg and Vladimir Presnyakov, «the cellophane person» in Pavel Pryazhko's dramatic art, Aleksei Zabegin's direction, etc. And also the existential-traumatic symptom of the process of this «disappearance» is described, which was found in the theater of the new drama (in particular, Ivan Vyrypaev's plays and performances testify it). Thus, is revealed spiritual thirst of the modern person in finding of a subject and semantic vital core – an original attribute of actually human life.

Keywords: cultural anthropology, daily occurrence, «microphysics» of human life, theater of the new drama, «disappearance of the person», «death of the subject», social automatism, cellophane person, existential-traumatic symptom, subject and semantic core.

E. Ya. Burlina

Polyphony of Creative Spaces in Soviet Culture: S. S. Prokofiev, D. D. Shostakovich, M. A. Bulgakov

The author represents different types of relationship with mass character in the Soviet and Post-Soviet culture of the XX-XXI centuries on examples of S. S. Prokofiev, D. D. Shostakovich and M. A. Bulgakov. Basing on concepts of «doublethink» and «double-comprehension», the author of the article shows their various individual subtexts. S. Prokofiev's mass music was quite often stimulated with the world of game, theatrical masks. Deep social reflection was not peculiar to him. Dmitry Shostakovich was not only an ingenious author, but also was always drawn towards diverse philosophical reflection. New facts are given to illustrate this idea in the article. Some of them are connected with preparation of the premiere of the Seventh symphony by Shostakovich in Kuibyshev, in March, 1942 and the subsequent compositions of this period; others – with diary notes and newspaper interviews of 1960-1970-s. Shostakovich created a long line of musical «epilogues» in anticipation of or after the premiere. The arguments adduced in the article cast light upon how he perceived the era multidimensionally. The finishing block of the article is devoted to M. A. Bulgakov and is based on comparison of screen versions of M. A. Bulgakov's novel «Master and Margarita». An incident of national and mass perception of a TV series «Master and Margarita» (the Director V. Bortko, 2005), according to the author of the article, reflects paradoxes of modern mass cultural memory. There is some powerful kernel, which is not «overcome» by neither school/high school atheistic education, nor total turn to consumerism. Summarizing different modes of doublethink and double-comprehension of great artists of the XX century, the author refers to Anna Akhmatova, Karl Jaspers understanding all complexity of relationship of the artist with mass culture.

Keywords: S. S. Prokofiev, D. D. Shostakovich, M. A. Bulgakov, «Master and Margarita», screen version, mass cultural memory, «doublethink», «double-comprehension».

T. I. Erokhina, E. S. Zheltov

Representation of H. P. Lovecraft's Myth-Making in Modern Popular Culture

In the article authors appeal to a number of problems relevant in modern culturology: understanding of problems of myth-making which become a culture forming and sense making basis of creativity, art, popular culture in the XX-XXIst centuries; consideration of H. P. Lovecraft's creativity, the author of a special myth-system and cult identity of the present; the analysis of representation in the context of popular culture. The purpose of the article is to identify ways for representing H. P. Lovecraft's myth-making in modern popular culture on the basis of the analysis of the cinema version of the writer's myth-system and computer games according to works by H. P. Lovecraft. The authors are not limited to ascertaining of a mythological basis of H. P. Lovecraft's works, appealing to understanding of the author's myth-making specifics, but try to find features of representation of the writer's myth-system taking into account a director's plan and features of computer game production. The

authors underline influence on ways of the literary work representation of a genre system of cinema, visual and music score, compliance of representation to non-interpretative tasks, but to popular culture requirements: staginess, emotionality, availability and stereotype. In the article the attention is focused on the change of a subject basis, transformation of a chronotope and visual effects enhancing dramatic nature of the narration. It is noted that the computer game as an interactive type of activity, has the specific ways of representation connected with identification of the character/participant of the game and creation of virtual reality, but, in general, it is also focused on reproduction of the general scheme of the representation corresponding to popular culture inquiries: recognition, repeatability, similarity in construction with other games and mythsystems.

Keywords: popular culture, myth-making, H. P. Lovecraft, representation ways, cinema, computer games, chronotope, cult, transformation, art creativity.

T. M. Gavristova, N. E. Khokholkova

African Travelogues: Contrary to Stereotypes

During the centuries Africa has attracted the attention of European travelers, amateurs and professionals. Many of them kept diaries and wrote travel notes, which later contributed to the formation of a widespread image of exotic Africa. The article is devoted to travelogues – one of the most interesting and biased sources of personal origin – written by Africans. The beginning of the 21st century was marked by the massive publishing of their travel narratives about continent. Writers, journalists, and bloggers hailing from Kenya, Nigeria, Ghana, South Africa and other countries of the continent have initiated the process of creating a new meta-narrative – a system of imagery, codes and symbols, which provide the most accurate description of real Africa and its «places of memory». Among them Egypt and Ethiopia, Ife and Ibadan, Lagos – «African New York», stories of griots, Igbo and Yoruba culture, flavors and rhythms of the continent. Authors of this article focus on writings of Chimamanda Ngozie Adichie, Chris Abani, Binyavanga Wainaina, Teju Cole, Pelu Awofeso, who challenged stereotypes and succeeded in creating postcolonial discourse. They rediscover Africa for themselves and for the millions of their readers. Young authors tend to create an objective picture of the past and present. Only in this way, in their opinion, one can find its identity and create its own – original – literary travelogue.

Keywords: travelogue, Africa, narrative, stereotype, postcolonial discourse.

CULTURE CONFORMABLE PRACTICES

M. V. Aleksandrova, Yu. S. Nikiforov

«I was Busy in a Cultural Way»: a Soviet Citizen in the System of Communicative Practices of the Local Elite (1950-1960)

The article interprets the private life of the Soviet man in the system of communicative practices of the local elite. The problem of the correlation of individual and collective memory is actualized in the mainstream of the history of everyday life, the Soviet mass consciousness, the modern paradigm of cultural and intellectual history,

The article examines the historical memory of an ordinary Soviet citizen, reflected in sources of personal origin, reveals the specifics of the processes of conceptualization of socio-historical phenomena and communicative practices of the late Soviet era at the individual and group levels.

The article is based on a number of theoretical paradigms: the theory of group dynamics and social field by K. Levin; the information model of conformity by M. Deutsch and G. Gerard according to which 2 types of influence are allocated standard («pressure») and «information» («belief»); the concept of inventing of traditions by E. Hobsbawm; the theory of places of memory by P. Nor; the paradigm about social ideas; the theory of cognitive compliance by F. Heider; the concept of social frameworks of memory by M. Halbwachs; the model of social exchange by J. Homans; S. Moscovici's theory about collective and social representations; the theory of frames by I. Goffman; the theory of the reference power by B. Collins and B. Raven; V. V. Nurkova's ideas about autobiographical memory. During a closing stage of the project during synthesis of the empirical material the research will rely on the cognitive processes allocated in psychology: categorization and schematization allocated by J. Bruner.

The source base of the study is represented by the following key groups: archival documents and materials, sources of personal origin: memories and autobiographical essays of residents of the Ivanovo, Kostroma, Vologda, Yaroslavl regions. Soviet society is analyzed through the study of the epistolary heritage, diaries and memoirs of Soviet citizens, the household, labor, interpersonal and intergroup aspects of relationships. The analyzed sources made it possible to disclose the essence and practices of the relationship of the Soviet citizen and the personalized power in the 1950-60-s.

Keywords: regional elites, the USSR, communicative practices, archival documents, historical memory, the Soviet province, late socialism, lobbyism.

A. V. Eriomin

Ritualization of Socio-Political Practices and Sacralization of the Power in the Context of the State and Church Relations of Post-Soviet Russia

At the turn of the 20-21st centuries the Russian society endures an important stage of development – formation of bases of the collective identity. Influence of «frontier» of centuries, the new «religious Renaissance» causes processes of updating of civilization determinants defining the development of Russia throughout all its centuries-old history. Culture as a complete system of life including archetypes, signs, images of existence gives to religion the important place in the course of revitalization of paradigms, inherent for the Russian civilization. One of such paradigms rooted in religious outlook is a paradigm «the Russian symphony» where development of the state and church relations of Russia took place during the long period of its historical and cultural development. This paradigm – transformation of doctrines on «the Byzantine symphony» – defined substantially features of a cultural vector of the Russian civilization, development of statehood, mental features of society. Having undergone transformation in the XVIII-XX of centuries, this paradigm, despite change of the direction of Russia's political development, formation of new ideologems, gained the nature of the archetypic determinant rooted in the religious (Orthodox Christian) outlook and with new force was updated after 1988, which we can name «the new Christianization of Kievan Rus'». In this work the author pays attention to transformation of civilization specifics of Russia, drawing attention to what the Orthodox outlook as a component of culture defined and defines in the present of the Russian statehood specifics. The author pays attention to the research of transformation of the state and church relations, characterizes development of the civilization discourse. The cultural and historical process is perceived by the author as communication of the past and the present as at the heart of this interrelation there is culture as the system of coordinates of the universe (meanings, symbols, images, signs) where the uniform civilization is developing, its bases take roots in religious outlook.

Keywords: civilization, ritualization, sacralization, state, Church, religion, Orthodoxy, «Russian symphony», culture.

V. N. Dmitrievsky, N. Yu. Salieva

Problems of Theatre Inclusion in the Sociocultural Aspect of the City and Region (the beginning of the XXI century)

The status of the Theater for Young Spectators in the art system is of particular importance. Actively working the theater not only creates its own field of artistic influence, but penetrates into the spiritual, cultural life of the city, giving it a unique identity. The target audience of Young Spectators is children and adolescents, whose psychological features differ from the perception of the viewer of an adult, more mature, independent, having a greater life experience. The play for young spectators is an opportunity to «live» those situations, emotions and feelings that they have not yet encountered in real life. Lack of life experience gives young people an orientation towards theater as a means of scenic reproduction of life. The organic integration of the theater into the sociocultural space of the city can create favorable conditions for the formation of an active position of the subject of urban relations, public consciousness and the fulfillment of the cultural strategies of the individual and society. Extraverted character of theatrical creativity allows us to reflect public aspirations.

In the Kaluga region, the target audience of the Theater for Young Spectators is about 20 % of the total population. The initiative to attend the theater by schoolchildren of the younger age (grades 1-4) and middle level (grades 5-8) belongs to teachers who often think conservatively. They require stage-by-stage follow-up of the literary basis, being sure that only the «reproduction» of the text on the stage by means of mimicry, gesture and recitation without any directorial interpretation can give students the only true understanding of the author's ideological and artistic thought. The aim of the research is to analyze the range of actual problems of theater functioning in the sociocultural aspect of the city and the region, to substantiate the theoretical and methodological principles of the effectiveness of the artistic and socio-cultural theatrical practices of the regional theater.

Keywords: sociocultural functions, system, theatre, spectator, repertoire, mission of theatre, city environment, cultural environment, Kaluga. regional youth theater.

N. N. Liotina

Maxim Gorky – Person, Quote, Hashtag of the Provincial Oikumene of Facebook

The article is devoted to systematization of results of the content analysis of the expression «Maxim Gorky» on facebook with provincial location.

The research objective was to identify a current state of memory about the writer Maxim Gorky in the context of his anniversary and also forms and meanings of his presence in the Russian-speaking content of the social network outside the Russian capital space. Tasks: 1) to establish a correct culture-congruent algorithm of search on keywords taking into account specifics of organization of the Facebook content and its language (Russian-language) and geographical (provincial) localization; 2) to identify forms and semantic dominants of Maxim Gorky's life in a Russian-speaking segment of Facebook with provincial location.

The most significant results consist in the following positions. Are defined specific features of implementing keyword-based search in the Facebook content with provincial location without authorization (via search systems) and with authorization (within the Facebook content). It is revealed that Russian writer Maxim Gorky is presented in the Facebook content with provincial location mainly in formats of a personal profile (in the following options: the real person without semantic links of the profile with the writer; the real person with a profile binding to the writer's identity; an element of a personal profile, in particular: a sight of restaurant, a bust in club, genius loci), some publications, group, games, photos, video, quotes, hashtag. It is defined that semantic dominants of Maxim Gorky's life in the provincial oikumene of Facebook are implemented by means of correlating him with the person (not only writer Maxim Gorky), a social mask (persona), specific genius loci, a product, a project, a quote, a subject of a scientific conference and an object of historical memory. It is established that Maxim Gorky exists in the provincial oikumene of Facebook with location in Astana, Izhevsk, Krasnodar, Nizhny Novgorod, Perm, Samara, Khasavyurt, Yaroslavl in synergetic chaos of uncoordinated forms and unrelated meanings.

Keywords: «Maxim Gorky», anniversary, facebook, 2018, Russia, province, oikumene, man, quote, hashtag.

SCIENTIFIC LIFE

Yaroslavl cultural study school in the actual context

In the article the results of the activities of the Cultural Studies Department of Yaroslavl Public Pedagogical University named after K. D. Ushinsky are considered. It's about participation in scientific events of various levels and status – conferences, congresses and seminars. Traditionally most of them were held in Moscow and St. Petersburg. The researchers also took part in the events held for the first time in Russia – the The First Open Congress of Russian Society for History and Philosophy of Science (RSHPS) entitled «History and Philosophy of Science in the Time of Change» and the First Russian Aesthetic Congress based on St. Petersburg State University. The department has successfully shown itself as an host of a conference too. So, from June 5 to June 6, Russian scientific conference with international participation «Problems of Russian Identity: Maxim Gorky and the Russian Province. To the 150th anniversary of the birth» hosted in the Yaroslavl Public Pedagogical University named after K. D. Ushinsky. Leading Russian philosophers took part in it. In the second half of the year, lecturers with second year undergraduates prepared a scientific and methodological seminar «Mass culture: philosophical and aesthetic discourse» for graduate students, undergraduates and students. By tradition, the final event will be the Russian scientific-practical conference with international participation «Creative Personality-2018: Life in the Perspective of Mass Culture».

Keywords: academic conferences, congresses, seminars, Cultural Studies Department of Yaroslavl Public Pedagogical University named after K. D. Ushinsky, academic interests, evaluation of results.

A. N. Ivanov as a researcher of K. D. Ushinsky's Yaroslavl period of life and educational work

The article is devoted to the contribution to the history of pedagogy made by A. N. Ivanov, a Yaroslavl scholar, Professor of the Department of Physical Geography at Yaroslavl State Pedagogical Institute named after K. D. Ushinsky. For many years, he studied the life and educational work of K. D. Ushinsky, the great Russian educationist, including the period of his residence in Yaroslavl. The article reviews the new facts of the educationist's life, established by Anatoly Nikolaevich due to his scrupulous work with documents in the archives of Leningrad, Moscow, and Yaroslavl. He published these findings in a number of fundamental works and was rewarded deservedly with the Medal of Ushinsky.

Keywords: A. N. Ivanov, K. D. Ushinsky's Yaroslavl period of life, archival documents.