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Educational engineering: conceptualization of the concept

The article is devoted to the analysis and discussion of engineering approach integration into pedagogical sciences. The essence and content of the concept «engineering» is disclosed, ideas about educational engineering in different historical periods and in different social and cultural conditions are described. The possibilities and scope to use this concept in pedagogical activities are discussed. The novelty of the material presented in this article is that the content of the term «educational engineering» is analysed, and the meaning is revealed in which it was used previously and is used nowadays. Analyzing the new definition for domestic pedagogy, the authors conclude that in modern conditions educational engineering is the teacher's purposeful activity to create, master, introduce and distribute innovative educational products. The article shows the role of educational engineering in the development of classes and their educational and methodological support, the design of author's educational technologies, the design of electronic educational environments. Based on the materials presented in the article, it can be concluded that the formation and active introduction of the term «educational engineering» into pedagogical science and practice is facilitated by: the design nature of pedagogical activity, the need to bring modern educational products to the stage of implementation, the need for navigation in the digital educational environment, the emphasis on training of a new type personnel for digital economy. It is presented that it is possible to use the well-established term «engineering» in relation to pedagogical research and educational processes. The article justifies the expediency for opening a new profile of bachelor's degree «Educational Engineering and the English Language» within the framework of the direction 44.03.05. «Pedagogical education (with two training profiles).»

Keywords: modernization of education, educational engineering, competences of the XXI century, project activity.

L. V. Baiborodova

Scientific and methodological support for development of rural educational organizations

During the period of important changes in education, it is relevant to discuss the problem of updating the scientific and methodological support of educational organizations. The purpose of the article is to justify the need for special scientific and methodological support for the development of rural educational organizations (EO). Here is presented the definition of scientific and methodological support of development (EO); on the basis of the analysis of results of various studies were presented in March 2019 at the international conference on the state and prospects of development of rural educational organizations, the peculiarities and problems of rural EO caused by the influence of various factors of society, difficulties of rural children socialization, confirming the need for special scientific and methodological support of rural schools, are considered; The main directions of scientific and methodological activity are defined taking into account the national project «On Education»: rural school – space for modernization of content and educational technologies; development of technologies for few in numbers and underfilled educational organizations; rural school is space of partnership and cooperation; village school is space of equal opportunities for every child; village school is space of the teacher's professional development.

Topics, forms of scientific and methodological activity of a number of centers, scientific laboratories operating in different regions of the country are considered; is signified the timeliness of the establishment of public organizations that unite rural teachers and educational organizations in rural areas; These organizations stimulate innovative and project activities of teachers, unite them in solving typical problems of rural EO. The prospects of scientific and methodological support for the development of the pedagogical process in rural educational organizations are determined, are emphasized coordinating and integrating functions of the interregional scientific laboratory established at the scientific center of the Russian Academy of Education on the basis of YSPU, as well as the journal «Pedagogika selskoi shkoly» (Pedagogy of Rural School).

Keywords: scientific and methodological support, rural educational organizations, pedagogical process.

S. V. Nesyna

Structural and substantive characteristics of the individuality

The article describes the individuality conception in philosophy, psychology and pedagogy. The philosophical approach views individuality in the context of the special form of human existence which leads people to live and function as an autonomous and unique system with intact integrity and identity due to their ability to self-regulate and self-develop under conditions of continuous changes. The individuality in psychological understanding is the highest form of integrity of unique combination of sustainable unity of characteristics which form the «personal inner world»; the result of personality development. Pedagogy considers individuality as the integrated psychological system that reflects seven spheres: intellectual, motivational, volitional, emotional, subject-practical,

existential and self-regulative spheres (O. S. Grebenuk's Individuality Conception). Development of human individuality implies developing all seven spheres. Pedagogy of individuality includes four conceptual positions. Firstly, development of individuality in the educational process means developing all seven spheres (as educational objective). Secondly, individuality and personality development of a learner provides effective socialization (as a part of humanistic educational approach). Thirdly, it is necessary to create conditions for self-development of individuality for learners and teachers (orientation towards subjectness of learners and teachers). And fourthly, restructuring of the educational process is required to activate individuality spheres (psychologization of educational process). Pedagogy of individuality is aimed at use of philosophical and psychological achievements for learners and teachers' development, health, activities and education.

Keywords: individuality, individuality concept, pedagogy of individuality, individuality as educational objective.

E. V. Devyaterikova

Model of social education of children in additional education institutions based on event-based approach

The article is devoted to the current problem of the optimal use of developing potential of events occurring in a child's life for educational purposes.

Based on the analysis of various approaches to the definition of the concept «event» in philosophical, psychological and pedagogical sciences, its generalized characteristic is given: an event is a basic element of human life, representing a combination of circumstances causing an emotional attitude to what is happening and leading to a change in later life, also affecting the development of the personality's essential areas.

The following is a classification of events by various criteria: by the nature of the emotional response, by the degree of impact on the human mind; events of the environment and human behavior in the environment, events of the inner life that make up the spiritual biography of a person; participants and place of the event, the degree of participation activity in the event of a person and his attitude towards it, the duration of the event.

Separately, the features of a pedagogical event planned and organized in advance by the teacher are considered, and an emphasis is placed on the distinctive features of the «situation» and «event». In general, the concept «event» is broader than «situation».

The article reflects the particularity of the event-based approach to social education in additional education institutions.

Based on an event-based approach, the author has developed a cyclical model of social education, where the target component is the motivation of self-development of the individual. All the elements of the model are described in detail: updating the event/accepting the phenomenon as an event, organizing reflective activity / attitude to the event, analyzing the event/determining its developmental potential, familiarizing with the possible consequences of events / predicting various options for the aftermath, designing activity / planning of new events, and are listed the main methods implemented at each of the stages.

In conclusion, the author concludes that it is necessary to organize social education within the framework of the event-based approach, saturating the child's life with various events that contribute to the motivation of self-development and positive changes in his personality.

Keywords: event approach, event, event classification, situation, pedagogical event, social education, model of social education, personality's self-development, personality's self-development motivation, essential areas of personality, methods, additional education institution.

M. Yu. Artemov

Productivity and advance of the studied material as modern didactic characteristics of revision

The author of the article raises the problem of revising the material studied, as, in his opinion, it is not given enough attention today. The target priorities of modern school education, which consist in the formation of a student as a subject of teaching and knowledge, with the setting of «learn to learn», are not specified in relation to the ability to revise as a general school skill. According to the research carried out by the author on the basis of Yaroslavl and Moscow schools, this skill is not practically formed. Students do not realize the comprehensive importance of revision, do not show interest in this type of educational work and do not show readiness to fill their gaps in the material studied. The reason, the author of the article sees, is that revision in didactic tradition is considered as a reproductive activity, which in practice is expressed in the same type of multiple exercises, on learning information, training skills in standard educational tasks. Revealing the psychological nature of revision through the interpretation of the concept «reproduction» as an active creative process with restructuring, transformation of reproduced information, the author of the article claims and develops the concept of productive revision. For this purpose, being based on the analysis of theses of the second half of the XX, the first quarter of the XXI century on the problem of revision, there is a movement of a scientific thought in the definition of revision, allocation of its main functions. Justifying his own understanding of productive revision as not limited to material studied, but ahead

of it in orientation to subsequent program material, the author of the article relies on the position of such innovative didactic directions as «novodidactics» and «sense-didactics.» It is these directions, considering the emergence of the sense as linking the subjective experience of students on the objective values of their life world, that suggest that the method of projects should ensure meaningful productive sensodidactics of educational material to the fullest extent.

Keywords: didactics, revision of the studied material, productive repetition, advance of the studied material.

O. M. Shevchenko

Assessment of schoolchildren's linguistic competence formation

Under the influence of the global developmental tendencies for society and education a technology of criteria assessment applied to students' competence has become indispensable in foreign teaching practice. As an integral part of the International Baccalaureate programme the criteria assessment technology is implemented in Russian schools to show the wide range of opportunities in the evaluation of students' competences, one of the most essential of which is a linguistic competence now.

The comparative analysis of the assessment strategies applied to students' linguistic competence in the native and IB teaching practices discovers some discrepancies.

The stated IB criteria reveal a greater number of assessment strands according to the type of speech activity in question.

The analysis of the IB standards and practices and the national standard requirements allows us to define the main objectives and necessary tools to evaluate the level of students' linguistic competence.

The use of the criteria assessment system to define the level of students' linguistic competence allows us to solve some issues in the learning organization system. Firstly, it helps to reveal the shortcomings in individual teachers' work and, thus, to draw the teachers' attention from the content to the organization of the learning process. Secondly, the mutual responsibility of all the subjects of the educational process increases that leads to the rise of the quality of education.

However, some problems of assessing the students' linguistic competence stay unsolved.

Keywords: assessment, linguistic competence, International Baccalaureate, criteria-related assessment, levels of achievement, self-assessment.

N. V. Tamarskaya

Peculiarities in training of University faculty to training the generation Z

The article considers modern approaches to advanced training of the university faculty, taking into account the most important trends of improving the modern educational process. The trend towards the future of education is recognized as a leading factor, and the role of the teacher is changing significantly. The trend is important that takes into account the fact that Generation Z, the so-called, «digital generation», has substantial cognitive-psychological and socio-pedagogical features compared to other generations. Here are presented researches of the generation Z, characterizing it as a «digital generation», scientific theories, determining the study of the generation Z by natural-scientific methods to confirm the importance of taking into account the generational theory in the improvement of the educational process. The attitude of the engineering university faculty to the future of education and generation Z is studied, the level of teachers' knowledge about the directions of education development, peculiarities of the generation Z, how they are skillful in modern theoretical ideas about changes in the educational process, which are based on modern trends. Modern educational technologies are considered, taking into account the future of education and the peculiarities of the generation Z. The role of the subject-subject approach is updated in improving the quality of education and establishing partnership with students. The peculiarities of the educational process organization in training of teachers for the training of the generation Z have been studied, which are determined by the fact that the forms and methods of work complementary to the studied features of the generation Z are used as a priority; the process of teachers' self-development is being intensified for better learning the content of the training; reflexive possibilities of interactive methods are used to maximum effect; learning effectiveness is determined not only by awareness, but also by acceptance of the generation Z features.

Keywords: advanced training, the university faculty, generation Z, future of education, learning technologies, tutor position of the teacher, subject-subject approach.

V. V. Goncharova, A. S. Kondina

Sociocultural realities in the development of intercultural competence of students of non-linguistic faculties

The article specifies the concept of «socio-cultural reality». The authors define it as a phenomenon characteristic of the life of one nation and alien to another, reflecting the national color and identity. The place of sociocultural

realities is determined in the process of formation of intercultural competence among students of non-linguistic specialities in the university at foreign language classes from the perspective of learning languages and cultures. It makes the case for teaching a foreign language at the level of higher education, taking into account the culture of the country of the language being studied, as well as the laws and principles of intercultural communication and sociocultural realities in professional life. The authors present a brief analysis of modern textbooks by Oxford and Cambridge from the point of view of identifying sociocultural realities. The importance of active methodological methods is emphasized as they provide the emotional coloring of tasks and the possibility of reflection on the part of students by «experiencing» / «passing through themselves» of a new foreign cultural experience. The authors conducted an experiment to study the problem of the formation of intercultural competence at foreign language classes which included the students of non-linguistic departments of Moscow State Pedagogical University. The findings suggest a problem of insufficient knowledge of the culture of the language being studied, which can be solved by including in the lesson assignments and exercises aimed at developing intercultural communication skills. The authors present the most effective methods and strategies with elements of sociocultural realities namely: questioning, technology «cultural assimilator», culturally oriented texts with tasks, media texts, educational and feature films.

Keywords: sociocultural realities, intercultural competence, multicultural world, emotional intelligence, cultural stereotypes, cultural assimilator, media texts.

I. Yu. Zinovieva, A. S. Leonova

Cognitive-visual technologies of developing the future interpreter's information competence

The paper focuses on teaching foreign languages to future translators and interpreters based on the cognitive visualization approach. The research describes some specifics of data search by a professional translator or interpreter, identifies and justifies the need to use cognitive visualization methods in the course of language training. Ubiquity of IT, big data, and rapid deterioration of information prompt optimization of teaching foreign languages and translation. To meet these challenges and to improve the quality of professional training, the strategies of teaching foreign languages should be updated. Higher efficiency of language training can be achieved through developing students' cognitive skills using cognitive visualization methods. Such methods are more than justified since visualization nowadays affects our perception and thinking. A trend to visualize textual information emerged in the infosphere long ago. Interaction between verbal and visual text components contributes to text compression that improves data perception. Data search is an important aspect of a translator or an interpreter's job. Intelligent search broadens cognitive experience of a future translator or interpreter. It is advisable to offer such experience while teaching foreign languages through the development of skills to arrange systematic and targeted search of information and to structure a described situation visually. In the course of language training, it is recommended to use various methods of cognitive visualization (mind maps, clusters, denotation graphs, KAWA mind maps, alphabetical lists, fishbone diagrams, thematic groups, infographics, and word clouds) for intersemiotic recoding of information.

Keywords: cognitive visualization approach, cognitive-visual technologies and methods, language training of future translators, data search, cognitive experience, information competence of a future translator, professional training of translators.

Yu. A. Moiseeva

Approach to modeling students' quasi-professional activity

The article raises the problem of improving the quality of training of future teachers of preschool education. One of the solutions to this issue is the creation of models of specialists of different profiles. In particular, the process of developing a generalized competency model of a preschool teacher and determining the most effective modern types of students' activities, forms of work in the process of forming professional and special competencies is considered. Definitions are given to the concepts of competence and competency. The author shows the influence of different types of activities on the formation and development of professional competencies. The article also analyzes the main approaches to the process of forming professional competencies in students: an activity-competency approach, a personality-oriented approach, a systematic approach. The leading forms of activity in the process of professional training are determined: educational activity, quasi-professional activity, professional activity. Professional activity is conditionally divided into structural components: prognostic and design, constructive, organizational, communicative and reflective activities. Each component includes elements of activity: motive, goal, planning, processing of current information, operational image, decision making, action, verification of results and correction of actions. The main components of the structure of the pedagogical activity of the preschool education teacher are presented (the aggregate subject of the pedagogical process, targeted, informative, operational-activity, efficiently-reflective components, pedagogical conditions). Here is schematically shown the sequence of functioning and the

relationship of the activity components. The concept of quasi-professional activity as an element of the professional training process is revealed. The types of quasi-professional activity of students of the preschool department are distinguished: practical and laboratory classes, psychological and pedagogical workshops, research activities, pedagogical practice. The most effective modern types of students' activities, forms of work in the process of forming professional and special competencies are determined.

Keywords: competency, competence, competence model, quasi-professional activity, structure of pedagogical activity, competence model, form of training.

E. G. Zaviortkina, M. A. Yuferova

Psycho-pedagogical aspects of activity organization of the University admission committee

The article discusses the problem of improving the efficiency of members of the University admission committee in the competitive struggle for potential students. The authors believe that the task of increasing the attractiveness of the University for applicants can largely be solved by the University, and the process of positioning the University should be constantly improved. An important component of the formation of a positive image of the University is the professional work of employees during the admission campaign. Along with the clear support of document management, a Committee employee should provide information about the University professionally, therefore, the consideration of socio-psychological aspects of interaction, such as establishing contact with the applicant, to create a favorable atmosphere for communication, willingness to support, etc. is part of the specialist's effective communication.

Based on the facilitation technology are identified the socio-psychological problems of activity of the admission commission, which are updated in the development of the program of training courses. In the context of the struggle of motives and cognitive dissonance of the applicant during admission to University communication with a specialist of the selection Committee can be a decisive factor in the choice of educational institution. Ignorance of the motives of applicants, errors in the communication construction, incompetent advice, inappropriate appearance of a specialist—all this can cause the loss of part of the contingent. The authors suggest ways to solve these problems and, based on the achievements of a number of sciences: psychology, sociology, pedagogy, philology – give specific recommendations for building effective communication with applicants and their parents. They believe that the basis for the organization of an effective admission campaign is systematic improvement of professional competence of members of the selection Committee, taking into account personal educational needs and the most significant common problems arising in the course of their activities.

Keywords: improving the professional competence, the members of the admission committee, the admission campaign, work with applicants, facilitation, socio-psychological problems.

O. Yu. Zotova, L. V. Tarasova, L. V. Karapetyan

Psychological safety of the elderly

The article analyzes relevant research on specific functioning of the elderly. The necessity to study psychological security of older people from the perspective of environmental psychology is substantiated. The empirical study was aimed at examining specific features of the elderly determined by their living environment. A theoretical model of psychological security which is based on trust and personality subjective wellbeing served as a methodological foundation of the study. The sample involved two groups of comparison: elder persons – city residents (94 people) and villagers (64 people). The data were collected with the help of: «Life Satisfaction Scale» (E. Diener, R. A. Emmons and others) adapted by D. A. Leontiev and E. N. Osin; «Subjective Wellbeing Scale» (A. Perrudet-Badoux, G. Mendelsohn, J. Chiche) adapted by M. V. Sokolova; a reflexive questionnaire «Self-trust Level» by T. P. Skripkina; O. Yu. Zotova' questionnaire «Need for Security Satisfaction Assessment»; a questionnaire developed to reveal characteristics of trust and psychological security. The data were processed via: the multiple regression analysis ANOVA, the non-parametric Mann – Whitney U-Test. The study revealed that older persons residing permanently in rural areas exhibit greater life satisfaction, feel more confident in the sphere of interpersonal relationships and trust social, economic and political institutions to a greater extent. Older people residing permanently in rural areas also express higher intensity of psychological security. They also feel greater stability of their life, protection from various emergencies, and safety of their place of residence. It was also found out that psychological security of the elderly is shaped by different factors depending on their area of residence.

Keywords: psychological security, environmental security, rural/urban environment, the elderly, subjective wellbeing, trust, life satisfaction.

G. S. Prygin

Phenomena of life and death as methodological problem in psychology

The question is being discussed whether it is scientifically possible to put forward and discuss hypotheses about the existence of a person after his physical death. It is shown that if we consider death as a transition to other forms of existence, then human life acquires a deep, enduring meaning, and in this case, the meaning of life and spirituality appear as concepts of the same order. Scientific research in the field of thanatology is important not only for a person personally, but for all social spheres; they are of particular value for understanding the true spirituality of the person and are associated with the moral health of society.

It has been established that in modern science is known little about the phenomenon of life than about the phenomenon of death, so the problem of the emergence of life becomes part of thanatology – the science of death, which emphasizes the need for a radical change in the methodological apparatus of psychology. In this regard, the interpretation of the concept «reality» in modern science is analyzed. It has been revealed that the phenomenon of «reality» is understood differently by different physical concepts, therefore, the analysis of the problem of «life after death» is carried out on the basis of the author's concept of reality, in which there are three types: «Ultimate reality», «Subjective reality» and «Objective actuality». A new understanding of the «Self» is introduced as a structural part of the personality's self-awareness, as a connecting link between the subject's true self-consciousness and his personality; through the «Self» part of subjective reality (transcending) is objectified in the personality. It is emphasized that the «Self», as part of the «subject as a carrier of reality», has a timeless character and, therefore, existed not only before the appearance of the individual, but will exist after the physical death of a person, merging with his self-identity, while the personality itself generated by society is subject to death. Based on the philosophical concept of A. Schopenhauer, a hypothesis is put forward about the activity of the «collective unconscious».

In conclusion, it is concluded that the whole problem of «life after death» is reduced to one problem – the problem of time. The solution to the problem of «life after death» depends on the way we interpret the concept «time».

Keywords: thanatology, the meaning of life, spirituality, concepts of reality, self-consciousness, self, personality, collective unconscious.

K. B. Malyshev, O. A. Malysheva

Orientation of the personality to the profession as one of the problems of General psychology

The paper uses a systematic description of the professional orientation of the individual, allowing to clarify the relevant typology. Use the «measurement basis» in psychology – this is a test 1) on typological «fullness» (the law of dialectic of transition of quantity of words-characteristics of the qualitative typological originality and Vice versa); 2) «the order» in the typology (single symmetric dichotomy of types (the law of dialectics of unity and struggle of opposites); 3) on the «measurability» of typological information (the law of double negation of typological words, passing through the number and «numeric regulatory barchart word», i. e. in test appraisal level standards). The measurement basis used in this article is «completeness», «ordering» and «measurability» of typological information. The approach allows constructing a three-dimensional basis formed from three one-dimensional bases. Using the principle of semantic proximity, it is possible to design these three criteria for the following operation-functions: «display-reflection», «relation – regulation», «transformation – implementation». The result is that «fullness» is «energy reflector», «order» is a «spatial control» and «measurability» – it is «time seller» of information or «verbal-numeric conversion» in time associated with scoring the assessment information. All this determines the multidimensional typological con-concept and strategy of this study.

The study used induction and deduction, «correct partition» of the whole set into subsets, a single dichotomy, symmetry, multidimensionality in typology, order, integrity, basis-standard, isomorphic and homomorphic correspondences, semantic proximity, operationalization of the concept. In this article the three-dimensional typology of professional orientation of the person is constructed. Based on the principle of semantic proximity here is established one-one correspondence to the typology of the professional orientation of the individual with a refined typology of ego-state personality according to E. Berne, i.e in this case, the method of «basic overlay» of two typologies is used, which provides their semantic commonality and on this basis the possibility of building a basic methodology for measuring the professional orientation of the individual.

Keywords: factorness, typology, system, multidimensionality, basis property, measurable, professional orientation of the personality, profile, semantic closeness.

E. N. Korneeva

Problem of activity regulation in sport

In the article the problem of activity regulation on the example of sporting activity is considered that matters for achieving and supporting by athletes of «top of their form», sport complete readiness for action, coordination and overall performance of commands, prevention and correction of the undesirable phenomena of failures, reactions to defeats. Application of provisions of the concept of subject regulation of social interaction and accounting of features of integrated processes of joint activity regulation in sport allow us to find in a new way in solution of applied problems of the general psychology in relation to sporting activity and achieving the highest of possible and steadily good results in it. The role of different groups of regulatory factors, namely personal, situational and social and psychological in relation to individual and joint activity in sport is revealed and analyzed. Is presented a classification of types of influences and responses to them providing regulation of different forms of interaction of participants (subjects) of joint sporting activity. Knowledge and accounting of possible responses of agents of influence allows passing from managing regulation to coregulation, it creates qualities of subjectivity of all participants of sporting activity. Priority types of regulation in sport, namely the anticipating, adjusting and current or operational regulation are described, their functional purpose is defined. From positions of the concept of regulation the question of distribution of mass character of sport and work with the beginning athletes is considered. The interpretation of an image of another as a parameter of a situation and specific regulator of interaction in sporting activity is offered. Is revealed a role of processes of self-control and reflection as regular invariants of sporting activity in processes of regulation of different forms of interaction and in general increase in sporting activity effectiveness. Ratios of the purposes of participants of joint sporting activity are described, their role in its regulation is defined.

Keywords: activity, joint activity, regulation, manipulation (influence), responses, subjects of regulation, regulation factors, types of regulation, coregulation, sporting activity, complete readiness for action, effectiveness.

M. N. Krotova

Personal factors of military university cadets' psychological adaptation

Successful social and psychological adaptation of military university students is considered as a necessary condition of high-quality professional training of new generation army specialists in the article. The author emphasizes that peculiarities of adaptation in the military university are connected with strictly regulated processes of education and service, with the barrack-type life of cadets. Changing living conditions, a new environment lead to the breaking of existing habits and restructuring of stereotypes. The experienced failures contribute to reducing interest in the chosen profession. The author analyses the circumstances that affect negatively the social and professional adaptation of cadets. Negative events in the adaptation process lead to a decrease in motivation, which has a negative impact on the level of training of future officers. The quality of training of a young specialist in a university largely determines his professional competence within the framework of his official duties.

The author sees the specifics of cadet' training in the unity of the processes of educational activity and service activity, the one that «forms the character», professionally significant qualities of the future commander, and identifies a number of adaptation periods connected not so much with objective (environmental), but with subjective (individual-personal) influence factors. The article analyzes in detail the influence of each individual-personal factors on the success of socio-psychological adaptation of students of military universities.

On the basis of this analysis it becomes obvious: sharp change of the life environment, novelty of the situation lead to a fundamental break of previously established concepts, values, habits, to restructuring of the whole personal and dynamic stereotype of military university students, which can lead to negative consequences. Therefore, in order to organize the most optimal process of cadets' adaptation in the work of the pedagogical team, it is necessary to take into account the personal characteristics of students and to carry out systematic training of teachers in the field of psychological and pedagogical competence.

Keywords: socio-psychological adaptation, specifics of military university, individual-personal (subjective) factors of influence.

A. I. Nazarov

Objective method in psychology: use of integral indicator of electrical activity

Some results of experiments are presented in which, when subjects performed various actions, skin potential (SP) was recorded in the frequency range from 0.05 to 300 Hz. Using the example of recording the myogram and local encephalogram (EEG), it was shown that the SP can be localized not only at the place of the recording electrodes, but also on other parts of the skin, while remaining virtually unchanged from the SP near the electrode. The correlation coefficient between two SPs recorded from the contralateral arms, or between the SP of the right hand and the local EEG (Fp1) ranged from 0.40 (in rare cases) to 0.95 (in most cases). This distribution of total

electrical activity over the skin is due to its own electrical conductivity, as well as its electrical contact with the internal moist environment of the body. Hence the idea to use SP as an integral indicator of electrical processes that accompany human activity in different conditions. By special processing of one or two SPs, several derived indicators were obtained, in which behavioral dynamics over time were reflected in different ways: low-frequency (up to 1 Hz) and high-frequency (up to 300 Hz) components of SP, rms amplitude of SP, median and average frequencies of SP, heart rate, the average rate of vegetative regulation of heart rhythm. These indicators, obtained by applying only 3-4 electrodes (including reference electrode) to the skin, are part of the basic characteristics of the functional states of a person when they perform activities of various types. Some methodological aspects of the interpretation of the properties of electro-dermal activity are discussed.

Keywords: galvanic skin response, skin potential, myogram, encephalogram, time-frequency analysis, spectral analysis, digital signal processing.

Проблема отношений народа и интеллигенции – одна из фундаментальных в отечественной философии культуры. И хотя она была глубоко осмыслена философами досоветского периода, в не меньшей степени также стала предметом рассмотрения в философствующей литературе XIX и XX столетий. Многовековое пребывание в крепостном праве крестьян и столь же длительное господство над ними со стороны помещиков и других сословий сделало отношения этих двух народов России не только чуждыми, но и глубоко враждебными. У них не было общей хозяйственной жизни или форм культурного общения. У них не было даже общего языка. По этой причине непонятными чужаками для земледельцев оказались стремившиеся подражать Европе передовые помещики. Таков был и финал содержательных контактов, которые пробовали установить с крестьянами рядившиеся под них разночинцы-революционеры 70-х гг. XIX в. В то время их главной задачей было избрано просвещение темной деревни посредством попытки привить крестьянам передовые, как им виделось, способы хозяйствования и общественной жизни. Задаче этой не суждено было быть выполненной. Размышлениям об отсутствии понимания между крестьянством и господами при всей разности их изначальных мировоззренческих установок посвятили страницы своих произведений многие отечественные авторы, но прежде всего – Иван Тургенев и Лев Толстой. Для автора романа «Анна Каренина» и рассказа «Утро помещика» крестьянство – человеческий эталон и в чем-то недосыгаемый для господ образец подражания. Для автора романов «Отцы и дети», а в дальнейшем и «Нови» – это особые человеческие типы, заслуживающие как подражания, так и порицания.

S. A. Nikolsky

Intelligentsia and the people: attempts of rapprochement and enlightenment

The problem of relations between the people and the intelligentsia is one of the fundamental in the national philosophy of culture. And though it was deeply comprehended by philosophers of the pre-Soviet period, in no less degree it also became a subject of consideration in the philosophizing literature of the XIX and XX centuries. The centuries-old stay in serfdom of peasants and equally long domination over them by landowners and other estates made the relations of these two peoples of Russia not only alien, but also deeply hostile. They had no common economic life or forms of cultural communication. They did not even have a common language. For this reason, incomprehensible to outsiders, the farmers were seeking to emulate Europe's leading landowners. That was the final meaningful contacts that have been tried to establish with the peasants by under them commoner-revolutionaries of the 70-ies of the XIX century. At that time, their main task was to enlighten the dark village by trying to instill in the peasants advanced, as they saw it, ways of managing and social life. This task was not destined to be fulfilled. Many Russian authors, but first of all Ivan Turgenev and Lev Tolstoy, devoted many pages of their works to reflections on the lack of understanding between the peasantry and the masters, despite the difference in their initial worldview. For the author of the novel «Anna Karenina» and the story «The Landowner's Morning» the peasantry is a human standard and in some ways unattainable for the masters a role model. For the author of the novels «Fathers and sons» and later «Novi» these are special human types, which are worthy of imitation as well as censure.

Keywords: philosophy, literature, history, culture, people, intellectuals, power, education, terror.

E. A. Ermolin

Dialogical self-knowledge of culture: an external perspective

Every culture abides on its border invariably and inevitably. Its tensions and many themes and meanings arising and developing in it owe their existence to this phenomenon of borderline. Culture is an event of permanent dialogue, in which each new remark is unpredictable and inconclusive, and much depends on external and incoming factors, is a reaction to them. The self-knowledge of culture occurs dialogically. The reflexive process, the external aspect of which is communication associated with various kinds of influences, usually creates cultural tensions, contradictions and conflicts, but sometimes it is quite complimentary. This process in Russian culture appears primarily as a dynamic development of axial spirituality, which has been going on for millennia and has dramatic logic. The Russian Enlightenment looked primarily at the West, from where Russia received the foundations of

religion, culture, art forms, ideas and values. Russian culture is a typical culture, built on powerful borrowings from other, more ancient and richer cultures, which are then settled and rethought, but usually by their own Russian logic. So, Soviet culture declares its exclusivity, its right to take from world culture only that which seems suitable. However, the influence of the culture of the modern West is gradually growing in the country, and the initial impulses of Soviet culture are clearly dying away. The paper considers the ideas of thinkers and scientists trying to realize this process. In the modern world, the described perspective of self-knowledge of culture is of particular importance in the context of the multi-vector nature of the current global culture, the emerging multiplex world.

Keywords: borderline of culture, dialogue of culture, assimilation of axial experience, models of cultural evolution, multiplex world.

E. V. Savelova

Interpretations of the myth in the problem field of postmodern philosophy of education

Myth and education are defined in this article as the fundamental phenomena of human existence and culture. The substantiation of the conceptual provisions on the correlative properties of myth and education existing today in the cultural philosophical tradition is given. It is noted that in the socio-humanitarian discourse the convergence of the concepts of myth and education was not actually thematized. The tendencies to demythologization or remythologization of the educational process are analyzed. The approaches to the myth interpretation reflected in the complex of ideas of postmodern philosophy of education are considered. The theoretical grounds for its occurrence are listed. The characteristics of the concepts of education by such authors of postmodernist philosophy of education, as I. Illich, P. Freire, D. Lenzen. The role of myth in education in the understanding of each author is defined and emphasized. A detailed description of the four types of myth in the philosophy of I. Illich's education is given. The ways of getting rid of the myth in the philosophy of P. Freire are considered. The definition of systematic pedagogy and its features in the postmodern philosophy of education is given. D. Lenzen accented the definition of educational space in the logic autopoietic ideas. The original approach to the myth interpretation in the philosophy of D. Lenzen is analyzed. The features of the myth, as a cultural universal, according to remythologization position by Lenzen D., the inevitability and positivity of the return to the myth and the «mythology of childhood» in modern culture and education are considered. To achieve the goal of the research, the author's translations from the German language were involved. Conclusions about the perspective directions of development of problems of this article are drawn.

Keywords: myth, culture, education, demythologization, remythologization, postmodernism, philosophy of education.

T. S. Zlotnikova, V. S. Zhukova

Mental and artistic aspects of the author 's fairy tale as a cultural code

In the article, based on the systematization of materials of special scientific literature, the concepts «fairy tale», «cultural code» are disclosed. The article is based on the research of many scientists. When classifying certain aspects of the definition «fairy tales», it is determined why the definitions are not complete enough. Famous typologies of fairy tales are classified according to the developed criteria: the way of reflection of reality, genre, addressing, plot, type of characters. The classification adopted was the basis of the empirical analysis of fairy tales. The grounds for discovering signs of the cultural code in the fairy tale have been established, namely: national, moral, social, religious, mental traditions. The works were studied in accordance with the character classification proposed by V. Ya. Propp: antagonist, donor, assistant, princess and her father, sender, hero, false hero.

Having analyzed the representative features of the cultural code of the fairy tale of Germany and China and observing the conditions proposed in the chosen classification, the signs of the cultural code, reflecting the national, moral, social, religious mental traditions, based on European axiological grounds – the idea of independence, pragmatism, simple-minded belief in miracles. It is concluded that the fairy tale is a universal cultural code, which is accompanied by specific features.

Keywords: fairy tale, cultural code, mentality, Germany, China, interdisciplinary, classification.

N. I. Voronina, N. L. Novikova

V. P. Botkin: from literature to music worlds

The article reviewed and updated for the scientific world the information about music in the life and literary-aesthetic research of Russian writer, publicist, translator and art critic Vasilij Petrovich Botkin, who managed to show the spiritual essence of the musical language, using its features in revealing the nature of music, of instrumental performance, in the analysis of opera art and others. The wealth of the Botkin's worldview through the

prism of music allows us to see-hear a new way of the intellectual thinking of the writer, to formulate the basis for the search of new research aspects. Culturological and artistic approaches gave an opportunity to look more widely at the mutual influence of musical and literary forms, musical terminology in the disclosure of the images of literary heroes. Traditionally, such an analysis focuses on the problem of hearing and listening to music and, in general, on its perception, i.e. on «living» (K. G. Isupov) in music. The authors are building the concept of the context of Botkin's considerations as an art and music connoisseur, focusing themselves on the certain categories (performance, interpretation, the timbre nature of musical instruments, etc.), viewing music as a way of thinking and as a formative element, as a specific compositional move. Botkin's experience, as a unique practice of one non-professional person in this field, unfortunately, was little studied in his time. Today it is no less valuable both in shaping one's world view through the prism of music, and also as a research stimulus that opens up the possibilities for a comparative method. The scientific novelty of the research is in the presentation and analysis of the complex of materials on the comprehension of the music empathy of V. P. Botkin as the writer and publicist, who managed in his search to translate literary images into musical structures, into a sounding world, which complemented him emotionally and colorfully. The conclusions presented in the article are reasoned and logical.

Keywords: V. P. Botkin, literature, sounding world, musical language, music empathy, performance, interpretation.

V. V. Levchenko

To the history of symbolism of higher educational institutions in Odessa

The article describes the history of the emergence, evolution, classification and functions of the symbolism of higher educational institutions in Odessa in the XIX – beginning of the XX century. On the basis of material and written historical sources of legislative nature, the causes of the appearance of symbols are identified and its social and cultural functions are analyzed. The study found that the creation of the symbols of universities influenced their species. The creation of the symbols of universities in this period was controlled by the state and regulated by legislative acts and additional departmental provisions. All elements of educational symbols emphasized the nationality of universities and acted as a translator and popularizer of the current state ideology. The complex of identified monuments of educational symbols of Odessa universities consists of three groups: 1) badges; 2) stamps, marks and letterheads; 3) uniform. In accordance with the procedure for approval and appearance of monuments of educational symbols, all of them were officially approved, signs originated at the initiative of public authorities and regulated by relevant decrees, resolutions and ordinances of current legislation. Among the elements of symbolism prevailed those which recorded the nationality of universities. The variety of the symbolism of universities due to the function of identifying their educational profile. The educational symbols of higher education institutions in Odessa had features characteristic of the whole system of higher education of the Russian Empire and went through a long path of development. A characteristic feature of the educational symbols of universities was the dominance of the ideological component and self-representation of the academic community. The traditions of educational symbols of the Russian Empire were interrupted by the revolutionary events of 1917.

Keywords: cultural and historical symbolism, Odessa Higher School, historical science, historical sources, visual information.

O. V. Bochkareva

Opera art synaesthetic nature (L. V. Sobinov's performance activity)

Opera is a synthetic genre, originally focused on complex sensory perception in the process of theatrical-stage production, combining composer interpretation (musical-expressive means) and staged interpretation (means of theatrical-stage art). The author believes that the artistic image in opera art, is born in the space of synaesthetic connections «word – sound – image – stage movement». The term «synaesthesia» comes from the Greek «synaisthesis», which means «co-feeling». Unity of art types: figurative nature, unity of techniques and laws of artistic image construction, commonality of universal components of artistic language is stressed at genetic, morphological and functional levels. Having high performing culture, L. V. Sobinov managed to combine traditions of Russian realistic art with the Italian school «bel canto» in his work. The voluminous synthetic image was born in the internal representation of the singer, in a complex of internal auditory, visual, color, plastic representations. The task of L. V. Sobinov as a performer is to convey to the listeners his idea of the stage appearance of the character in unity with the plan of the director, stage writer, developing a spatial-plastic, dynamic solution of a scene, based on the exact instructions of the author of the musical score, his notes, sketches, etc. The singer mastered the role, guided by the desire to make the character «his own», based on his own organic. Emotional correspondence of vocalization and intonational – expressive plastic and mimics for the singer was a prerequisite for successful musical and artistic dialogue with the public. L. V. Sobinov sought an emotional correspondence between the musical image and the intonational expressive pronunciation of the word in a constant search for a variety of varied characteristics of the role, determined by the polymodal nature of the artistic image. The stage success of L. V. Sobinov was

staggering, the roles played by him as Lensky, Levko, Berendei, Alfred, Werter, etc., proved to be reference for many singers of modern times.

Keywords: synaesthesia, opera art, creativity, L. V. Sobinov, artist, phenomenal success, musical theatre, intonation, stage movement, performance.

I. A. Edoshina

Historical and cultural meanings of manor topos in «Russian saga» by Ekaterina Dombrovskaya «Velleity of chained»

The title of the article determined its goal. Basing on culturological approach to the manor topos in «Russian saga» by Russian writer Ekaterina Dombrovskaya «Velleity of chained» (2017), the author of the article is trying to find out mental constants of modern art thinking. Accordingly, the designated goal is revealed in a number of tasks, which are represented here as having already reached their final meanings. It is noted that outwardly both the genre («Russian saga») and the name that is not easy for modern perception («Velleity of chained») appeal to the past, but essentially they are a condition for a «meeting» with the manor culture in its past and present. It is clarified that the definition «Russian» is explained by interweaving of private life with Russian history of the XVIII-XXI centuries, and the term «saga» brings a foreign language influence. Actually, the manor culture itself is a consequence of this influence, which in no small measure determined its fate.

Special attention is paid to the «Russian saga» by Ekaterina Dombrovskaya and, accordingly to the Orekhovo Manor, to which the main events in the story are directly or indirectly drawn. It is indicated that the history of the manor is described by the author through the fates of its owners (including artists, restorers, scientists, writers), without chronological presentation, but with clear reliance on historical events that took place in Russia and in the life of Ekaterina Dombrovskaya. The article states, that writer tried to understand the drama of Russian history in the XX century, find its reasons. The name taken from the Psalter, along with the biblical epigraph, determines the general direction of the author's thoughts. In conclusion it is claimed that the manor world has different forms, not only patrimonial, but still common cultural in the form of the memorial estate.

Keywords: manor topos, «Russian saga», mental constants, individual fate in the history of culture, forms of manor world.

A. Yu. Tikhonova

Study and preservation of cultural heritage of regions in Russia

The article highlights the problems of studying and preserving the cultural heritage of the particular regions. The author analyzes modern researches on the topic «The Cultural Heritage», mentions the basic identical concepts used in scientific works, identifies on the territorial basis the leading directions of dissertations on the stated problems (research on the material of significant territories, including states; specific areas, provinces; individual cities in different historical periods); proves that recently scientists have paid close attention to the cultural heritage of small towns and their role in the spiritual revival of Russia; indicates the need for a culturological analysis of the small settlements cultural processes (villages, countrycides, etc.). The cultural heritage of Undory village, the Ulyanovsk Region, is presented as a unity of geological, archaeological, architectural, natural objects studied and preserved by the scientists and enthusiasts in the past and present. The author characterizes the village as a landmark, the ancient center of historical settlements (Bulgars, tribes of Abashevskaya, Balanovskaya, Srubnaya and Imenkovskaya cultures), the cultural landscape associated with the life of prominent personalities (P. N. Ivashev, P. M. Yazykov, etc.); explores versions of the area name origin, specifies the date of the settlement foundation, describes the prominent people's contribution to the territory development, the study and preservation of its cultural heritage. In the past the village was considered as one of the richest landowner estates, and it was the owners of the estates who did a lot to form the cultural traditions of this area (they built temples, schools, made scientific discoveries). The study of Undory mineral source-monuments of the natural heritage, initiated by P. N. Ivashev at the beginning of the XIX century, was continued by physicians in the XX century. The author identifies the main means of the cultural heritage preserving: toponymy, museumification, Internet resources, events.

Keywords: cultural heritage, cultural possessions, province, region, village, personality, cultural monuments.

T. I. Erokhina

Contemporary drama on the national stage: levels and lessons of interpretation

The article is devoted to the understanding of modern drama and its interpretation on the national stage. The author explores peculiarities of modern drama appealing to A. Ivanov's play «From School» and its production on the stage of the A. S. Pushkin Theater Office by director S. Serzin. The author focuses on the interpretation model of

modern theatre space, which has a sociocultural and cultural philosophical base. The article analyses the levels and lessons of interpretation, which, on the one hand, are due to the specifics of the play text, and, on the other, are the result of the director's reading. A symbolic component of stage action is a form of lessons, which is presented in the performance both at the level of composition and visualization and at the level of metaphor and symbol. The author notes that each allocated level of interpretation, being quite traditional in terms of theatre, is transformed due to the specifics of modern drama dictating new forms, meanings and language of the theatrical action. The main levels of drama interpretation are the level of plot and conflict, the level of scenography, composition, the level of new language, forms, meanings and genres, theatrical aesthetics, and also the level of understanding modernity. Analyzing each of the pointed out levels, the author appeals to the comparison of the play text and the theatre production text, identifying the verbal, audiovisual and symbolic foundations of the modern drama phenomenon on the national stage. The author notes that A. Ivanov's play reflects almost all the main trends in the Russian modern drama development, and S. Serzin's stage version gives the general trends individuality and author's sound, forming in this way the modern national theatre phenomenon.

Keywords: contemporary drama, national theatre, A. Ivanov, S. Serzin, interpretation, lesson symbolism, aesthetics, new language.

Yu. V. Arkhipova

Advertising in social networks (socio-cultural aspect)

The article deals with advertising in social networks as a type of advertising communication, which is based on the active participation of users in the process of interpreting an advertising message. Such a high involvement of users in the advertising discourse is largely due to the communication channel and the specifics of communication in social media.

Social networks are a modern media platform with a number of some features: the active participation of users in the process of creating and distributing any information, leveling statuses, the dominance of visual ways of representation over verbal ones, etc.

Advertising on such sites becomes interactive, it turns into informative or entertaining content, engages in communication, teaches, educates. In this regard, it can be considered as a new social and cultural text, which has different interpretations depending on the cultural code chosen. Since the most important thing in the process of analysis is an understanding of the process of sense generation in the process of receiving an advertising message, the main method of research is a discourse analysis. It is with the help of the discourse analysis that it is possible to determine the main components of the process of constructing media reality and meaning-generation during the consumption of verbal and visual semiotic units that form the basis of the advertising text.

Advertising on blogs, avoiding direct advertising exposure, offers users different types of communication: from philosophical reflections to active discussions of fashionable novelties. At the same time, the authors of the post, and his readers / viewers are actively involved in the process of meaning generation and interpretation. Sometimes the emerging new meanings are unexpected for the authors by themselves. The result of this interactive advertising communication becomes brand loyalty, shopping, community building, changing social and cultural stereotypes.

Keywords: social networks, media reality, advertising in social networks, interactive advertising, interpretation, meaning-generation, discourse analysis.

L. G. Ilivitskaya

Chronotop Bezymyanki: looking for the perfect city

The article attempts to show the chronotope's capabilities of an ideal city for diagnosing the past, present and future of Russian industrial cities and districts. The concept of «chronotope» entered the social and human sciences thanks to the work of M. M. Bakhtin and has now become a significant methodological tool for analyzing sociocultural phenomena of various orders, including the city. By linking temporal-toposic and semantic criteria into a single structure, the chronotop allows to capture the essential characteristics of urbanization processes, diagnose various states of a city's existence using its invariants (historical, profane, global, etc.). It seems that the chronotope of an ideal city, reflecting one of the semantic configurations of space-time, allows us to focus on such important for understanding the city and its development prospects issues such as: how the city itself wants to see itself, what ideal does it seek to embody, what future does it have? is oriented. Using the example of Bezymyanka, an industrial area of Samara, which can be considered as a typical example of the implementation of the ideas of a socialist town, typical of urban planning projects of the 1930s and 40s of the 20th century, the chronotopes of an ideal city are shown. Appeal to the transformation of the spatial-temporal meanings of a socialist city allowed to identify significant problem fields of areas like Bezymyanka, and also to identify possible ways to further design their urban space, create effective mechanisms of self-development, build a positive image.

Keywords: city, ideal city, city of the future, chronotope, social city, Bezymyanka, chronotopy, future.