

**E. V. Karpova**

### **Motivational and anti-motivational factors of the «inverted learning» model**

The global rapidly changing realities of modern life, the speed of information technology implementation, mass digitalization, and overall drastic changes in the socio-cultural and socio-economic plan objectively determine the need for qualitatively new approaches to the education process. Currently, the technology of mixed learning, which is a combination of a classroom-based system and e-learning technology, is widely used. The model of mixed learning technology is the so-called «inverted learning» (IL). The article gives a brief description of its content, causes, universality, that is, the possibility of its application at different levels of education. It is emphasized that this model contributes to the implementation of the competence approach in education. The model is analyzed in terms of its capabilities and limitations, effectiveness and efficiency, as far as it takes into account such a component of the educational process as motivational support. Features of IL that stimulate the development of positive motivation of educational activity, as well as those that cause the formation of anti-motivation are considered. Anti-motives are dynamic factors that have a negative valence in relation to educational activity; everything that reduces its motivational potential. The features of the IL that contribute to the development of positive motivation were the following: the formation of the student's subjective position; the ability to use game tools; the factor of joint activity of students; the involvement of students in a familiar electronic environment; the ability to independently search for information; the ability to implement individualization of learning. The features of IL that stimulate the emergence and development of anti-motivation include: the regulated nature of educational activity; the externally imposed nature of requirements; difficulties of the cognitive plan; the need for independent organization of their activity; content characteristics of the encountered difficulties; increased level of responsibility; IL as a given, forced learning; factors that hinder the implementation of motivation to achieve; through-dimensional immersion in the network space; character accentuations, personal characteristics. It is established that the IL model determines the formation of not only positive motives, but also anti-motives of educational activity. Anti-motives should be identified and taken into account in order to optimize the IL model.

Keywords: blended learning, technology, motivation, anti-motivation, inverted learning, training efficiency, model, educational activity.

**T. S. Borisova**

### **Content of the teacher's activity on the prevention of aggression in the school society**

The phenomena of aggression arise in the process of implementing social relations of subjects of educational practice, which is one of the serious problems of school education. One of the key figures in the prevention of aggression in school society is the teacher, whose position is considered in the context of his ability to take preventive measures in working with teenagers and parents. The teacher's reactions to aggression determine the behavior of children and their trust in adults. The results of studies identifying the problems of modern adolescents that affect the relationship in school and family society and provoke aggressive behavior of adolescents are presented. The study interviewed 407 teenagers (students in 9-11 grades) aged 14-17 years. The survey was conducted in various regions of Russia – Moscow and the Moscow region, the Stavropol The article provides an overview of the technologies used in teaching practice to prevent schoolchildren's aggression. Targeted educational impact on youth, the use of social and pedagogical technologies that contribute to the integration of children in the system of social relations both at school and outside; cooperation with the family in the direction of children's sustainable orientations towards lawful behavior, are considered as significant factors in preventing aggression. The importance of predicting the possible negative development of relationships in the classroom and the teacher's ability to find effective methods for resolving it is noted. A significant practical conclusion of the study is that there is a definite connection between the aggressive behavior of teenagers and the organization of a system of work to prevent aggression in the school educational space, the real interaction of social institutions involved in raising children.

Keywords: aggression, prevention, children, teachers, parents, technologies for preventing aggression, work with parents.

**A. M. Shaporov**

### **Factors of students' academic success sustainability**

Improving the quality of education at all its stages is one of the most important tasks of the national education system. One of the main elements that determine the quality of education is the effectiveness of training. One of the most important conditions for achieving educational results is stable work of the student during the entire period of training. The results of training can be either current or final, but still the term «result» implies a certain result. Therefore, in their research, the authors focused on one of the aspects of learning performance that has a procedural

connotation, namely, «academic success». Academic success is not limited to learning outcomes; it has practical, motivational, value-based, and emotional aspects. The article describes the results of research that demonstrate that academic success is influenced by factors such as the level of intelligence, readiness to choose a profession, the level of basic training (use score), personal characteristics such as organization and integrity, adaptive potential, and others. The longitudinal study was conducted for four years. This article presents the results of the final stage of the study—the analysis of the influence of selected factors that affect academic success at the final stage – the final state certification of medical students, conducted in the form of an objectively structured clinical exam. It is revealed that a large practice-oriented motivation of students in the learning process has improved their academic results and, as a result, the success of passing the final state certification. The results of the study also showed that it is necessary to expand the list of competencies formed in the process of training future doctors, and introduce new technologies and methods of training, including the formation of a high level of communication skills, self-regulation and adaptive potential.

Keywords: academic success, sustainability factors, diagnostics, quality of training.

**T. A. Boronenko, V. S. Fedotova**

### **Digital mentoring: are teachers ready to participate in the formation of schoolchildren's digital literacy?**

The purpose of the study is to identify the willingness of teachers to digital mentoring for the development of digital literacy among students and the development of models of digital mentoring. To achieve this goal, the authors interview young teachers of schools and organizations of children's additional education who teach computer science. The authors examine the activity of teachers in teaching schoolchildren to assess the reliability of information, in using digital technologies to organize joint work and communication among students, in preparing assignments for creating digital content, using digital technologies safely and responsibly, and involving students in the creative use of digital technologies to solve problems. The authors propose digital mentoring models, which they base on the results of assessing the level of teachers' digital competencies in the European model of digital competencies for education. The authors predict the frequency of practical use of each model of digital mentoring. The authors prove the need for organizing the work of teachers with schoolchildren in the role of digital mentors to transfer experience in working with digital technologies and ensure their successful digital socialization. The authors note that digital mentoring is a two-way process. This method of interaction at the same time positively affects the teacher and student. It allows the student in the natural environment of interaction with the teacher to enter consciously the world of digital technologies, understand and accept its features and risks, and form its own identity in the Internet space. The teacher receives inspiration for further work, determines the prospects for the development of his pedagogical activity, teaching methods, and the expansion of his professional baggage with digital competencies. The authors conclude that digital mentoring is a promising format for interaction between a teacher and student, which in the course of personal communication allows us to solve the problems of training and education of modern schoolchildren – representatives of the digital generation at a new level. According to the results of the study, the authors establish that young teachers are motivated to digital mentoring. Digital mentoring models will do this most successfully.

Keywords: mentoring, digital literacy, digital competencies, digital technologies, teacher.

**A. B. Alferova**

### **Organization of professional learning communities in public schools**

The article is devoted to professional learning communities as format for job-embedded professional development. The relevance of the topic depends on requirements for educational results in accordance with international studies in the educational systems. The article deals with the term «community» and gives an analysis of the professional communities in Russian educational practices. Also the author turns to the concept of the co-social community of V. I. Slobodchikov and the studies of M. Pevzner, P. A. Petryakov, O. Graumann about territorial educational communities. The main theoretical provisions on which the concept of «professional learning community» is based are given, the overview of the most significant scientific and practical works of foreign researchers (P. Senge, M. Fullan, Charles B. Myers and Lynn K. Myers, Shirley M. Hord and others) is given. The question is raised about the relevance of the work of pedagogical teams of Russian educational organizations on the principles of professional learning communities. The article gives some distinctions between PLC and Russian methodical associations. It provides a ground for the creation and organization of work the «teams of trained teachers» as the first step towards the professional learning communities in schools that work in complex social contexts in Yaroslavl region. The conclusion of the article provides the basic conditions for the effectiveness of the educational organization as PLC. The article is based on the results of the regional innovation platform «Technology of creating professional learning communities for the pedagogical improvement in schools that are in the transition to efficiency» (2017-2019, SAI APE YR «Educational Development Institute») and the Yaroslavl region experience for support schools that work in complex social contexts.

Keywords: professional learning communities, job-embedded professional development, teams of trained teachers, complex social contexts, rural schools, quality of management, quality of teaching, school effectiveness.

**A. S. Korotaev**

### **Diagnosis of professional and personal qualities of military university cadets**

The article considers the problem of personal and professional development of university cadets who will be officers of the air defense forces. It is argued that the military-professional activity of the future officer requires the cadet to develop a number of important characteristics, including adaptability, sustained motivation of military service with the dominance of the military-professional orientation of the individual, which developed during the study at the university. The purpose of the study was to identify the degree of adaptation and psychological well-being of cadets from the first to the third year of study. To achieve the goal, the main psychological difficulties experienced by cadets were analyzed, psychodiagnostic tools were selected, empirical research was conducted, and the results were interpreted.

It was found that the professional formation of future air defense officers is not homogeneous, accompanied by crises. The personal development of cadets in the first year is characterized by a high degree of psychological stability and adaptability in general, openness to new experience, the desire to spend a lot of energy and resources on solving current problems. Freshmen believe in the kindness of the people around them (officers, comrades, teachers) and believe less in chance as a way of distributing events. The second course is the most stable period of development of cadets – they are psychologically stable, their adaptive abilities are at their peak, moral normality is high. The third course is characterized by much less psychological stability, the desire of cadets to invest a lot of resources in the educational process (compared to the first course) decreases, but third-year students tend to follow more moral standards and obey the necessary requirements. The development of adaptive abilities is opposed to positive basic attitudes (faith in the kindness of people, favor, justice and control of the world, in the value of one's own self, etc.). At the same time, the cadets are satisfied with everyday activities. The obtained results can be the basis for expanding the areas of psychological and pedagogical work with cadets of a military university in order to ensure the quality of personal results of their education.

Keywords: development of cadets' personality, personal features, basic attitudes, adaptive abilities.

**D. A. Vlasov**

### **Instrumental means of Neuraltools in the system of applied mathematical training of future economist**

The article focuses on didactic and research opportunities of new instrumental means of *Neuraltools* which disclosure in the educational process on disciplines «The theory of decision-making» and «Instrumental methods in economy» allow us to expand quantity of applied problems of social and economic contents and also to include in the content of the specified disciplines new applied tasks on decision-making in the conditions of incomplete data. There are no doubts that the backbone place in professional training of future economists is allocated to methods and models of the modern theory of decision-making. However inclusion of these methods and models in the educational process at the economic university demands from the teacher of mathematical disciplines of high digital culture, including competence of the choice of the optimum instrumental means supporting a research of applied problems of a new type. *Neuraltools* product created for program implementation of intellectual forecasting of development of social and economic situations in incomplete data acts as such an instrumental means. It is noted that feature of *NeuralTools* is the possibility of execution of computation process directly in *MS Excel*. This feature plays an important role in the course of adaptation of students to this new instrumental means. The presented mechanisms show that *NeuralTools* allows us to bring decision-making process to a new level thanks to execution of intelligent data analysis by means of neural networks. *NeuralTools* role in the course of receiving new outputs and creation of intellectual forecasts of development of the studied social and economic situation is especially selected. The created bank of applied problems of socio-economic issues for work in instrumental means of *NeuralTools* presented in this article includes tasks in the field of banking, finance and securities, insurance and reinsurance, production management, market researches, includes project managements in practice of training of bachelors and masters of economy in REU named after G. V. Plekhanov.

Keywords: bachelor of economy, neural network, decision-making, instrumental means, informatization, information technologies, mathematical preparation, modeling, information situation, applied task.

**D. S. Musina**

### **Conceptual approaches to the formation of professional competence of teachers of out-of-school education in the Kyrgyz Republic**

The education system is designed to ensure the competitiveness and economic prosperity of Kyrgyzstan. In the implementation of the tasks, a large role is given to out-of-school supplementary education and a teacher who should be striving to be a professional. With the increase in the status of additional education, the requirements for the professional competence of the teacher and the implementation of his pedagogical role are changing. Today, researchers

pay great attention to the formation of professional competence of teachers in a team, the self-education of teachers, and the management of these processes in out-of-school organizations.

The formation of professional competencies of teachers is an urgent problem of modern theory and practice of additional education, the resolution of which will allow to qualitatively implement the growing role of additional education in the development of society, the state, in the upbringing of a person of modern times as an individual, citizen, and professional. Accordingly, the teacher's responsibility for the results of his work, the quality of training and education of the younger generation increases.

The article discusses conceptual approaches to the formation of professional competence of teachers on the experience of out-of-school organizations of additional education. The rationale for the personality-oriented and sociocultural approaches to solving the problem of the formation of professional competence of teachers is given, the results of a study of the levels of formation of personal, social and cultural components are presented, the necessity of designing and implementing a system for the formation of a holistic professional competence of teachers of extracurricular additional education of the country is confirmed. It is shown that the integration of approaches has led to the process of personality formation, consciously and effectively acting in any situation. It reveals a creative approach and innovations that helped to form a competent specialist who can successfully solve many social and personal problems. Practical experience shows that increasing the level of training, motivation to increase their professional competence allowed teachers to adjust the subject methodology, to develop competencies among students.

From a scientific methodological point of view, the approaches had a synergistic effect and contributed to the creation of conditions for successful and productive professional activities.

Keywords: additional education, professional competence, personality, self-worth, self-realization, conceptual approaches, formation, teacher, innovation.

**A. A. Kostrigin, N. Yu. Stoyukhina, A. I. Makhalin**

#### **The role of government and statesmen in the formation and development of psychotechnical education in the USSR in the 1920-1930s**

The article discusses a special direction in Soviet psychology of the 1920-1930s – psychotechnics. Soviet psychotechnics was engaged in the study of professions, the preparation of professionograms, the description of the components of professional activity, the development of norms and rules for mastering professions, the scientific organization of labor, etc. In addition to specific scientific psychotechnical studies and the development of practical recommendations for various professions, representatives of psychotechnology planned to create a psychotechnical education. In this paper, we consider an attempt to organize a Psychotechnical Institute at the Communist Academy. The authors present the official documents confirming the discussion and approval of the organization of the institute at a meeting of the Bureau of the Natural History Section with the presidium of the Society of Psychoneurologists-Materialists at the Communist Academy, as well as the appeal of I. N. Spielrein to statesmen on the problems of psychotechnics. These materials show the role of government and government officials in the development of psychotechnics and, in particular, psychotechnical education. The interest and attitude to the psychotechnics of those personalities that contributed to its development is separately considered, – V. P. Milyutin and M. M. Kaganovich. The both of them in different years held various government posts, but V. P. Milyutin, as the chairman of the Presidium of the Communist Academy, People's Commissar of Agriculture under the first Soviet government, acting chairman of the Supreme Economic Council of the RSFSR, as well as an economist, was interested in the role of the scientific organization of labor, labor and production forces in the economic development of the USSR; M. M. Kaganovich, as a member of the collegium of the People's Commissariat of the Workers and Peasants Inspection, deputy commissar of the heavy industry of the USSR, as well as the people's commissar of the defense and aviation industries, turned to the organization of labor activities of workers to solve the tasks of industry assigned to the second and third five-year plans. The role of the authorities and statesmen in the fate of psychotechnics and the organization of psychotechnical education initially seemed promising, but, in the end, the training of specialists in psychotechnics did not begin.

Keywords: history of psychology, history of psychotechnics, psychotechnics, labor organization, psychotechnical education, I. N. Spielrein, M. M. Kaganovich, V. P. Milyutin.

**A. D. Kiyatkina**

#### **To the issue of determining the phenomenon of understanding**

Scientific knowledge has always sought to understand the new phenomena and to define the opened ones. Despite the popularity of research on the phenomenon of understanding, there are still more questions than answers to this topic. However, recently there has been a growing interest in the phenomenon of understanding in psychological science.

This article discusses several problems related to the definition of understanding. The first problem is to draw the line between understanding, thinking, thought and knowledge. The second problem for a scientist who tries to define understanding is linguistic interpretation, which is considered on two levels in this article. The third problem is related

to the dichotomy of the essence of understanding, which can be both a result and a process, as well as considered in other polar categories. From the point of view of the philosophy of science, understanding can be considered as the ability to explain something or the ability to control knowledge of something. There is also a dichotomy of understanding orientation. In addition, understanding can be considered by scientists as an interpretation of the real and as awareness of the possible. The fourth problem discussed in this article is the diversity of existing approaches in defining understanding. The final question, which can also be formulated as the main problem of this work, is as follows: does science need a single definition of the phenomenon of understanding? Obviously, every scientist planning to study this topic should give himself an answer to this question. The purpose of the article is to study the feasibility of a universal definition. The article is an analytical review of the above-mentioned problems of defining the phenomenon of understanding in relation to the main question of the feasibility of a single definition of understanding.

Keywords: understanding, thought, model of understanding, personal meaning, motivation, understanding in learning process, problem of definition.

**V. A. Mazilov**

### **Study of pedagogical abilities and strategy for the formation of pedagogical giftedness**

The article deals with the problem of pedagogical abilities. It should be noted that in foreign psychology it was not popular. It does not mean that the qualities necessary for the successful work of a teacher were not studied by foreign psychologists, since work on this topic in accordance with cultural traditions belonged to other sections of psychological science (pedagogical knowledge, pedagogical creativity, metacognitive abilities of a teacher, ability management, professional capital of a teacher, etc.). In the article, it is interpreted as the result of the absence of a satisfying psychologist theory of ability. It is stated that in domestic psychology the problem was investigated in the second half of the twentieth century, based on the understanding of abilities formulated by B. M. Teplov in the 1940s. Studies of pedagogical abilities in line with the Teplov concept led to the fact that a crisis arose in the study of pedagogical abilities. The result of the crisis was the switching of most authors to the study of pedagogical activity and the rejection of the understanding of pedagogical abilities as a working concept. Currently, the situation has changed, since a modern theory of abilities has appeared, developed by V. D. Shadrikov. The article shows the advantages of the new theory of abilities, identifies the prospects for its study in the framework of the new approach. The problem of the formation of pedagogical giftedness is discussed. The point of view is justified, according to which the formation of pedagogical giftedness should be started from the upper, personal level. Possible procedures are discussed, which are advisable to use to form future teachers of pedagogical giftedness.

Keywords: abilities, pedagogical abilities, the study of abilities, the formation of abilities, structural and level theory of abilities, strategies for the formation of abilities.

**S. L. Lenkov**

### **Specifics of destructive cyber aggression in the educational environment**

The article is devoted to the problem of the destructive aggressive behavior transformation in the educational environment under the influence of involvement of representatives of the new generations (children, adolescents, youth) in cyber socialization. The author's approach to understanding cyber socialization is used, stating its objectively observed ambivalent nature and, accordingly, taking into account not only positive, but also negative socializing processes. It is shown that aggressive behavior in the educational environment in the conditions of cyber socialization (cyber aggression), on the one hand, has deep commonality and continuity with the previous, and in this sense more traditional forms and manifestations of aggression. At the same time cyber aggression in the educational environment has a deep qualitative specificity due to heterogeneous reasons, including, for example, both attributive features of interaction in cyberspace, and objectively observed trends in intergenerational transformations of subjectivity and personal properties. Based on the analysis and generalization of the results of modern domestic and foreign research on the relevant topics, a number of specific features of aggressive behavior in the educational environment in the conditions of cyber socialization are identified, conventionally designated as intensive expansion of methods and forms, limitless, unknown aggressor, fixation in cyberspace, relationship with the intergenerational transformation of subjectivity and personality, invisibility and impunity, virality, expandable agency and delegability, virtual callousness, increasing loneliness of the victim. The objective necessity of joint study of aggression and cyber aggression in the educational environment is justified, due, in particular, to frequent transitions (inversions) of cyber aggression to aggression in face-to-face interaction and back. In addition, joint consideration of aggression and cyber aggression is required for the development of effective practical measures to prevent and counteract the spread of aggression and violence.

Keywords: aggression, aggressive behavior, educational environment, cyber technologies, cyber space, cyber socialization, cyber aggression.

**V. A. Tolochek, A. S. Mashkova**

**Managers' expert self-assessment of their professional competencies:  
a differentiated analysis**

The article discusses the results of a cycle of research on the competencies of managers and the specifics of their choice (assessment) by managers differing in gender, age, seniority, managerial experience, positions, working in different companies. The results of a differentiated level-by-level analysis of elections by representatives of different groups (men and women, younger, under 35 years of age and subjects of an older age – from 36 and more; with little experience in managerial activity – up to 8 years and more than 9 years; occupying the positions of grassroots leaders level and middle management level; persons with unsuccessful careers in the next 5 years and with successful ones; managers with different managerial potential; managers working in different companies from the three studied by us); the selection of experts from all 29 competencies of the basic model was analyzed separately; 19 qualities identified by more than 40% by experts; 8 qualities identified by more than 66% of experts; as well as an expanded list – 39 competencies). It is stated that only a part of the competencies allocated by foreign specialists is relevant for Russian managers; the frequency of highlighting relevant qualities by experts varies and depends on their individual characteristics (socio-demographic and professional-job characteristics). A small “core” of basic, key qualities and several “belts” – more or less significant (universal) competences stand out among the general set. It can be assumed that there is a typical structure of managerial competencies (significant both for specialists and for managers of the lower and middle management of commercial companies) and several substructures – groups of qualities of subjects that are actualized in the performance of various professional functions. In conclusion, new «open questions» of the problem are discussed (the role of competencies at different stages of a professional career; the effects of joint activities, etc.).

Keywords: competencies, managers, experts, assessments, preferences, differentiated analysis, «core», «shell».

**Yu. S. Murzina, V. P. Poznyakov**

**Development and testing of the author's approach  
to the study of value orientations of family business owners**

The article presents the results of theoretical and empirical research of value orientations of small family business owners. The theoretical question of defining the essence of the concept of value orientations of the individual is considered. A theoretical review of foreign and domestic literature on the problem of value orientations of entrepreneurs in the sphere of family business is carried out. The theoretical basis for the development of the author's original approach to creating a projective tool for studying the value orientations of entrepreneurs in the field of family and business is proposed. Here is theoretically justified the allocation of prototypical situations (birth, development, death, cooperation, leadership, conflict resolution) for the study of value orientations of business owners. The author's approach to the study of value orientations of entrepreneurs is empirically implemented. It is presented in the form of a projective in-depth interview and is based on prototypical situations in the sphere of family and business. Using the author's methodology, 11 terminal values and 82 instrumental values were identified, describing the sphere of family relations and business. Then, using the expert method, the value orientations were grouped. Thus, there were 4 groups of instrumental values in the family sphere (values of relationships; creation and integrity; conflict resolution and prosperity) and 4 groups of business values (values of relationships; change and growth; conflict resolution and personal values of the business owner). The qualitative analysis within groups has shown that family values have a collectivistic orientation, they are focused on stability and relationships, and business values are individualistic values, with a focus on development and change.

Keywords: personal value orientations, psychological relationships, family business, Russian entrepreneurs.

**G. L. Tulchinsky**

**Value-normative preconditions for soviet being: the content and formation factors**

Soviet being is a non-trivial socio-cultural phenomenon. Its understanding is important not only in historical terms. It is important for understanding modern Russian society, the prospects for its development. All the more important is the understanding of its socio-cultural background. In this regard, this work contains an attempt to solve two problems: to identify the stable value-normative content of the Russian cultural and historical experience; to determine the factors for this experience dynamics, to determine the dynamics factors of the formation of this experience, which acted in pre-revolutionary Russia. The solution to the first problem revealed a complex of value-normative attitudes that complement and concretize each other. The dominant is passive enduring, combined with moral maximalism, a heightened desire for justice. This combination is due to historical experience, the main content of which is the attitude of the people and the authorities. The solution to the second problem made it possible to single out two main reasons for the pendulum-inverse nature of Russia's development. Firstly, this is the weak development of social forces «from below» with dominance of power. Secondly, it is the catch-up nature of modernization borrowings initiated by the

power «from above». Therefore, such reforms turn out to be untenable and lead to inverse rollbacks. This creates the conditions for fixing the mentioned value-regulatory complex. At the same time, general civilization processes (urbanization, the formation of a mass society) changed the character of Russian society, realizing its involvement in modernization processes. These interrelated causes created the prerequisites for the phenomenon of Soviet being, as a qualitatively new character of the society development.

Keywords: power, inversions, modernization, people, Russian culture, Soviet life, value-normative content of social experience.

**T. I. Erokhina**

### **Heroization of the personality and life in soviet culture of the beginning of the XX century: genesis and transformation**

The article analyzes the theoretical attitudes of Soviet cultural figures of the beginning of the XX century in the context of philosophical and artistic attitudes and practices of the Silver Age. The author notes that the formation of Soviet culture is genetically connected with the understanding of concepts developed in Russian modernism at the turn of the XIX-XX century. Special attention is paid to the glorification of personality and life, which acquire a symbolic meaning in the early years of Soviet power. Turning to the comparison of heroization as a purposeful process with the definitions of «heroic» and «hero», the author analyzes the mythological and historical-cultural foundations of heroization, actualizes the understanding of heroic in Russian philosophy and artistic culture of the late XIX – early XX centuries. Opposite attitudes of the culture of the Silver Age and Soviet culture of the first decade in understanding individual and collective heroism, mythologization and heroization of the personality, elitism of culture and social benefits are outlined. At the same time, turning to the basic concepts of Russian culture at the turn of the XIX-XX centuries, the author focuses on borrowing and transforming a number of concepts of the Silver Age by Soviet culture. The idea of sobriety, the idea of a cultural hero, the denial of life as a phenomenon, the pathos of destruction and the construction of a new world are actualized. Based on a hermeneutic analysis of theoretical works, lectures, memoirs, the author discovers the declared binarity and genetic connection of the glorification of personality and life in Soviet culture of the early XX century, which testifies to the continuity and transformation of cultural models that developed at the turn of the XIX-XX centuries.

Keywords: Soviet culture, heroization, mythologization, heroic, cultural hero, life, sobriety, individualism, everyday life.

**S. S. Sokovikov, E. A. Kaminskaya**

### **Russian avant-garde theater in the dynamics of art time**

The article considers the phenomenon of Russian theatrical avant-garde of the early twentieth century in the general context of the development of theatrical art from the perspective of the diachronic approach. Dynamic transformations of the culture of this time give rise to a keen sense of dissatisfaction of artists with traditional art forms. In a search for new styles, the avant-garde experiments and the appeal to the archaic roots of artistic actions are paradoxically combined. The paradox of the theatrical avant-garde lies in the fatal contradiction between the desire of the creators to create exclusively new, unprecedented theatrical forms and the inevitable objective integration of them into the general logic of the development of the expressive language of the theater and its poetics. Therefore, it is quite natural to compare the vision of this phenomenon as a separate, unique phenomenon and its understanding as a regular link in the artistic and historical process.

This does not remove the unique originality of the stage searches of the theatrical avant-garde of the early twentieth century. The experiments of that time are strikingly embodied in an attempt to synthesize different types of art on the principle of a bizarre collage, the resurrection in a radically transformed form of archaic forms. The stylistic and textological analysis shows the internal connection of theatrical phenomena with the stylistics of farce shows, the aesthetics of popular prints, the performativity of foolishness, and the effective structure of rituals. The dramaturgy and theatrical space itself are undergoing transformation. Even when the pathos of the avant-garde as a whole is running out, the subsequent development of the art of the theater shows that what was found in avant-garde experiments did not only become an episode that went down in history, but naturally predetermined typological features of projections of the theater avant-garde of the early twentieth century into the space of modern theater culture. This, in particular, is clearly manifested in the forms of post-dramatic and immersive theater, in performative theatrical practices.

Keywords: theatrical avant-garde, innovation, cultural continuity, exclusivity, language of the theater, archaic spectacular forms, booth, post-dramatic theater.

**S. A. Nikolsky**

### **The peasant at war in the philosophical prose of Andrey Platonov and Viktor Astafiev**

The peasantry, which until the middle of the twentieth century was synonymous with the people in the Russian Empire, the Russian Federation and the USSR, is the social stratum, the main, more than two thirds of the country's population. It is true and justly written infinitely much about its undeveloped, archaic, initial mastering of culture, always difficult relations with the authorities, as well as with the intelligentsia – the educator and «intercessor». But the negative about the peasantry is not the whole truth. A lot of good, which is also stated, it carries and stores in itself regardless of evil, in addition to evil, inspite of evil. The peasant found his good beginning in the great war, justly called the Patriotic war, although it was waged by a totalitarian state. To judge the peasantry in the conditions of war, without being a participant in it, and relying only on documents and eyewitness accounts, that is, on something secondary, is the lot of any modern researcher. But among the eyewitnesses there are participants, observers, and even thinkers who left us substantial knowledge. These are the authors of their own concepts of the Russian philosophy of history and at the same time the creators of works that belong to the genre of artistic philosophy – Andrey Platonov (a series of stories about the war) and Viktor Astafiev (the novel «Cursed and killed», stories, novellas). One is an officer, a war correspondent, the other is a soldier, a telephone operator. Their texts differ in genre and scope of philosophical coverage of reality, but they are nevertheless important elements of a common mosaic called the «world-outlook of the Russian peasant».

Keywords: peasantry, people, government, history, literature, philosophy, war, totalitarianism.

**E. M. Boldyreva**

### **Russian-chinese cultural dialogue: Guo Moruo – «chinese Mayakovsky»**

The article considers the system of creative roll calls of Vladimir Mayakovsky and Chinese writer Guo Moruo, called «Chinese Mayakovsky» by critics. The creativity of writers is analyzed in the context of typologically similar trends in the Russian and Chinese literary process – the domestic literature of the post-revolutionary period 1924-1927 the Chinese literature of the era of the Revolution of 1937-1945, the national liberation anti-Japanese War of 1937-1945, the popular revolutionary struggle against the Kuomintang dictatorship. When comparing the works of Guo Moruo and V. Mayakovsky, it comes to light a great number of writers of motive musters, significant for the art world: Motive «by the revolution of the mobilized and called», motive «I am the proletarian» likening poetry to weapons and feeling the power of poetry over the music of the elements and the great power of creativity in the transformation of the world, the angry denunciation of an unrighteous and unjust world of debauchery and a heartless citizen, images of the deestetized flesh of the outgoing world, sacralization of great historical and political figures, the poetic plot «memories of a dead friend» as a special variation of poems about idols, the singing of the Soviet universe and New China, the creation of its unique poetic space and the feeling of itself as part of that space, images of the sun and stars as indicators of the essence of man, allowing to understand the complexity and contradictions of the universe. The both poets are seen as the creators of a new type of verse, embodying a new revolutionary art, perceiving revolution both as a global political event and as an organic process, an indomitable natural element, a forever living, all-breaking force, drawing all mankind into its orbit and capable of changing the existing world order.

Keywords: cultural dialogue, Guo Moruo, V. Mayakovsky, Russian culture of the 20th century, Chinese culture, revolutionary romanticism, reform of versification, poetic space, lyrical hero, motive.

**L. A. Yakusheva**

### **A man of the theatre: cultural studies' school of T. S. Zlotnikova**

This article presents the main principles of pedagogical work of the famous theater critic, theater historian T. S. Zlotnikova, who created the largest scientific cultural school in Russia in Yaroslavl. Tatyana Semyonovna's pedagogical activity deserves attention no less than her well-known works on directing theater and acting performing in the second half of the twentieth century, interpretations of classics on the theatrical stage and brilliant cultural studies' works which are based on the material of modern artistic and mass practices. The author submits the features of the individual approach of a teacher to professional activity, modeling the principles of a teacher-student interaction on a specific example, finding coincidences and noting the similarity of this work with the organization of the creative process in the theater of the second half of the twentieth century. Performances and rehearsal process of G. A. Tovstonogov, A. V. Efros, O. N. Efremov, G. B. Volchek, A. S. Kuzin; acting works of E. A. Lebedev, I. M. Churikova and many others, whose works T. S. Zlotnikova observed, analyzed and studied, were included to her personal professional experience and became the high standards of responsibility that invariably transforms intellectual idealism into a qualitative result. In addition, this publication offers a discussion of the features of the modern educational process in higher education at the turn of the XX-XXI century.



Keywords: cultural studies' school, creative person, theater pedagogy, the teacher-student cultural studies' model, modern educational process, T. S. Zlotnikova, A. V. Efros, G. A. Tovstonogov.

**A. S. Kuzin**

### **Our contemporary Bertolt Brecht**

The article develops ideas and analyzes the personal experience of a professor at a theater institute and an acting director in forming the creative and personal paradigm of future actors. The author seeks to convey the atmosphere of educational work, emphasizing the psychoemotional and intellectual specifics of the meeting of modern young people with the world cultural heritage in the form of a play by the great reformer of the XX century theater B. Brecht. When analyzing the work on his play «Fear and Despair in the Third Empire», the socio-moral problems of the text written in the 1930s are correlated with the current aspects of understanding life phenomena, such as betrayal, naive belief in other people's decisions, poverty, finally fear as a result of violence and the source of crimes. Brecht's active anti-fascist position and understanding of the significance of social protest by modern students were emphasized. The author records in detail the features of stage decisions (miscellaneous, stingy scenography, attributes and details of everyday life, technical techniques that paradoxically relate the modernity and time of the play). Special attention is paid to the correlation of the aesthetics of a realistic (psychological) theater, based on the traditions of which student actors study in Russia, with the conditional, grotesque aesthetics of the B. Brecht Theater, which involves elements of a carnival, techniques characteristic of cabaret, circus, music hall. The author of the article draws attention to the fact that the inexperience of the actors in the case of Brecht's production is not an obstacle, but a dignity, a source of freedom and impartiality of stage existence. The importance is emphasized for modern art and for the training of actors of the principle of «awakening» justified by Brecht as a provocative technique that allows you to establish a distance between the object of the image and the actor, between the stage and the public, between different historical eras and social spheres.

Keywords: actor, director, personality formation, B. Brecht, anti-fascist position, stage convention, grotesque, «awakening».

**S. S. Bakaryagin**

### **The journal «Iskusstvo v massy (Art to the masses)» as a source for studying the artistic culture of the USSR at the turn of the 1920s and 1930s**

The article presents the characteristics of the journal «Iskusstvo v massy (Art to the Masses)», which was the printed organ of the Association of Artists of the Revolution (AHR). The association existed in 1922 – 1932 and during this period of time was the largest art organization in the Soviet Union. It exerted a dominant influence not only on the development of fine art, but also affected the cultural life of the country as a whole. The appearance of their own periodical gave artists of the AHR additional advantages in realizing their ideas.

The author of the article analyzed the main sections of the journal «Iskusstvo v massy (Art to the Masses)». It was noted that the headings of the publication largely correspond to the key areas of the Association's work. The attitude of the organization's representatives to the system of art education and the degree of participation of members of the association in the cultural education of Soviet citizens and their involvement in creativity are studied. The author also indicated the commitment of the AHR figures to the slogans of mass character and accessibility of art for the viewer. The commitment of the AHR figures to the slogans of mass character and accessibility of art for the viewer was emphasized. The connection of changes in the ideological and artistic orientation of the journal «Iskusstvo v massy (Art to the Masses)» with the process of separation of creative forces, which took place in the Association of Revolutionary Artists, is investigated. The reasons for «the strengthening of production» in the fine art were identified. The contradictions between the idea of creating a man of a new era and the realities of Soviet life in the 1920s and 1930s are indicated. There is a tendency to replace creativity issues on the pages of the journal with purely political theses that have nothing to do with fine art. It was concluded that the AHR publication expressed changes in the cultural policy of Soviet power. The clash of interests of various creative organizations in the USSR is shown.

Keywords: publication, Association of Revolutionary Artists, cultural policy, fine art, USSR, rubric, creative organization, journal «Iskusstvo v massy (Art to the Masses)».

**N. A. Didkovskaya, A. O. Basova**

### **Art nouveau aesthetics in jewelry art of the capital and province at the turn of the XIX and XXI centuries**

The article is devoted to the analysis of features of jewelry aesthetics of art Nouveau and its interpretation in the jewelry art of the capital and the province of the late XIX – early XXI centuries. The study is based on the actualization of aesthetic aspects of the dichotomy of the capital and the province in the national culture. And also actualization of representations about formation and development of stylistic system of a modernist style in jeweler art of the end of

XIX – the beginning of XXI centuries. Aesthetic and technological principles of a jeweller art Nouveau in creativity of modern capital masters and provincial masters are considered. An important component of the author's contribution to the development of the theme is the analysis of the creative work of Yaroslavl master jeweler Nikolai Alexandrovich Nuzhin and justification of the creative method of Nikolai Nuzhin as a conceptual art Nouveau.

The relevance of the study is due to the appeal to the poorly studied theme of art Nouveau in the jewelry art and its consideration in the context of the cultural specifics of the capital and provincial loci, in particular, with regard to the jewelry art of the Yaroslavl region.

In this study we initially proceeded from the notion that the art Nouveau style and its later interpretations in the European jewelry art poorly correlate with the mental categories of the capital and the province, and for the Russian jewelry art of art Nouveau and its stylizations these characteristics are extremely significant. Thus, in the system of Russian general cultural dichotomy «capital-provincial» there is a dichotomy of capital and provincial art. The former is characterized by high professionalism, skill, bright stylistic features and the desire for new trends. While the latter has a more traditional, conservative approach to aesthetic expression. But if the provincial architectural art nouveau has taken place, established itself, and even, in the most outstanding cases, has become an element of the territory's cultural brand, then the situation with art nouveau in jewelry art and its modern «citation» by Russian provincial masters seems quite different.

Keywords: jewelry art, art nouveau aesthetics, province, capital, Yaroslavl jewelers, conceptual art nouveau, Nikolai Nuzhin.