

Kalina I. I.

Interdisciplinarity: easier for teachers, useful for students

Abstract. In the article authors refer to the concept of interdisciplinarity, the problem of an interdisciplinary approach of education schoolchildren as a means of forming their motivation. The history of the development of interdisciplinarity in the Soviet school is shown. Important questions about how the motivation of students can be related to the development of interdisciplinarity are considered. The role of the school in the formation of intersubject interests of students is presented. The problems and some ways of their solution for the development of interdisciplinarity as the basis of teaching at school are determined. The article presents the results of Russian and foreign studies on the development of interdisciplinarity at school and the barriers that hinder the development of such an approach at school. The results of the research show that every education system faces challenges on implementing interdisciplinary learning. These difficulties include the resistance of teachers, the lack of an interdisciplinary orientation in the training of future teachers, the mismatch of curricula in different subjects, etc. At the end of the article, the authors mention research questions and answers which can clarify the situation with the development of interdisciplinarity at school and provide explanations for solving a number of problems related to the development and using interdisciplinary approach for students' education. The authors sincerely hope that the materials of this article will become an incentive to attract the attention of representatives of the academic environment to this topic in our country.

Keywords: school; interdisciplinarity; interdisciplinarity mindset; motivation; teacher's training

Simanovsky A. E.

Conditions for implementing a methodological product in pedagogical and psychological-pedagogical research

Abstract. The article discusses the formulation of the conditions for implementing a methodological product in the hypothesis of pedagogical research. The problem lies in determining the quantity and content of the necessary and sufficient conditions for implementing the pedagogical product (program, method, reception). The logical foundations to formulate conditions for implementing pedagogical programs, methods, and techniques are considered. The epistemological and ontological aspects for formulating the hypothesis are discussed. It is proposed to include in the hypothesis, along with conditions of an epistemological nature (the formulation of the philosophical and methodological approach), also possible ontological consequences (the results of such an approach). The necessary concretization degree in the description of pedagogical means when formulating the hypothesis of pedagogical research is also considered. It is proposed to indicate in the hypothesis the psychological mechanism of influence on the student, the tasks, the operational composition and the conditions for using the pedagogical tool. The most complete analysis of the conditions for implementing the methodological product allows us to make a systematic analysis of the pedagogical process. A system analysis allows you to select conditions — restrictions, conditions — frames, conditions — predictors and conditions — operators. The conditions of the frame and the conditions of the limitation, as a rule, characterize the suprasystemic level of the process under study. Condition-predictors characterize the subsystem level of analysis, and conditions — operators — the system level of the pedagogical system under study.

Keywords: conditions for realization of the pedagogical hypothesis; epistemological and ontological analysis; psychological analysis of activity; systemic approach; condition-frames; condition-restrictions; condition-predictors; condition-operators

Volkova T. G., Talanova I. O.

Gamification: problems and trends

Abstract. The article discusses the content of «gamification» concept, its components and the main idea, as well as the advantages and disadvantages of using it in the learning process. Gamification is an educational approach aimed at increasing students' motivation for the material being studied. The use of gaming technologies in the study of any subject contributes to the formation of logical thinking, attention, the development of the ability to work in a team, as well as to analyze any situation from different sides. Gamification, on the one hand, opens up new opportunities for the teacher in the organization of educational process — the introduction of game elements in non-game situations. On the other hand, it allows successful students to apply their own game knowledge and skills, for example, to create a quest in order to consolidate some school topic in chemistry.

The article provides examples of the use of gaming technologies in training: quests, debates, games on various platforms (Uchi.ru, Unreal Chemist, etc.).

The main purpose of this work is to use theoretical and empirical methods to identify the attitude of schoolchildren of three age categories (12-14 years old, 14-16 years old, over 16 years old) to the introduction of modern technologies, including gaming, in education. It is shown that the majority of respondents (88.8 %) were in favor of introducing gamification into schools, because this has a positive effect on their learning process. At the same time, only 49.2 % of respondents use such active methods in their studies. In addition, the analysis of publications on the problem of development and implementation of gamification in the educational process showed the relevance of problem under consideration and increased motivation for learning as a result of the use of this pedagogical technology.

Keywords: gamification; game technologies; innovative technologies; education; motivation; educational environment; involvement; learning; student needs

Proskura Y. V.

Organization of distance learning at the university (using a foreign language as an example)

Abstract. Effective organization of the educational process during distance learning of foreign languages in the conditions of the pandemic, special technical, psychological and pedagogical retraining was required during the transition to pre-school education for both teachers and students. Thus, it is necessary to study the current state of distance learning in foreign languages, both in Russia and abroad, and analyze the prospects for the development of this format of training, taking into account factors that positively affect the acquisition of a foreign language. To date, a lot of attention is paid to distance learning, as, probably, none of the many formats of learning using technology. Modern trends in the methodology of teaching foreign languages tend to use technological resources to the maximum and effectively use them in pedagogy. A lot of things have been done in teaching of foreign languages to cover various languages of the world, but attempts are constantly being made to find new solutions, taking into account the specific needs of language learners. The purpose of the article is to present the technological aspect of the additional education system common to all courses, to identify the main features of teaching a foreign language in distance learning, to consider the process of developing and implementing online English courses from the point of view of the overall design of the course, the choice of teaching materials, technological and pedagogical processing of course materials, the role of the teacher, support and motivation of students. Research methods are theoretical analysis of psychological and pedagogical literature on the problem of the use of information and communication technologies in teaching a foreign language in distance learning; study and generalization of their own experience and the experience of colleagues; observation. In the final part, shortcomings and difficulties of a technological and pedagogical nature are noted, as well as problems and new steps in improving English language courses.

Keywords: distance learning; foreign language; communication; technology; education; integration; digital generation

Golub G. B., Fishman I. S., Fishman L. I., Prudnikova V. A.

Independent assessment of teaching staff qualifications as seen by the heads of educational organizations

Abstract. The article presents the results of the empirical study on the views and attitudes of Russian heads of educational organizations towards the introduction of independent assessment of professional qualifications (IQA) of teachers, as well as their requests for the content of such assessment. The relevance of the study is determined by the need to consider the requests of employers when building up this system, as well as the fact that the success of its implementation directly depends on whether school leaders will use the results of the IQA in their activities. An informal (expert) interview of experienced heads of educational organizations was used as a tool. The interviewees were recommended by the educational system management bodies of four regions belonging to different groups according to the level of their economic development.

A significant part of respondents claim that they do not need the IQA as a source of significant information for making managerial decisions on personnel issues, others name certain areas of decision-making: for example, hiring new employees in a situation of competition for jobs, making decisions about teaching load distribution and additional functional responsibilities of teachers as well as the organization of in-service training and support for employees' professionalization. In all cases, additional requirements are put forward for the IQA mechanism, for example, detailed content and evaluation criteria that are open to all participants in the evaluation process, there should be a possibility of conducting an internal evaluation of products created by a test subject in the framework of a professional exam, as well as the possibility to certify certain labor functions performance (including those

contained in other professional qualifications); assessment should be carried in accordance with the specifics of the level of the basic general education program and its type.

The analysis of these and other conclusions obtained as a result of the conducted research actualizes the task of a detailed study of the multi-vector requests of the heads of educational organizations and, on this basis, the construction of an IQ system that satisfies these requests, which is a significant mechanism for employers in the Education industry.

Keywords: assessment; qualification; independent assessment of qualifications; professional development; employers' requests; expert interviews; certification of labor functions

Eremina M. V., Bochkareva O. V.

Using the ideas of S. V. Smolensky and V. N. Zinoviev in modern musical and pedagogical education

Abstract. The article analyzes the areas of activity of S. V. Smolensky (1848-1909) and V. N. Zinoviev (1874-1925): regent, composer, concert, pedagogical, methodical. The similarity of their ideas is found in many common problems: the development of church choral singing in Russia, wide musical enlightenment, the creation of an integral system of teaching choral art in schools and seminaries, the development of methodological support for practical activities for teaching and educating the younger generation in various types of educational institutions, etc. The work of the choir director, practical work in educational institutions in combination of theoretical understanding of the problems of choral art united S. V. Smolensky and V. N. Zinoviev. Church singing, according to the choir directors, enhances the individual's need for depth of comprehension of the «Self», strengthening of reflection based on the interaction of spiritual acts of experience and empathy. Singing in church is dominated by the involvement of the individual in the dialogical space: «God» — «Self» and «Art» — «Self», which is the basis for the spiritual development of the individual and the formation of his ethical Orthodox values. Church singing, «prayer in sound,» uniting music and the Orthodox word through the spiritual, value-semantic content of a musical work, interacts with significant attitudes and values of the individual, causing those deep psychological changes in them that are subjectively experienced as an aftereffect, « touched by the soul».

In the process of comprehending the cultural heritage of musician-teachers S. V. Smolensky and V. N. Zinoviev attention is drawn to the extrapolation of the most important ideas of their heritage into the theory and practice of modern music and pedagogical education. Their activities were united by musical and pedagogical talent: on the one hand, the high skill of the choirmaster, sensitivity to the purity of vocal intonation, sonority and balance of choral sound, to subtle performing nuances, work on the production of voices, on the other hand, love for people, for the light of truth and knowledge, high exactingness combined with hard work, adherence to faith and ideal.

Keywords: S. V. Smolensky; V. N. Zinoviev; dialogue; choir director; church singing art; teacher — musician; choral activity; choirmaster activity; teaching methodology; creative heritage

Khamov G. G., Timofeeva L. N.

Formation of skills of independent teaching activity during the course of the course «number theory»

Abstract. The organization of students' educational activities should be aimed at creating conditions for their involvement in independent research activities, which will stimulate deeper assimilation of knowledge, the formation of necessary competencies, and the growth of cognitive motivation. This is quite relevant in modern conditions of a decrease in the conscious understanding of the need to study mathematical disciplines, and the level of mathematical training, respectively. This article discusses the methodology of conducting classes in the discipline «Number Theory» using specially selected tasks that allow students to conduct independent research. The discipline was chosen taking into account the peculiarities of its content related to the possibility of illustrating its main provisions and their practical application with the help of research-type tasks. The main content is represented by Diophantine equations, the solution and compilation of which contributes to the assimilation of the logic of the study (analysis of the condition, definition of the problem, hypothesis, its verification and formulation of conclusions). The use of such tasks, which allow students to independently apply existing knowledge, conduct research, during which new knowledge and skills are acquired, contribute to the emergence of students' interest in mathematical activities and improve mathematical literacy. The emphasis is placed on the equations solved by the method of studying the possible residuals from dividing one integer by another, using the divisibility properties, as well as by the method of factoring polynomials.

The proposed independent work is initially carried out under the guidance of a teacher, but this already becomes the beginning of the manifestation of students' activity, an element of creative activity, a general idea of the

development of scientific knowledge is emerging. The result is the acquisition of independent work experience, which is a contribution to the future readiness for professional competitiveness, continuous self-education.

Keywords: research activity; number theory; Diophantine equation; divisibility of numbers; division with remainder; prime number; decomposition of polynomials

Tamarskaya N. V., Assi Rama

Model for preparing future teachers to organize voluntary elementary school children's work

Abstract. The article is devoted to the problem of organization voluntary elementary school children's work. Fact in today's turbulent and contradictory world is that, volunteerism assumes special significance, determining the natural tendency to humanize society and actualize the role of volunteerism as a socio-pedagogical phenomenon with potential to develop civil society and moral education of the individual. The purpose of the study was to identify the importance of orientation to volunteer work of junior schoolchildren and its role in their socialization is indicated. The model of preparation of future teachers for the organization of volunteer work of younger schoolchildren is presented conceptually and methodologically, content-procedural and criteria-diagnostic blocks that logically reveal the integrity of the process in preparing future teachers for the organization of volunteer work of elementary school children. The conceptual and methodological block is represented by approaches and principles that focus on the selection of content and methods that contribute to the achievement of training goals. The content-procedural block includes a new content of training in the form of a module «Organization of voluntary work of junior schoolchildren», the implementation of which is carried out, in particular, on the basis of a project-oriented approach and specific principles, determining the formation of the preparation of future teachers, structured by components, which is reflected in the criterion-diagnostic block. The dynamics of the formation of the named preparing is given, which indicates the effectiveness of the model testing.

Keywords: model for training of future teachers; volunteer work; organization of volunteer work; junior schoolchildren; volunteer activity; approbation of the training model; readiness of future teachers to organize volunteer work of junior schoolchildren

Sinitsyn I. S., Kuptsov S. E.

Training of future geography teachers to form global competencies among school students

Abstract. The article substantiates the need to focus the subject-methodical training of a future geography teacher on the formation of functional literacy among students, in the structure of which global competencies have a special place. The analysis of the content of general geographical education revealed that the content basis for the formation of global competencies among students in the process of studying the «Geography» subject at the level of general education should be global problems of humanity. In this regard, one of the results of the subject-methodical training of future geography teachers is the readiness for the formation of global competencies among students in the process of studying global problems of humanity, considered as an integrative educational result in the unity of three components: axiological (values and orientations), cognitive (a set of knowledge about global problems of humanity and methodological experience and tools their study as the basis for the formation of global competencies) and praxiological (a set of ways of activity, allowing to study the global problems of humanity and organize activities for their study) components. To achieve this educational result, the authors have developed a model of readiness formation, considered as a dynamic unity of the following blocks: conceptually-targeted (methodological approaches, principles, training targets), substantive (training components and the content basis of their formation), procedural (technologies, methods, techniques and forms) and diagnostic (criteria, indicators, styles of the upcoming activity) — and the scientific and methodological support for its implementation is determined. The sequence of the implementation of the model in the unity of stages is presented in a generalized form: orienting, information-activity, methodological understanding, creative and practical transformation, — providing ascent from the acceptance of the meaning of the activity, to the development of its technological basis (indicative basis) and further to mastering the experience of its implementation in a real educational environment.

Keywords: functional literacy; global competencies; global problems of humanity; global studies; subject-methodical training; training model; scientific and methodological support

Goltsova T. A. , Protsenko E. A.

Experience in creating english language course book in the context of blended learning

Abstract. The article is concerned with the actual problem of elaborating learning and teaching materials of «new generation» which are oriented towards different forms of teaching and combine capabilities for both in-class and out-class activities. The article aims to describe the practical experience of elaborating and using an English language course book in modern conditions of education digitalization. The course book is designed for first year cadets of law and engineering departments of Voronezh Institute of Russian Ministry of the Interior. The book may be used within different forms of learning (face-to-face, blended or distance learning) but special attention is given to blended learning as the most advanced. It is noted that blended learning practice is the most efficient at the early stage because it provides a means of using individual approach during the transition from school to university. The authors share the experience of applying in practice some blended learning models such as «Flipped classroom», «Individual rotation», «Station rotation». Authentic audio and video recordings, internet resources, training programmes and games, interactive and on-line exercises are widely used in the student's book. Worth noting is an extensive use of gamification techniques such as computer on-line games, interactive off-line games and educational board games in order to improve lexical and grammar skills and develop oral speech competence. Moreover, a student book includes materials for organizing project work in the context of blended learning. In conclusion the authors underline the necessity and great importance of creating course books of new generation to meet the challenges that rise in the sphere of education.

Keywords: foreign languages; blended learning; model of learning; contemporary course book; gamification; information and communication technologies; internet resources; multimedia

Moiseeva Yu. A.

The problem of the relationship between the structural components of professional competence and pedagogical activity in the process of training students

Abstract. The article raises the problem of the formation of the foundations of professional competence among students of the preschool department in connection with the features and structural components of the professional activity of a teacher of preschool education in the content and procedural aspects. Particular attention is paid to the search for ways to improve the quality of education during the training of preschool teachers through the identification of important accents in the content of education and strengthening the practice of learning orientation. The analysis of the main ideas about the competence approach in the pedagogical sphere as a conceptual position of updating the content of education is given.

As the main units of this approach, competency and competences are distinguished, which involve not only the acquisition of knowledge, but also the formation of the ability to master techniques for solving practical problems. The possibility of a clear correlation of the education content, forms for training students with the list of special professionally significant qualities of a graduate in the conditions of an educational model is considered. As a solution to this issue, a structural and content model of a preschool education specialist with a description of the necessary level of development of professional competencies is proposed, including special ones. The proposed model includes seven basic components: motivational, target, personal, informative, informational, technological, and productive. In the theoretical part of the model, the main approaches to the process of formation of professional competencies among students are highlighted: activity-competence, personality-oriented, systemic. The article reveals the gradual inclusion of students in various types of quasi-professional activities, consistent and systematic enrichment of the content of students' activities. The importance of the formation of professional competencies in the conditions of students' education at the university is emphasized. The idea is that the most important principle of activity in the organization of educational, extracurricular and research work of students is the principle of professional orientation of education.

Keywords: professional competence; training of teachers of preschool education; components of professional activity; structural and content model

Babaeva N. A.

Relation between self-consciousness and emotional experience

Abstract. The questions of self-consciousness and emotional sphere are especially significant amid continuous social, economic, and political changes. This subject not only serves as a focus of interest for psychology and its applied branches, but also draws the attention of audience keen on self-development. The article concerns theoretical research on aspects of self-consciousness and their relation to the emotional sphere of a person. Self-consciousness forms a complex structure with many different methodologies offered for identification of its constituent parts. Most

authors agree that self-consciousness includes affective evaluation and recognition. However, the existing research on self-consciousness pays little attention to the question of emotions. They play an important role in regulating human behaviour, self-esteem and attitude to the environment. Emotions and feelings are strong influence on self-consciousness processes. Changes in self-consciousness, in turn, can impact on the emotional sphere. The goal of this study is to highlight the role of comprehensive investigation into self-consciousness and emotional sphere in personality analysis.

Having analysed different self-consciousness concepts, we have concluded that emotional experience plays a key role in shaping self-esteem which forms an integrate part of self-consciousness. We have also revealed that earlier emotional experience can predetermine a person's attitude to the environment.

The objective of this article is to study the aspects of self-consciousness and identify its structural components that have connection with emotional experience. Another major objective was to prepare theoretical underpinnings for possible empirical research into relation between self-consciousness and emotional sphere. This study has both theoretical and practical values as its results may be of interest to psychologists, educators, and managers, and can be useful in multiple applied branches of psychology.

Keywords: emotions; self-consciousness; self-esteem; emotional experience; feelings; personality; self-consciousness; emotional sphere; self-concept; theoretical research

Kharitonova E. V., Kholondovich E. N.

Translation of family values as the basis of the russian mentality

Abstract. Mentality and culture translate traditional values, including family values. The family is connected with the socio-economic and spiritual and moral state of society, cultural norms and traditions. The primary socialization of the individual and the transmission of ideals and ideas stored in the mentality of the people takes place in the family. It is shown that modern globalization influences on mentality are reflected in the linguistic consciousness, in which the characteristics of mentality are manifested. Psychological acculturation as one of the mechanisms of mentality translation is associated with a specific historical time, with values, behavioral models, attitudes that are relevant at the moment. The authors conducted a study of the attitudes and perceptions of Twitter users to the family in order to identify the results of acculturation. The results of the empirical research presented in the article are analyzed according to the selected family functions: kinship ties, emotional and sensual ties, economic ties, security or psychological comfort, reproductive. It is revealed that the most pronounced in the linguistic consciousness of young respondents in connection with family is mutual understanding and love, which is interpreted as trust, support and indicates that for respondents «family» is a source of psychological well-being. Family values in the Russian mentality retain their stability to a greater extent, but the range of family models is significantly expanding among young people and the economic function of the family is mostly pronounced, which is due to modern reality. The authors conclude that despite the massive informational impact, a stable idea of family relations remains in the everyday consciousness of Russians, and the mentality as a whole retains its protective function.

Keywords: historical psychology; mentality; culture; translation of mentality; inculturation; acculturation; linguistic view of the world; users of social networks; everyday consciousness

Babichkova E. S.

A model of psychological resources for the person's mental states stability in difficult living conditions

Abstract. The article is devoted to the empirical search for resources to preserve the stability of mental states of a person in difficult living conditions. Two hypotheses were tested. The main one is the equilibrium, stability of the mental states of the individual in difficult conditions of life can be provided by the resource role of the formed psychological properties of the higher substructures of the personality in the form of resilience, developed sociocentric responsibility, the action orientation of metacognitive control of activity, developed abilities of reflection, as well as a harmonious combination of processes of arbitrary self-regulation. Additional hypothesis is typologically expressed combinations of properties of higher substructures are possible, which determine the varying degree of constructiveness of resources in maintaining the stability of mental states in difficult living conditions, which can be interpreted as specific segments of the model. The sample of subjects consisted of 58 civil aviation pilots, all male. The tools of psychodiagnostics were six techniques that reveal states of anxiety and depression, providing data on the properties of higher personality substructures (resilience, responsibility, orientation of metacognitive control of activity, reflexivity, processes of arbitrary self-regulation).

The result of a comprehensive analysis of the array of variables obtained was a Model of psychological resources for the stability of mental states of a person in difficult living conditions, which includes invariant characteristics of a stable personality (low level of anxiety; predominance of sociocentric responsibility; average level of reflexivity with a tendency to reduced reflection of communication; reduced regulatory autonomy) and three typological varieties interpreted from the standpoint of resource constructiveness (efficiency) — «Highly constructive responsible-reflective type of active self-regulation based on existential values of personality» (Type 1); «Constructive type of resources of existential-cognitive control of the life process» (Type 2); «Low-constructive type of reduced resources of arbitrary self-regulation and egocentric orientation of responsibility» (Type 3). The conclusion is made about the development of research due to the expansion of the sample composition, which will allow to deepen and differentiate the results obtained at this stage of the empirical search.

Keywords: resilience; difficult living conditions; personality model; responsibility; psychological resources; mental states; reflexivity; self-regulation

Ansimova N. P., Erofeeva A. G.

The role of family education in formation of preschool children's psychological culture

Abstract. This article attempts to substantiate the role of the family, as well as the styles of family education in the formation of preschool children's psychological culture. The methodological basis of the research is the cultural and historical theory of Lev Semenovich Vygotsky, as well as the theory of family relations of Vladimir Nikolaevich Druzhinin. In this study, the authors applied methods of literary sources analysis, comparative method, synthesis, generalization and comparison. The authors offer their understanding of the psychological culture of preschoolers. In particular, it is argued that the psychological culture of preschoolers is closely related to the psychological culture of parents. Many factors influence the formation of the psychological culture of preschool children. In particular, these are the individual and personal characteristics of parents and children, the psychological climate in the family, as well as the styles of raising a child in the family. The authors show how the styles of family education can influence the formation of psychological health and psychological culture of preschoolers. The democratic style of upbringing is considered as the most optimal and effective condition for the formation of the psychological culture of preschool children, since it presupposes harmonious and equal relations between parents and children. The democratic style of upbringing implies a respectful and humane attitude towards children and contributes to their favorable development. Within the framework of a democratic style of upbringing, children can develop skills of independence, responsibility and moral behavior both in the family and in society, which are the most important components of the criteria of psychological culture of preschool children.

Keywords: psychological culture; psychological health; preschoolers; family; upbringing; parenting styles; development

Nizhegorodtseva N. V., Prudnikova A. V.

Theoretical model of the psychological structure of conflict competence

Abstract. The problem of conflict competence is important for the development of society. The skills of constructive interaction in a conflict situation are necessary for productive cooperation, building long-term relationships, organizing joint activities, and building communications. The article presents the results of a theoretical analysis of research, on the basis of which the components of the psychological structure of conflict competence are identified using content analysis technology. The results of the theoretical analysis showed that conflict competence is a complex integral formation, which manifests itself in the conflict interaction of opponents, at the same time, conflict competence is an impetus for effective interaction in a conflict situation. Based on the position of S. L. Rubinstein that human behavior is essentially an activity in social conditions, the authors consider behavior in conflict as a specific type of activity in a conflict situation, the psychological basis of which is the system of individual qualities of the subject, which determines its conflict competence. The methodological basis of the theoretical model of the psychological structure of conflict competence in our study is the theory of activity (S. L. Rubinshtein) and the theory of activity system genesis (V. D. Shadrikov, A. V. Karpov, N. V. Nizhegorodtseva, etc.). The purpose of the article is to determine the psychological structure of conflict competence in the paradigm of the system genetic approach. The article includes a meaningful description of the identified functional blocks of the conflict competence structure: personal-motivational, idea of the goals of the activity, idea of the content and methods of performing the detail, information basis of the activity, activity management and decision-making.

Keywords: conflict; system genetic approach; structure of conflict competence

Vasilieva I.V., Chumakov M. V.

Students' perceptions of volunteering

Abstract. In the article, on the basis of semantic associations, the ideas of psychology students about volunteering are considered. The need to study these ideas is due to the social significance of this activity, the expansion of volunteer programs for the population in general and students in particular.

Data collection methods: free association method on the term «volunteering». Data collection was carried out in an anonymous format, on a voluntary basis through google-forms. Study sample is 173 students of psychological and pedagogical areas of Tyumen State University (115) and Kurgan State University (58), including 141 girls, 32 boys. Data processing method: frequency analysis. As a result, the most frequently encountered associations and semantic groups of associations were obtained, which were interpreted as they occurred.

In the views of students, volunteering acts as a voluntary activity to provide gratuitous assistance. The most pronounced meanings in relation to volunteering are: assistance as the main function of a volunteer, active involvement, gratuitousness, emotional response, positive characteristics of interpersonal relationships, voluntariness, responsibility, benefit.

Students' submissions reveal the essential characteristics of volunteering. At the same time, these characteristics of activity are mixed with the personal characteristics of volunteers and the parameters of interpersonal relationships attributed to volunteers.

In the structure of representations, one can distinguish mainly behavioral, activity and emotional components. The representations of activity reflected in associations are more specific than the representations of relationships that are associated with such concepts as love and friendship. The cognitive component is presented much weaker, through the association «understanding».

Volunteering in students' minds is a voluntary activity to provide gratuitous assistance, characterized by emotional involvement and positive interpersonal relationships.

Keywords: resource; dynamic; socio-psychological adaptability; conflict-resistance; student; learning; communication; conflict; activity

Zobkov V. A.

Psychological features of the training activity effectiveness

Abstract. The modern system of education needs not to be reformed, but to be implemented with the theoretical provisions developed by D. B. Elkonin and V. V. Davydov. The introduction of the provisions on the structure of educational activity into the educational process makes it possible to implement not only an intellectual-volitional approach, revealing mainly the structural component of educational activity associated with memorization and reproduction of educational material, but also a personal-activity approach implemented through emotional-intellectual learning. The emotional and intellectual type of learning, which includes the actualization of the structural components of educational activity — educational tasks, educational actions, control and evaluation actions that turn into actions of self-control and self-assessment — allows you to form positive characteristics of self-motivation, productive and active attitude to the process of educational and cognitive activity. The process of student self-motivation is subject to discussion. Self-motivation and experimentation in the learning process are interconnected. Experimentation should be encouraged, and it doesn't exist without trial and error. If a teacher condemns and tries to prevent students from making mistakes, incorrect conclusions, unsuccessful constructive work, then he achieves results, not learning, he slows down the learning process. We argue that under such pedagogical conditions, self-control of students is not formed, self-motivation of educational and cognitive activity, where independent and responsible performance of educational actions takes place, mental operations are not improved. It is also unacceptable to lower the mark for poorly learned and understood teaching material by students, which indicates the teacher's unpreparedness. This is his mistake in teaching, which leads to a passive or even negative attitude of the student to the subject, sometimes to the personality of the teacher, and sometimes to educational and cognitive activity. The article focuses on the disclosure of the emotional-intellectual approach in teaching, which makes it possible to increase the effectiveness of teaching activities, which is its relevance, theoretical and practical significance.

Keywords: teacher; training; students; types of training; attitude; structure of educational activity; effectiveness of educational and cognitive activity

Tashcheva A. I., Gridneva S. V., Arpentieva M. R.

Psychological and pedagogical support of future teachers in innovative educational environment

Abstract. The relevance of the study is due to the need to develop an integrative model of psychological and pedagogical support for subjects of education in a modern university, which will prevent difficulties in the educational and professional activities of these subjects, correct and overcome the difficulties of personal and interpersonal development. Therefore, this article is aimed at solving the problem of organizing an effective system of psychological and pedagogical support for subjects of education and, especially, future teachers, in the conditions of innovative transformations experienced by education in Russia and the world. The key approach to the study of this problem is a system-activity approach, which allows us to present the activities of subjects of education as a joint educational and professional activity aimed at preparing future teachers to work in the conditions of this imbalance and «overproduction», leading to stress and distress of innovation. The purpose of the study is to analyze the leading areas of psychological and pedagogical support for the development of future teachers as individuals, partners and professionals in the innovative educational environment. The theoretical and methodological basis of the study is made up of modern concepts and models of psychological and pedagogical support in Russia and abroad. Psychological and pedagogical support is considered by us as a practice of organizing interaction between a specialist and mentally healthy people accompanied by him, aimed at creating conditions for personal, interpersonal and professional formation and development, the formation and improvement of competencies necessary for a person as a fully functioning integrity and support a person in difficult life situations. The main tasks of psychological and pedagogical support for the adaptation of beginners or future teachers to professional activities in the innovative educational environment are associated with the help of students and graduates of pedagogical universities and faculties in identifying / recognizing, studying and harmonizing internal and external ways to resolve the problems and contradictions of their work that are basic for educational relations in the innovative educational institution and innovative professional activity in general.

Keywords: adaptation; individualization; student; teacher; young specialist; stress of innovations; innovations in education; professional development; psychological and pedagogical support of specialist's adaptation

Gilemkhanova E. N.

The model of the imbalance of the core processes in the educational environment as a conceptual basis for the analysis of its socio-cultural risks

Abstract. The socio-cultural transformations of the living space, including the learning environment determine the relevance of the presented theoretical study. The intensification of problems related with personal maladaptation and interaction between the subjects of education is obvious. The aim of the study is to develop a model as a theoretical frame for the analysis the sociocultural risks in education order to monitor the riskiness of the learning environment. The system approach and the second concept of the system were used to achieve this goal. The author uses such theoretical methods as the ontological deployment method (Aristotle method) in the reconstruction of V. Dubrovsky and the schematization method in the tradition of system-structural methodology and system-investigative approach. The result of the study was the Model of imbalance of core processes in the learning environment as a tool for analyzing the riskiness in education, which allows stakeholders to organize psychological and pedagogical preventive programs, based on the typology of riskiness in learning environment. The article pays a great attention to the description of the stages in the development of the scheme of socio-cultural risks in learning environment. The practical application of the model is to use it to monitor the riskiness of the regional learning environment, aimed at identifying students of the «risk group». The main results of the study are: 1) the imbalance model identifies sociocultural risks of the educational environment indicated in the Scheme as the divergence (disco adaptation) and low efficiency of implementing core processes of the educational environment, highlighting types of riskiness of educational environments; 2) the scheme of sociocultural risks in the educational environment identifies processes, functions, process carriers and risks specific to the educational environment.

Keywords: psychological-educational imbalance model; sociocultural risk; learning environment; safety of learning environment; core processes of the educational environment; socio-psychological monitoring; individualization; integration

Lipsky V. N.

Metamorphoses of the european cultural and aesthetic tradition (Modern Times)

Abstract. The idea about the end of art, expressed for the first time by Hegel, occurs at the different levels of frequency in aesthetic, art and cultural studies. Beginning with Hegel, who saw in the stadial development of art a gap in form and content (excluding classical ones), the question of the «completion» of art arose from the 19th to the 21st centuries, but interpretations of this problem were different. But «if stars are lit, does anyone need it?» In other words, since the problem of the «death» of art, having arisen at a certain time, continues to remain relevant for centuries then certain external factors (values, ideals) determine changes within the art itself. The article suggests that the reason for the ongoing debates on this issue is a mutation of traditions characteristic of European culture and

art. The author is well aware that art is changing, but it is obvious that 'the connection of times has broken down'. Using the Hegel methodology, as well as an understanding of the development of art by V. Soloviev, the article shows that development in art is possible subject to implementation in it the ideal of «all-human». As an empirical material to illustrate this approach, the material of French literature is used, it is shown how the formation of bourgeois relations brought to life the heroes of Stendhal, Balzac, who «drew» the vector from decency to dishonor with the images of their heroes. Artists sensitively fixed new circumstances, captured the decomposition of those classical values that enlightened Europe had previously treasured. For theoretical comprehension of the problem associated with the perception of European values and meanings, its understanding by early and late Slavophiles is used. An essential place in clarifying the approach associated with European traditions in culture and art in the article is given to F. Dostoevsky's understanding of the problem. The writer's views on this issue have undergone a significant evolution during his lifetime from admiration for them to deep disappointment.

Keywords: art; stages; content and form; Slavophiles; humanity; ideals; values; classics; degradation

Khrenov N. A.

Humanity in the situation of another «world revolution» in the history of media

Abstract. The article discusses the relationship between technology and culture. The subject of research is considered by the author as media such a phenomenon of modern culture. In this case, the primary view of consideration is the historical view. The article consistently names media tools that appeared on a technological basis and managed to become noticeable phenomena in the history of culture. The emphasis is placed on the consistent emergence in the history of technologies that become the basis for the emergence of new artistic communication forms. Each of them at the time of its appearance was updated by the «world revolution,» but at the same time there was no exhaustive understanding of it.

The starting point of media history is the birth of photography in the XIX century. One of the significant aspects discussed is the continuity in the emergence and functioning of new media fiction. The author comes to the conclusion that the theory existing in this area lacks the identification of the general logic in identifying different media means as steps in the formation of a single gestalt. Such a gestalt becomes a technology caused to life by what is today called «virtual reality». The proposed view of consideration leads to a rethink of the media scientific study

The story of virtual reality begins with photography. Real virtual reality is represented by the Internet. But, apparently, the history of virtual reality by these media means is not limited. Perhaps humanity is only at the beginning of such a story. Considering various media means as phases in the history of virtual reality, the author comes to the conclusion that the art criticism approach that still determines the vision of existing media means (photography, cinema, television, etc.) cannot be sufficient. Moreover, it often turned out to be a barrier to understand the experience of each media medium as one of the means of general gestalt. The discovery of a new perspective on understanding the arts that emerged from technology requires a new interpretation of both the languages of these arts and their place in history, understood as the history of virtual reality. This place can be clarified only if each media means is only one of the steps in the history of virtual reality and, accordingly, culture

Keywords: culture; technology; media; «world revolution»; virtual reality; photography; cinema; television; internet; writing; printing; Plato; Huizinga; McLuhan; Barbier; Heidegger; Gutenberg; Sandrar; Manovich

Bogdanova P. B.

Historical and philosophical phenomenon of Baroque

Abstract. The article deals with the philosophy and characteristics of Baroque drama in the European theater. Baroque motifs are the duality of the world, the substitution of masks and names, the loss of human identity, relativism. All this reveals the tragedy of this artistic epoch, which came after the Renaissance and reflected the destruction of the harmonious nature of the world and man. In the Baroque, the world and man are not equal to themselves. The world is an illusion, a dream, which is reflected in the drama of the leading playwright of this era, Pedro Calderon, «Life is a dream». The motives of the doppelgangers, when a woman turns into a man, a change of name, costume is also a metaphor for an elusive world that is not equal to itself. The Baroque is also characterized by the aesthetics of deception, the absence of moral criteria, and the assumption of lies. The Baroque renounces the harmonious Renaissance style. The Baroque is characterized by asymmetry, picturesqueness, the play of antinomies, obscurity of perspective.

The article highlights the common typological features of such authors as Tirso de Molina and Shakespeare. In Shakespeare's comedies and tragedies, there are also motives for changing names, gender, roles, and confusion arising in this regard. In comedies, it's a fun mess that, as a rule, ends well, the characters return to themselves. In tragedies, the substitution of name and essence ends in sacrifice, only in this way harmony is established.

The article presents the features of the structure and construction of the Baroque drama, which is characterized by a shift of the center, the lack of linearity in the development of intrigue, subjectivism in the reflection of reality, the openness of the structure, the action of accidents.

Keywords: relativism; tragedy; name and essence; randomness; lack of center; intrigue; openness

Khodnev A. S.

Culture and cultural essentialism in the context of international regulation, 1920-1930

Abstract. The article analyzes the problem of international regulation of culture and cultural cooperation in the context of cultural essentialism. Knowledge of the essence of cultural phenomena and their influence on various aspects of human activity is an important part of the theory of international relations. The article also explores the phenomenon of «cultural internationalism», which promotes international cooperation through cultural activities beyond national borders. These problems became especially urgent after the creation of the League of Nations a hundred years ago. In 1922, the International Committee for Intellectual Cooperation was formed in the League, and the Institute for Intellectual Cooperation, funded by the French government, appeared in Paris. Both organizations formed in September 1931 an organ of the League called the Organization for Intellectual Cooperation. International cultural and intellectual cooperation was supposed to support the Versailles world order, which would exclude the repetition of a destructive world military conflict. Assessing the achievements of the League, it is not impossible to notice that the successes of the first international organization in the social and humanitarian field, including in the emergence of international regulation of culture, clearly surpass in their results and consequences everything that the League of Nations did in the field of politics. Even though international regulation in the field of cultural cooperation began with modest projects, the League acquired various support organizations in countries and created a new space for international communication around itself. These were intergovernmental and non-governmental organizations. The most famous were the committees, associations and support societies of the League of Nations. As a few examples of international cooperation in the 1920-1930s, the activities of the League of Nations Association in North America are considered. One of the paradoxes of intellectual and cultural regulation has been the history of Italy's involvement in this process. The Italian regime of dictator B. Mussolini tried to pursue its nationalistic and aggressive interests by promoting international institutions under the umbrella of the League of Nations.

Keywords: culture; cultural essentialism; League of Nations; international regulation; intellectual cooperation

Zlotnikova T. S., Svistunova V. A.

Problematics of artistic synthesis in russian and soviet culture (oriental motifs in ballet)

Abstract. The article reveals the features of oriental themes in Russian ballets in terms of the interconnection and interpenetration of artistic, musical and dance forms of art. The meaning and significance of the synthesis of arts in Russian ballets of the first half of the XX century are revealed and substantiated. The history, how oriental motifs in Russian ballet music in the context of the process of formation and design of a ballet theater appeared in Russia, is indicated. It analyzes both the classical musical, including ballet, tradition (P. I. Tchaikovsky, N. A. Rimsky-Korsakov), and the ballet of the composer, whose art dates back to the new time, B. V. Asafiev. Particular attention is paid to the relationship between the musical expressive means used by composers and the color palette chosen by costume designers, in particular N. Roerich and L. Bakst.

It is emphasized that Russian and Soviet culture, in particular the art of Russian ballet, rightly gained fame all over the world. The reason for this is seen not only in the high technical skills of Russian dancers of the early twentieth century and later periods, but, above all, in the spiritualization of images, in the semantic synthesis of plastic (dance and painting) and musical forms, that determines the relevance of this study

The genesis of the synthesis of arts in Russian culture is associated not only with aesthetic, but also with the national-ethnic features of artistic images. Since the formation and design of the ballet theater in Russia began in the era of romanticism, the basis of the plots and, accordingly, ballet libretto were both the author's works of romantic writers (French, German, Italian) and folklore works — fairy tales, legends. Due to the romantic tradition, according to which the action was often transferred to distant, exotic countries, specific or fictional regions and life realities of the East were often present in ballet works. The peculiarities of the embodiment of oriental motifs in the work of Russian musicians and artists are a special and extensive topic that is worth of special understanding.

Keywords: Russian and Soviet culture synthesis of arts; ballet; oriental motifs; suit; plasticity

Dobretsova S. A.

Museumification of the soviet period in the cultural space of provincial museums

Abstract. Understanding the period of the Soviet epoch in the context of the general historical and cultural picture of Russian reality, tending towards objectivity, is the most important task that can be solved by museums. This issue is significant in the province, because of a small scale of the events (political, social and cultural) that took place there. The article discusses the features of museumification of the Soviet cultural era in museum spaces of the province on the example of Kostroma and Vologda. These museums were chosen as the research material as the most representative and closing the gallery of previously considered provincial museums in the central part of Russia — Yaroslavl, Ivanovo, Rybinsk. The research is based on the socio-cultural approach, within the framework of which methods of comparison, generalization, analysis, historical-cultural and hermeneutic methods are in demand.

As a result of the research, conclusions were drawn about the features of the Kostroma and Vologda version of the museumification of the Soviet epoch. In the cultural memory of both cities, there is almost no place for the Soviet epoch: the Soviet culture is shown briefly, almost in quotation; attention is not paid to details. This may be because both regions experienced their heyday in the pre-Soviet period, being one of the richest and most prosperous regions of the country.

It is also noted that the Kostroma version of museumification tends to be more nostalgic, since the emphasis is on everyday things that affect the personal mode of the Soviet cultural era. The Vologda version of museumification gravitates towards an objective perception of the Soviet past as part of the region's history without a pronounced sense of nostalgia, because it contains only documentary evidence belonging to the Soviet culture. It is suggested that the identified features of the museumification of Soviet culture are related to the very specifics of museums: in the first case, a more traditional offline format, in the second case, a more interactive online one.

Keywords: cultural memory; museumification; Soviet culture; provincial museum; nostalgia; cultural code; Museum of the History of the Kostroma Region; Vologda State Historical; Architectural and Art Museum-Reserve

Evallyo V. D.

Split-screen and its effects in Josef Svoboda's scenography and Bill Viola's exhibition

Abstract. This article analyzes the scenography experiments of Josef Svoboda and the exhibition space of «Bill Viola. Journey of the soul» (The Pushkin State Museum of Fine Arts), the aesthetics of which are characterized by manipulating with a split-screen and its effects. The split-screen imply the division in the composition of the canvas of representation (and space) into potentially independent loci, however, the removing of any fragment leads to the destruction of the structure and the loss of the concept embedded in it. The split-screen effect occurs when there is no actual division into pieces, but the structure of the composition creates the illusion of segmentation into parts. The split-screen main characteristic is potential for representing a lot of images and meanings. In theatrical art and original curatorial findings, this visual tool can influence the expansion of the vital potential of the spectacle.

In this study, the focus is directed to the philosophical, and aesthetic interpretation of the split-screen phenomenon. The author introduces the hermeneutic method to the methodological, which allows including the need for implementing split-screen compositions in art as a way of expressing existential and ontological experiences. The use of the dialectical method contributes to the interpretation of the split-screen phenomenon and its effects from the point of view of a closed aesthetic system. Masterfully manipulating with screen surfaces, J. Svoboda expanded the boundaries of the artistic reality, emphasized contrasts and created polyphonic images of characters and spaces, revealing the spiritual essence of being. The multi-layered art environment of the Bill Viola exhibition is characterized by the emerging split-screen effect, which actualizes the immersive potential and has a direct impact on the perception of artist's works and the exhibition environment.

Keywords: split-screen; split-screen effect; Joseph Svoboda; Bill Viola; cinemafication; scenography; exhibition environment; immersiveness