

Formation of the «Russian school abroad» network expert community

Witold A. Yasvin¹, Roman I. Kotov²

¹Doctor of psychological sciences, doctor of pedagogical sciences, professor, head of the inter-faculty department of educational systems and pedagogical technologies, Odintsovo branch of FSAEI HE «Moscow state institute of international relations (university) of the Ministry of foreign affairs of the Russian Federation». 143007, Moscow region, Odintsovo, Novo-Sportivnaya st., 3

²Advisor to the Rector of FSAEI HE «Moscow state institute of international relations (university) of the Ministry of foreign affairs of the Russian Federation». 119454, Moscow, Vernadsky avenue, 76

¹vitalber@yandex.ru, <https://orcid.org/0000-0002-4740-4235>

²rkotov@inno.mgimo.ru, <https://orcid.org/0000-0002-7769-988X>

Abstract. The mechanisms and stages of organizing a network expert professional community of the Russian international school abroad as part of implementing the Priority-2030 strategic academic leadership program are presented. The international expert community is formed for expert advisory support of management activities of heads of Russian international schools.

The technology used within the framework of the Priority-2030 project for forming the expert community «Model of organization of consulting activities of expert communities in the field of development management of educational organizations,» which is certified with Rospatent, was developed and successfully tested on the basis of the federal innovation platform «Formation of regional professional expert communities for humanitarian expertise and pedagogical design of personally developing social and educational environments.»

The technology implementation algorithm includes nine steps (training experts based on the program of additional professional education; formation of the human resources core of expert communities in foreign countries; organization of a network coordination and resource center; formation of a single information field for remote consulting of foreign expert communities; foundation of an international expert council; organization of internships for heads of educational organizations; certification by the international expert council of candidates for the title «Expert Consultant of the Russian International School»; organization of consulting support for the development of Russian international schools by a trained team of expert consultants; organization of expert communities of individual countries and regions to interact).

The preparation and making up of professional expert communities based on modern organizational and consulting technologies is considered as the basis for scientific and methodological support for managing the targeted development of the Russian international school.

Keywords: Russian international school; expert community; network organization; training of experts; expert council; additional education of managers; training of managers; coordination and resource center

Postmodern view on transformation of the phenomenon of learning in modern didactic concepts

Leonid B. Raikhelgauz

Candidate of physical and mathematical sciences, associate professor, department of partial differential equations and probability theory, FSBEI HE «Voronezh state university». 394018, Voronezh, Universitetskaya square, 1

jikol_85@mail.ru, <https://orcid.org/0000-0001-9797-794X>

Abstract. The relevance of the topic of the article is associated with a shortage of classical didactics tools effectively working at the current stage. Traditional, theoretically based, technologically repeatedly proven methods fail to solve the urgent problems in organizing the learning process: cognitive changes in the modern student, generational contradictions in the ethics and normative ethics of educational interaction, reducing the role of the teacher as an intermediary between the child and the world of information, school competition with open educational platforms and Internet resources, the impact of Internet communication on the socialization of the individual, the processes of upbringing and teaching schoolchildren. The purpose of the study, the results of which are presented in this article, is to compare ideas about the organization and content of training formulated in didactic theories and concepts of various years.

The key differences of didactic constructs made in the era of classical, non-classical and post-classical rationality are analyzed. Based on the analysis of postmodern philosophy, the main trends in the modernization and renovation of didactic knowledge are characterized, the predominance of applied research in the field of didactic science is stated without proper comprehension at the theoretical and methodological level. The need to accumulate new didactic decisions in educational practice, their generalization and didactic analysis is justified. As a result of the study, the need to accumulate new didactic solutions in educational practice, their generalization and didactic analysis from the standpoint of postmodern thinking projects, the use of an evidence-based approach to recognize the effectiveness of new approaches to learning is justified.

The scientific novelty of the study is that from the standpoint of postmodern discourse, the provisions of positive pedagogy are justified, a new didactic interpretation of the concept of «academic resiliency» is proposed. The need to reorient the tasks of learning in the digital era from remembering and reproducing to understanding and value acceptance of the educational result is justified. It is concluded that the role of the subject in determining all components of the modern learning process is increased: purposefulness, integrity of the learning process, dialogue, feedback, personal meaning. The article may be of interest to researchers of the problems of modern education, methodologies and organizers of modern educational practices.

Keywords: methodology of pedagogy; didactics; postmodern; positive pedagogy; training; academic resiliency; dialogue of cultures

Transformation of deviant behavior of minors in modern conditions

Irina Yu. Tarkhanova

Doctor of pedagogical sciences, professor of department of social pedagogy and organization of work with youth, director of the institute of pedagogy and psychology, FSBEI HE «Yaroslavl state pedagogical university named after K. D. Ushinsky». 150000, Yaroslavl, Respublikanskaya st., 108/1
tarhanova3000@mail.ru, <https://orcid.org/0000-0002-7166-650X>

Abstract. The article is devoted to the problem of changing the forms and types of deviant behavior of adolescents and minor youth in the era of digital society. The study is based on the methodology of the generational analysis and is an overview of national and foreign publications on the problems of socialization and desocialization of personality in modern conditions. The analysis of publications on the problems of adolescents' deviating behavior ' over the past five years has shown that civilizational dynamics influenced both the causality of deviating behavior of minors and the composition of deviations prevailing in the adolescent environment. So, if in publications of the beginning of the century the predominant cause of teenage deviations is family disadvantage, then in modern publications this factor is far from the first to be discussed.

The article discusses the reasons and prerequisites for the deviant behavior of representatives of the digital generation, the specifics of the formation of reference groups, typical emotional experiences and psychological difficulties of growing up in two worlds — real and virtual. A description and brief description of the most common types of deviant behavior among today's adolescents and young men are given. The article may be of interest to both devianthology scholars and practitioners organizing preventive work in youth environment.

The obtained theoretical results and the conclusions based on them can be the basis for research on the conditions, thoughts, feelings, life experiences identified by adolescents, in response to which pedagogical science can offer relevant preventive products and corrective communications. By basing preventive measures on understanding the generational specifics of socialization, it is possible to make up effective strategies for overcoming the problematic behavior of minors, ensuring a sense of security and mutual responsibility of subjects of social relations.

Keywords: socialization; social pedagogy; deviant behavior; prevention; generational analysis; digitalization

Modular approach to designing individual educational routes for school students

Marina A. Frizen

Candidate of psychological sciences, associate professor, department of theoretical and practical psychology, FSBEI HE «Vitus Bering Kamchatka state university». 683032, Petropavlovsk-Kamchatsky, Pogranichnaya st., 4
frizenm@yandex.ru, <https://orcid.org/0000-0002-7706-6812>

Abstract. The article reveals the key problems in the field of the education system, as well as the challenges of society that place special demands on its functioning, draws attention to the need for an individual-differentiated approach, planning an individual educational route for each student in order to provide each child with equal conditions in obtaining modern and high-quality education, in preparation for independent and productive life. As an effective technology for this, it is proposed to implement a modular approach used not in classical form (common in the practice of higher professional education, aimed at the field of content learning), but in innovative (covers the integral educational process of the school, that is, training and education, creating conditions for productive socialization of students). The article analyzes the development of a modular approach in the educational practice of universities and schools, analyzes the positive aspects of the implementation of this approach, compares the implementation of a modular approach at the university and at school in a number of aspects. Within the framework of the innovative experience of a comprehensive school — the implementation of the regional innovation project «School of Equal Opportunities» — the teaching staff proposed two global modules — («Training» and «Socialization, Social Activity») and their possible content : activity contexts for the implementation of educational needs and opportunities of each student, cultivating subjectivity in them, personal responsibility for the course and results of the educational process. As one of the contexts for implementing the modular approach, a school-wide

project is described that allows solving various educational problems in the productive cooperation of participants in educational relations in the context of training and socialization modules.

Keywords: pedagogical innovations; modular approach; training; socialization; social activity; subjectivity; individual educational route; general school project

Formation of students' financial and economic culture as the problem of the pedagogical theory and practice in the soviet era

Anastasiya N. Tsygankova

Post-graduate student of department of pedagogy and psychology, FSBEI HE «Smolensk state university». 214000, Smolensk, Przhevalsky st., 4
asi3005@yandex.ru, <https://orcid.org/0000-0002-0470-8482>

Abstract. This article substantiates the relevance of the problem of financial and economic literacy and culture of any society. At the same time, it is noted that the level of economic culture directly affects the efficiency of production, the functioning of economic institutions, the development of the economic system, the well-being of an individual and society as a whole.

In addition, it is emphasized that the issues of the formation of financial and economic culture were in line with the traditional interests of Russian pedagogy, and also were and remain an urgent socio-pedagogical task, since it is impossible to form a culture without purposeful upbringing and education.

The purpose of the research in the context of this article is to identify the features of the genesis of economic culture of students in the process of their economic education and education in the pedagogical theory and practice of the Soviet era. Within the framework of the conducted research, approaches to the problem of the formation of financial and economic culture of students in the Soviet period are analyzed.

It is noted that these issues of economic education are widely reflected in the theory and practice of the great Soviet teachers — N. K. Krupskaya, P. P. Blonsky, A. S. Makarenko, V. A. Sukhomlinsky. The formation of economic culture was considered by Soviet teachers from the point of view of combining education with industrial labor. Such training was of practice-oriented nature and was closely related to real life. However, since the 60-70s of the XX century, the ideas of economic education have emerged as an independent direction. And since the 80-s there have been already attempts to completely separate economic education from labor education.

As a result of the analysis, the features of economic education of the younger generation are revealed and the periodization of the stages of formation and development of economic education in the soviet period is presented.

Keywords: financial literacy; economic literacy; financial culture; economic culture; economic education; labor education; soviet education

The spiral of the foundation of the correlation analysis method in teaching mathematics to students of historical profiles

Alla A. Solovyeva

Candidate of pedagogical sciences, associate professor, department of geometry and algebra, FSBEI HE «Yaroslavl state pedagogical university named after K. D. Ushinsky». 150000, Yaroslavl, Respublikanskaya st., 108/1
asolovyeva@yandex.ru, <https://orcid.org/0000-0002-7603-3170>

Abstract. This paper describes an approach to master the method of correlation analysis through a course of Mathematics for students of History specializations. The approach is based on the principle of founding. Considering the unreadiness of humanities students to perceive the content of mathematical educational materials, we propose to model of the basic learning elements in a spiral pattern instead of a linear presentation of the material. The information supply of motivational field to study this basic learning element is revealed; the stages of the spiral of founding and the equipment of each stage based on the integration of mathematical and humanitarian knowledge are developed. We have presented a set of multi-level professionally-oriented tasks the solutions of which facilitate to a holistic perception of the application of the studied method. Students get acquainted with the leading ideas of the application of the studied method in the field of historical knowledge, and at the final stage they themselves apply the method to solve the problems of professional activity. The study of the method of correlation analysis using the spiral of funding is aimed to form a deeper understanding of the content of the method among students of historical profiles; to form skills to analyze the conditions and possibilities of using the method in the processing of historical research data; skills to plan the process of constructing a mathematical model of a specific professionally-oriented task; skills to identify the components of the content of the situation under consideration; to determine the mathematical essence of the components of the content; to choose a correlation coefficient suitable for the conditions of the collected data; to operate sign-symbolic activity in the construction of a mathematical model; to interpret the result under consideration of humanitarian content; to extend the experience of the received solution for the analysis of other similar real situations. The set of tasks described in the article can be useful for teachers of

mathematics in the humanities, teachers of mathematics teaching methods, students studying the possibilities of using mathematical methods to solve professional problems.

Keywords: teaching of mathematics; humanities students; history specializations; spirals of founding; the concept of foundation; profession-focused teaching; spirals of founding; correlation analysis; mathematical methods; professionally-oriented task

Competently oriented practices in the training of philologists: experience of StPSU

Olga V. Vasilieva¹✉, Ekaterina S. Zorina², Yanina V. Myznikova³

¹Candidate of philological sciences, associate professor, FSBEI HE «St. Petersburg state university». 199034, St. Petersburg, Universitetskaya emb., 7-9

²Candidate of philological sciences, associate professor, FSBEI HE «St. Petersburg state university». 199034, St. Petersburg, Universitetskaya emb., 7-9

³Candidate of philological sciences, associate professor, FSBEI HE «St. Petersburg state university». 199034, St. Petersburg, Universitetskaya emb., 7-9

¹o.vasilieva@spbu.ru ✉, <https://orcid.org/0000-0003-0816-2373>

²e.zorina@spbu.ru, <https://orcid.org/0000-0002-5928-9625>

³janinam@mail.ru, <https://orcid.org/0000-0003-1092-8219>

Abstract. The purpose of the paper is to describe traditions and new approaches in practical trainings of the Russian Language Department of St. Petersburg University. The practice-oriented education and the forthcoming 300th Anniversary of St. Petersburg University are the reasons to summarize. The subjects for the description are the following practical trainings: Training Dialectological Practice (organized in field), Teaching Internship (held in the schools) and Training Practice Linguistic Counseling (clinical practical training). Training Dialectological Practice and Teaching Internship with the traditional format are aiming at the functioning in the multicultural professional society, that matches the synergetic approach in education. Thus, the ethnocultural aspect is the main for the Training Dialectological Practice; the educational resiliency and professional communicative competences are of high priority for the Teaching Internship. Training Practice Linguistic Counseling is the clinical practical training, which is to be always social oriented and constantly altered (both structure and content) depending on the labor market. The clinical practical trainings in St. Petersburg University date back to the year of 1998 when the first in Russia Legal Clinic was organized. The clinical format is the leading in St. Petersburg University today, since it provides the opportunity to acquire hands-on experience as a part of the educational process and is directed towards personal social responsibility of the students. The authors conclude that the practical trainings are the activities based on the academic knowledge and altered to the actual moment, which provides students with real clients' requests cases.

Keywords: practical trainings; internship; practice-oriented education; Training Dialectological Practice; Teaching Internship; Training Practice Linguistic Counseling; clinical practical training; case study; professional competencies; social responsibility; 300th Anniversary of St. Petersburg University

Individual path of teaching a foreign language by developing individual language profile

Nataliya N. Kasatkina¹, Lyudmila A. Titova²

¹Candidate of pedagogical sciences, ph. d. (USA), associate professor, director of the institute of foreign languages, FSBEI HE «Yaroslavl state university named after P. G. Demidov». 150000, Yaroslavl, Sovetskaya st., 14

²Candidate of economic sciences, associate professor of department of foreign languages of natural science faculties, FSBEI HE «Yaroslavl state university named after P. G. Demidov». 150000, Yaroslavl, Sovetskaya st., 14

¹ninet75@mail.ru, <https://orcid.org/0000-0002-6757-9622>

²luxe22@yandex.ru, <https://orcid.org/0000-0001-6209-8267>

Abstract. In today's world, the educational environment changes quickly enough and is influenced by many factors, from educational standards to the requirements of modern realities in transforming global space. Developing an individual educational trajectory in teaching foreign languages is an urgent task in the training of a highly qualified specialist, a graduate of the university. The formation of foreign-language communicative competence should take into account the requirements of the FSES HE, professional standards and the latest trends in the system for assessing the level of proficiency in a foreign language, reflected in the latest version of the monograph of the standards of the European system for assessing the level of proficiency in a foreign language CEFR 2020.

Taking into account the above, we summarized descriptors that allow us to assess the level of proficiency in foreign language competence, as well as the basis for determining the key interests of students in a foreign language. Based on the selected descriptors, we compiled a questionnaire that allows us to determine priorities in learning a foreign language. Our survey of students of the Faculty of IT YarSU named after P. G. Demidov made it possible to

create a model reflecting the language profile of a student in the field of information technology. Building an individual educational route, firstly, will increase the motivation of students in mastering a foreign language; secondly, it will create a reasonable basis for the development and refinement of working curricula in the discipline «Foreign Language»; thirdly, it will allow taking into account all the latest changes in the field of teaching foreign languages both in Russia and abroad.

Keywords: individual educational trajectory; student's language profile; foreign language communicative competence; CEFR; survey; foreign language; university

Features of the formation of chinese undergraduate students' skills to work with dictionaries of different types when learning english

Tatiana S. Polunina

Senior lecturer, department of western european languages, Institute of asian and african countries (ISAA), FSBEI HE «Lomonosov Moscow state university». 119991, Moscow, Kolmogorov st., 1
tatiana_polunina@mail.ru, <https://orcid.org/0000-0002-7366-9843>

Abstract. This work is devoted to a detailed explanation of a number of features of the formation of the skills of Chinese undergraduate students of the ISAA with dictionaries of different types in English classes. In this article, the author has set himself the task of gradually and effectively enriching the vocabulary of Chinese students through the competent use of various types of dictionaries. Firstly, after careful research, the author gives a detailed description of the main types of modern English dictionaries that students use in the classroom. Secondly, the author conducted a study among Chinese undergraduate students, the purpose of which was to determine what types of dictionaries they use, both in practical classes and at home, the author determined for what purposes and why they choose certain dictionaries.

As a result of the study, it was revealed that a significant number of students use electronic dictionaries and almost do not use paper media. Several main advantages of electronic dictionaries over paper dictionaries were highlighted: they are universal, dynamic and relevant, have a fairly voluminous dictionary base, and are also very convenient and easy to use. Thirdly, special attention was paid in teaching foreigners to coding systems used by various dictionaries, as well as explaining to students the main components of a dictionary entry (form, meaning, minimal context of word usage, language register); the use of various techniques and exercises. In the article, the author emphasizes the special importance of the ability to use dictionaries of various types as sources of information, terms and concepts that reflect every change in all spheres of society. The ability to work with dictionaries is an important tool for enriching a student's vocabulary and the key to his competent speech.

Keywords: coding system; dictionary entry; vocabulary; vocabulary work; lexical unit; questionnaire question; lexical meaning

Psychological conditions of transformation of teaching methods in the initial period of formation of the national labor school

Anatoly S. Turchin

Doctor of psychological sciences, professor of department of general and applied psychology, FSSBEI HE «St. Petersburg military Order of Zhukov institute of national guard troops of the Russian Federation». 198206, St. Petersburg, L. Pilyutov st., 1
ast55@mail.ru, <https://orcid.org/0000-0001-7973-2017>

Abstract. The article presents the data of historical and psychological analysis of the theory and practice of borrowing foreign pedagogical technology in the twenties of the twentieth century and their fate in the formation of domestic psychodidactics. It is noted that didactic systems should be created on the appropriate domestic psychological and pedagogical basis, since the pedagogical and psychodidactic innovations introduced cannot be mechanically introduced into already existing pedagogical systems.

Attempts to transform the education system using new active methods were not prepared in psychological and didactic-methodical plans. The latter was the main reason for the abolition of «new methods» at the turn of the thirties in the USSR. This experience indicates low prospects for the transfer of pedagogical technology under any plausible pretext, without changing all components of the education system.

Innovations in the education system were not always accompanied by a serious psychological justification, as it was during the transition to two-level educational training in domestic universities in the first decade of the new millennium. The repetition of the same mistakes, namely, attempts to abandon the development of domestic psychological and pedagogical developments and replace them with foreign ones, without significant transformation, indicate the need to turn to psychological theory and practice of similar attempts to reform educational systems without taking into account the mentality of the main subjects of education. The purpose of the article is to determine the system of conditions leading to the rejection of pedagogical experimentation in the education system with the initial positive attitude of teachers towards them. This phenomenon has been repeated

many times in the practice of domestic education, but, as a rule, the didactic system transforms new components or simply rejects them, demonstrating that it has a sufficient number of degrees or levels of protection.

Keywords: teaching methods; pedagogy; prescription approach; project method; testing

Psychological characteristics of women with a maternal inferiority complex

Irina V. Guzhva

Candidate of psychological sciences, associate professor of department of general psychology, FSBEI HE «Smolensk state university». 214000, Smolensk, Przhhevsky st., 4
empatiya84@mail.ru, <https://orcid.org/0000-0003-4223-1520>

Abstract. This article presents the results of a study devoted to the issue of psychological characteristics of women with a maternal inferiority complex.

The wide review of literary sources on the considered problematics is carried out. The features of the phenomenon of motherhood as a social and personal phenomenon which, on the one hand, is an important condition for the child's development and, on the other hand, is a part of a woman's personal sphere including a certain level of her self-awareness development and the result of her personality active choice as a subject are studied.

It is concluded that the maternal inferiority complex is a set of negative tendencies in the formation of the image of herself as a mother, including destructive cognitive attitudes, negative emotional experiences, inadequate reactions in the sphere of mother-child relations.

The study revealed significant trends in the manifestation of the maternal inferiority complex: first, the tendency to evaluate oneself as a mother in a negative or uncertain context, and second, the presence of an unattainable image of an ideal mother.

Along with this, it was found that the presence of guilt is one of the manifestations of the maternal inferiority complex, leading to various destructive behavioral reactions and transgressions, as well as causing another discomforting emotional experience — the state of anxiety.

It was also revealed that women with a maternal inferiority complex are characterized by violations of the relationship with the child, expressed in the educational process, depending on the attitudes and learned patterns of behavior, these violations can be different, but most often there are styles of pandering hyperprotection and increased moral responsibility.

Keywords: parenting; motherhood; inferiority complex; maternal inferiority complex; cognitive attitudes; behaviors; parenting styles

Psychological consequences of COVID-19 in migrants and native population

Sergei V. Mostikov

Candidate of psychological sciences, associate professor, faculty of social psychology, ANO HE «Humanitarian university». 620144, Yekaterinburg, Surikov st., 24a
smostikov@ya.ru, <https://orcid.org/0000-0002-6058-8462>

Abstract. The prevalence of psychological consequences (primarily post-traumatic stress disorder and depression) among people who have had severe COVID-19 can reach 40 %, which significantly affects the quality of life and places a significant social burden on the healthcare system.

The article examines the differences in psychological reactions to the severe course of COVID-19 in two groups: native population of Russia (Russians) and migrants (visitors from post-Soviet republics). The sample consisted of 145 people (73 people are indigenous residents of Yekaterinburg, Russians by nationality and 72 people — migrants from Azerbaijan, Armenia, Kazakhstan, Georgia). The period of residence of migrants in the territory of the Russian Federation is from 1 to 15 years. The age of respondents is from 36 to 62 years. The both groups are aligned by gender and age. All the study participants suffered from COVID-19 in severe form.

The following methods were used: the A. Beck depression scale and the scale for the clinical diagnosis of PTSD. In each group, there is an excess of the average values from the regulatory levels; a comparison of migrant groups with indigenous residents of the Russian Federation revealed a statistically significant more severe condition in the former. The results obtained in terms of the more severe psychological state of migrants can hypothetically be explained by a number of factors: the absence of the usual forms of psycho-emotional support and family environment; low level of social protection of persons who are not citizens of the Russian Federation; value-cultural factors in living difficult life situations.

Keywords: migrants; COVID-19; post-traumatic stress disorder; depression; interethnic differences

The relationship of verbal intelligence and propensity to alexithymia in adolescents

Anzhelika Nikolaevna Kukoba^{1✉}, Denis S. Agafonov²

¹Post-graduate student of department of practical psychology, FSBEI HE «Omsk state pedagogical university». 644099, Omsk, Tukhachevsky emb., 14

²Post-graduate student of department of practical psychology, FSBEI HE «Omsk state pedagogical university». 644099, Omsk, Tukhachevsky emb., 14

¹kukoba.anzhelika@mail.ru✉, <https://orcid.org/0000-0002-3306-7485>

²agafon.d@bk.ru, <https://orcid.org/0000-0001-6264-5099>

Abstract. The article discusses the relationship between two indicators in adolescents: verbal intelligence and a tendency to alexithymia. In the article alexithymia is considered not at the clinical level, but at the level of a person's propensity to this phenomenon. The definitions of verbal intelligence and alexithymia are analyzed, the basic needs of adolescence are considered. The issue of studying the psycho-emotional sphere of a teenager's personality is being updated. The importance of verbal intelligence in adolescents in the formation of the personal sphere is presented, as one of the components of the rational development of the personality, contributing to the reduction of psycho-emotional disorders. The authors emphasize that understanding their own emotional states, the ability to give a verbal interpretation of their psycho-emotional states and a high level of verbal intelligence help a teenager to understand, first of all, in himself, to rationalize his actions. The empirical study was carried out using the following methods: «Toronto alexithymic scale TAS-20: validation of the Russian version» E. G. Starostina, G. D. Taylor, L. K. Quilty; «Amthauer intelligence structure test» (subtests 1-4, reflecting the level of verbal intelligence). The obtained data were subjected to correlation analysis using the rank correlation coefficient r-Spearman for non-parametric samples. It is suggested that a high level of verbal intelligence is positively correlated with the absence of a tendency to alexithymia in adolescents. The obtained correlation coefficient of the two presented ranks indicates the psychological dependence of the two phenomena under consideration and the possible presence of a direct connection between verbal intelligence and a tendency to alexithymia.

Keywords: verbal intelligence; adolescence; alexithymia; psycho-emotional sphere; emotional intelligence; factors; correlation; analysis; research

Problems in optimizing the military personnel's attitude towards money in activity of a military psychologist

Elena V. Mitasova^{1✉}, Ekaterina A. Nekrasova², Anna V. Korbut³

¹Candidate of psychological sciences, associate professor, department of psychology, FSBEI HE «Military university named after Prince Alexander Nevsky». 123001, Moscow, B. Sadovaya st., 14

²Applicant of department of psychology, FSBEI HE «Military university named after Prince Alexander Nevsky». 123001, Moscow, B. Sadovaya st., 14

³Lecturer of department of psychology, FSBEI HE «Military university named after Prince Alexander Nevsky». 123001, Moscow, B. Sadovaya st., 14

¹evmitasova@gmail.com✉, <https://orcid.org/0000-0002-4811-9014>

²kariffa@yandex.ru, <https://orcid.org/0000-0002-0693-9081>

³korbut.anna@rambler.ru, <https://orcid.org/0000-0002-6314-674X>

Abstract. The article presents the results of studying the current situation of providing psychological assistance to servicemen with a problematic attitude to money, the specifics and problems of the activities of military psychologists on optimizing the problematic attitude to money in military personnel. 88 respondents, specialist-psychologists of military units took part in the study. A survey was conducted with them, using a questionnaire method, where psychologists answered the following questions: the presence of a problematic attitude to money among military personnel; appeals / non-appeals for psychological help in the presence of a problematic attitude to money; situations provoking the appearance of a problematic attitude to money; the influence of a problematic attitude to money on various spheres of military life; problems requests for psychological help with a problematic attitude to money; problematic aspects in the activities of a psychologist when working with the topic of attitude to money. The respondents' responses were processed by the method of content analysis.

As a result, it was revealed: the need to take into account the category of military personnel when providing psychological assistance to optimize the attitude to money. The specificity of the problems of various categories determines the selection of methods and targets of psychological influence; in the process of psychological counseling of military personnel, when formulating psychological hypotheses, it is necessary to take into account the conditionality of the occurrence of family, service, financial and other life difficulties, the presence of a problematic attitude to money; — the need to educate all military personnel, both those seeking psychological help and those who do not apply, about the possibilities of a psychologist to solve issues of optimizing the problematic attitude to money, manifested in financial difficulties and accounts payable. The research presented in the article leads us to the understanding of the need for further theoretical study and development of practice-oriented tools for work

Keywords: psychological assistance; economic psychology; financial behavior; activity of a psychologist; optimization of attitude to money in military personnel

Structural organization of language competence

Anatoly V. Karpov^{1✉}, Dmitry N. Chernov²

¹Doctor of psychological sciences, professor, corresponding member of RAE, dean of faculty of psychology, head of department of labor psychology and organizational psychology, FSBEI HE «Yaroslavl state university named after P. G. Demidov». 150003, Yaroslavl, Sovetskaya st., 14

²Candidate of psychological sciences, associate professor, department of general psychology and development psychology, FSAEI HE «Russian national research medical university named after N. I. Pirogov». 117997, Moscow, Ostrovityanov st., 1

¹anvikar56@yandex.ru ✉, <https://orcid.org/0000-0003-4547-2848>

²chernov_dima@mail.ru, <https://orcid.org/0000-0001-5404-5325>

Abstract. The article presents the main results of the theoretical and methodological analysis of the structure of language competence as a psychological and pedagogical phenomenon from the perspective of a metasystem approach. It is suggested that language competence belongs to the type of epistemological systems with a built-in metasystem level, which means that the methodology of system approach in its most modern metasystem version is an adequate means of its structural analysis. The purpose of the study is to determine the content of the structural levels of language competence, and especially its metasystem level. The historical-theoretical analysis of the emergence and transformation of ideas about language competence allowed us to define that the ontological systems «activity», «society» and «personality» are subject to regular inclusion in the meta-system level of language competence. They are embedded in the metasystem level of language competence in the form of language ability. The definite identification of the multifaceted language ability in the activity takes place in the form of a hierarchically ordered set of language knowledge, skills and certain abilities that represent the subsystem, component and element level of language competence, respectively. In turn, a set of methods of operating with language knowledge, different in degree of conscious regulation, as well as language skills that arise and form during the solution of practical tasks by the subject, forms a system-wide level of the structure of language competence. The proposed approach to the consideration of the structure of language competence sets the conceptual foundations for identifying its functional, genetic and integrative mechanisms, and also allows methodologically justified clarify the goals and purposes of psychological and pedagogical activities in the field of language teaching.

Keywords: metasystem approach; sense of language; language; language intuition; language competence; language reflection; language ability

Satisfaction with education as a psychological and pedagogical problem

Elena N. Korneeva^{1✉}, Svetlana V. Shvetsova²

¹Candidate of psychological sciences, associate professor of department of general and social psychology, FSBEI HE «Yaroslavl state pedagogical university named after K. D. Ushinsky». 150000, Yaroslavl, Respublikanskaya st., 108/1

²Candidate of psychological sciences, associate professor, department of social and political psychology, FSBEI HE «Yaroslavl state university named after P. G. Demidov». 150003, Yaroslavl, Sovetskaya st., 14

¹e.korneeva.korneeva@yandex.ru ✉, <https://orcid.org/0000-0001-5682-5552>

²svshvec@yandex.ru, <https://orcid.org/0000-0002-5419-1784>

Abstract. The relevance of the study is determined by the variability of satisfaction and its variability in connection with the reform and digitalization of educational institutions. Its purpose was to identify psychological factors of satisfaction with education among students of grades 8-11. The material was the data of the Internet survey of satisfaction with education of 35097 students of grades 8-11 of the Yaroslavl region in 2021, conducted by TSOIKKO YaR. The satisfaction with education itself is interpreted as a result of the discrepancy between the actual needs of participants in the educational process, expressed in the request, and the content, as well as the conditions for the implementation of educational interaction. This implies the technology of measuring satisfaction as a subjective assessment of this discrepancy.

According to the study, the ability to use a variety of information resources; the organization and maintenance of polite, friendly relations between students belong to the category of highly satisfied; good attitude towards students from teachers and school administration and others. The category of low satisfied, respectively, is presented by the possibility of obtaining high-quality knowledge, skills and abilities on the basis of the school in the subjects studied (disciplines); consideration of the interests and characteristics of each student; assistance in choosing a future profession, etc.

The phenomenon of connection and influence of the growth of satisfaction of some students' requests on the increase of dissatisfaction of others, is defined and designated as the «swing phenomenon». Through the factor analysis, the factors of «self-realization», «communication» and «knowledge» that make the greatest contribution to the total satisfaction with the education of students in grades 8-11, generally corresponding to the actual needs of the overwhelming number of respondents, were identified. The identified components and psychological factors of satisfaction made it possible to outline possible ways to solve this problem, taking into account the phenomenon of «swings» and the urgent need for life and professional self-determination for high school students.

Keywords: satisfaction with education; measurement and evaluation of satisfaction; satisfaction components; satisfaction factors; psychological reasons for a decrease in satisfaction

Relationship between emotional stability and professional activity of a teacher

Boris Yu. Berzin¹✉, Aleksei V. Maltsev², Denis V. Shkurin³, Platon S. Perfilyev⁴

¹Doctor of philosophical sciences, professor, department of general and social psychology, FSAEI HE «Ural federal university named after First President of Russia B. N. Yeltsin». 620002, Sverdlovsk region, Yekaterinburg, Mir st., 19

²Candidate of biological sciences, associate professor, department of general and social psychology, FSAEI HE «Ural federal university named after First President of Russia B. N. Yeltsin». 620002, Sverdlovsk region, Yekaterinburg, Mir st., 19

³Candidate of sociological sciences, associate professor of department of applied sociology, FSAEI HE «Ural federal university named after First President of Russia B. N. Yeltsin». 620002, Sverdlovsk region, Yekaterinburg, Mir st., 19

⁴Master's degree student, FSAEI HE «Ural federal university named after First President of Russia B. N. Yeltsin». 620002, Sverdlovsk region, Yekaterinburg, Mir st., 19

¹berzinb@yandex.ru ✉, <https://orcid.org/0000-0002-5500-9454>

²A.V.Maltsev@urfu.ru, <https://orcid.org/0000-0001-8097-7863>

³kafedra_ps_urfu@mail.ru, <https://orcid.org/0000-0003-2367-4617>

⁴platon2708@yandex.ru, <https://orcid.org/0000-0003-4868-3499>

Abstract. The well-being of a modern teacher is largely determined by his personal qualities, which ultimately determine the success of his work and the achievement of the main goal — the education and upbringing of the younger generation. The article considers the result of a survey of 412 teachers from secondary schools in the Novouralsk urban district of the Sverdlovsk region. The use of the methodology for assessing personality traits «Big Five» revealed that teachers are largely expressed such personality traits as: extraversion, friendliness, conscientiousness, openness to new experience. All these features are important for the successful professional activity of a teacher. However, it turned out that almost a third of teachers have signs of emotional instability. Therefore, the purpose of the study was to establish a connection between emotional stability and attitudes towards the profession, as well as ongoing reforms in the field of education. Comparison of groups with varying degrees of severity on the scale of emotional stability showed significant differences both in relation to the profession and professional activity, and in certain issues of attitude to the reforms of the education system. Teachers with less pronounced emotional stability like the profession less, among them there are more of those who are ready to change jobs, choosing a quieter one. Most educators with less emotional stability do not want their children to work as teachers, refresher courses seem like a waste of time to them, and more than half of them said that they were not interested in life at all. It is assumed that emotional instability may be one of the factors of professional burnout of teachers.

Keywords: teachers; personality traits; emotional stability; attitude to the profession; professional activity

The relationship of social intelligence and value-motivational orientations in adolescence

Dariya A. Solodneva¹✉, Pavel A. Pobokin², Aleksandr A. Karpov³

¹Senior lecturer, department of clinical psychology, FSBEI HE «Smolensk state medical university». 214019, Smolensk, Krupskaya st., 28

²Candidate of psychological sciences, associate professor of department of general psychology, FSBEI HE «Smolensk state university». 214000, Smolensk, Przhhevskogo st., 4

³Doctor of psychological sciences, professor, department of labor psychology and organizational psychology, FSBEI HE «Yaroslavl state university named after P. G. Demidov». 150003, Yaroslavl, Sovetskaya st., 14

¹darya210895@mail.ru ✉, <https://orcid.org/0000-0002-6158-7496>

²p.pobokin@yandex.ru, <https://orcid.org/0000-0002-7814-0463>

³karpov.sander2016@yandex.ru, <https://orcid.org/0000-0002-6432-8246>

Abstract. The results of a study devoted to the study of the relationship between social intelligence and value-motivational orientations as an important element of successful interaction of students with teachers and classmates are presented. The features of social intelligence and value-motivational orientations as directions of self-realization of the individual by structuring goal-values in adolescence are revealed. The correlation between terminal, instrumental values and social intelligence among students of the Faculty of Medicine was revealed. It is shown that students whose values are dominated by «Education» have a high and above average level of development of the ability to anticipate the consequences of behavior based on the available information.

It is established that students who have an important place among the values of orientation to «Active activity life» do not have a pronounced ability to understand the intentions, feelings and emotional states of a person by verbal and non-verbal manifestations. Such a value as «Breadth of views» is expressed in students who have the ability to understand the intentions, feelings and emotional states of a person by verbal and non-verbal manifestations. «Cheerfulness» and «Pleasure» are combined with a low level of ability to anticipate the consequences of behavior. The majority of respondents have mainly an average level of social intelligence development. The students demonstrated mainly medium and low levels of empathy. The significance of the correlation coefficient between terminal, instrumental values and social intelligence of students was determined using appropriate mathematical and statistical procedures. The results of the study can have further practical application in pedagogical and social psychology, and may also be necessary when developing specific recommendations for practical psychologists and teachers.

Keywords: educational activity; social intelligence; value-motivational orientations; correlation dependence; youth age; teacher; university

«Solitary» by Vasily Rozanov, or Life as it's NOT

Irina A. Edoshina

Candidate of philological sciences, doctor of culturology, professor of the department of history, FSBEI HE «Kostroma state university». 156005, Kostroma, Dzerzhinsky st., 17
tettixgreek@yandex.ru, <https://orcid.org/0000-0002-1046-0719>

Abstract. The problem field of the article is a question of degree of biographical character of one of the most famous texts by V. V. Rozanov called «Solitary». To solve this issue, the author uses historical, cultural, biographical, analytical methods with a general hermeneutical approach.

The author of the article reconstructs in detail the history of the publication of «Solitary», the drama of which is largely determined by the unusual content of the text. Special attention is paid to the nature of this unusualness associated with the frankness of the author's confessions. Further, based on the analysis of fragments from «Solitary», the author of the article tries to find out where and how, with the help of what artistic means, Rozanov distinguishes between events from his own life with the way they are presented in the text. There is an abundant use of punctography, which visual nature allows one to immediately separate, for example, Rozanov (a person) from «Rozanov» or Rozanov (as heroes), an essay from a «composition» or (short composition). In addition, the author of the article compares the written text with events from the real life of Rozanov, notes their factual discrepancy with an external apparent similarity.

Attention is drawn to the specifics of the literary text and for the first time its typological characteristics are proposed: parabolic and almost biographical. Each of these types of texts is described on the basis of analytical procedures. As a result, it is argued that the text-forming beginning in «Solitary» is a personified attitude towards oneself and towards life, which is reflected in the specifics of artistic means that are adequate to the author's self-consciousness, but not his biography.

Keywords: problem field; text; punctography; biography; self-consciousness; typology; personification

Genesis of institutions: an institution-building project for russian avant-garde artists

Lev A. Zaks¹, Nataliya A. Strizhkova²

¹Doctor of philosophical sciences, professor, rector of ANO HE «Humanitarian university»; professor, department of history of philosophy, philosophical anthropology, aesthetics and theory of culture, FSAEI HE «Ural federal university named after First President of Russia B. N. Yeltsin». 620049, Yekaterinburg, Studencheskaya st., 19

²Head of department of scientific and publishing projects, FSBIC «All-Russian museum of decorative, applied and folk art». 127473, Moscow, Delegatskaya st., 3

¹rector@guniver.ru, <https://orcid.org/0000-0003-1219-3404>

²n_alex_st@mail.ru, <https://orcid.org/0000-0002-4302-7225>

Abstract. The article attempts to conceptualize an insufficiently studied problem of the birth of new institutions. The authors forward a theoretical (logical) structure of factors and the process of institutions genesis issuing from

the premise that the birth of institutions is a form of human creativity subject to its general laws. The paper singles out fundamental sociocultural prerequisites of the institution-building creativity: a crisis of old institutions and the birth of new realities requiring adequate organizational forms. The authors present necessary conditions and chains of the institution-building creativity: 1. Subjects — initiators of new institutions; 2. The existence of a creative team with a program to establish such an institution; 3. State support; 4. The perceived need (by ideology and social psychology) for institutional modernization; 5. The value-and-worldview-based vision of new institutions; 6. The concept of goals, values, functions, and the structure of future institutions; 7. A complete (specific) project of a new institution; 8. The implementation of the project: the creation and functioning of a new institution. This theoretical matrix becomes a way to comprehend the impressive historical process of institutional modernization of Russian artistic culture in the first decade of Soviet power, carried out with the decisive participation of avant-garde artists. The authors demonstrate the ideological and organizational role of the young Soviet state in initiating and implementing large-scale artistic-and-institution-building creativity and content-associated foundations of the alliance of authorities and avant-garde artists. The paper indicates the ideological prerequisites for the conscious participation of major avant-gardists in the construction of a new artistic culture and the institutional conditions for such construction (Narkompros -the People's Commissariat of Education — and its structures). The authors also identify and reflect on basic innovative principles and essential components of the avant-gardists modernization institutional program. They show the real systemic nature and scale of practical realization of the project. This project crowned the creation of a new artistic culture as an institutional system that included institutions (museum-laboratories, art universities, research institutes, art studios and art industry enterprises) operating on the principles of artistic and scholarly innovation, democratization, decentralization and conscious social responsibility.

Keywords: institutions; artistic culture; institution-building creativity; subjects of institution-building creativity; Russian avant-garde artists; the alliance of Soviet powers and avant-garde artists; Narkompros and its structures; institutional modernization of institution-building creativity; institutional program of avant-gardists; new artistic institutions

From the principle of «organ projection» in the research of media to the externation of the spirit in the form of virtual reality

Nikolai A. Khrenov

Doctor of philosophical sciences, professor, chief researcher at the State institute of art studies. 125009, Moscow, Kozitsky lane, 5
nihrenov@mail.ru, <https://orcid.org/0000-0002-6890-7894>

Abstract. The article is devoted to the formation of the virtual sphere of culture, which has become widespread in recent centuries and, in particular, in the 20th and the first decades of the 21st century. The unprecedented intrusion of technology at this time leads to the need to comprehend this process from the perspective of virtualization. According to the author, the primary task is to understand the nature and possibilities of virtualization, and also, which is becoming very relevant today, to understand how this process fits into the existing culture. Until some time, the humanities were not ready to discuss this topical issue. Today this is becoming an urgent task. Such is the question. What conclusions does the author of the article come to, proving the relevance of the issues under discussion? The most significant conclusions made in the article are related, firstly, to the presentation of different forms of media, made possible on the basis of technology, as successive steps in the process of spreading and establishing the phenomenon of virtualization. Today, these problems cannot be considered using only art criticism, only sociological or only aesthetic approaches, taken separately. The new phenomenon lends itself only to a universal cultural analysis, the components of which are other approaches as particular ones. As for the specific types of media that have emerged since the 19th century, in particular, with the advent of photography, then, according to the author, they should be considered as sequentially emerging forms of the same system, namely, virtual reality. Highly appreciating the concept of organoprojection by P. Florensky and considering the concept of McLuen undertaken in this vein, the author in this article proposes to use a historical approach and return to the idea expressed back in the 18th century by Hegel, and then Plato, who anticipated the idea of Hegel. From the author's point of view, various forms of media as stages in the history of virtualization can be comprehended by adhering to an ontological approach. To this end, the author reproduces the concept of Plato, in whose philosophy reality is split into sensual and eidetic. The author comes to the final conclusion: the Platonic tradition, which is characterized by an underestimation of sensory reality, is losing its former high status in the forms of emerging virtual reality. Starting with photography, virtual forms are more and more a way of expressing sensual reality, and eidetic reality, without disappearing, is concentrated either in traditional arts or in the cultural unconscious. On this basis, in the theory of cinema, a high status of fixation of physical reality or the principle of documentary arises. It is this circumstance that can illustrate the idea of M. Heidegger associated with the identification of time with being, which indicates a significant turn in the history of culture. This conclusion explains the thesis of J. Deleuze, stated by him

in his monograph on cinema, that modern forms of media (photography, cinema, television, the Internet) are nothing but the mummification of time.

Keywords: virtual reality; organ projection; E. Kapp; P. Florensky; M. McLuhan; objectification; alienation; Hegel; phenomenology of Spirit; Plato; cave myth; eidós; simulacrum; S. Sontag; R. Krauss; J. Deleuze

Pomor village Varzuga: architectural, historical and cultural features

Anna B. Permilovskaya^{1✉}, **Aleksandra V. Vasina**²

¹Doctor of culturology, chief researcher, head of scientific center of traditional culture and museum practices, FSBIS «Federal research center for the integrated study of the Arctic named after academician N. P. Laverov», the Ural branch of the Russian academy of sciences. 163020, Arkhangelsk, Nikolsky ave., 20

²Junior researcher at the scientific center for traditional culture and museum practices, FSBIS «Federal research center for the integrated study of the Arctic named after academician N. P. Laverov», the Ural branch of the Russian academy of sciences. 163020, Arkhangelsk, Nikolsky ave., 20

¹annaperm@fciaarctic.ru✉, <https://orcid.org/0000-0002-3221-7197>

²vasina@fciaarctic.ru, <https://orcid.org/0000-0003-4162-3733>

Abstract. The Tersky coast of the White Sea has long been of particular scientific interest to scientists, being one of the most important places for the origin and development of the Pomor culture in the Russian (European) North. This is evidenced by the time of the creation of the first settlements here and the mention in archival and historical sources. Varzuga is an ancient settlement of the Tersky coast of the White Sea. It was first mentioned in written sources in 1419. The very emergence of Varzuga is directly related to sea fishing (salmon fishing mostly), this determined its further development. An important role here was also played by the extraction of river pearls, hunting. In the middle of the XV century the citizens of Novgorod appeared in Varzuga, with whom the Russian settlement of these places is connected. Varzuga has an advantageous location, where the natural landscape is successfully used: it is remote from the sea behind the impenetrable rapids of the Varzuga River, which undoubtedly helped to protect it from attacks by the Swedes, Norwegians and Finns, who often ravaged the Pomor settlements during this period. Varzuga is a unique historical settlement on the Tersky coast of the White Sea, where a temple complex has been preserved: four wooden churches and a bell tower (XVI-XX centuries), erected on two banks of the river. The article discusses the results of a scientific expedition in 2022 and materials from the State Archives of the Murmansk Region. The analysis of the state of religious architecture of Varzuga is carried out, the current problem of preservation and protection of monuments of wooden architecture is raised.

Keywords: Varzuga; Tersky coast; White Sea; Pomors; Pomor culture; religious monuments; wooden architecture

Cultural meanings of old russian traditions in the iconostases of N. I. Istseleynov

Tatiana V. Yurieva

Doctor of culturology, professor of department of journalism and publishing, FSBEI HE «Yaroslavl state pedagogical university named after K. D. Ushinsky». 150000, Yaroslavl, Respublikanskaya st., 108/1. E-mail: icona-yar@mail.ru

icona-yar@mail.ru, <https://orcid.org/0000-0002-1874-5487>

Abstract. The article made an analytical review of the iconostasis work of the architect and artist, researcher of ancient Russian art, long-term chairman of the Icon Society in Paris Nikolai Ivanovich Istseleynov. The author notes his exceptional role in understanding Russian Orthodox art, in particular the Russian Orthodox iconostasis. Through the analysis of the iconostases created by N. I. Istseleynov, the author of the article presents the unique experience of inheritance and mastering the traditions of Russian Orthodox art that has developed in Russian Abroad.

First of all, the article gives a description of the views of N. I. Istseleynov on the Russian Orthodox iconostasis. It is noted that the theological essence of the phenomenon is important to him. In addition, he perceived the iconostasis whole — as a single picturesque image, which corresponds to the Russian iconostasis tradition of the XV-XVI centuries.

The article chronologically presents all the main iconostasis works created by N. I. Istseleynov: iconostasis of the Church of the Sign of the Mother of God, iconostasis for the Russian Catholic Church of the Byzantine Rite in honor of the Holy Trinity, iconostasis for the church in the name of the icon «Joy of all who Sorrow» in Paris and the iconostasis for the church of Montbeliard Castle in Belfort (France), two iconostases for the upper and lower churches of the Orthodox Church of St. George at the Russian boarding school of St. George in Medon, the iconostasis of the Church of Alexander Nevsky and Seraphim of Sarov in Liege, the iconostasis of the church-monument of St. Job the Long-Suffering, dedicated to the martyr king Nicholas II (Belgium), etc.

The whole range of possible sources was attracted and analyzed: the existing iconostases in their current state, archival materials, drawings, projects of N. I. Istseleynov, old archival photographs, as well as records of the

architect himself. On their basis, it was concluded about a special author's handwriting that characterizes this side of his diverse activity.

Keywords: icon; iconography of the twentieth century; Orthodox iconostasis; Church art; Russian Abroad; N. I. Istseleynov

The phenomenon of author's spoilage to historical and cultural heritage monuments

Alla A. Smirnova¹, Ivan V. Leonov², Igor V. Kirillov³

¹Doctor of historical sciences, professor, vice-rector for academic and educational work, head of the department of theory and history of culture, FSBEI HE «St. Petersburg state institute of culture». 191186, Saint Petersburg, Dvortsovaya emb., 2-4

²Doctor of culturology, associate professor, department of theory and history of culture, FSBEI HE «St. Petersburg state institute of culture». 191186, Saint Petersburg, Dvortsovaya emb., 2-4

³Graduate student of the department of theory and history of culture, FSBEI HE «St. Petersburg state institute of culture». 191186, Saint Petersburg, Dvortsovaya emb., 2-4

¹allasmir@mail.ru, <https://orcid.org/0000-0002-6739-2489>

²ivaleon@mail.ru, <https://orcid.org/0000-0003-0026-3807>

³os84@yandex.ru, <https://orcid.org/0000-0003-3401-1798>

Abstract. The article is devoted to the study of the phenomenon of authorial spoilage — situations when authors destroy, significantly damage or «sentence» their works to destruction. The paradoxical nature of the phenomenon under study is noted, its ability to «enhance» the biographies of historical and cultural heritage monuments and significantly influence their perception by the public. Certain examples show the stability of this phenomenon in the history of world culture. Among the well-known cases of the author's damage are mentioned the burning by N. V. Gogol of the second volume of the novel «Dead Souls»; the destruction by A. S. Pushkin of one of the chapters of the novel «Evgeny Onegin», as well as other examples associated with the names of Sandro Botticelli, Michelangelo, P. Cezanne, M. E. Vrubel, K. A. Somov, P. I. Tchaikovsky, N. A. Nekrasov and others. The episodes when the authors «sentenced» their works to destruction but the sentence was not executed for one reason or another, are being analyzed. The dual positions in the interpretation of the phenomenon of the author's damage are considered, expressed in its categorical rejection or in recognition of the author's right to destroy his own works. The influence of historical and contextual circumstances on the phenomenon under study is recorded. The author reveals the features of the author's corruption in various types and genres of creativity, as well as other circumstances that determine the specifics of the implementation and interpretation of this phenomenon. Attention is paid to situations of authorial damage, designed primarily to shock the public, representing acts of modern actionism. It is also indicated that within the framework of modern art, the author's damage to a work can paradoxically be part of the creation process; this manifestation of the author's damage is revealed by the example of the creation of paintings by the artist J. Miro.

Keywords: author's spoilage; creative act; cultural heritage; artifact; monument; provenance

Soviet discourse in the socio-cultural space of a historical city (on the example of the city of Yaroslavl)

Mariya V. Aleksandrova

Candidate of historical sciences, associate professor of the department of culturology, FSBEI HE «Yaroslavl state pedagogical university named after K. D. Ushinsky». 150000, Yaroslavl, Respublikanskaya st., 108/1
mshelih@mail.ru, <https://orcid.org/0000-0002-4709-5663>

Abstract. The article is devoted to the specifics of the transformation of the socio-cultural space of the historical city of the Russian province in the Soviet period and the study of aspects of the inclusion of Soviet discourse in the system of cultural codes of the modern urban environment. The development processes of the urban socio-cultural space are considered on the representative example of Yaroslavl, which is classified as a historical city, and is conditioned by aspects of the city's positioning at the present stage. The article analyzes the historical, cultural and ideological context of the change in the visual dominants and toponymy of the historical city in the Soviet period, identifies aspects of the development of urban planning, attitudes towards the preservation of the historical and cultural heritage of previous eras, changes in the architectural environment and the appearance of the city, the emergence of new concepts and symbols of its sociocultural space. Strategies and practices for transforming the urban environment are analyzed on the basis of Soviet urban planning programs and general plans of provincial cities (Yaroslavl, Tver, Ryazan), Soviet periodicals, journalism, diaries of citizens, resolutions on renaming urban objects. The article reveals the specifics of the development of the toponymy of the historical city in the Soviet period, aspects of unification and inclusion of the local historical and cultural context in the process of renaming urban objects, analyzes the phenomena and personalities that are in demand in Soviet toponymy, the problems of the loss of ideological connotations and the existence of Soviet urbanonyms in the modern historical city at official and

informal levels. On the example of Yaroslavl, the modern context of positioning and actualization of the Soviet cultural heritage in the urban environment is analyzed.

Keywords: Soviet period; historical city; Yaroslavl; sociocultural space; province; toponym; cultural heritage

Foolishness as an old russian performance

Aleksandrina I. Shakleeva

Post-graduate student, ANO HE «Humanitarian university». 620049, Yekaterinburg, Studencheskaya st., 19; head of the Youth theater center «Cosmos». 625023, Tyumen, Respublika st., 165A
sashakleeva@list.ru, <https://orcid.org/0000-0002-2517-327X>

Abstract. The article reveals the connection of the phenomenon of the foolishness of Christ for the sake of performing arts. Both holy foolishness and performance emerge in the most traumatic periods of history, when the political aspect begins to crowd out all other spheres of life. As civilization develops, foolishness is alienated from religious content, becoming a secular form of behavior, which is characterized by the study of bodily and mental capabilities, the living of extreme experience of consciousness. The representation of foolishness in culture begins at the end of the 19th century: we find signs of foolishness in literature, music and artistic practices, but performing arts, in particular actionism, are closest to foolishness. We consider performative practices through the prism of comparison with foolishness, dwelling in detail on certain common typological features: entertainment and acting well-being, the need for an audience, experimental life-creation, and oppositional character. Based on the thesis of A. Panchenko about the theatrical nature of the behavior of the holy fool, we compare two ways of stage existence — acting (interpretative) and performative (Self-presence), coming to the conclusion that the holy fool is more of an ancient Russian performer than an actor. We conclude that both foolishness and performative practices can be considered as the most effective agents of social change, capable of becoming broadcasters of the voice of the people. We also see the prospect of further in-depth study of the topic: the body as the main political agent in performances and foolishness; active and passive positions of the viewer; living collective trauma through foolishness and performance. We also see an opportunity to conduct a comparative analysis and compare the phenomenon of foolishness with the Russian avant-garde of the early 20th century, and European avant-garde trends — the art of Dadaists, Futurists and Situanists.

Keywords: culture; foolishness; performance; contemporary art; power; politics; art