

Danilova L. N.

K. D. Ushinsky and formation of comparative education in Russia

Abstract. In March 2023, the 200th anniversary of outstanding Russian educator Konstantin D. Ushinsky will be celebrated. In Russian science he is famous as the founder of Russian scientific pedagogy, the author of pedagogical anthropology, propagandist of ideas of authentic Russian education and pedagogical education, popularizer of elementary education in primary school and women's education. Ushinsky's many-sided talent allowed him to manifest himself as: an educational philosopher while studying foundations of national education; an educational theorist in development of his own pedagogical system and scientific foundations of national pedagogy; an educational psychologist in psychological justification of teaching; an educational historian in deep analyzing the pedagogical heritage of past teachers and systematizing their ideas; a specialist in didactics who revised the existing teaching practice; a specialist in methods who wrote own elementary school textbooks. One of such talents has been reflected in comparative education. The article deals with K. D. Ushinsky's contribution in this field, and the purpose of the article is to determine the role of Ushinsky in formation of Russian comparative education. Based on the setting that its establishment in Russia was, as in Europe, in the XIX century, the analysis of pedagogical literature for the period from the beginning of the XIX century till the 1870-s has been conducted and a wide scientific interest in the Russian society in the issues of education in various European countries has been determined, the most prominent representatives of this field, including K. D. Ushinsky, have been identified. The analysis of their works in the field of comparative education allowed us to conclude about the decisive contribution of the famous educator to formation of comparative education in Russia and specify it.

Ключевые слова: Ushinsky; comparative education; history of education; history of pedagogy; Vodovozov; Modzalevsky

Bekish O. S. , Slepko Yu.N.

Local history as a factor of complex solution of the problems on modern education content

Abstract. The article discusses the use of local history material in organization of educational activities at different levels of general, additional, professional education. It is argued that the educational potential of local history material allows it to be used for solving a significant number of issues and problems on organizing the content of educational activities at school, in additional education, and in the professional training of a future teacher. Based on the analysis of modern studies of the use of local history material in educational activities, the types of tasks solved with its help are distinguished: local history acts as a means of integrating the educational material of various school subjects; is a means of implementing museum, excursion, tourist activities; acts as a factor in organizing the content of education in preschool institutions, in primary, main and secondary schools, in higher educational institutions. In addition, local history material is an important didactic tool for developing the creative abilities of students, their education, the formation of patriotic feelings in relation to their small homeland, etc., an extremely high degree of demand for local history material in solving educational problems, on the other hand, the problem of preparing a future teacher for its use at school is poorly developed. It is argued that at the present stage of development of higher pedagogical education, it is required to develop special programs for teaching local history for future primary school teachers. An important educational means of implementing this idea is the inclusion of local history material in various forms of classroom and extracurricular work of students.

Keywords: local history; education; content of education; integration; teacher; professional training

Gromov B. Yu.

Conceptual metaphor of the concept of «competence» in the theory of education

Abstract. The object of the research is the concept of competence in the Russian theory of education. The article notes a number of ongoing difficulties and contradictions that arise in the development of a competency-based approach in the theory of education. The article made an assumption about the possible incommensurability of the scientific languages of Russian and English-language theory of education, which can be explained by the lack of lexical and semantic equivalents for the term «competence». The purpose of the article is to describe and reconstruct the complex semiotic and semantic structure of the concept of «competence» that has developed in the Russian theory of education and the philosophy of education. The theoretical sample of the study consists of sixty-two articles with the highest citation indices according to the RSCI data from 2004 to 2019. The study was conducted using scientometric tools, methods of semantic metaphorical analysis. The methodology of the theory of conceptual metaphor is complemented by the methods of philosophical hermeneutics and phenomenology in order to adapt the developments of cognitive linguistics to the philosophy of education. The paper reconstructs the main metaphorical

strategies for the conceptual representation of the semiosis of the concept of «competence» characteristic of the most cited Russian-language theories in the study of the competence-based approach. The study is an empirical qualitative study of the sociology of knowledge, the findings of the study can be used in the development of the national philosophy of education.

Keywords: scientometrics; sociology of knowledge; philosophy of education; conceptual metaphor; competence; competency model; learning theory

Sosnovskaya E. M.

Directions for improving the achievement contests format and content in order to cultivate high-school students' competitiveness

Abstract. Competitive events, held during the period of school education are an important component of learning and upbringing. The attraction of high school students to game-like and competitive forms of interaction makes the goal of enhancing the form and content of the competitive contests actual.

This study is aimed at developing the directions for achievement contests to improve, in order for them to fit the modern society's competitive standards, and to increase the attractiveness of such contests for their probable participants.

The following goals were achieved in this study: the classification of contests, in terms of their pedagogical aims and forms of holding, was developed; different types of contests were analyzed, in terms of their possibilities for forming the personal competitiveness; the contests flaws, in terms of forming the competitiveness were found; conceptual directions and practical suggestions, considering the form and content of contests, which are being implemented with the use of popular pedagogical practices, were developed.

Theoretical analysis, monitoring of students' participation in contests and author's personal working practice as a school teacher with the experience of preparing the high school students for different types of contests, allowed to formulate the main directions for achieving contests enhancement. The main principles, on the basis of which certain practical suggestions were developed, are: bringing the form and content of competitions closer to the competitive realities of life and increasing the attractiveness of the process and the result of competitions for participants.

Suggestions, made in this research, can be implemented into the organizational process of high school students' competitive events. The expected results of implementing these suggestions are: competence increase, advancement in participants' level of focus and flexibility and more effective formation of the personal competitiveness.

Keywords: competitiveness; achievement contests; creative work contests; subject olympiads; pedagogical technology; high school students; personality

Pozdeeva S. I.

On the problem of highlighting meta-teaching in the professional teacher training: the relation of didactics, meta-teaching and teaching methods

Abstract. The research paper deals with the problem of establishing a relation between standard didactic knowledge and applied methodical knowledge in terms of teaching academic disciplines at school by establishing meta-teaching as an activity component in the professional teacher training. The purpose of the article is to consider the units and content of meta-teaching aimed at updating didactics and modern didactic knowledge. The methods of theoretical and empirical analysis were used in the form of an open-ended questionnaire for the teacher and students of a pedagogical university. The results of the survey prove that when preparing and conducting a lesson in primary school, teachers strongly stick to such a methodical tool as a learning (subject) task and often view the lesson as a chain of interrelated, diverse and useful tasks. In addition, teachers pay attention to the choice of teaching methods, giving preference to those that stress cognitive activity and ensure engagement of pupils in collaborative activities in the classroom. In general, most teachers disregard the lesson as an activity-based process, which makes meta-teaching an urgent issue, the subject of which is the organization of collaborative educational activities of the teacher and students. It is concluded that there is a need to provide continuous meaningful relation of didactics, meta-teaching and teaching methods as the links among conceptual, activity and instrumental levels of teaching. It is also necessary to update teaching principles, methods, scenarios and tools in terms of developing meta-teaching units.

Keywords: collaborative learning activity; didactic knowledge; the subject of meta-teaching; teaching tools; teaching methods; tasks

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

New problems of the psychological and pedagogical support of teacher education in innovative educational environment

Abstract. Introduction. Each period of socio-cultural development is associated not only with general, but also with special problems of education. The modern period is associated with the problem of innovation stress, a glut of educational relations with uncritically applied innovations. Accompanying the training of modern teachers, being a sphere of multidirectional trends and various models and methods, should help preserve and enrich the traditional palette of pedagogical competencies that provide opportunities to teach and educate new generations, taking into account the peculiarities of their development and the context (situation) of development, including educational innovations. Methodology. The purpose of the study is to identify and comprehend modern problems of psychological and pedagogical support for the training of teachers in innovative educational environment. The research method is a theoretical analysis of modern problems of psychological and pedagogical support for the adaptation of future teachers to professional activities in 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. Results. One of the latest problems is the problem of preparing novice teachers for work in innovative educational environment: 1) the innovative nature of teacher training at the university poses problems of continuity and, thus, the quality of education; 2) the innovative nature of the work of educational institutions, which young teachers come to, creates the danger of irreversible personal, interpersonal and professional deformations that do not allow the teacher to achieve the status of a professional; 3) the innovative nature of the work of educational institutions, in which teachers of a traditional way of training with experience, work together with «innovators» and novice teachers, require special attention to the coordination of positions and methods of pedagogical work, critical evaluation and monitoring of innovations, accompanying innovation processes of personal, interpersonal and professional transformations. Conclusion. Innovations in education must be carefully tested, reflected upon, accepted or rejected consciously and not at the expense of students and teachers, not at the expense of the quality of education. Future teachers should be prepared to work in such conditions, including in the context of «hybrid spaces» of cooperation with different groups of subjects and stakeholders of education.

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

Fedorova M. A. , Churilova I. N. , Vinnikova T. A.

Teaching interpreters in the framework of urban educational environment

Abstract. One of the problems of training the interpreters is to ensure their self-realization in active practical activities in order to form a given set of competencies. According to the authors of the study, the practice of foreign language communication and professional activity (interpretation) in real communicative situations can be methodically provided in the urban educational environment based on the basic ideas of educational urbanism (EU). The article discusses the main provisions and concepts of educational urbanism, in particular, «urban educational space», «urban environment», «urban educational practice», «urban object», «urban resource». It is noted in the literature that the pedagogy of hierarchical knowledge transfer within the walls of an educational institution is being replaced by new forms, types and methods of organizing the educational process. Examples of the use of urban space and urban objects when training the students-future interpreters are given. The basic requirements that must be taken into account when designing the educational environment and pedagogical conditions for the development of students' competences have been identified. They are the requirements of employers, differentiation of interpretation tasks in the future professional activity as the interpreters, expanding the range of his professional positions. We consider the necessity to increase the effectiveness of pedagogical interaction between teachers and students. Based on the analysis of long-term teaching practice, we give the examples of conducting various forms of activities on such subjects as «Spoken English», «Professional Translation», «Consecutive interpretation», «Business correspondence» and translation practice in the urban spaces of Omsk with students of Omsk State Technical University (OmSTU).

Keywords: foreign language teaching methodology; foreign language education; educational urbanism; educational environment; foreign language competence; intercultural competence

Kalinina M. G. , Kudryashova S. V.

Professionally oriented teaching of speaking for graduate students in a non-linguistic school

Abstract. Studying a foreign language in a law university at the level of a master's degree requires professional specifics and should implement the functions of a foreign language as a means of professional and research activities. The purpose of this article is to describe effective professional-oriented tasks for the development of speaking skills of undergraduates in legal specialties. Teachers of foreign languages are faced with the task of teaching undergraduates for a period limited by the educational framework not only to talk about the problems of their specialty, but also to understand the speech of native speakers. The method of teaching speech through the solution of professionally oriented communicatively cognitive problems is based on the ability of analytical and creative thinking, critical assessment of information, to formulate thoughts, to build statements, the ability to use a foreign language as a tool for solving academic, research and professional problems. A number of problems in teaching speech are highlighted and analyzed and measures are proposed to solve them, as well as the development of an exercise system designed to form the communicative skills of master's students in a foreign language. Interactive forms of training come to the fore, involving the use of various types of stimulating tasks. Selected techniques for teaching students of law schools to speak, such as role-playing and business games, the use of information programs Duolingo, Polyglot Club, Easy Ten, LinguaLeo, listening to speeches by politicians, lawyers, visual materials suitable as a starting point for speaking have been effective and expedient in achieving the goal. At the same time, great attention is paid to the development of speaking skills in communicatively justified situations. The totality of all aspects considered in the article is designed to contribute to the improvement of speech as an active form of communication for students, which will help them in professional intercultural communication.

Keywords: developing foreign language speaking skills; foreign legal language; Master course; professional foreign communication; language communication

Krotenko T. Yu.

Prospects of digital transformation of engineering and economic education

Abstract. Rapid changes that cover the country and the whole world require the mandatory integration of business, science, education with the digital space. Such a serious step for Russian organizations in any field of activity requires the comprehensive readiness of the entire system. The organization's readiness for systemic transformation must be ensured not only by the leaders' inclination to experiment and decisive changes, and not only by the enthusiasm of subordinates. The unpreparedness of important elements of the system and the links between them turns into serious costs that turn digital transformation into a brake on the development of the organization. The purpose of this article is to discuss the various factors that influence the effectiveness of the digital transition. The following methods were used in the study: 1) a survey of representatives of business and education with further processing and analysis of the collected data; 2) content analysis of responses to questions that provide individual points of view of the experts participating in the survey. One of the objectives of the study was to identify and analyze the obstacles that arise in the way of digitalization of the economy and engineering and economic education. When considering education as a leading factor in social and technological development, the request for digitalization refers primarily to education. The study raises the problem of the current lack of a substantiated and convincing scientific psychological and pedagogical concept of digital learning. It is still impossible to use it as a fundamental one without prejudice to the basic subjects of learning. The article presents the results and analysis of a survey for students of engineering, economics and management specialties. They reveal the need to expand the professional competencies of modern managers through digital skills. The problem of acceptable and reasonable inclusion in the educational programs of an engineering and economic university of disciplines that are consistent with real social needs is raised.

Keywords: science; economics; engineering and economics university; digital education; digital educational space; pedagogical concept of learning; knowledge; digital tools; digital literacy; digitalization barriers

Yi Anran

The specifics in organization of teaching chinese to students of the humanities in russian universities

Abstract. Since the development of relations between Russia and China, there has been a need to create more advanced training programs adapted to the peculiarities of perception by Russian students, and covering all spheres of activity: culture, economics, history, etc. This will allow students to master practical skills and competencies, and, consequently, subsequently perform their work effectively.

In this regard, the purpose of the study is to analyze the specifics of the organization of Chinese language teaching.

The main difficulties of learning Chinese by Russian students are the significant difference between cultures, as well as language structures in both countries. The need to overcome these difficulties determines the features of training and the specifics of the preparation of training programs.

In order to compile effective curricula that take into account the specifics of teaching Russian students and allow organizing an effective learning process, it requires taking into account all the differences between the Russian and Chinese language picture of the world, the need for constant motivation of students due to the large amount of information and the complexity of the perception of the Oriental language.

In order to identify the specifics of teaching Russian students, the works of Russian, Chinese and other foreign specialists reflecting the peculiarities of teaching Chinese in modern conditions have been studied.

The result of studying the theoretical and practical experience of teaching has shown that in order to organize effective learning, it is necessary to use modern learning models combining standard and interactive methods.

Determining the specifics of learning and identifying ways to solve the problems of teaching Chinese will allow us to further develop effective curricula that contribute to a high level of education.

Keywords: organization of training; specifics of teaching; Chinese language; peculiarities of perception; learning problems; effective communication; Russian students

Mazilov V. A.

The great russian psychologist Konstantin Dmitrievich Ushinsky

Abstract. The article is dedicated to the 200th anniversary of KD Ushinsky. The article states that K. D. Ushinsky is a great psychologist who developed the first practice-oriented system of general psychology in the history of world psychology, which claimed to be scientific. The article compares the approach of K. D. Ushinsky to the construction of general psychology with the project of W. Wundt, which was presented after the death of the Russian scientist and received the status of scientific psychology. The article compares the ideals of scientific character, from which K. D. Ushinsky and Wilhelm Wundt proceeded when building their research programs. It is stated that if W. Wundt was guided by Kant's critique of psychology (1786), then Ushinsky was guided by the original understanding of scientificity developed by the scientist himself. As a result, Wundt obtained an extremely limited interpretation of the subject of natural science, based on the method of self-observation (main) and experiment (auxiliary), Ushinsky had a holistic concept, which was anthropological and covered the entire mental life of a person. The article shows the advantages of Ushinsky's approach to the construction of scientific psychology. It is noted that Ushinsky expressed important provisions regarding the scientific ethics of the scientist, which have not lost their significance so far. The article states that K. D. Ushinsky presented the first full-fledged system of general psychology in world psychology, based on the analysis of factual material. The purpose of this article is to show the novelty of Ushinsky's approach to the construction of a system of psychology, that is, to analyze, first of all, the methodological provisions of Ushinsky's concept. The main characteristics of Ushinsky's approach to the development of general psychology are singled out, the significance of the scientist's innovative approach to the construction of psychology is shown. The main tendencies of Ushinsky's further development of his approach, which were not implemented due to his untimely death, are revealed.

Keywords: K. D. Ushinsky; scientific pedagogy; pedagogical anthropology; world psychology; system of psychology; scientific psychology; history of psychology

Baranov A. A. , Protopopova G. L.

The influence of experiencing the situation of a dissolved marriage on the time perspective of the individual

Abstract. The article introduces the transformation of the temporal perspective of the individual when experiencing the situation of a dissolved marriage. Currently, the problem of time perspective in divorced people has not been worked out enough, despite the fact that it is attracting more and more attention of psychologists, as it is directly intertwined with the issue of knowing the personality of a person in this critical situation. Therefore, the purpose of the study was an integrated explanation of the impact of experiencing the situation of a dissolved marriage on the temporal perspective of the individual.

The study was carried out on the bases of Glazov State Pedagogical Institute named after V. G. Korolenko for 3 years. The total sample of subjects was 300 people (women and men from 18 to 65 years old). The samples were equalized by gender, educational basis and compared. The Mann-Whitney U-test was used as statistical processing methods, designed to assess the differences between two samples in terms of the level of the attribute. The choice of this criterion is explained by the fact that in this study there are two independent samples: a group of «divorced» and

a group of «married», and various parameters of the time perspective are measured quantitatively. The study of the temporal perspective was carried out using the F. Zimbardo Time Perspective Questionnaire and the author's technique «Autoresume» — a projective method based on a fairly conscious exposure to the outside (on the research form), with an indefinite instruction, the content of his experience of life events of the past, present and future, as well as the inner world. It was found out that when feeling physical discomfort and trouble, somatic sensations, their intensity, the ability to analyze and plan events worsens in a person in a divorce situation, and this, in turn, leads to a transformation of its time perspective. A person who has survived a critical life situation — divorce, has a narrowed time perspective, the past, present and planned future are experienced by him as negative.

Keywords: divorce; time perspective; experience; past; present; future

Belugina M. A.

Characteristics of family relations during a life crisis

Abstract. This article presents the results of the empirical study on the issue of studying the characteristics of family relations during periods of experiencing life crises.

A broad review of literary sources on the issues under consideration has been carried out. The features of family relations at the stage of formation of a young family, related to the level of satisfaction with marriage, the distribution of roles in the family, as well as various aspects of communication models between partners, are studied.

It is concluded that at present there are tendencies to experience crisis situations differently by men and women, as well as to project crisis experiences onto family relationships.

The study included the use of a set of diagnostic techniques, the use of which made it possible to identify the most significant indicators characterizing the relationship between spouses, as well as the problems that arise in relationships during a crisis.

Along with this, the main areas of conflict in families, the differences between young families in crisis and in a period of calm life, were identified. During periods of crisis, there is an aggravation of existing contradictions in a married couple. The most vulnerable areas in this regard are the following ones: the manifestation of autonomy by one of the spouses, relations with relatives and friends, mismatch of norms of behavior, the manifestation of dominance by one of the spouses and the manifestation of jealousy. Conflict situations that were usually perceived by spouses as «ordinary» in this period acquire a pronounced emotional coloring, causing a complex of negative experiences and destructive forms of behavior.

The results of this study can find further practical application in counseling psychology, social psychology and communication psychology as well as in direct work with clients in a state of crisis.

Keywords: a family; marriage satisfaction; family conflicts; experiences in crisis

Kaznacheeva N. B. , Kononova O. B.

Features of resilience, motivation for success and aggressiveness in students

Abstract. The article is devoted to the description of the study, the purpose of which was to determine the characteristics and relationship of resilience, motivation for success and aggressiveness in students. The main objectives of the study are to determine the indicators of resilience, motivation for success and aggressiveness in students, to identify differences between indicators of resilience, motivation for success and aggressiveness in boys and girls, to identify differences in the structure of the links of resilience, motivation for success and aggressiveness in boys and girls, to formulate conclusions and recommendations based on the results of the study. The following were examined: full-time students of Emperor Alexander I St. Petersburg State Transport University and Herzen Russian State Pedagogical University in the number of 60 people, 30 boys and 30 girls aged 18 to 22 years with an average age of 20.2 years. The field of training is psychology. The following methods were used: S. Muddy's Resilience Technique in the adaptation of D. A. Leontiev; T. Ehlers' Motivation to achieve success diagnostic technique; L. G. Pochebut's «Types of aggressiveness» technique. Data processing was carried out using methods of mathematical statistics using the criteria of difference (Student's t-test) and r-Pearson correlation analysis. The following main results of the study were obtained: 1. After empirical analysis of the study data, the following general features were found: respondents have average indicators of resilience in general, but this indicator is higher on the control scale; boys and girls have average values of motivation to achieve success; students, in general, have average indicators of aggressiveness. 2. The following differences were found out: boys have higher subject aggression than girls, perhaps this is due to the specifics of the expression of negative emotions depending on gender.

Keywords: resilience; motivation; motivation to achieve success; aggression; aggressiveness; student age; students

Povarenkov Yu.P.

System genetic approach to the definition and classification of professional experience

Abstract. The article discusses theoretical and methodological issues related to the content and approaches to the classification of professional experience. The need to address this issue is dictated by the fact that in psychology the concept of «professional experience» is not defined, its types and forms are not singled out. Therefore, the purpose of this study is to define the concept of «professional experience» and give a detailed description of its types and forms. The main hypothesis of the study is as follows: the content of a professional's experience reflects the specifics of the activity in which it is formed and the effectiveness of which it can influence. The article shows that the experience of a professional affects the effectiveness of professional and the success of metaprofessional activities. In accordance with the basic types of activity, two types of professional experience are distinguished: professional and metaprofessional. The first is formed in the process of formation and implementation of various types of professional activity, and the second — in the process of formation and implementation of various types of metaprofessional activity. For the first time, such types of metaprofessional experience as optional, educational and professional, adaptive, career, coping experience and a number of others were identified and considered. Taking into account that any kind of professional and meta-professional activity can be in four basic states. The article highlights the following four forms of professional and metaprofessional experience: the experience of education, implementation, optimization and transformation of activities. Taking into account the proposed classification grounds, the article presents a matrix of identified (investigated) and possible (not yet explored) types and forms of professional experience. This matrix allows you to outline the main directions for further research on the experience of a professional.

Keywords: professional experience; metaprofessional experience; types of professional experience; forms of professional experience

Rubtsova N. E. , Lenkov S. L.

The questionnaire «Integrative-typological professional direction of a personality»: development of the second version

Abstract. The article presents the results of the development and psychometric testing of a new (second) version of the psychodiagnostics questionnaire «Integrative-typological professional direction of a personality», the first version of which was created by N. E. Rubtsova in 2011. The sample included 933 respondents aged 14 to 63, including high school students, students of universities and colleges, working professionals representing various professions, specialties and kinds of labor. The new version of the questionnaire contains 22 items and includes seven scales: Management, Execution, Strategies, Efficiency, Objects, People and Information. In the course of psychometric testing, these scales demonstrated high or satisfactory indicators of reliability in terms of internal consistency and retest reliability, factor validity (tested, among other things, using structural modeling methods), construct validity (which was determined using the first version of the questionnaire, as well as the «Big Five Inventory» and «Ambiguity Tolerance Scale») and criterion validity, identified by comparing the results of using the questionnaire on contrasting groups of professionals. The presented questionnaire «Integrative-typological professional direction of a personality (version 2)» can be useful for basic screening psychodiagnostics of the professional direction of senior schoolchildren, applicants and students of universities and colleges, employed and unemployed. The questionnaire makes it possible to identify priority areas of professional self-determination and development, contributing to the improvement of career guidance and training systems.

Keywords: professional direction; area of labor; professional self-determination; integrative-typological direction; psychodiagnostic questionnaire; reliability; validity

Tsybalyuk A. E. , Vinogradova V. O.

Psychological structure and dynamics of soft skills among university students

Abstract. The article deals with the problem of soft skills among university students. The purpose of the article is to empirically reveal the structure and dynamics of soft skills on the example of students. The paper discusses approaches to the definition of soft skills in domestic and foreign psychological science. The concepts of professionally important qualities and activity-important qualities are analyzed. The definition of soft skills is given as activity-important qualities that do not depend on the specifics of professional activity, but affect its effectiveness,

associated with the solution of common professional and meta-professional tasks. The results of the empirical study of soft skills among university students are presented. Their quantitative dynamics is considered: students' soft skills change from course to course, which indicates their uneven development. This may be due to the solution of various problems that students face in the learning process. The psychological structure of soft skills among students of different courses and its dynamics are also considered. The structural dynamics is as follows: there is a decrease in the integration of the structure by the third year and an increase by the fourth, which may indicate a restructuring of the soft skills structure with a crisis in the third year, as well as indicate the efficiency of the soft skills structure. The following regularity in the change in the structure of soft skills has been identified: qualities that are relevant to solving the problems of professional and metaprofessional activity are crystallized.

Keywords: soft skills; psychological structure of soft skills; activity-important qualities; professionally important qualities; students

Kuts A. V., Krylova N. N.

Meaningful orientations in the structure professional and personal potential of the future teacher in a VUCA-world

Abstract. The VUCA world as an existing modern reality is characterized by the speed of change, unpredictability and multidimensional situational conditions. To do this, in the process of professional training, it is necessary for a future specialist to develop the so-called «soft» skills (soft skills), which regulate emotions, behavior and cognition, ensure the achievement of goals and the management of personal potential. The professional development is influenced by meaningful life orientations that affect the choice of values, awareness of goals, the formation of a value attitude to the world around, to oneself, to future pedagogical activity, the choice of a behavior strategy in various professional and life situations. Therefore, the problem of realizing personal potential and maintaining the stability of the meaning-of-life orientations of the future teacher against the background of changing external conditions is of particular relevance.

Since the initial stage of education at a university is characterized by adaptation to «new» conditions, the student perceives them as non-standard, uncertain and complex, there is restructuring of his system of meaningful life orientations, strategies of social behavior, coping, accompanied by a sense of satisfaction. The purpose of our work is to determine the relationship of meaningful life orientations with the manifestation of emotional, behavioral and social self-control, volitional qualities and student satisfaction at the initial stage of study at a university. The interrelation between the studied indicators found in the course of the study indicates the need to take it into account when choosing a strategy for designing correctional and developmental programs aimed at forming a student's meaningful life orientations in professional education as a basic component of professional and personal potential, which is based on readiness to act in conditions of uncertainty experienced life circumstances and making responsible decisions in non-standard situations of professional activity.

Keywords: VUCA-world; soft skills; personal potential; potential sphere of personality; professional and personal potential; meaningful life orientations

Burlina E. Ya.

«Chronotopia of the city» — verbal construction or an innovative approach?

Abstract. The concept of «city chronotope» is generated by modern fundamental science, it allows you to identify the spatio-temporal meanings of the city, interpreting them as heritage and development potential. Paradigms like these ones are influential and heuristic. In the second half of the XX century, when the cultural and aesthetic theories of M. M. Bakhtin, D. S. Likhachev, Yu. M. Lotman were widely discovered, new educational subjects were born in universities and schools: the school version of aesthetics: «MHK» — world art culture, including the concept of «chronotope». At the beginning of the XXI century a new research wave was formed, which rediscovered the cities of provincial Russia. Within one of the first research experiments there were created monographs, teaching aids, conferences in Yaroslavl by Professor T. S. Zolotnikova. They were based on new key concepts: «provincial culture» and «chronotopes of the Russian province».

Around the same time, in 1992, the All-Russian Conference «Myths about Provincial Culture» was held in Samara. The object of attention was not just a specific «city» and «region», but also its place in national and world culture. By the beginning of the XXI century, cultural philosophical regionalism gave rise to outstanding studies by M. S. Kagan, dedicated to «Grad Petrov» and enshrined in university programs. The basis of similar regional courses at Ural universities included novels and films by Alexei Ivanov — «The Ridge of the Urals», «Ural Matrix». In the cities of the Middle Volga, myths about the new status of the Volga region were lit. The category «chronotopy of the city» turned out to be especially tenacious, which allows you to compare the horizons of cities and even describe the functions of individual quarters. The city center attracts institutions of power; shopping

districts — crowds of consumers; campuses are filled with thousands of students. Each «thematic group» forms its own special chronotopia. The author considers the interdisciplinary «turn to the city» promising and innovative, both for humanitarians and for the practical development of cities.

Keywords: aesthetics; world art culture; city chronotopia; innovative approach

Khrenov N.A.

Media history as the history of virtual reality formation: a sign in the processes of communication and an instrument of alienation

Abstract. The article discusses the relationship between culture and, in particular, art, on the one hand, and technology that contributes to the emergence of new forms of media, new forms of art, as well as new languages, in which not verbal, but visual principles come to the fore (photography, cinema, television, Internet, etc.). All forms of art and communication that have arisen on the basis of technology should also be considered as phases of the emerging new communicative system — virtual reality. The most effective approach for understanding this system, according to the author, is semiotic. However, this approach also suggests a historical view. Iconic systems are not frozen ways of communication: they go through different stages of formation in history; communication deployed on the basis of signs is preceded by dose-label communication.

Thus, eras with finally formed sign systems are preceded by eras of symbolic forms of language, when communication was not reduced to conventional signs, as in verbal language, that is, to signs that replace objects, but represented these objects themselves, used for the purpose of communication and transmission of symbols that do not reach sign certainty. To a certain extent, it can be argued that the visual means of communication that arose in the late stages of cultural history, in particular in the XIX and XX centuries, starting with photography, representing fundamentally new forms of art, return humanity to archaic eras, when verbal communication in the perfect form in which we know it today has not yet developed. In the new means of communication, which are steps in the formation of virtual reality, the stage of formation in the history of the language comes to life when communication is carried out by demonstrating elements of the subject-sense world, and not conventional signs.

Keywords: media; mass communication media; virtual reality; photography; cinema; television; internet; art; culture; technologies; semiotics; sign; index sign; icon sign; symbol; the image of the cave of Plato; semiological twist

Khodnev A. S.

K. D. Ushinsky and the cultural turn of the «soulless service»: the Yaroslavl period, the preparation of reforms and the transition to «modernity»

Abstract. The article analyzes the Yaroslavl period of Konstantin D. Ushinsky's activity. Ushinsky's arrival in Yaroslavl occurred during the transitional period in Russia from the middle of the XIX to the beginning of the XX century, the transition to «modernity». An attempt is made to determine what were the main trends of this «Zeitgeist», the soul of the times for Russia, for Yaroslavl, for K. D. Ushinsky, and how these things affected the formation of the personality of the founder of Russian scientific pedagogy. K. D. Ushinsky did not hide his advanced views. However, the Nikolaev era was a complex and controversial period. Modern historians call for assessing the era of Nicholas I not as complete stagnation, but as a time of preparation for the great reforms of the 1860s. Consequently, in the era of Nicholas I, Russia was either in a state of preparation for the transition to modernity, or at the very beginning of this process. Since the creative potential of K. D. Ushinsky was fully revealed in the era of reforms in the 1860s, the Yaroslavl period of his life in the second half of the 1840s completely coincided with the definition of «the time for preparing reforms» and the transition from «soulless service» to true service to public education. Of particular value is the diary of K. D. Ushinsky as an authentic document of the era of Russia's transition to «modernity». The Yaroslavl experience strengthened the sense of citizenship. The ideas of K. D. Ushinsky were in demand in Russia when the reforms and the real transition to «modernity» began.

Keywords: «modern era»; modern; modernity; Nikolaev era; Slavophiles; Westernizers; K. D. Ushinsky; Yaroslavl

Sidorova G. P.

Historical dynamics of patriotic discourse in the soviet mass songs

Abstract. The purpose of the article is to consider the historical dynamics of patriotic discourse in Soviet culture, displayed in the texts of Soviet mass songs. For this in the texts there are revealed, firstly, the key characteristics of

the Motherland; secondly, the special attitude of a person and a social group towards their country is indicated — what they are ready to do for the Motherland, as they see their role in its prosperity. The patriotic discourse of mass songs broadcast by the media is considered. Texts are analyzed in the cultural and historical context, diachronously from the 1930-s to the beginning of the 1990-s. Historical, typological, comparative and hermeneutic methods are used. The results of the study allow us to draw the following conclusions: the patriotic discourse of Russian-Soviet mass songs reflects both the preservation of national traditions and the change in the value orientations of Soviet society. In mass art, Soviet ideology, the ideals of Soviet modernized society, changes in the international and internal situation of the USSR are displayed. Mass art reflected the shift of the value orientations of Soviet society from etatism and collectivism towards individualism and civil society, to the recognition of the value of the individual, its rights and freedom. It is important that all changes in the patriotic discourse of mass songs are the result of a change in the political context. In turn, all changes in the political context began at the initiative of the ruling elite, which is typical of Russian culture. The discourse of the 1930-s and 1970-s intersect and essentially support each other, and the discourse of the late 1980-s is in conflict with them. This is an indicator of a new cycle of Russian history and culture associated with a change in the moral ideal, and the manifestations of another break in Russian middle culture.

Keywords: Soviet culture; cultural dynamics; patriotism; discourse; art; mass art

Golub N. A.

National unions and communities of Transdnistria in the structure of the cultural field of the republic

Abstract. The article presents the analysis of activities of the national-cultural associations of Transdnistria, aimed at preserving and broadcasting the national cultures of the multi-ethnic republic.

The practices used by the Moldovan, Ukrainian and Russian communities in the spectrum of preservation and retransmission of traditions and customs are considered. Their multifaceted activities cover the cultural, leisure, educational and information spheres, which allows the built infrastructure to significantly influence the processes of the cultural policy of Transdnistria. The introduction of such legitimate interaction mechanisms as holding congresses, conferences, commemorations, integration into the educational process, cooperation with the media, makes it possible to cover comprehensively the younger generation, pursuing the ethno-national policy of multi-ethnic Transdnistria, preserve and transmit in the authentic form the culture of the peoples who have long lived in this territory.

Based on the sociocultural approach based on the principles of historicism and anthroposocietal interaction, through the prism of the national and cultural identity of the Transdnistria population, where education and cultural practices play the leading role, the author explores the vertical: nation — ethnos — cultural identity — national associations.

The author focuses on the fact that in the era of globalization, in order to avoid general unification, «erosion» of national and cultural identity, it is important to use the possibilities of such cultural institutions as unions and communities that unite on a voluntary basis a significant number of ethnic groups living far from their homeland, but have not lost their cultural and linguistic connection with it.

For the further development of the activities of public organizations, there is a need to consolidate efforts and state support, strengthen civic values, and more widely introduce commemorative artistic practices that contribute to the widespread involvement of representatives of various ethnic groups in ethno-cultural processes. However, recently, against the backdrop of reduction in state support, as well as an orientation towards the development of a new community of the «Transdnistria people», which unifies the national identity of cultures in this territory, the author states the curtailment of the ethnocultural activities of national cultural associations.

Keywords: national-cultural associations; «Transdnistria people»; ethno-cultural heritage; commemoration; Moldavian communities; Russian and Ukrainian communities

Egorov M. Yu.

Provocative representation of the band «Shortparis»

Abstract. The article analyzes the specifics of the «Collider» campaign with the participation of «Shortparis» band. The provocativeness of «Collider» is associated with the revision of a number of sustainable norms, taboos: religious, bodily, gender, social. At the very beginning of the action, due to the imposition of the church choral Easter canon on the vocal parts of the soloist of the band, the sacred and profane principles are combined, the effect of complementation and mutual influence is created. During the presentation, bodily and gender restrictions were violated, which looked like liberation, withdrawal from the subordination of power, but the same fact can be considered as power subordination, collective adherence to regulated practice. In the finale of «Collider», the border

between the performers and the audience is destroyed, between reality and the performance — the soloist descends from the stage and drops the metal fences that separate the dancers from the audience, the audience is invited to join the action. Thus, the destruction of the most familiar form of the concert occurs, where the word and body are now not opposed, but actively interact. During the action, the traditional elements in opposition relations: top — bottom, inside — outside, chaos — order, sacred — profane, culture — natural state, word — body, song — dance, participant of the action — spectator, etc. — lose their disjunctive state, opposites get closer. The Collider action was designed to deliberately accumulate many cultural signs, archetypes (for example, round dance, zikr, Dionysos action). The name of the performance refers to a large hadron collider designed to search for the Higgs boson — the particles of the god. Provocations of «Shortparis» look paradoxical, because when referring to painful cultural points, different-vector archetypes, it turns out to be important not «sharpness», but «softness» of general acceptance. The Collider demonstrated palliative strategies, mediation strategies in which provocation cannot become radical.

Keywords: performance; «Shortparis»; «Collider»; N. Komyagin; M. Didenko; V. Varnava; provocation; gender; corporality; archetype; round dance; mediation

Smirnov N. S.

Specificity and function of color in «Notre-Dame de Paris» musical: Gringoire costume

Abstract. The article is devoted to the problem of specificity and functions of colour in The Hunchback of Notre-Dame (Notre-Dame de Paris, 1998) musical. The author employs historical-cultural and analytical methods with a general hermeneutic approach. The personality and costume of the poet Gringoire are chosen as an object in the article. The author analyses the internal and external characteristics of Gringoire. The portrayal of Gringoire in the novel and the musical are compared. It is noted that in Victor Hugo's novel The Hunchback of Notre-Dame (Notre-Dame de Paris, 1831), Gringoire is «above» history, which allows him to act as a narrator. The specificity and function of the costume colour, which affects the perception of the character, are highlighted. It is pointed out that in the novel Gringoire wears black clothing, correlated by the writer with the knowledge of the hidden essence of being and at the same time the impossibility of using this knowledge. It is noted that, unlike the novel prototype in the musical, Gringoire is dressed in a blue suit. This color is located in the system of romanticism ideologemes, but in the musical it receives additional semantic shades. In order to identify them, special attention is paid to the stylistic features of the costume: the weighted fabric of the raincoat and the dense fabric of the trousers seem to be opposed by a loose linen shirt. In a peculiar game of tissue density, the drama of Gringoire's life collision is reflected. In addition, the character's personality which plays an important role in the development of the storyline is revealed. As a result the author of the article establishes that the functional and semantic features of Gringoire's costume reflect the duality of the character's being. It is emphasized that the originality of Gringoire's costume in the Notre-Dame de Paris musical allows to present on the stage not only the complex nature of this character, but also to reveal the historical and cultural meanings of the human personality placed in the flow of history.

Keywords: Notre Dame de Paris musical; libretto; costume; Gringoire; color; specificity of color in a musical; functions of color in a musical