

Yuri S. Tyunnikov, Tatiyana P. Afanasieva, Vladislav A. Razumovsky Process block model for forecasting regional system of general education personnel

Abstract. Forecasting the personnel situation in the field of school education is becoming the most discussed problem today. In publications devoted to this problem, the forecast plan examines, first of all, the cause and effect of the personnel deficit of general education in Russian regions. In most publications, this type of conditioning is considered, as a rule, in relation to one or two factors that, without proper consideration of related events and risks, do not always provide an unambiguous picture of the personnel situation in the region. Incomplete and inaccurate ideas about the personnel situation can be aggravated if the prognostic assessments do not properly take into account the causal relationships of events, factors and risks, as well as indicators of the stability of the personnel of educational organizations, indicators of the effectiveness of teachers' training in the regional system of higher and secondary pedagogical education and indicators of personnel support mechanisms effectiveness.

The article presents a process-block model for forecasting the regional system of personnel support for general education. The model contains conceptual ideas about the strategy and tasks of forecasting, regulatory principles of forecast procedures, a system of blocks associated with the logic of generating initial information for making important management decisions. Another distinctive feature of the process-modular model is that it takes into account key correction (weighting) factors. The coefficients are calculated based on the nature and strength of the influence of the determining triads «events–factors–risks» (trend nodes) on the personnel need for general education, indicators of the stability of the personnel composition of general education, indicators of the effectiveness of teachers training in the regional system of higher, secondary and additional pedagogical education, indicators of the effectiveness of mechanisms of regional support for pedagogical personnel. The specialization of each block is shown, including the setting of forecasting problems, the prediction algorithm and special analytical and calculation methods for solving the set tasks.

Key words: regional system of general education; personnel support of general education; process-block model of personnel forecasting; logic diagram of the model; structure of functional blocks of the model

Aleksandr M. Khodyrev A modern view of the category of «value»

Abstract. The author of the article presents a semantic analysis of the concept of «value». On the basis of integrative and axiological approaches, is determined the author's understanding of value as a positive significant formation in the structure of individual consciousness of the activity of performing the regulatory, objective function of activity, which is a suprasituative source of motivation, has an ideal and objective character that determines the attitude of the subject to the world. In the process of scientific analysis, the author identifies another concept – «value orientations», which in foreign science is synonymous with the concept of «value», and in the domestic science has its content. Value orientations mean conscious ideas of the subject about the value for him and his life (according to D. A. Leontiev). The work also considers various scientific approaches to the structure and classification of values. Great attention in this matter is given to the research of N. V. Klyueva, D. A. Leontyev, S.S. Bubnova, B. S. Alishev and etc. Of particular interest is the hierarchical nature of values, which is considered in the works of S. S. Bubnova, she identified three hierarchical levels of values – values- ideals, value properties of the person and real value orientations. This hierarchy allows us to talk about a dynamic, multi-level structure of values. This also confirms the idea of many scientists about the various significance of values for the individual – the existence of declared and «true», internally accepted, values. Through the introduced basic concepts of «values» and «value orientations», the author presents a new category – «values of pedagogical education», which is the basis for highlighting the value and semantic foundations of the content of pedagogical education.

Key words: values; ideals; semantic analysis; value orientations; personality; pedagogical education; values of pedagogical education

Tatiyana V. Romanenko Pedagogical potential of the vocational education system as the basis of a competitive state

Abstract. In the present period of development of Russian society, there is active dynamics of the demand of modern production for qualified competitive specialists, which determines the advanced development of the system of secondary vocational education. Only the maximum use of the pedagogical potential of this system for high-quality training of specialists will ensure timely and correct implementation of social attitudes of national importance.

The author of the article reveals the essence of the concept of «potential», defines the structure of the concept and forms his own understanding of the pedagogical potential of the vocational education system. The concept of the term «social institution» and its pedagogical potential as a means of realizing one of the main functions of the state – the education of youth is revealed. Within the framework of the basic list of social institutions (state, family, education), the system of secondary vocational education is also defined as one of the effective institutions of youth education, provided that the pedagogical potential of this system is used to the maximum.

Further, the article indicates the existing contradictions that manifest themselves within the framework of the realization of pedagogical potential and without a solution, which the maximum use of the declared pedagogical category of the vocational education system may be difficult. Within the framework of the analysis of the concept of «pedagogical potential», we link together various descriptive characteristics, synthesizing which, it becomes possible to assert what determines the pedagogical potential of the vocational education system. The definition clearly fixes two components of the concept of pedagogical potential – a social environment and a teaching staff. The social environment is considered as a complex of relations, activities and social institutions, and the potential of the teaching staff is significantly determined by the level of qualification and professional training of members of the teaching staff, the characteristics of the immediate social environment and the participation of team members in the process of effective management of an educational institution. When analyzing the concept under study and studying its structure, a number of contradictions that exist in reality are determined, which must be constantly kept in the focus of the attention of the state and society in order to timely and correctly fulfill the social attitudes formed by the state.

Key words: potential; pedagogical potential; system of secondary vocational education; upbringing; youth; social institution; personnel potential

Alla V. Zamkovaya Visualization of learning materials for developing oral and speech skills: theoretical aspects

Abstract. Recently, the influence of information and educational environment of educational institution on the educational process and its results has increased significantly. Modern technologies allow expanding the possibilities of classes and determining the need to use new forms of training. Nowadays scientific direction in the study of visualization, audiovisualization of information and development of new educational technologies is developed. The current state of education together with the trends of society development require new approaches to the development of educational environment. In this field, new phenomena based on images are constantly emerging and spreading lightning fast: infographics, graphic symbols and so on. The article is devoted to the history of the origin and development of visualization, one of the actual pedagogical technologies of the XXI century. It also analyzes the stages of information perception in learning, considers the issues of figurative representation of educational information by means of computer technologies. The main types of support for teaching speech communication, as well as their functions and purposes are presented. The peculiarities of using didactic support and psychological laws of speech perception are revealed. When creating optimal conditions necessary for improving the results of learning, special attention is paid to taking into account the peculiarities of the course of mental processes of the learner, which in turn contribute to the effectiveness of perception, memorization and understanding of information. The author concludes that the rational use of the visual.

Key words: visualisation; visual culture; multimodality; cognitive visualisation; didactic support; visual series

Lyudmila V. Baiborodova, Vera V. Belkina, Vitaly N. Guriyanchik Training of future teachers for implementing the «Talking about important things» course on school students extracurricular activity

Abstract. The presented article justifies the relevance of forming traditional Russian spiritual and moral values among the young generation, emphasizes the role of the teacher in solving this problem, the need to prepare future teachers for implementing the «Talking about important things» course on extracurricular activities of school students. The purpose, principles of training are determined, three sections of training are identified and disclosed: conducting special practical classes when studying the «Educational activity» module; formation of students experience in conducting classes «Talking about important things» during teaching practice in class guidance and in children's health camps; organization of classes «Talking about important things» in student groups during extracurricular hours. Student survey data, observation materials and talks with students, teachers and mentors of Yaroslavl Pedagogical University, students and parents are analyzed. Positive aspects, problems, shortcomings in conducting «Talking about important things» at school and university are identified, the respondents' proposals for improving classes on this course are given. The reasons for the discrepancy in the assessments of future teachers of the quality and usefulness for conducting «Talking about important things» are explained. The conclusion of the article draws conclusions on the results of the study, emphasizes the need to ensure the unity, continuity and coherence of school and university pedagogical education in the field of education, consistent methodological, value-meaning, technological interaction of university teachers, teachers of educational organizations and students, which will allow you to successfully solve modern problems of educating the young generation. The conditions are justified, which must be taken into account when organizing the preparation of students for educational activities and, in particular, for studying the «Talking about important things» course for school students.

Key words: training of students; educational activities; spiritual and moral values; out-of-hours activities; school students; continuity; «Talking about important things»; pedagogical practice

Elena Aleksandrovna Renzhina The system of preparing students in the field of technical drawing for participating in the «Young professionals» championship in the «Fashion technologies» competence

Abstract. With the introduction of the programs of the federal project «Young professionals» into secondary vocational education in Russia, secondary vocational education institutions became participants in the WorldSkills Russia movement, aimed at increasing the competitiveness of vocational education in accordance with international standards. With the opportunities to participate in prestigious competitions in educational institutions of secondary vocational education, insufficient development of methodological support for preparing contestants for the WSR championships was discovered. The purpose of the article is to present the experience of developing a methodological system for preparing students in the field of technical drawing for participating in the «Young Professionals» championship in the «Fashion Technologies» competence based on a systematic approach.

The article presents an overview of domestic and foreign scientific literature on a systematic approach to vocational education. Based on the systematic approach, the article describes the experience of preparing students of the Kirov technological college to complete the tasks of module A «Technical drawing» of the «Fashion technologies» competence of the «Young professionals» regional championship of the Kirov region. As a result of the analysis of the organizational and pedagogical conditions to form the professional skill of technical drawing of garments among the contestants in accordance with the requirements of the «Young professionals» standards, a methodological system for training students was developed.

The pedagogical experience, presented in the article, the developed methodological system of professional training in the technical drawing of garments can be useful for teachers of special disciplines of engineering specialties to prepare students for the graphic tasks of the «Young Professionals» championships, as well as to optimize the educational process when mastering professional modules and academic disciplines related to with technical sewing pattern.

Key words: systemic approach; technical drawing; methodological system; fashion technologies; young professionals; WorldSkills Russia; WSR standards; regional championship

Igor S. Sinitsyn, Aleksandr R. Rustamov, Galina E. Stupina Pedagogical technology for forming the future teacher's readiness for first aid

Abstract. A modern teacher, both from professional and personal positions, needs to possess a set of universal skills for saving human life, as well as be ready to transfer knowledge and experience in first aid activities to the younger generation in order to develop them as a responsible person. This entails the need for pedagogical support of the process of training future teachers in first aid. The purpose of the article is to develop and substantiate the pedagogical technology of forming the readiness of a future teacher to provide first aid. The main scientific result of the conducted research is the development of a holistic pedagogical technology to form a future teacher's readiness for first aid in the unity of the following components: conceptual (purpose, objectives, methodological approaches and principles of preparation), substantive (structural components of readiness for first aid (motivational-targeted, cognitive, activity-based) and substantive basis of training, represented by didactic units structured in the training module «First aid: rules of delivery») and procedural (training tools that ensure the consistent ascent of the subject of training — the future teacher — from the acceptance of the meaning of the activity to the development of its indicative basis and subsequent implementation in solving various situations). The theoretical significance of the research lies in the terminological enrichment of the theory and practice of vocational education on the basis of clarifying the essence and content of the following concepts: the readiness of a future teacher to provide first aid, pedagogical technology in preparing a future teacher to provide first aid. The practical significance of the conducted research consists in the development of educational and methodological materials used at different stages of preparing a future teacher for first aid. The article presents the experience of implementing the designed pedagogical technology in relation to the training of future teachers studying under the educational programs 44.03.05 Pedagogical education (with two training profiles: Life safety, Physical culture and sports).

Key words: pedagogical technology; first aid; skill; vocational training; first aid readiness; health saving; future teacher; health protection

Yulia V. Tuzkova, Anna P. Chernyavskaya Assessment of student's satisfaction with training in e-learning environment

Abstract. The article discusses the issues of organizing students' education using distance learning technologies and information resources that form the electronic information environment (EIOS) of the university, analyzes the advantages and disadvantages of studying in EIOS. The advantages include: ease of EIOS use, which indicates that the system was developed taking into account the needs of users; clear interface of the system; the possibility of obtaining additional materials, which can significantly expand the horizons of students and help them to study the subject more deeply; the ability to track your progress and monitor your learning; improving the quality of students' knowledge.

The description of the elements that make up the EIOS of a particular university is carried out. Based on the theoretical analysis, the criteria that affect students' satisfaction with studying at the EIOS are identified. Based on the author's questionnaire, a survey of students' satisfaction with the learning process has been conducted for several years. The survey made it possible to assess student satisfaction and identify the main advantages and disadvantages of this system in the context of the educational process. Among the advantages, students highlighted the ease of access to materials, the ability to re-view lectures and reduce the time to prepare for classes, tests and exams. The analysis of the survey results helped the teachers and the management of the educational institution to optimize the EIOS use and make learning more effective and interesting for students.

In general, the article emphasizes the importance of using modern technologies and systems in education to improve its quality and efficiency and is relevant and useful for anyone interested in using electronic information and educational systems (EIOS) in the learning process.

Key words: electronic information and educational environment; e-learning technologies; quality of education; distance learning; higher education

Maria A. Fedorova, Oksana A. Guryanova Educational quest as an effective pedagogical technology and a way to ensure self-realization of students

Abstract. Modern requirements for teaching a foreign language are aimed at the formation of language skills in conditions close to those of the real language functioning. Such a universal activity is a game and, in particular, an educational quest as one of the gamification technologies. In the article, an educational quest is considered as a pedagogical technology and as a way of students' self-realization. An educational quest is a didactic game, as it has such features as premeditation, planning, an educational goal and an expected result. The influence of the educational quest technology on the efficiency of the educational process during training of students in languages translation programme at a technical university is analyzed. The advantages of using educational quest technology such as the development of students' motivation to learn a foreign language, interdisciplinarity, the development of reflexive skills, the use of professionally-oriented tasks, ensuring students' self-realization are noted. The foreign language quest model proposed in this paper describes the content of the following stations: «Linguistic», «Scientific and Technical», «Country Studies», «Sound-on», and «Musical». Game tasks aimed at developing all language skills used during the quest are presented, as well as their role in the development of both language and personal competencies. It is noted that students are not only active participants, but also organizers of the game.

Key words: gamification methods; pedagogical technology; educational quest; students' self-realization; foreign language communication; competency; engineering education

Gennady G.Khamov, Larisa N. Timofeeva Research tasks on number theory as a means of forming independent activity of trainees

Abstract. The article is devoted to the problem of the organization of students' independent activity in studying mathematical disciplines, which is relevant in modern conditions of education digitalization, restructuring of educational programs. Society demands from specialists the ability to constantly update and expand knowledge and qualifications. However, a modern graduate is not always ready to actively respond to changing professional information and to constant self-improvement. In this regard, new learning goals are defined. The use of research tasks in mathematics classes allows students to be engaged in active independent activity when studying educational material at different stages: the discovery of theoretical facts, the establishment of links between concepts and basic provisions, obtaining new ideas for solving problems. Such tasks contribute to the formation of the qualities of thinking and personality of students necessary for further professional development. The purpose of the work is to present a methodology for applying research tasks to involve students in independent work in the study of number theory – one of the most important sections of the higher school mathematics course. The article proposes to consider the technology of constructing indefinite equations of the third degree, the solution of which uses the theory of divisibility and the theory of comparisons. In the process of composing and solving such equations, students analyze and establish the necessary connections between the parameters used in the recording. Further, applying the well-known provisions of the number theory, they draw conclusions about the necessary conditions for its solvability or unsolvability and, following a chain of reasoning, come to the specific equation they are looking for. The considered methodology helps students to become interested in academic work, stimulates them, creates conditions for organizing independent activities.

Key words: independent activity; research tasks; number theory; indefinite equation; division with remainder; prime number; theory of comparisons

Marina V. Zhuravleva, Fauzia R. Garieva, Roza G. Tagasheva, Galina Y. Klimentova Problem-modular approach in training engineers to improve the climatic safety of production

Abstract. Russia actively supports the international climate dialogue and is taking a set of measures to create a regulatory framework for regulation in the field of climate change; on scientific, information and personnel support for low-carbon development; on the development of economic instruments for regulating carbon emissions. Particular attention is paid to improving the climate safety of production facilities, which creates the need to develop the readiness of engineering personnel for carbon-neutral technological transformation in production (including using digitalization), environmental regulation and management of low-carbon innovations. To solve these problems, the study examines the improvement of existing engineering training using a problem-modular approach. Its use allows you to quickly change educational material depending on the development of production, science and technology, improve the information support system, use optimal forms of training, increase the variability of education, organize the flexibility of the educational process, provide the ability to scale training on a specific problem, increase the motivation of students to solve urgent production problems.

As a result of the undertaken research, in accordance with the specifics of climate-oriented engineering activities, the substantive characteristics of process engineers' readiness to improve the climate safety of production were determined. The structure and content of a climate-oriented educational module for training process engineers have been developed, revealing current problems, tasks, technologies for carbon-neutral modernization of production processes. In order to scale climate-oriented engineering training, options for integrating the developed educational module into the training of specialists at different levels of education were considered. The article presents the results of a pedagogical experiment, which showed the effectiveness of using the developed educational module in developing the readiness of future industrial engineers to improve the climate safety of production.

Key words: embedded educational module; discipline; petrochemical complex; carbon-neutral transformation; industry; engineer; education

Aleksandr Ok. Prokhorov, Albert V. Chernov, Mark G. Yusupov, Irina S. Basina Development of the system of mental regulation of student's mental states in everyday and stressful learning situations

Abstract. This article reveals the role of mental structures in the effectiveness of students' psychological states self-regulation at the initial and final stages of education. The theoretical basis of the study is the concept of psychological states regulation that we are developing. 57 students of 1st year and 60 students of 4th year study (117 in total) took part in the investigation, which was conducted in everyday and stressful learning situations. In the course of the study we used methods for diagnosing mental structures (reflexive, semantic, self-system), psychological states, the effectiveness of their self-regulation, and an author's questionnaire of self-regulation methods. It is found that from the initial to the final stage of education, students develop a stable system of psychological states regulation. According to the developed system of mental regulation, the number of applied methods and techniques is growing. As a result, students with a high level of self-regulation efficiency experience more optimal psychological states both in everyday and stressful learning situations. In everyday situations of educational activity from the first to the fourth year, the role of the self-system and semantic structures in the regulation of students' psychological states increases. In the tense situation of an exam, the involvement of mental structures (semantic and self-system) in the self-regulation of psychological states increases in the fourth year of study, and reflection performs a mediating function in the interaction of psychological states and mental structures.

Key words: mental regulation; mental state; reflection; Self system; meaning structure; learning situation; students

Vladimir A. Mazilov The age of psychology at the pedagogical university

Abstract. The article is dedicated to the centenary of teaching psychology at Yaroslavl Pedagogical University. The first mention of teaching psychology in Yaroslavl dates back to the end of the th30-s of the XIX century, when the study of psychology began in two educational institutions of the city at once. The first psychologist can rightfully be considered I.A. Kedrov, who taught the original psychology course at the theological school, in Yaroslavl in 1844 the «Psychology Course» was published – the first psychology textbook in Russia was for students: all the earlier ones were guides for students, that is, for teachers. The next stage in the background of the development of psychology in Yaroslavl is the professional training of teachers for higher primary schools at Yaroslavl Teachers Institute (1908–1918). Despite the lack of psychology as an independent educational discipline in the plans of the institute, the documents available today make it possible to speak of the high importance of psychological knowledge in the training of teachers at the beginning of the XX century. The history of the department began in 1918. Three stages in the history of the department can be distinguished: 1) The first period (1918–1936): the beginning of department history is associated with the appearance of the first teacher-psychologists at the institute, the creation of the department of psychology and other specialized psychological departments; 2) Transitional period (1936–1945). This is not an independent period in the history of the department, we can talk about the time that is transitional to the present, when professional psychologists were working at the

institute but there was not the department of psychology as an independent structural unit, psychologists were part of the department of pedagogy; 3) Second period (1946–1970). This period has the conditional name of Filatov in the literature, as it is associated with the name of the head of the department of psychology V. S. Filatov. 4) The third period (1970–present) This longest period in terms of time is characterized by the development of the ideas and forms of organization of scientific research, psychological education and the growth of the personnel potential of the department laid down by V. S. Filatov. The article focuses on the events of the second period, when the formation of the Filatov scientific school took place. The main goal of the article is to try to comprehend how a psychological school was formed in the provincial pedagogical university, which gained wide fame and authority in the country. A scientific school is not only the presence of large scientists in one organization, but also when there are certain traditions. The article shows how, within the framework of the Yaroslavl school of psychology, the formation of directions within the school takes place at the pedagogical institute. It is argued that a viable scientific school manifests itself not only in integration around the basic complex of ideas, but also in differentiation – the school initiated new directions. The article presents how such areas as psychology of thinking, psychology of work, social psychology, age and pedagogical psychology appeared.

Key words: psychology; Yaroslavl; Yaroslavl Pedagogical University; V. S. Filatov; Yaroslavl School of Psychology; a scientific school; Department of Psychology; lines of research

Galina Valentinovna Ozhiganova Questionnaire «Motivation for creativity»: theoretical foundation and psychometric characteristics

Abstract. The article describes the results of the development of the questionnaire «Motivation for creativity», aimed at studying higher creative abilities classified as spiritual. The theoretical basis of the new methodology is the concept of spiritual capacities proposed by the author, where «creativity» (in the form of higher creative abilities) acts as part of the mental component of spiritual capacities, which include three components: moral, mental, transcendental. The questionnaire «Motivation for creativity» reflects the specifics of higher creative abilities, presented in three scales: 1. «Motivation of creative self-expression»; 2. «Selfless motivation of creativity»; 3. «Spiritual and moral orientation and freedom of creativity». The results of checking the factor structure of the questionnaire and reliability-consistency in a sample of 300 people (167 female and 133 male); age 17–61 years ($M=25.45$; $SD=10.187$) are presented. By means of the CFA, a three-factor structure of the questionnaire was established (CFI – 0.937; RMSEA – 0.055); sufficient reliability was revealed (Cronbach's alpha for the general indicator – 0.831; for a scale 1. «Motivation of creative self-expression» – 0.812; for a scale 2. «Selfless motivation» – 0.762; for a scale 3. «Spiritual and moral orientation and freedom of creativity» – 0.719). Convergent validity was tested on two samples: a sample 1 – 635 respondents (500 female; 135 male); age 18–62 years ($M=28.97$; $SD=11.62$). A sample 2 – 506 respondents (451 female and 55 male); age 17–64 years ($M=31.73$; $SD=11.79$). Significant positive correlations of the indicators of the questionnaire «Motivation for creativity»: the total score, as well as all three scales: 1. «Motivation of creative self-expression»; 2. «Selfless motivation of creativity»; 3. «Spiritual and moral orientation and freedom of creativity» were revealed with altruism and with all the indicators of the test of meaningful life orientations: the total score and all scales. Significant positive correlations of the indicators of the questionnaire «Motivation for creativity»: the total score and two scales: «Motivation of creative self-expression» and «Spiritual and moral orientation and freedom of creativity» were established with meta-personal self-interpretation (transcendence). The results obtained indicate a good convergent validity of the questionnaire «Motivation for creativity», its reliability, and make possible to use this psychodiagnostic tool to identify the higher creative abilities classified as spiritual.

Key words: higher creative abilities; motivation of creative self-expression; spiritual and moral orientation of creativity; spiritual capacities

Nadezhda V. Nizhegorodtseva Personal characteristics of mothers in complete and single-parent families and nulliparous women who are married

Abstract. The article presents the results of the empirical study of the personal characteristics of modern women of different categories: mothers in two-parent and single-parent families and nulliparous married women. It is noted that modern socio-cultural and economic conditions and social attitudes have a significant impact on the personal and emotional sphere of a woman and determine the formation of personal qualities. At the same time, the personal characteristics and psychological well-being of a woman largely determine the development of children, relationships and psychological well-being in the family, work teams and, ultimately, the social situation in society. A modern woman strives for independence and self-sufficiency, self-realization and achieving high results in professional activities and high status in society. At the same time, when becoming a mother, a woman tries to perform maternal functions as effectively as possible, create the necessary conditions for the development of children, and be a «good» mother and wife. The need to combine social roles in the triad «mother – spouse – professional» often leads to negative manifestations: depression, intrapersonal conflicts, identity crisis, increased anxiety, etc. In an incomplete («maternal») family, a woman experiences greater difficulties compared to women

within marriage: she is forced to combine the functions of both parents, single-handedly determines the strategy for raising the child and at the same time takes responsibility for his health, development and material well-being. This affects the personality and emotional state of single women. It has been established that single women, to a greater extent than married women, tend to dramatize unfavorable events and difficult situations, have increased demands to themselves and others, are less sociable and have a higher level of anxiety.

Key words: psychology of a modern woman; personality traits; empirical study; motherhood; social roles; complete family; incomplete family

Magomed M. Dalgatov, Umagani Sh. Magomedkhanova, Yuri N. Slepko Psychology of children returned from combat zones

Abstract. The subject of this article is to study the psychological consequences that arise as a result of forced relocation from war zones. Based on statistical data, the number of refugees, including refugee children, has increased in recent years, which will inevitably lead to an increase in psychological difficulties and disorders corresponding to the situation of forced relocation. Particular attention is paid to discussing the negative consequences of forced resettlement for refugee children. The material for the results obtained was modern domestic research, the subject of which is the study of the psychological consequences of the situation of forced relocation. The analysis of the studies was carried out on a number of grounds: the use of a child or adult sample as a research object; focusing research on diagnosing the psychological characteristics of refugee children or correcting psychological disorders; systematization of research on the studied areas of mental life and specific psychological problems arising as a result of the forced relocation of children.

As a result of the study, a predominance of works was established, the object of which is an adult sample of subjects, which indicates less attention to the psychological problems arising as a result of forced relocation in children. The prevailing attitude in the psychological community towards significantly greater attention to the psychological diagnosis of the consequences of forced relocation in comparison with the organization of work to correct psychological disorders has been revealed. The most frequently studied areas of the mental life of forced migrant children are the areas of social interaction, disorders in the emotional, motivational, and personal spheres. The variety of specific psychological problems that arise in a situation of forced relocation are grouped into problems of a socio-psychological nature, problems of the emotional sphere, clinical and pathopsychological disorders, the development of post-traumatic stress disorder, etc. In conclusion, conclusions are formulated about the need to pay more attention to the study of the entire diversity of mental phenomena and phenomena that arise in situations of forced relocation of children.

Key words: refugees; psychology; social interaction; social roles; clinical disorders; spheres of mental life

Elena A. Rylskaya On the complex research phenomena in psychology and its subject

Abstract. Over the past two decades, reflection on the content of the subject matter of science has become increasingly persistent among members of the domestic psychological community. The consequences of insufficient attention to this problem are drawn as rather unfavorable. In this context, the discussion «The Subject of Psychology in the XXI Century», proposed by the Journal «Yaroslavl Pedagogical Bulletin», seems very timely. In this article, based on the analysis of different views on how to solve the problem of psychology subject, a new interpretation of the subject is presented as a way to cognition of psychological phenomena «human-dimensional» systems in the focus of contemporary post-non-classical psychology.

It is argued that the subject matter of psychology can be represented as the construct of «man's inner world» corresponding with the postnonclassical tendencies of psychological science development, oriented toward the ideas of holistic, self-organizing, and integrative. Because the focus of postneclassics is on supersized dynamic phenomena of man's social being (multidimensional lifeworld, lifeway, life realization, existential fulfilment, vitality, etc.), their study from a purely reflective conception of psyche comes into conflict with the basic principle of scientific knowledge aimed at coherent, holistic life comprehension. This contradiction can be resolved through an expansive treatment of the subject of psychology as the inner world of man, understood as the trans-subjective space of his being, as the outer world included in man and man included in the outer world.

Thus, the prospect of considering the construct of the «inner world of man» as the subject matter of psychology may be of strategic importance for the study of the complex, self-organising, «human-dimensional» systems that are the focus of contemporary post-nonclassical psychology.

Key words: the subject of psychology; crisis; inner world; post-non-classical psychology; resilience; psyche; reflection

Leonid M. Popov, Pavel N. Ustin Spirituality as a vector characteristic of the human inner world in the cognitive behavioral concept of life activity

Abstract. The cognitive-behavioral concept is based on the principle of reciprocal determinism, where external and internal manifestations of man's inner world are carried out in the «Man-World» interaction. The conceptual model is built on the basis of multiparadigmaticity. The central part of the concept is the intellectual and activity component, which includes elements of the theoretical positions of V. M. Bekhterev, L. S. Vygotsky, A. N. Leontiev, Y. A. Ponomarev, S. L. Rubinsteyn, A. V. Brushlinsky. The idea of expanding the space of the concept by introducing into it the phenomenon of spirituality as a vector beginning of the value and semantic sphere of the actor. Understanding spirituality as a holistic phenomenon of personality is shown through the specifics of its driving forces of vital activity in scientific and practical psychology with their contemplative – analytical and action-transformative type of activity and the specifics of the means used. Scientific psychology is based on the principle from the abstract (parts) to the concrete (whole); practical psychology is based on the reverse: from the concrete to the abstract. The modern general scientific trend is their convergence. Spirituality as an integral characteristic of «truth», «goodness», and «beauty» can be a bridge between the psychology of the holistic and differentiated approach. It is the most significant link in human behavior as a vector expression of the semantic sphere in its intellectual, moral and artistic-aesthetic combination. Presented a more complete understanding of the aesthetic component with an emphasis on the inclusion of all kinds of sensual cognition of the world by man.

Key words: spirituality; interdisciplinary approach; cognitive-behavioral concept; scientific psychology; practical psychology; human inner world; part; whole

Lev V. Shabanov Apperception as a subject of psychology

Abstract. The article considers the phenomenon of apperception as an integrally connecting element of the psyche and consciousness. However, the instrumentality of determining the elements of reality for the formation of a subjective «picture of the world» as a «worldview» (opposition: «Self» — «not-Self-Environment»). This is based on different levels of apperception (ad percipere) and correlated with different mental processes (memory, imagination, thinking), which lead to different mental states and formations, and as a result they give different products of activity.

The author, referring to the works of the classics of psychology (P. K. Anokhin, N. A. Bernstein, A. N. Leontiev), social psychotherapy (J. Perle, L. Festinger), cybernetics (A. A. Markov), compares the changes in the subject of psychology. That the way, a priori (consciousness as predicted experience) and a posteriori (consciousness as received experience) with the facts of apperception of three levels (according to the degree of complexity of the leading mental process). It was conclude that in the discussion of the subject of psychology, apperception as a «reflection in reflection» is quite comparable with the concept of the subject of science and can become not only a private, but also a general psychological basis for a unified methodology at the modern stage of the development of psychology.

Key words: subject of psychology; ad percipere; representation; imagination; apperception; collision with reality; «reflection in reflection»

Vladimir N. Lipsky Development of the methodology of personality's aesthetic formation in the experimental and pedagogical work of S. T. Shatsky

Abstract. The article analyzes Shatsky's pedagogical ideas related to his practice in implementing the ideas of the aesthetic development of the personality in children's institutions organised by him and his associates. Shatsky's activity can be called ascetic, because despite the fact that he could realize himself successfully in other areas (physical and mathematical sciences, medicine, a career at the Bolshoi Theatre), he, driven by the ideas of innovative pedagogy, considered the latter to be his life's work. The pedagogical work of Shatsky is distinguished by a characteristic practical orientation, therefore, the analysis of his views on the topic proposed in the article has an applied direction.

The author of the article, as far as possible, focuses on the study of the experience of the aesthetic formation of children and adolescents, implemented by Shatsky in almost all children's institutions in which the teacher worked, starting with the Schelkovo summer camp-commune(1905) and ending with the first experimental station of Narkompros. In this regard, several factors attract attention: the first is that in all institutions Shatsky consistently tried to implement pedagogical ideas targeting the poor, the second is a systematic comprehension of educational work with children, which includes various types of education: labor, physical, intellectual, etc. The third factor is of particular interest to us, since, according to Shatsky, aesthetic education (mostly artistic), based on the specifics of a sensory-emotional attitude to the world, can become a kind of integrator of all types of educational work. It is suggested that S. T. Shatsky in his pedagogical experience, laid the foundation for the artistic education of children, the organisation of extracurricular amateur art activities, which would later be used in the activities of work in the Soviet school, but would be practically nullified after the reformist «transformation» of the early 90-s of the last century especially taking into account their market orientation.

Key words: Shatsky; aesthetic education; artistic education; pedagogical ideas; methodology; system; music

Tat'yana S. Zlotnikova Mentoring in art: the actual meaning of cultural tradition

Abstract. The article provides a response to an urgent socio-cultural need, due to which 2023 in Russia is declared the Year of the Teacher and Mentor. To analyze the personal (philosophical-anthropological and moral-psychological) and social aspects of mentoring, a peculiar and at the same time indicative sphere was chosen – art, more specifically – theater. The author claims that the binary personality of the mentor gives it special importance. For the public, there is one main facet of K. Stanislavsky and E. Vakhtangov activity (2023 is the anniversary year for the both, so they have been chosen to discuss mentoring), which we are talking about first of all; these are the creators of specific cultural values. But in the professional environment, their contribution to the formation of new generations of creators, analysts, artists and researchers is well known.

Each considered creator–mentor stands apart: Stanislavsky is the founder of the principle of professional training of actors such as (are mentioned the students and followers of E. Vakhtangov, V. Meyerhold, A. Tairov, representatives of some more generations, up to M. Knebel), Vakhtangov is the creator of a certain principle of creative and psychological communication, called «studio» and certain techniques for educating an actor who is sharp–featured and ready for difficult creative tests (are mentioned studio artists B. Zakhava, Yu. Zavadsky, P. Antokolsky, S. Golliday).

The sphere of mentoring is not just a profession in which skills are passed from hand to hand, but the worldview, moral and aesthetic guidelines – a unique wealth that makes up the meaning of the principles transmitted by the mentor. This is not a matrix or a set of skills, but a life position and a special living space in which the mentor and his ward have been living for quite a long time.

Key words: mentoring; theater; pedagogy; K. S. Stanislavsky; E. B. Vakhtangov; «Stanislavsky system»; «studio»; student; director; actor

Sergei Anatolievich Nikolsky The birth of the soviet man in perception of poets and writers – contemporaries and participants of the Revolution and Civil War

Abstract. Modern Russian society, which abandoned the USSR project, stays quite thoughtless since the USSR collapse in 1991. There are no fundamental attempts to understand neither the origins of rise of the «Soviet» phenomenon, nor the causes of its downfall, there is also no analysis of its complex content, although those whose lives another contemporize to a degree with the existence of the Soviet system are still alive, so they could be if not the creators then at least the competent participants for forming such knowledge and understanding. The question of what the Soviet man was and therefore how he was created within the problematic of the «Soviet» is one of the most significant. Along with the research in the field of historiosophy, politics, philosophy, history, sociology and economics, image and understanding in art and literature are also important. The contemporaries (writers and poets who actively participated or lived inside the events of the October revolution and the subsequent Civil war) help us to find such understanding. In literature these are such brilliant examples as Andrei Platonov, Ivan Bunin, Mikhail Sholokhov, Osip Mandelstam, Alexander Blok and Vladimir Mayakovsky, in cinema these are Sergey Eisenstein and Alexander Dovzhenko. There were also many less gifted writers and poets in the cohort of Bolshevik adherents, who passed through the Civil War school, such as Isaac Babel, Eduard Bagritsky, Joseph Utkin, Mikhail Svetlov. The topic of the article is how the birth of a new Soviet man is represented in the works of some of these authors.

Key words: Soviet; new man; society; revolution; civil war; culture; philosophy; history; literature

Tatiana A. Kruglova 1945-1955 soviet art about «the world after war»: cultural politics and anthropological reactions

Abstract. The purpose of the research is to analyze the Soviet art of the post-war decade in order to identify the vectors of human projection in the reality of the «post-war world», as well as alternative versions set by the response to the post-traumatic experience of the war and the severity of the post-war reconstruction period. The theoretical difficulties of researching this period are formulated: the fractures between cultural policy's attitudes toward state patriotism and nationalism, and the demands of the mass consumer. It is hypothesized that the most vulnerable point of cultural policy and artistic activity was the reassessment of the experience of life under war conditions and the problem of rethinking the role of conflicts, their new types and representations. We characterize the attitudes of the two main streams of official art from the point of view of their influence on the adaptive potential of a person. The order «from above» for works broadcasting state patriotism, supported by a series of party and government decrees, is qualified as inadequate to the real cultural and anthropological state of consumers. The second, wider spread, stream of artistic production transmits the values of everyday life in its non-heroic modus, private and family scenes, harmony with nature, and the idyll of human connections. We define this stream as a version of Soviet Biedermeier, an analog of the European type of art that emerged in the first third of the nineteenth century as a reaction to wars and revolutions, as a stylistic design of the autonomy of the bourgeoisie. Like its historical predecessor, Soviet Biedermeier distanced itself from reflection on the traumatic experience of war, developing and reinforcing the values of privacy at the cost of isolation from large socially significant projects.

Key words: projection of the Soviet man; Soviet cultural policy; late Stalinism; post-war situation; theory of non-conflict; Biedermeier; Soviet fine arts

Elena M. Boldyreva, Tayjana G. Kuchina, Elena V. Asafieva Symbolic potential of the lantern image in russian and chinese culture

Abstract. In the second part of the article, the analysis of the symbolic potential of the image of the lantern in the works of Chinese and Russian poets of different eras is continued, the consideration of a wide range of its symbolic meanings, allowing to understand the individual author's and universal general cultural specifics of the image in the Russian and Chinese poetry, reveals a number of common ideas and motives characteristic of both the artistic world of the writers in question, and universal general cultural connotations of the lantern image. In the second part of the study, using the example of poetic texts by Li Guanyao, Yang Wanli, Yun Qiulin, Shi Shifang, and Annensky, A. Blok, S. Yesenin, Sasha Cherny, A. Akhmatova, O. Mandelstam, V. Shalamov, I. Brodsky and other poets are considered other facets of the cultural symbolism of the «lantern» discourse of the Russian and Chinese poetry, demonstrating the «dark nature» of this cultural symbol, exposing the tragic essence of being and the complex, intricate labyrinths of human consciousness. The article considers the lantern as a symbol of physical and spiritual death and absolute hopelessness and meaninglessness of being; a lantern as a symbol of existential loneliness of a person associated with the lack of freedom and destruction of the surrounding world; a lantern as a symbol of memory, presented in Chinese literature as the light of the soul, a connection with the cultural and historical past, associated with idyll, peace and harmony of the rural world, destroyed by the invasion of everyday life, and in Russian poetry associated with loss, pain and nostalgia from the loss of the motherland and childhood memories, but at the same time embodying the light of art, which is able to preserve memory and stop time. The image of the lantern is considered as a multidimensional entity combining various symbolic meanings: divine light, celebration, hope, wisdom, enlightenment, beauty, technological progress, art, memory and its loss, spiritual and physical death, existential loneliness of man in the universe, etc.

Key words: symbol; mythology; image of a lantern; Russian lyrics; Chinese lyrics; philosophy; lyrical hero; motif of memory

Svetlana A. Dobretsova Ice show in the aspect of mass culture: T. Navka «The Love Story of Scheherazade»

Abstract. Figure skating tends to sports that not only contribute to the production of adrenaline, emotions from victory, empathy for athletes, but also create an artistic image with help of music, choreography, costume, make-up, pantomime, which are characteristic of theatrical art. In the aspect of modern mass culture, the author of article notes introduction of ice shows and its wide distribution, characterized by a combination of sports and artistic image. The purpose of study is considering of ice shows embodied the most clichéd, stereotypical ideas about national cultures, sticking with a straightforward plot. The analysis of ice shows was carried out according to the following algorithm: genre, title, plot, characters, costumes and scenery. As a result of researching, the author concludes that in modern mass culture, an ice show is becoming a widespread phenomenon. T. Navka's ice show «The Love Story of Scheherazade» is a text of mass culture according to following gauges. Firstly, the name of show is intended to attract a viewer, focusing only on a love story. Secondly, new love or humorous plot twists enhance an entertainment function of show. Thirdly, the characters are interpreted in traditions of mass culture, their appearance is due to their media status. Fourthly, scenery, costumes, artifacts presented in the ice show are a conglomeration of the most stereotypical ideas about oriental culture and oriental fairy tales. The author also notes that not all ice shows are read as mass culture texts. For example, the ice performances by I. Bobrin gravitate more towards borderline state, offering a viewer an original interpretation of classical culture texts.

Key words: projection of the Soviet man; Soviet cultural policy; late Stalinism; post-war situation; theory of non-conflict; Biedermeier; Soviet fine arts