

Olga A. Koryakovtseva Modernization of the professional development system of scientific and pedagogical workers in conditions of university

Abstract. The article discusses the role of the university system of additional professional education (APE) in the development of continuing education of scientific, pedagogical and leadership personnel in higher education and comprehends the possibilities of integrating existing experience into the educational structures of higher education in the joined territories. The goals, objectives and principles of this APE system, its invariant and variable functions are determined on the basis of the regulatory framework of the federal, regional and local levels. Particular attention is paid to implementation of scientific and methodological support (ISM) in the university's APE system, the most effective means of ISM are considered: project activities, professional updating consulting, individual consulting support, criteria for the professional development of teachers and managers of higher education are determined.

Based on the Decree of the President of the Russian Federation «On the approval of the foundations of state policy for the preservation and strengthening of traditional russian spiritual and moral values» (November 19, 2022), aimed at ensuring the national security of Russia, the author updates the problem of organizing educational work of teachers in the student environment of universities in the joined territories and presents successful experience in developing and implementing a program for advanced training of group curators in the form of «School of mentors». The result of successful scientific and methodological support of the participants of the «school» was: formation of skills of mentors to create conditions that contribute to the development of a person capable of independent life choice and constructive social interaction, respecting the rights and freedoms of other people, as well as the growth of professional and cultural competence of students.

Key words: continuing professional education; integration of educational systems; additional professional education in higher education; scientific and methodological support; curator; «Mentors school» program

Lyudmila N. Nugumanova Mentoring at the stage of professional adaptation of the teacher: problem areas and prospects

Abstract. The article reveals the importance of developing the institution of mentoring. Mentoring today is one of the most sought after forms of on-the-job training. This is due to the following reasons: Mentoring is a low-cost human resource technology. Tutor can be everyone for each, it can be more experienced or more competent member of the team which the ward does not have or has weak knowledge and competence. Mentoring can be real and virtual. Mentoring can exist as a one-off consultation or as a long-term mentor-ward collaboration.

In today's reality mentoring functions more in the form of informal practices, in its development arise a number of problem areas. The article is aimed at identifying problems hindering the effective development of the mentoring institute on the basis of sociological research conducted at the Institute of Education Development of the Republic of Tatarstan. The scope of the study covered municipal areas of the Republic of Tatarstan, including two urban districts (Kazan and Naberezhnye Chelny).

In the course of the study, it was found out that to develop the institution of mentoring, it is necessary to develop legal documents with job descriptions, identify sources of funding, determine the status of the mentor, his work responsibilities, to develop a system for selecting mentors, to determine the format of relationships in the diade «mentor – young teacher», etc. It has also been established that the motivational environment in the educational organization is formed in the case when the mentor program includes the leader. The young specialist has a personal mentor and the team has a favourable socio-psychological climate.

The article presents an extensive analysis of national and foreign literature devoted to the phenomenon of mentoring, which showed that the institution of mentoring is a key component of support at the beginning of his career teacher. It is also important to note that in spite of general recognition of the importance of mentoring in adapting and designing the careers of young teachers in school, insufficient attention paid to this issue locally. The researchers agree that successful adaptation of a young specialist and their career development in an educational institution, it is necessary to work with a mentor and a young teacher.

Key words: mentor; target mentoring model; educational institution; young specialist; adaptation; personnel technology; head of an educational organization; prestige of the profession

Stanislava A. Bazikyan Trends in modern journalism education in a transforming media sphere

Abstract. Traditional teaching methods in today's rapidly changing society do not always prove their effectiveness, especially in relation to creative specialties: critical thinking and an active attitude to life are the leading competencies that must be formed by students in creative areas of training.

The purpose of this article is to analyze trends in the development of educational technologies using the example of training journalists. Through the theoretical analysis of scientific approaches to journalistic education and monitoring of educational programs, the characteristic features, problems and prospects of modern journalistic education were identified.

It is stated that in the era of global technologization and robotization, transformations take place in the labor market – some professions are unclaimed – such concepts as «retired professions» and «professions of the future» appear in scientific discourse and in economic circles. Journalism can fit into the list of «professions of the future», only if future specialists master trendy knowledge in the field of programming languages, immersive technologies, data science. That is, it is obvious that due to growing automation, new skills in the field of IT technologies will be required even for people of creative professions – and media pedagogues need to take such trends into account in their educational practices.

The article provides recommendations for improving the learning process: intensive mastering of the profession at the practical level by increasing the number of hours for mastering applied disciplines; introduction of new courses related to digitalization into curricula; the need for close cooperation of journalists with editorial offices; introducing factchecking courses into curricula updating the process component. In general, the author concludes that passive teaching methods prevail in journalistic education, and innovative technologies are used spontaneously and mainly only in metropolitan universities.

Key words: journalism; media; teaching methods; practice-oriented training; project; creative competencies; activity

Lyubov P. Shustova Problems of students' self-realization in the educational space of the cadet boarding school

Abstract. The relevance of the study is determined by the insufficient theoretical and methodological development of the problem in using the potential of educational spaces of cadet institutions for the self-realization of students. Purpose is: to identify the problems of self-realization of pupils in the educational space of a cadet boarding school. Hypothesis: self-realization of students of a cadet boarding school will be successful if pedagogical actions are built taking into account the problems for implementing this process in the educational space of the institution.

Research methods are: theoretical analysis and generalization of scientific and methodological literature, additional general education programs implemented in cadet institutions; pilot study; methods of mathematical statistics. The main diagnostic tool was the author's methodology «Studying the self-realization of cadets in the educational space of a cadet boarding school» (L. P. Shustova, E. V. Kamaeva, N. A. Lobankova). Results: the main problems in the self-realization of adolescents in the conditions of the educational space of a cadet institution are identified, such as: insufficient attractiveness for students of individual elements of cadet education; lack of opportunity to show their own initiative, leadership qualities, as well as significant success and achievements during the period of study; underestimation of personal factors contributing to success by cadets; insufficient pedagogical support for cadets' desire for self-realization; poor formation of conscious motivation to receive a military profession, etc. Conclusions: despite the prevailing desire of adolescents to study in a cadet institution, its conditions do not allow them to fully realize their abilities, plans and intentions, which indicates the need to improve conditions, expand resources and enrich educational space of the cadet boarding school. The results of the study form the basis to search new ways and mechanisms for acquiring productive experience of self-realization of cadets in various types of personally significant and socially useful activities in the conditions of the educational space of a cadet institution.

Key words: cadet education; patriotic education; educational space; modeling of educational space; cadet boarding school; cadets; self-realization of cadets

Aleksandr M. Ermakov, Anastasia K. Pchelkina Leningrad students in Yaroslavl pedagogical institute (1941-1945): evacuation from the city on the Neva and enrolment at YSPI

Abstract. The article covers a little-studied subject of the YSPU history, devoted to the education of students evacuated from besieged Leningrad. The research is based on the documents stored in the archive of YSPU named after K. D. Ushinsky. On the basis of personal files of students, orders of the university, materials of correspondence with the administration, the authors analyze the contingent of students evacuated from Leningrad, who entered YSPU during the war years. Autobiographies of students reveal the difficulties of studying in besieged Leningrad, details of rehabilitation in Yaroslavl and the region, difficulties in entering YSPI. For the first time the personal files of students, kept in the archive of YSPU named after K. D. Ushinsky, were introduced into the scientific turnover. On the basis of autobiographies the process of studying in Leningrad universities in the winter of 1941–1942 academic year was reconstructed. The number of students evacuated from besieged Leningrad and continued their education in YSPU was revealed; their gender and age composition were characterized. It is stated that besides students, pupils were also evacuated to Yaroslavl. It is established that more than a half of evacuated students came from Yaroslavl or the Yaroslavl region. It was revealed from which universities and to which faculties of YSPI students-blockade survivors entered. It is established that the influx of students-blockade survivors contributed to

creating the faculty of foreign languages in YSPI. The materials of the article can be helpful for the historians in higher school, education, local history experts.

Key words: Great Patriotic War; siege of Leningrad; evacuation; history of education; higher school; Yaroslavl state pedagogical institute; students

Maria B. Kazachkova, Khalida N. Galimova Student project in the educational process of a foreign language

Abstract. The article deals with the use of the project method in the educational process. The relevance of the research lies in the search for effective technologies that provide person-centered training and education. The project method is a technology that contributes to the formation of personality traits, has a positive effect on the research, design, management and other activities of students, allows them to quickly adapt to modern living conditions, and find compromises in solving problems. The purpose of the article is to provide a theoretical justification and propose a practical development of a project model for organizing an educational environment through project activities. Research methods are analysis of scientific, pedagogical and methodological literature, methods of mathematical statistics and data processing, modeling and description of the project, analysis. Project participants are 2nd year students of tourism faculty of the Chistopol branch of Kazan Innovation University named after. V. G. Timiryasov. Stages of project activity are preparatory (approval of participants, topics, definition of goals, tasks, deadlines), main (familiarization with CEFR (Common European Framework of Reference for Languages), computer programs, a tool for identifying the level of text complexity TextInspector, text complexity indices, translation of texts, adaptation of texts), final (summarizing results, analysis of achieved results, preparation of reporting documentation, project defense). While implementing project activities, it has been proved that project activities allow students to combine theoretical knowledge with practical skills, increase creativity, contribute to the expansion of language knowledge, encourage creative search, activate mental activity, teach them to analyze, correctly express their point of view, and build a coherent logical statement, respect other opinions. The materials in the article may be useful to all those who are interested in methods of teaching foreign languages.

Key words: project method; project; text; text complexity; linguistic analyzer TextInspector; Flesch index

Natalia N. Kasatkina, Victoria V. Tevs Assessing mediation in the educational space of the university

Abstract. In the modern educational landscape that is rooted in the anthropocentric paradigm, basic competences and the personal development of students have come to the fore. By the same token, the CEFR, whose publication constituted a watershed moment in language education, sets a great store by personality and considers students as social agents who actively construct knowledge rather than passively receive it. Moreover, the CEFR volume sheds a new light on the multifaceted and multidisciplinary nature of mediation, which constitutes the scope of the article.

Having scrutinized mediation through the lens of D. Coste and M. Cavalli's model and divided a wide range of mediative descriptors into two categories: cognitive and relational mediation, we concluded that this component is strongly interwoven with basic competences. Thus, the multifaceted nature of mediation and its focus on the personal development of students put this component at the core of ELT in general and the CEFR in particular.

Taking into consideration the above and considering L. S. Vygotsky's socio-cultural theory as a starting point, we developed an assessment model called the Assessment Triad of Mediation Competences. At the core of the model there are three facets: self-assessment, teacher assessment, and peer assessment. We believe that to assess such a complex component as mediation, one form of feedback is insufficient. Only the synergistic interaction of three forms of assessment can enable students to push the barriers of the zone of immediate development and take on the role of social agents actively involved in the construction of knowledge.

Key words: mediation; foreign language; zone of proximal development; assessment model feedback; CEFR; competence-based approach; university

Valentin N. Stepanov, Marta V. Starshova Didactization of new media and music when teaching the Russian language to foreigners (on the example of the educational center in Abidjan, Cote D'Ivoire)

Abstract. In July 2023, Russian President Vladimir Putin took the initiative to create Russian language schools (centers) in Africa. He stated this on July 27 at the plenary meeting of the Russia-Africa economic and humanitarian forum. According to Vladimir Putin, studying the Russian language and introducing high educational standards in Russia will lay the best foundation for further mutually beneficial equal cooperation. Yaroslavl State Pedagogical University named after. K. D. Ushinsky, within the framework of the instructions of the Ministry of Education of the Russian Federation, opened Open Education Centers (OEC) in the Republic of Ghana and the Republic of Cote D'Ivoire. The «Fundamentals of State Cultural Policy» pays special attention to promoting the Russian language in the world, increasing interest in the Russian language and Russian culture in all countries of the world, and notes the

huge role of digital tools in promoting the Russian language in the world. This article outlines some experience of teaching the Russian language to foreign students in one of several dozen open education centers of the Ministry of Education of the Russian Federation. Generalization of experience allows us to see the enormous didactic potential of synthetic arts (music) and new media in teaching the Russian language to foreigners. Music didactization allows you to practice and consolidate specific lexical and grammatical skills and introduce foreign students to the cultural achievements of modern Russia. Didactization of new media opens up wide opportunities for ensuring interactivity in teaching Russian as a foreign language, developing feedback skills and developing communication skills of foreign students.

Key words: Center for open education; russian language; Cote d'Ivoire; Abidjan; foreign students; didactization; didactic technique; music; new media; lexical skills; grammatical skills; regional studies

Gao Shenhan Interpretation of the international standard for teachers of chinese as a foreign language

Abstract. In many countries around the world, much attention is paid to the level of qualifications of teachers and professors. Requirements for teachers are constantly expanding – in addition to knowledge of their main subject and methods of teaching it, more and more attention is paid to the development of meta-subject competencies, soft skills, values and professional ethics. Regulating the teaching and learning of Chinese as a foreign language, training and promoting the professional development of Chinese as a foreign language teachers, and assessing their professional competencies is no exception. The analysis of international experience is useful for developing professional standards in Russia and their implementation in the process of teaching students at a pedagogical university. Based on the interpretation carried out on the basis of the content of the «International Standard for Teachers of Chinese as a Foreign Language» (hereinafter referred to as the Standard), approved by the World Association for the Teaching of Chinese as a Foreign Language on 08.26.2022, general advice is offered for the preparation of teachers of Chinese as a foreign language, as well as teaching Chinese as a foreign language. The Standard proposes detailed criteria for the standard of training and assessment of teacher training of Chinese as a foreign language in Russia, not only in theoretical but also in practical terms. Training students – future Chinese language teachers – based on the provisions of the Standard will contribute to their professional development, certification and career planning in modern Russia. The proposed tips are also useful for the professional standard of teachers of Chinese as a foreign language for Russian-speaking students in China, teachers of Chinese as a foreign language in Russia, and other teachers involved in teaching Chinese as a foreign language in other Russian-speaking countries, who are able to work effectively and efficiently in the areas of study and teaching Chinese as a foreign language.

Key words: higher education; «International standard for teachers of chinese as a foreign language»; training of teachers of chinese as a foreign language; teaching chinese as a foreign language; training standard; professional standard for teachers

Vita V. Vonog Implementation of a foreign language training system in the process of forming an engineer's professional personality

Abstract. The article demonstrates the implementation of a system of foreign language training, the theoretical and methodological prerequisites of which were the challenges of modern professional education, including the obligatory integration of a potential employer into the training process of future engineers, registered in regulatory documentation. The foreign language training system is aimed at forming the professional personality of an engineer, which includes the personal and professional competencies of the subject of professional activity, which are updated taking into account the constantly changing global context required for the engineering profession. The professional personality of an engineer is characterized not only by technocratic, but also by non-academic skills (soft skills), including the ability to work in a team, make decisions and discuss professional tasks in native and foreign languages. This humanitarian component of engineering education is explained by internationalization and «intercultural» solutions to the challenges facing humanity, and the need for communication skills and competencies of the future engineer in the need for effective professional interaction in situations of intercultural communication.

According to the position of the author of the article, the system of foreign language training includes a set of complementary and interconnected components aimed at the targeted formation of the professional personality of an engineer for his or her effective interaction in a foreign language with professional partners, based on the developed skills of choosing language norms and forms of communicative behavior. Particular attention is paid to the organizational and pedagogical conditions that determine changes in the traditional system of professional training of engineering personnel, aimed at improving its quality due to its practice-oriented nature, taking into account the requirements and participation of a potential employer.

Key words: professional personality of an engineer; professional foreign language communicative competence; the system of foreign language training; engineering education; organizational and pedagogical conditions

Vladimir A. Tolochek Russian psychology at the turn of the millennium: state, prospects, «positives» and «negatives» of evolution

Abstract. The purpose of the work can be indicated as an invitation to colleagues to participate in the open discussion on the state of Russian psychology at the turn of the second and third millennia. During the study, the included observation, the «labor method» (according to I. N. Shpilrein), the reflection of professional experience were used. The article presents a critical analysis of the state of Russian psychology at the turn of two millennia, including the features of the Yaroslavl psychological school. In the set and variety of different processes of formation of domestic psychology, several important aspects are highlighted and analyzed, each of which emphasizes both positive and negative manifestations and already emerging trends in evolution: firstly, methodology, methodologists, field researchers (the world and its comprehension; levels of methodological reflection). Secondly, «your way» and integration with world science is shown. Thirdly, research and scientific-practical work: distance, separation, gaps (empirical basis: originality, monotony, narrowness; wide-narrow use of the statistical apparatus; research and practice: two worlds, two psychologies) are presented. Finally, globalization and localization of scientific life (scientific publications: novelty, significance and formalism; young scientists and the relay of knowledge; differentiation of discipline and the relationship of its parts) are shown. In addition, style of thinking, scientific schools, paradigms; the study of new phenomena with the inviolability of the authority of old theories; research work and systematization are given.

Key words: psychology; scientific discipline; methodology; paradigms; condition; processes; positive and negative development trends

Sergei V. Mostikov, Olga Yu. Zotova Theoretical review of the concept of forced immobility in modern foreign literature

Abstract. Psychological studies of migration traditionally focus on the study of the reasons for moving and the process of acculturation, putting aside the question «why, having a desire to leave and a high chance for successful adaptation, do people choose to stay?» In order to overcome the insufficient development of the topic of migration, researchers call upon concepts of immobility, which are actively developed abroad, but almost completely absent in the national psychological literature. Theories of immobility cast doubt on the narrative that is familiar to psychology and other social sciences and the humanities about the sedentary nature of a person, as an initial given. Instead, a paradigm is proposed that is free from the «pre-foundness of the object» and includes equally both mobility and immobility of an individual. The dominant focus on migrants and mobility seems exaggerated for a number of reasons: the number of non-mobile people is always greater than the number of migrants; classical ideas (E. G. Ravenstein and others) about mobility contradict modern trends in a number of points, etc. Despite the declared era of multiculturalism and globalism, the availability of mobility in our time, due to bureaucratic difficulties, is much lower than in the days of E. G. Ravenstein. Analyzing the dominant narrative about mobility, social psychologists come to the conclusion that the type of mobility is determined by the social position of an individual: financially secure citizens can afford remote work abroad, citizenship in exchange for investments, and so on. While migration (especially over long distances or to economically developed countries) is not always financially affordable for members of the lower class, they more often choose refugee or illegal migration. Also, within the framework of the concept of immobility, various theoretical models are being developed, including a combination of psychological and social factors. Due to the novelty and originality of this approach, active methodological and empirical attempts are currently underway to develop new quantitative and qualitative methods for studying this issue, where the paradigm setting will be equidistance from both mobility and immobility. The study of the psychological causes and characteristics of the personality of non-migrants will allow us to go beyond the usual research track and significantly enrich the understanding of the tasks psychologists are facing.

Key words: immobility; migration; mobility; migration activity of the population; forced immobility

Alla V. Klimanova Mental regulation of positive mental states in everyday and stressful situations of educational activity

Abstract. The article is devoted to the study of the relationship between mental structures and positive mental states in the regulatory process on the example of educational activity. Everyday situations (lecture, seminar) and stressful situation (exam) of educational activity are considered as situations. The purpose of the study is to identify the relationship of positive mental states and mental structures, which includes the system Self, reflexive, semantic structures and to determine frequently used methods of self-regulation of positive states. 108 students of universities in the humanities and technical areas aged 18 to 25 years old took part in the study. To solve the research problems, we used the following diagnostic methods and author's questionnaires: «Assessment of positive mental states»

(A. O. Prokhorov, A. V. Klimanova), R. Panteleev's questionnaire «Research of self-attitude», P. N. Fetiskin «The Level of Self-Esteem», the method of M. Rokeach «Value Orientations» and D. A. Leontiev «Test of meaningful life orientations», V. Yu. Kotlyakov «The system of life meanings», the method of M. Grant in the adaptation of A. V. Karpov «The level of severity of the direction of reflection», A. O. Prokhorova, A. V. Chernov «Diagnostics of reflexive processes», the author's questionnaire «Self-regulation of positive mental states of students» A. O. Prokhorova, A. V. Klimanova. Pearson's correlation coefficient was used as a method of mathematical statistics. A greater number of close relationships between indicators were found in the situation of the seminar and the exam than in the situation of the lecture. Mental structures have been established that are actualized in all educational situations of educational activity and are interconnected with positive mental states. We have identified commonly used ways of self-regulating positive mental states. Psychologists, teachers of higher educational institutions to monitor and regulate the positive mental states of students and to create diagnostic tools, can use the results of the study.

Key words: mental regulation; positive mental states; self system; reflective structures; semantic structures; self-regulation

Nataliya N. Mekhtikhanova Psychometric assessment of wisdom diagnostic methods

Abstract. The article presents an attempt to create a pre-theory (V. A. Mazilov), methods of empirical research are an integral part of it. A description of the development and evaluation of the psychometric properties of two variants (full and abbreviated) of the Russian-language wisdom diagnostic methodology (MDM) is proposed. The proposed methodological tool for the diagnosis of wisdom was the first in the Russian-speaking context, built taking into account the social and cultural characteristics of understanding the phenomenon of wisdom. The relevance of the methodology development is substantiated, its theoretical prerequisites and the procedure for creating a construct are described. During the creation of the methodology, 1,078 people were interviewed: 621 women and 457 men aged 17–81, residents of various cities of Russia with higher or secondary specialized education. The test data of both versions of the method according to the criterion of discriminativeness and the index of difficulty; according to the criterion of reliability–consistency (for the full version, Cronbach's $\alpha = 0.91$, for the abbreviated version – the factor F1 $\alpha = 0.67$, F2 – 0.73, F3 – 0.74, F4 – 0.78) are presented. The results that can be obtained by applying this technique are stable over time. The indicators for both versions of the methods are positively related to the indicators of the questionnaires «Wisdom Self-assessment Scale» by J. Webster and «EmIn Emotional Intelligence Test» by D. V. Lyusin. This proves the convergent validity of the techniques. Correlation analysis between the indicators of the methodology and age confirmed acceptable external validity. The results of standardization of the methodology are presented. In general, both versions of the method can be considered a reliable and valid tool for studying the phenomenon of «wisdom». They make it possible to obtain a relatively differentiated and meaningful characteristic of the wisdom of a particular individual. Techniques can be recommended for diagnosing both in research projects and for psychological diagnostics in counseling.

Key words: wisdom; wisdom measurement; communicative methodology; pretheory; wisdom diagnostic technique; psychometric indicators of reliability and validity

Nadezhda I. Dumnova Secondary linguistic personality: psychological structure of the phenomenon

Abstract. The paper presents the data of a psychological study of the phenomenon of the «secondary linguistic personality». In the course of the study, information was collected about the context and reasons for learning the language, motives and attitude to it; the motivation of students studying foreign languages in the framework of the minimum program and the program of language specialties at the university, as well as graduates of language and non-language faculties, is investigated. The results showed statistically significant differences between linguistic and non-linguistic groups in such parameters as motivation, attitude to language learning, as well as emotional state in the learning process.

Under the conditions of active communication in a foreign language, students who study foreign languages in depth within the framework of obtaining the specialty «teacher of a foreign language» personal properties transform: the personality develops, becomes more complicated, ethno-signs characteristic of native speakers of the studied language appear. The article attempts to illustrate the structure of the phenomenon, and raises the problem of the need to continue studying and expanding the existing structure of the phenomenon, developing new techniques, since the results obtained using existing techniques cannot help to analyse the phenomenon. The study of the secondary linguistic personality makes it possible to expand the understanding of the personality as a whole and opens new opportunities for a much deeper understanding of the psychological characteristics of a person, important for a number of scientific fields, such as linguodidactics, psychotherapy, etc.

Key words: linguistic personality; secondary linguistic personality; structure of the secondary linguistic personality; personality transformation; qualities of the secondary linguistic personality; speaking a foreign language

Igor N. Semenov The creative path of a modern scientist: from the history of psychophysiology to the spirituality of education (to the 65-th anniversary of V. V. Umrikhin)

Abstract. The article characterizes the development of scientific and pedagogical activity and the formation of the spiritual worldview of the creative personality of a modern original scientist (in the field of the history of human studies, philosophical anthropology and Christian psychology), associate professor of Lomonosov Moscow State University, laureate of the Lomonosov Prize V. V. Umrikhin. The article analyzes the institutional and personological factors and social and communicative relations that determine the formation and professional self-realization of a young scientist in the socio-cultural conditions of Soviet science the formation of both classical Russian psychological schools (B. G. Ananyev, L. S. Vygotsky, A. N. Leontiev, I.P. Pavlov, S. L. Rubinstein, B. M. Teplov, G. I. Chelpanov) and modern trends of Russian human studies in their interrelations with world science. At the same time, the institutional and cognitive interactions of V. V. Umrikhin – as a historian of human knowledge – with the initiators of the development (in research teams of university, academic and applied science) of topical methodological problems of psychology of productive thinking, decision-making of scientific creativity and ethics of spirituality are characterized for the first time. In the 2020-s, V. V. Umrikhin turned to in-depth study of Christian psychology and professional teaching of historical and methodological foundations and theoretical and experimental achievements of psychological science at Orthodox universities in the socio-cultural conditions of modern Russian society. From the standpoint of the reflexive psychology of scientific creativity, the article highlights the main milestones of the worldview searches of the scientist-encyclopedist in the field of anthropological psychology and shows the ways of teaching its Christian foundations in Orthodox university education.

Key words: scientific creativity; subject of activity; scientific school; history of science; methodology of psychology; christian psychology; pedagogy of teaching; spirituality of education

Tatiana Yu. Churanova Motivation as a psychological determinant of training success for cadets at a military educational institution

Abstract. The study of the psychological determinants of the success of cadets' training in a military educational institution includes the analysis of the role of motives as socio-psychological reasons that encourage cadets to achieve results in study and service, to improve the quality of military professional training of mid-level specialists. The purpose of the study is to substantiate the main motives that contribute to the success of cadets' training at a military university. The conclusions are based on data from a comparative analysis between groups of «successful» and «less successful» cadets in training. The result of a socio-psychological survey of cadets of the 1st, 2nd, 3rd years of training showed that the motivation of cadets to choose a military profession and study at a military educational institution lies in three main, interrelated, complementary motives – patriotism (protection of Motherland), material stability and self-realization (building a military career). The statistical analysis of the data showed that the main motives that determine the success of cadets in their studies at different stages of training differ. However, the main motive that determines the success of cadets of secondary professional education in educational activities and learning in general is the need for independence. The motive of hedonism hinders academic success.

Key words: motive; motivation; cadets; military educational institution; success; training success; survey

Anna V. Kuts, Marina A. Lygina, Yulia N. Kulikova Psychological adaptation of foreign students at russian universities

Abstract. The scientific article deals with the results of an empirical research within the process of socio-psychological adaptation of international students under Russian universities conditions. The paper aims to identify the features of socio-psychological adaptation of international students from different ethnic communities to the conditions of Russian universities. The current research involved 400 students from Penza state University and Penza state agrarian university (ethnic composition of the respondents was represented by Arabs (100 ppl.), Indians (100 ppl.), peoples of Central Asia (100 ppl.); Russians (100 ppl.); age structure of respondents: from 18 to 28 years old, the average age was about 21,6; gender composition of respondents: men - n = 200, women - n = 200). In order to identify the psychological characteristics of adaptation of foreign students, the authors implemented a set of diagnostic techniques: «The Meaning-in-Life Orientations test» (Leontiev); «Questionnaire for identifying the severity of self-control in the sphere, activity and emotional behavior» (Nikiforov); «Formalized modification of the self-assessment diagnostic technique» (Dembo-Rubinstein); a questionnaire for many socio-demographic characteristics of respondents, and the level of satisfaction with conditions in a new socio-cultural environment, and educational process at the university. The authors came to the conclusion that the effectiveness of the adaptation process of international students depends on several psychological characteristics: social self-control, life-meaning

orientations, OD-personality disposition, and a complex of strong-willed personality traits. Furthermore, they noticed specific socio-psychological adaptation manifestations in students of different ethnic groups. The results obtained could be implemented in developing programmes of psychological support for international students in the frame of their adaptation to a new socio-cultural and educational environment of Russian universities.

Key words: psychological adaptation; foreign students; social self-control; life-meaning orientations; personality disposition; strong-willed personality traits; self-assessment

Anna A. Dyachuk Motivation of Indonesians learning Russian in a non-linguistic environment

Abstract. The opening KSPU of the Language Center in Indonesia became the basis for studying the motivation of students to learn a foreign language. This is necessary to create psychological and pedagogical conditions aimed at motivating to study the Russian language. The analysis of motivation studies for learning foreign languages by Indonesians showed the possibility of applying motivation theories developed and empirically tested in Western countries.

As a result of the survey of 92 Indonesians, the leading types of motivation proposed by T. O. Gordeeva based on the theory of self-determination. The differences in the severity of types of motivation depending on gender, age and experience in learning foreign languages are described. It is noted that the motivation of self-respect is important for Indonesians. As a result of factor analysis, the reasons and goals of Indonesians learning foreign languages were combined into five factors: interest in culture and native speakers; mobility; career advancement; increasing competence and mastery in language; respect. The identified factors correlate with certain types of motivation. The comparison revealed the factor of respect as significant for all age groups, and age-specific factors. The gender and age differences were weaker than the differences related to the experience of learning several foreign languages. It is shown that Indonesians who speak several foreign languages show interest in culture and native speakers, increase competence and mastery in language learning. Motivation was decreased may be due to the lack of interest and meaningfulness in learning L2, low self-efficacy and a conception of insufficient level of abilities. The results obtained will be used to create methods for teaching Russian as a foreign language in Indonesia.

Key words: intrinsic motivation; extrinsic motivation; self-determination; self-respect motivation; instrumental motivation; integrative motivation; Russian as a foreign language

Nataliya A. Barabash Theatricality as the greatest mystery of the theater and its structure changeable in time

Abstract. The article examines the phenomenon of theatricality as a concept, seemingly known, however, devoid of distinct conceptual boundaries, a clear definition and the actual structure.

It is proposed to explore theatricality from two positions: from the side of the possible architectonics of the work, its structure and, most importantly, poetics. How exactly is theatricality found there and what is it? Such a study is carried out on the material of the production of the play «The Seagull» at the Chekhov Moscow Art Theater.

The set of terms defining this concept and giving grounds to apply it in relation to various kinds of style, genre, time of creation of plays is studied. In this way, artistic time is considered as one of the most powerful arguments in defense of the existence of theatricality itself and what defines it. The formula of this concept is derived, which, as the author believes, is universal in relation to the theater and is based on the vector of time, which, in turn, decomposes or designates the terms that are fundamentally necessary for the acceptance of theatricality. These are: image, style, rhythm. It is these three components that reveal to a greater extent the essence of the nature of theatricality, its belonging to the art of theater, eliminate the understatement and inaccuracy in its understanding and definition. Necessity and timeliness are based on the views of philosophers, starting with Aristotle, then Kant, Heidegger, Bergson, Baudrillard, Sartre, Shestov and contemporary P. Kalitin. Classics of theatrical science who study the poetics of theater, such as Stanislavsky, Anikst, Wolkenstein, Gvozdev, are attracted as opponents and founders of many theatrical concepts and categories. The second position is based on a structural and scrupulous justification of the entire corpus of the phenomenon. Such attribution is also necessary because there is no confusion and displacement of concepts within the theatricality itself.

The author reveals the concept of theatricality, resorting to the analysis of plays not only classics, but also playwrights of the Soviet era, as well as our contemporaries. One of the features of the concept becomes, as it seems to the author, the proximity of theatricality, especially in the second half of the 20-th and further 21-st centuries, the absurdist line in literature and drama. It is from these positions that theatricality is analyzed, taking into account the three components that have already been mentioned. The universe of this phenomenon is obvious. But nevertheless, the author believes that the established concept needs an updated look at the nature of things, at the very essence of the phenomenon of theatricality.

Key words: theatricality; poetics; hero's ego; games with time; basic values; interpretation; terms of theatricality; unreality; simulacrum

Nataliya G. Fedotova City memory places: the concept and typology

Abstract. The article is devoted to the culturological analysis of «city memory place» concept as one of the culture memory fragments storing and broadcasting ways on one or another territory. The appeal to the «city memory place» concept opens up the prospect of heterogeneous phenomena and objects systematization and typologization into a culture city memory integral structure subordinated to a single logic. Meanwhile researches have an ambiguity in the interpretation of the «city memory place» concept and a lack of this phenomenon established understanding which complicates the prospects for research in this direction. The author through the systematization existing research experience, basing on culturological paradigm and communicative-semiotic methodology, make an attempt to represent one of the «city memory place» concept conceptualization working models as a city space localized fragment, city past images storing and broadcasting.

The article reveals the city memory place peculiarities as a theoretical category, identifies the functions of these places in relation to the city, determines the relationship between city memory place concept, memory carriers and commemorative practices. The author notes the existing in modern cities memory places diversity which is driven by not only the specific of the cities (historic, small, industrial, tourist and others), but the memory place representations peculiarities in urban space. The types of city memory places are considered depending on a) symbolic means encoding a city memory place; b) city memory place localization ways in urban space c) ways of places occurred ; d) the memory fragments social significance level for citizens; e) the kinds of sign referents (objects of identification); f) ways of symbolic connections attachments between city memory place and event of the past.

Key words: city; place of memory of the city; cultural memory; image of the urban past; type of memory place

Tatiyana N. Karpova The play by L. Razumovskaya «Medea» in the aspect of dialogue with classics and contemporaries

Abstract. The article is devoted to the problem of interpreting the plot of Medea in the play «Medea» by L. Razumovskaya. The purpose of the study was to understand the peculiarities of reading myth in the aspect of L. Razumovskaya's dialogue with classics and contemporaries. The objectives of the study included finding out the reasons for the playwright's use of a specific plot, considering the sources of influence on the version being created, and formulating the features of the author's reading of the myth.

The study established that the reason for the writer's turning to the myth of Medea was due to personal circumstances (addiction to the genre of drama with a catastrophic ending, awareness of the opportunity to realize unclaimed acting ambitions through dramatic creativity); sources of influence on the peculiarities of interpretation were not only works that directly interpreted the mythological plot («Medea» by Euripides, «Medea» by Seneca, N. Okhlopkov's performance based on the tragedy of Euripides «Medea» at the Moscow Theater named after V. Mayakovsky, etc.), but a wide cultural context – works of Soviet art, regarded by the playwright as related to Medea in terms of problematics; the peculiarities of interpretation are determined by three types of creative activity of the writer – objection, agreement, response.

The article presents the analysis of the manifestations of L. Razumovskaya's creative activity as the creator of the play «Medea». The playwright demonstrates the creative activity of objection in relation to the classics (Euripides, Seneca); in relation to contemporaries (theatre critic I. Solovyova and others), there is a preva «revived» a classic plot, relevant for the Soviet reader (viewer) of the second half of the XX century.

Key words: L. Razumovskaya; Medea; play; interpretation; dialogue in art; soviet dramaturgy; soviet culture

Natalia I. Lesakova The return of Rachmaninov's «opera» (in the year of the composer's 150-th anniversary)

Abstract. In 2023, the entire musical world celebrates the 150-th anniversary of the great Russian composer Sergei Vasilyevich Rachmaninov. In Russia, the jubilee year was declared the year of Rachmaninov by Presidential Decree. The repertoire of all orchestras of the world includes symphonic works by the composer, piano, choral and chamber-vocal masterpieces are heard in all concert halls. The article briefly analyzes Rachmaninov's operatic work: the one-act operas «Aleko», «The Miserly Knight», «Francesca da Rimini», and also talks about the unfinished opera «Monna Vanna». The author reveals the significance of these works for the world musical theater, and also refutes their «second-rate» in relation to the more famous part of the composer's creative heritage. It was the opera («Aleko»), which was the diploma work of the young composer, that was not only the first success, but also became an incentive for Rachmaninov's further compositional activity, it was in it that the whole further individual, unique

style of the composer developed. For decades, the composer did not let go the idea of creating compositions in this genre, Rachmaninov was intensely looking for a plot for his new operas. The operas «The Miserly Knight» and «Francesca da Rimini» were written almost simultaneously and were performed under the direction of the composer in one evening. Unfortunately, the new operas puzzled both the public and critics, because the works sounded too new and unusual and after several productions they stopped being performed. In the XXI century, Rachmaninov's operatic work arouses the interest of musical and theatrical venues not only in Russia, but also in the West. Increasingly, two or three works of the composer in the opera genre are performed in one evening. The directors highlight eternal philosophical and ethical issues in Rachmaninov's operas, talking about love, happiness, and the tragedy of existence, today's listener turned out to be more prepared for the perception of the composer's beautiful music and for musical theater. A separate part of the article is devoted to such an important type of activity in the musical theater as conducting: the contribution that Rachmaninov made as an innovative conductor in the opera theater is difficult to overestimate.

Key words: S. V. Rachmaninov; Rachmaninov's 150-th anniversary; musical theater; composer; conductor; opera; «Aleko»; «The Miserly Knight»; «Francesca da Rimini»; «Monna Vanna»; one-act opera; opera production; theater

Pavel Gennadievich Bylevsky Cultural aspects in forming the culture of citizens' information security

Abstract. The article examines the problems of the formation of a mass civil culture of information security of Russians based on the «conversion» of a historically inherited set of professional knowledge, skills of professional use of computer and telecommunication technologies for state needs. Achieving this goal can be facilitated by a specialized scientific understanding – the development of a cultural paradigm: the application of a value approach, evolutionary and structural-functional methods in the study of the features and dynamics in the formation of information security in Russia.

In the course of the presented research, the directions of ensuring security are classified according to the types of protected values (including socio-cultural traditions and identity), the features associated with computer and telecommunication technologies and digital transformation as their universal application are highlighted. The culture of information security is divided into professional, specialized (including in the field of computer and telecommunication technologies) and general civil, mass.

An important result of the study is the conclusions about the unproductivity of the translation of templates of professional training tools and the insufficiency of simple popularization for the formation and development of a mass general civil culture of information security. On the contrary, the principle of «conversion» is proposed, meaning that the formation of each type of information security culture is peculiar, characterized by various combinations of technical and socio-cultural, basic and auxiliary factors, deadlines, stages and possible methods. The cultural paradigm of information security can be used for further scientific, educational and practical profile activities, serve as a methodological tool for implementing the Concept of formation and development of citizens' information security culture approved by the Government of Russia on December 22, 2022.

Key words: cultural paradigm; information security; mass civil culture; «universal education»; computer and telecommunication technologies; digitalization

Artem I. Mensadirov, Tatiyana S. Zlotnikova Cultural and educational activities in modern Russia

Abstract. Our society has always strived to develop and enrich its culture, and cultural and educational activities play a key role in this process. This article analyzes the main aspects of cultural and educational activities in modern Russia. At first, the concept of cultural and educational activity and its role in the life of modern Russian society, its legal regulation, the connection between enlightenment and education and the views of modern researchers on the concept of «educational activity» are considered. The article examines the objectives of cultural and educational activities, the ways of its support in Russia, the features of the development of cultural and educational activities at the regional level (Yaroslavl region) and municipal level (Nekrasovsky district). This research uses sociocultural and theoretical-cultural methods based on scientific articles, statistical data and expert opinion of famous Russian scientists. The article also analyzes current forms of work with the population, their combination of traditions and innovations, entertainment and educational aspects, cooperation between cultural institutions and public non-profit organizations, the implementation of all-Russian and local projects, public and private investments in the development of cultural initiatives. The article explores in detail the role and functions of cultural and educational institutions, such as cultural centers, museums, rural clubs, libraries and other cultural centers in the modern Russian region. The article also examines the main problems and challenges faced by cultural institutions and current examples of their successful solutions. Particular attention is paid to the issues of attracting young people to cultural and educational activities and the development of cultural tourism in the region. The results of this research allow us to draw a conclusion about the significance and potential of cultural and educational activities for regional

development in modern Russia. Based on this research, proposals were made for the further development of cultural and educational activities at the federal, regional and local level, and the concept of «cultural and educational activities» was formed.

Key words: cultural and educational activities; education; legal regulation; cultural innovation; public-private partnership; festival; exhibition; Yaroslavl region; Nekrasovsky district