

Zolotareva A. V., Shlyakhtina N. V. Study of professional competencies of the head of an educational organization: tools and results

Abstract. The article shows the tools and results of a study of the professional competencies of the head of an educational organization, conducted by the scientific team of YSPU named after K. D. Ushinsky, within the framework of studying the problem of improving regional systems of scientific and methodological support for the professional development of teaching staff and management personnel in the context of integration into a single educational space of the Russian Federation. The review of the regulatory framework of the Russian Federation is made, regulating the activities of the head of an educational organization, including the Federal Law «On Education in the Russian Federation» № 273-FZ; National Project «Education»; the concept of creating a unified federal system of scientific and methodological support for teaching staff and management personnel, as well as the analysis of the competency-based approach as a new direction in scientific and pedagogical methodology. The concepts of «competence» and «competency» are given, and the requirements of the professional standard «Head of an educational organization» for implementing labor functions of a manager are described.

The authors have updated the problem of studying the professional competencies of a leader in terms of development trends in the Russian education system; the problem of developing a set of tools for assessing professional management competencies and insignificance of experience in developing and implementing procedures for assessing these competencies in science and practice are outlined.

The article describes diagnostic tools in the form of a test compiled in accordance with the requirements of the professional standard «Head of an educational organization» and including 4 cases: Management of educational activities of a general education organization; Administration of the activities of a general education organization; Management of the development of a general education organization; Managing the interaction of a general education organization with participants in relations in the field of education and social partners; the structure of cases is given, approaches to their compilation and application in the diagnostic process are described. The study sample included 292 heads of educational organizations in new regions of the Russian Federation (LPR and DPR). The results obtained during testing for each of the toolkit cases are described; conclusions were drawn on the use of the obtained data in professional development programs for heads of educational organizations.

Key words: competency-based approach; competence; competency; educational organization; head of an educational organization; professional management competencies; tools for diagnosing professional competencies; professional development program for the head of an educational organization

Sdobnyakov V. V. Formation of a nationally oriented professional worldview of future teachers in the educational process of the university

Abstract. The article presents the pedagogical, philosophical and sociocultural context of the transformation of the educational space of the Russian university and secondary school system. The contradictory nature of the bio-socio-technological and digital impact on the value systems of students, aggravated by the consequences of the Westernization of Russian education, the refusal of holistic and systemic education of younger generations for decades, while simultaneously implanting mass culture and postmodernism in the consciousness and behavior of young people, is outlined.

The central task in the educational process is seen to be the formation of spiritual and moral immunity in future teachers, as well as school students and their parents, and the ability to counter any attempts to destroy the national and cultural identity of the Russians through the return to education, training and upbringing of the humanistic traditions of the Russian and Soviet system of education and socialization of youth: by ensuring intergenerational continuity of cultural codes and traditions in the education of students; through building a social, pedagogical partnership between two educational institutions – a university (school) and a family.

Key words: students; national and cultural identity; traditional spiritual and moral values; civilizational identity; bio-technological and digital environment (cyberspace); educational paradigm in the conditions of hybrid war and ideological confrontation between Russia and the West

Prichinin A. E. Identification and minimization of educational projects risks

Abstract. The article discusses the barrier effect that occurs when identifying and minimizing the risks of educational projects. The pace and scale of development and implementation of educational projects in the Russian Federation is increasing. Implementation of educational projects at the national level is the most important tool of state policy in the field of education. Taking into account the transition from the concept of «zero risk» to the concept of «permissible risk» in the education system, the problems of risk management of educational projects are increasing. The author attempted to describe and explain the barrier effect that arises when identifying and minimizing the risks of an educational project. The study was conducted by methods of analysis, synthesis, reflexive problemization and modeling. As the study showed in the theory and practice of risk management of educational projects, insufficient attention is paid to the barrier effect. The results of the study made it possible to identify the main parameters of the barrier effect – risk entropy, time, the effectiveness of management decisions to minimize

risks, as well as the consequences of realized risks. The study showed that the main factors influencing the formation of a barrier effect are - the possibility of iteration to the essence of risk in the process of managing an educational project (structural factor), non-stationary conditions of the external and internal environment of the educational project, the presence of contradictions in the adoption of management decisions and the possibility of the management system to effectively use heuristics, value and resource factors, the factor of cognitive distortion, as well as the factor of the need to eliminate the consequences of already realized risks. The combination of identified factors is expressed in the creation of a barrier effect that prevents the reduction of the entropy of the risks of the educational project and the development of effective solutions to minimize them. As the study showed, further study of the barrier effect can reduce the volume and scale of the consequences of the realized risks of educational projects.

Key words: barrier effect; educational projects; identification and minimization of risks of educational projects; risk entropy; effectiveness of risk minimization; barrier effect factors; consequences of risks; iteration in risk management

Nikholat K. I. Formation of culture of elementary school students' social safety in extracurricular activity

Abstract. In modern conditions, one of the important components of the culture of personality is the culture of social security. In the formation of culture of social security in the younger generation, education plays an important role. In this regard, the problem of ensuring social security today affects many aspects of life and is becoming multifaceted. The pedagogical potential of extracurricular activities considered in this article in the formation of a social safety culture among younger school students presupposes the disclosure of the importance of children's readiness for safe life in society as a condition for realizing their personal potential. As you know, extracurricular activity is a variable component of the Federal State Educational Standard for Primary Education and an obligatory part of the educational process at school. Hence, one of the prerequisites for building an institutional structure for the formation of a social security culture among younger students within the framework of the use of different forms to organize education and upbringing of children is the possibility of extracurricular activity. Thus, in the formation of the components of the safety culture of younger students, one of the leading roles belongs to the organization of their extracurricular activity, in which children receive knowledge about the sources of danger, the means for overcoming them, understanding of the need to develop physical readiness to get out of dangerous situations and, in general, formation of readiness for adequate perception and assessment of reality. Such components of safety culture in educational practice consider the motivation of children to their safety, awareness of importance of safe behavior, etc. In this regard, the most important task of working with children during extracurricular activity is to develop a sense of responsibility for their behavior, respect for their health, stimulate their independence in making the necessary decisions and develop skills for safe behavior in real life. The article considers the following aspects: the organization of extracurricular activities of elementary school students; formation of social safety culture among younger students; using organizational forms to develop safe behavior skills in primary school students.

Key words: primary school; younger students; out-of-hours activity; social safety culture; safe life; safe behavior; personal experience; sources of danger

Timkina Yu. Yu. Foreign language training for intercultural interaction in professional activity

Abstract. The priority task of higher education today is to prepare university graduates to solve the problems of professional activity in cooperation with colleagues from partner countries. Work in international teams is associated with implementing of professional interaction in the mediator language in intercultural communication. On the basis of theoretical works devoted to the development of the language personality of students, professionally oriented learning of a foreign language at a university, development of an intercultural approach to education, it is possible to clarify the purpose of foreign-language training at university – the need to form a professionally oriented intercultural language personality of students. The formation of this type of language personality at the university is carried out by organizing classroom lessons in the form of interpersonal communication situations in small groups when solving research problems close to real communication situations in future professional activities, and organizing independent work based on the analysis of the individual needs of students to solve research problems in the mediator language. Interpersonal communication situations can be implemented in the form of cases, including control and measuring parameters. Pre-formulated criteria for assessing the result of group work allow you to manage the educational process, assess the dynamics of the development of the abilities of a professionally oriented intercultural language personality of the student. Observing the group work of students showed that the organization of interpersonal situations within the framework of professional discourse contributes to the formation of qualities of the demanded type of language personality, namely: adoption of different points of view, respect, support and assistance to team members, formulation of their own ideas based on argumentation and examples.

Key words: professionally oriented intercultural linguistic personality; mediator language; professional interaction; group training; research tasks; professional discourse

Skarednykh A. S. Didactic possibilities of electronic educational resources in the process of forming a professionally oriented foreign-language communicative competence of college students

Abstract. At the current stage of the vocational education development in Russia, the problem of forming a professionally oriented foreign-language communicative competence of college students is relevant. Future middle-level specialists need a foreign language to solve professional problems, work with documentation, corporate communication.

Training in a foreign language in professional activity is carried out through electronic educational resources. Teachers create electronic courses in learning management systems in the discipline «Foreign language in professional activity», use training simulators, applications, programs to improve the skills of all types of speech activity. In this regard, questions are relevant – what are the features of various electronic educational resources and on what basis they can be structured to ensure greater efficiency in formation of professionally oriented foreign-language communicative competence of college students.

The article presents the definition of the concept of «electronic educational resources» in terms of their use in the formation of professionally oriented foreign-language communicative competence of college students. Specialized, universal and auxiliary types of electronic resources are used to form the linguistic, sociocultural and strategic component of the competence. The results of the study indicate that the components of the professionally oriented foreign-language communicative competence of future middle-level specialists are formed by means of a set of different types of electronic educational resources.

The significance of the study lies in the fact that the author describes the features of the use of electronic educational resources to form a professionally oriented foreign-language communicative competence of college students. The article presents a reasonable structure of types of electronic resources, the combination of which ensures the analysis, selection of existing ones or the creation by the teacher of his own resources for solving educational problems.

The results of the study can be of scientific interest to teachers in any scientific field, as well as teachers and researchers in the field of vocational education, since the presented combination of electronic resources can be used in the formation of any competencies.

Key words: professionally oriented training; a foreign language for professional purposes; foreign-language communicative competence; professionally oriented foreign-language communicative competence; electronic educational resources; college student

Krotenko T. Yu. Digital tools of a modern manager: analysis of problems and opportunities of engineering and economic education

Abstract. Today, automation inevitably accompanies social and economic development. This process is accompanied by the emergence of the necessary tools to facilitate its implementation. The diffusion of this phenomenon into all areas of practice, including management, is dynamic. Management is facing a growing need for digital tools. Consequently, education faces the problem of developing competencies in future leaders corresponding to changing conditions. New knowledge, skills and abilities should be formed not only among specialists in the field of information and communication technologies, but also among future managers. When solving this issue, it is necessary to coordinate the interaction of students, teachers, university administrations, production and the market. It is important for students of engineering and economic specialties to master both information retrieval methods and system-algorithmic tools. Moreover, there is a need to master specific programming languages. In the study presented in the article, its results confirm the assumption that the managers of the new generation quite consciously represent the need to master competencies in the field of information technology. Also, the results of the analysis indicate that many respondents already have certain knowledge in this area and individual experience, verified by their own practice of applying specific information and communication techniques. A survey of experts and students made it possible to identify a number of «digital» competencies, that is, a set of knowledge, skills and abilities that future managers need when solving typical managerial tasks. The article raises the problem of correlating the needs emerging in society with the educational content and structure of the educational environment of the university, and the compliance of engineering and economic education curricula with the requirements of the time.

Key words: engineering and economic education; digital competencies; information technology; management university; future managers; integration; industry; production

Vorontsova A. V., Scryabina O. B. Monitoring the implementation of educational programs in universities of the Russian Federation

Abstract. The article is devoted to presenting the results of monitoring work programs of education and calendar plans of educational activities in universities of the Russian Federation. Based on the monitoring, the authors come to a number of conclusions that characterize general trends in the content of educational programs and the features of synchronization of educational programs and basic professional educational programs of higher education, as well as allowing them to describe the content of mass practices of educational activities in universities by constructing profiles of calendar plans: content, subject, chronological, differential, innovative, technological and

dynamic. Educational programs and plans for educational activities of 300 universities with various departmental affiliations were analyzed. The data array contained more than 56,000 components of calendar plans for educational activities. The authors identified the following significant characteristics of the content and structure of educational work programs and calendar plans for educational activities of universities in the Russian Federation: representation in practice of the entire spectrum of education areas; a high degree of readiness of the body of educational organization of higher education to solve the tasks set at the state level; insufficient consideration in the practices of universities of the dynamic characteristics of a student's request during the learning process at university, as well as the characteristics of different groups of students (mainly events are aimed at all students and are repeated annually); the dominance of professionals in the status of authors and organizers of major events, activities, and programs; a significantly greater representation of cultural and creative events in the space of extracurricular activities, with a very insignificant representation of professionally oriented events and labor education; some isolation of the educational system of the university on itself, insufficient external relations and events aimed at including students in external communities; the dominance of the action-based approach in educational practices, which creates an uneven chronological profile of educational activities with active and passive phases.

Key words: education at university; monitoring of education; work program of education; calendar plan of educational activities

Sher M. L., Yurchenko T. V. Pedagogical mediation as a means for preventing destruction in the digital space among future teachers

Abstract. The article considers pedagogical mediation as a means for preventing destruction in the digital space of professional activity of future teachers, as well as problems and risks associated with the use of information and communication technologies in the educational process. Conflicts in the educational environment are present, as in society as a whole, but in many cases the beginning of the conflict in the school is hidden from adults and there is still a number of features for which teachers need to be trained. The problematic situation that has developed between schoolchildren and has grown into a conflict is already a crisis development of the pedagogical situation. It is characterized by a sharp aggravation of interpersonal relations and an increase in the internal, mental tension of participants in the educational process, and its solution requires a significant tension of intellectual, emotional, spiritual forces of both teachers and students. Therefore, mediation is currently a fairly common method of mediation in conflicts. The authors of the article analyzed the levels of readiness of future teachers for the practical application of knowledge of pedagogical mediation in the educational environment, the need for its development to effectively work with digital technologies and prevent possible destruction. The authors also highlighted three components of the readiness of bachelors for pedagogical mediation as a means for preventing destruction in the digital space: cognitive-meaningful, context-technological and personal (motivational). To diagnose formation of students to work with pedagogical mediation, a comprehensive survey-test was applied.

Key words: pedagogical mediation; conflict; digital space; training of teachers; destruction; mediative technologies; professional readiness; digital education

Mazilov V. A. K. D. Ushinsky and the formation of psychology as a science

Abstract. The work of K. D. Ushinsky is considered in the context of the Russian culture development in the mid-XIX century. The field of spiritual phenomena remained one of the few areas beyond the control of the science of that time. There was no scientific psychology yet, but issues related to the understanding of man, the relationship between personality and society, the mental life of an individual were actively discussed in society, in scientific publications, and on the pages of literary journals. Psychological ideas had a huge impact on public life, it is enough to recall, for example, what kind of public resonance the well-known discussion between I. M. Sechenov and K. D. Kavelin had, which became a significant phenomenon in the cultural life of Russia. The publication of Ushinsky's works had a huge influence on the theory and practice of education. Ushinsky's ideas about scientific psychology and the very justification of psychology were perceived by society to a much lesser extent. The article is devoted to the work of great Russian scientist K. D. Ushinsky. His contribution to the foundation of scientific psychology is analyzed. It is claimed that Ushinsky was the founder of the original version of scientific psychology. In the second half of the 1860s scientific psychology did not yet exist, moreover, the methodological grounds and principles on which psychology should be based on as a separate independent discipline were not determined. Wundt's version, developed as a response to Kant's criticism of empirical psychology, was substantiated after the death of Ushinsky. The Wundt's version was accepted by the scientific community, despite obvious shortcomings. Scientific psychology, according to Ushinsky, should be based on the anthropological approach and on facts, as well as be applicable in practice, «in the field of education». Ushinsky's version had obvious advantages over Wundt's one, but was not appreciated. The article analyzes the reasons why Ushinsky's concept did not receive recognition and support.

Key words: K. D. Ushinsky; psychology; science; methodological grounds; scientific psychology; psychological ideas; anthropological approach

Trushina O. V., Rylskaya E. A., Pogorelov D. N. Relationship of viability with the level of existential fulfillment and value orientations of personality

Abstract. The modern world has reached the apogee of its development in many ways. The central problem of survival and satisfaction of basic needs has become less relevant, the focus of the individual's attention has moved onto realization of one's own potential, awareness of life meanings, deep understanding of oneself and others, initiation in one's own destiny for a harmonious life. Achieving an optimal level of vitality, at which a person can develop steadily and stably, acting as the «creator» of his own life path, is not easy, due to the fact that the mentioned task is implemented in a total situation of uncertainty and «turbulence» that reigns in society, and is also associated with numerous difficulties of the present time: pandemics, economic crises, the unfolding of wars and armed conflicts. That is why it is important to study the phenomenon of vitality, thereby reducing the number of «blank spots», there are many of them in the topic under consideration due to the relatively recent interest of psychologists in the phenomenon, which dictates the need for this study.

The purpose of the article is to study the relationship between vitality and the level of existential fulfillment and value orientations of the individual.

The sample of this study consisted of 117 people, of whom 85 were female and 32 were male, aged 18 to 55 years.

The study found significant relationships between indicators of vitality, the level of existential fulfillment and value orientations in groups with low, medium and high levels of vitality; in these groups it was possible to identify differences in the predominance of certain indicators. In addition, the existential-value characteristics of the individual, which act as factors of vitality, have been identified.

Key words: resilience; existential fulfillment; value orientations; existential-value factors of resilience; spheres of realization of values; ability to adapt; ability of self-regulation; ability of self-development; meaningfulness of life

Zhedunova L. G., Stefanu O. V. Perception of the «body image» when experiencing the midlife crisis

Abstract. The article presents the results of the empirical study, the purpose of which was to identify the psychological content of the perception of «body image» when experiencing a midlife crisis. The metaphor method chosen by the authors made it possible to highlight the most relevant topics of experiences, various states, feelings, strategies of behavior and the most important needs of a person in crisis. Using the content analysis, the most relevant of them were determined: age, health (body volume and weight, illness), current state, appearance/sexuality, relationships (with a partner, children, parents, people), unresponsive injuries/post-traumatic states (experiences, losses, loss of loved ones), personal and professional demand.

The presented metaphors were generalized into semantic groups: the image of an animal, the human image, the ephemeral image, the natural image. The mathematical and statistical analysis of the results of the semantic differential, developed specifically for the task of research, showed the most positive assessments of characteristics: feminine; conscious; living; own; beautiful. The most negative estimates of characteristics are large; tense; soft. By using Spearman's rank correlation coefficient, positive direct correlations were found out. Based on the results of correlation analysis, a structural analysis was carried out, which made it possible to distinguish the characteristic of the leading element in the structure of perception of the «body image» – «heavy» – «graceful», «slender». As a result of the factor analysis, four significant factors were identified: health, sexuality, elegance, materiality. Comparison of age groups according to the Mann-Whitney U-test showed differences in the perception of «body image»: women over 40 years old tend to evaluate their «body image» as unique, individual, attractive and inviting – more positively compared to women under 40 years old.

Key words: perception of body image; physicality; behavior strategy; a mid-life crisis; experiences; feelings; metaphor

Novikova N. V. Structure of individual psychological characteristics of experiencing a military conflict situation

Abstract. The article presents the results of the empirical study on psychological characteristics of the person experiencing the situation of the military conflict in Donbass. The study was carried out on the basis of SEI HPE «Gorlovka Institute of Foreign Languages» (Gorlovka, Donetsk People's Republic) in the period 2014–2022. The sample of the study was 195 people – students aged 18 to 25 years. All subjects are residents of the Donetsk People's Republic, permanently reside in the region and, accordingly, for a long time are in a situation of military conflict. In the course of the theoretical analysis, the most significant characteristics of experience in the extreme situation are identified – emotional, personal, activity and existential levels, each of which can be characterized by both a constructive and destructive pole of experience. As the result of the structural analysis, qualitative differences were determined between the groups of subjects in terms of the constructiveness/destructiveness of experience, which consist in the peculiarities of the structural organization of a person who constructively and destructively experiences a situation of military conflict at various levels of experience. A high level of consistency and

organization of the structure of individual-psychological characteristics of the personality is characteristic of a constructive experience of the military conflict situation at emotional and existential levels. When there is a destructive experience of the military conflict situation, then a high organization of the structure of individual and psychological characteristics is manifested at the personal and activity levels. It has been established that different levels of experience and different types of experience (constructive/destructive) are mediated by a specific combination of individual psychological factors – temperamental, dispositional, motivational, meaningful and value characteristics of the personality. The results obtained can be used in the process of consultative psychological work with groups of people who have been living in a situation of military conflict for a long time.

Key words: experience; personality; psychological structure; constructive type of experience; destructive type of experience; personality characteristics; military conflict

Lenkov S. L., Rubtsova N. E. The subject of psychology from the subject-information approach standpoint

Abstract. The results of methodological and empirical research aimed at defining the holistic, integral and fundamental subject matter of psychology as an independent branch of scientific knowledge are presented. The subject-information approach to psychological research (S. L. Lenkov, N. E. Rubtsova) and the modern concept of the inner world of human (V. A. Mazilov, V. D. Shadrikov) were used as methodological foundations. The empirical basis of the study was made up of current passports of psychological scientific specialties, posted on the official website of the Higher Attestation Commission under the Ministry of Science and Higher Education of the Russian Federation. It is shown that objects of scientific psychological research can belong to three types (material, material-ideal – information systems, ideal), combining five classes of objects: material (non-information), humans and social groups, biosphere (besides humans), technical information systems, ideal objects of information interactions. A new version of the definition of the general subject matter of scientific psychology is substantiated, according to which psychology studies the internal (informational) world of heterogeneous biorelevant actors (i.e., actors related to the life and functioning of humans and the biosphere as a whole). The components of the subject matter of psychology are the internal worlds of: 1) human (as an individual subject), 2) society (as a system of individual and group subjects), 3) the biosphere (as a system of heterogeneous bioactors), 4) actors (technical information systems) of biocommensurate cyberspace (i.e., that part of cyberspace, the content of which is determined by the activity of biorelevant actors). It is shown that a new understanding of the subject matter of psychology, summarizing the results of the study, expands and complements the understanding of the inner world of a human, based on the fundamental categories of information, subject and actor.

Key words: subject matter of psychology; object of psychology; subject-information approach; inner world; subject; actor; information; signal; value; meaning

Turchin A. S. Changing the content of psychology branches as a condition for enriching the subject of psychological science

Abstract. The article discusses the problem of the relationship and mutual influence of the content of the subject of general psychology and such an important branch of psychological science as age psychology. For decades, these processes could be described in spirit of parallelism. At the same time, the emergence of new facts in the branches of psychology or the concretization of methodological principles was not always perceived as a source for enriching and developing general psychological problems.

A historical and psychological analysis indicates that in the relationship between the branches of science, such a phenomenon is not something special, inherent only in psychology. Nevertheless, based on the fundamental provisions of the activity and semiotic approaches, one can find natural manifestations of the trends in differentiation and integration (N. I. Chuprikov), corresponding to qualitatively peculiar stages of the development of psychological science, primarily reflected in the meaningful interpretation of its subject.

It is proposed to consider as a priority not so much the direct but the mediated impact of the successes achieved in the framework of research in age psychology and semiotics, expressed in expanding the empirical base of research on the general theoretical and methodological content of general psychology.

Key words: subject of psychology; interconnection; mutual influence; differentiation; age psychology; acmeology; semiotics; reductionism

Povarenkov Yu. P. Options for classifying the activity of a professional's important qualities

Abstract. The article is devoted to the problem of identifying and classifying the activities of a professional's important qualities of (hereinafter referred to as APIQ), which is relevant in practical and theoretical terms. The article gives an extensive definition of the concept of APIQ, highlights the grounds for their classification and discusses possible options for classifying APIQ. Two basic types of professional AIQ are identified: professionally important qualities (hereinafter, PIQ), which affect the effectiveness of professional activities and meta-PIQ, which affect the success of meta-professional activities. It has been shown that in the general case, PIQ and meta-PIQ can

be classified according to a number of leading bases. According to the type of professional activity, AIQ are distinguished, which affect the success of options, vocational training, adaptation, designing and implementing career, etc. According to the form of professional activity, AIQ are identified that affect the formation (education), implementation (functioning), optimization and transformation of various types of professional and meta-professional activities. According to the level of ties with the psychological components of the professional's activity structure, AIQ are distinguished, which affect the success of the formation of the motivational and information basis of activity, on the success of goal setting, planning and realization of a career. According to the degree of integrativity, 3 types of AIQ were distinguished: elementary (initial), subsystem (homogeneous) and systemic (heterogeneous). As elementary AIQ, the abilities, knowledge, skills, motives, qualities of a professional are considered. The group of subsystem AIQ include experience, giftedness, the structure of self-awareness, the motivational sphere of a professional. Professional suitability, professional readiness, professional competence, professional potential and resourcefulness are distinguished as systemic AIQ. It has been suggested that there are specialized and universal AIQ, as well as – AIQ associated with objective and subjective criteria for the success of professional and meta-professional activities.

Key words: professional; professionally important qualities; classification of qualities; meta-professionally important qualities; activity important qualities of a professional; basic types of activity-critical qualities

Karpinsky K. V. Personal meaning of a child for an adult as a regulator of professional pedonomic activity

Abstract. The article sets out the results of theoretical analysis and empirical study of the place and role of the personal meaning of the child in the system of motivational and semantic regulation of professional pedonomic activity. Pedonomic professions and specialties include the types of industrial labor activity of adults whose subject is the child, and the main content is labor actions and operations (to provide services and perform work), which are directly aimed at providing the necessary conditions for meeting the material and intangible needs of children. Varieties of professional pedonomic activity form a specific subtype («adult-child») of the socioeconomic type of professions («person-person») (within the typology of E. A. Klimov). The specialized mental regulator of professional pedonomic activity is the personal meaning of the child for an adult, which means subjective understanding and experience of objective life relations that connect the child/children with meeting needs, embodying values, fulfilling motives, achieving goals and practical implementation of other personally significant intentions (motives and aspirations) of the adult. At the intersection of modality and topological criteria, four psychological types of personal meaning of a child for an adult are identified: positive terminal (value), negative terminal (anti-interest), positive pragmatic (instrumental), negative pragmatic (barrier) meaning. An empirical study of a professionally heterogeneous sample of pedonomic workers confirmed the hypothesis that different types of personal meaning of a child for an adult correlate with individual psychological differences in professional motivation (determined from the standpoint of the theory of self-determination) and in the subjective quality of professional activity (determined by experiences of pleasure, meaning, effort and emptiness in work, involvement in work and career satisfaction). According to the set of criteria, a positive terminal meaning (value attitude towards a child) is recognized as functionally optimal for the motivational and semantic regulation of professional pedonomic activity, which is combined with internal labor motivation and subjective well-being in the domain of professional life.

Key words: professional pedonomic activity; the personal meaning of the child; value attitude towards children; motivation; semantic regulation; functional optimality; self-determination theory

Semenov I. N., Kalashnikov I. G. Scientific reflection on development of cognitive-activity means of teaching pedagogical psychology

Abstract. An important area of modern general and pedagogical psychology is the study and development of cognitive processes. One of the constructive directions of this is the activity theory of teaching created by outstanding world-class scientist N.F. Talyzina, which creatively implements the tradition of L. S. Vygotsky – A. N. Leontyev – P. Ya. Galperin. According to the centenary of the graduate of YSPU and Honorary Professor of Moscow State University N. F. Talyzina, the study of the formation of her scientific work and pedagogical experience of teaching at higher education as an effective precedent for the original development of modern human science in the methodological unity of its fundamental and applied directions is relevant. The article shows the interaction of the cognitive searches of N. F. Talyzina with assimilating and developing her achievements of the scientific schools of her teachers in science: P. A. Shevarev, A. N. Leontyev, P. Ya. Galperin. The novelty of this article lies in the study – from the standpoint of institutional-personological and subject-activity approaches to scientific work - of the interaction of the theoretical and methodological foundations in learning and their psychological and pedagogical implementation in the activity concept of N. F. Talyzina's teachings. The formation of this concept was determined both by innovations in the study of cognitive processes by the method of their systematic formation in the context of cybernetics and programmed learning, and by the experience of training specialists and leading departments and educational centers of the pedagogical profile at the departments of

psychology and philosophy of Moscow State University. For the first time, the article differentiates the complete periodization of the seventy-year evolution of scientific creativity and shows the development of its achievements in the construction of cognitive-activity means of psychological and pedagogical support for the effectiveness of teaching in the context of modernization of continuing professional education in modern socio-cultural conditions.

Key words: pedagogical psychology; history of psychology; systemogenesis; reflection; developmental learning; N. F. Talyzina; P. Ya. Galperin; A.N. Leontyev; P. A. Shevarev

Griboedova O. I., Feldman I. L. Autopsychological competence of adolescents: analysis of approaches

Abstract. To be competent, living in a modern society, is no longer a recommendation, but a necessity. And today, scientists are expanding the zones of study of the psychological construct «competence». Particular attention is paid to autopsychological competence, which is the basis for the development of any type of personality competence. It is mainly studied by acmeologists, the subject of research is adults in a professional environment. However, the particular importance of crisis periods in human development and the understanding of the connection of autopsychological competence with self-knowledge makes its study in adolescents relevant, highlighting questions about the essence of autopsychological competence of adolescents and its impact on the formation of a harmonious personality and psychological well-being. At the moment, the theory of autopsychological competence of adolescents has not yet been made neither in domestic nor foreign psychology. This causes the need to comprehend the accumulated research experience on this topic and activates scientists to systematize it and find out new approaches. This article made an attempt to systematize the developments of domestic scientists in the field of research of autopsychological competence of adolescents, approaches and concepts of researchers that reveal the essence and features of this psychological phenomenon. The authors found out the absence of foreign sources demonstrating the results of the study of autopsychological competence of adolescents. The results of the analytical work were the systematization of scientific ideas and approaches to autopsychological competence of adolescents as a complex result of their self-knowledge and a factor affecting personal maturity, mental health and psychological well-being.

Key words: competence; autopsychological competence; adolescents; self-knowledge; personal maturity; psychological well-being; development

Krylova N. G., Tikhomirova E. V. Features of psychological readiness for the unified state exam of high school students using tutor services

Abstract. In the modern education system, a unified state exam is controversial and ambivalent in its expediency. This is primarily due to the fact that, despite the objective advantages (objectivity, equality of opportunities, low corruption component, etc.), it carries a powerful stressogenic load, requires excess resources from the growing person. In this regard, the focus of researchers' attention should be made not only on training in the field of knowledge of students, but also their psychological readiness for the exam. Currently, tutors play an important role in preparing students for the unified exam, while the effectiveness of such assistance remains poorly understood. Thus, the purpose of this study was to identify the peculiarities of psychological readiness for the exam among high school students in different conditions of its formation (in preparation for the exam in additional classes with a teacher-tutor and preparing for the exam on their own). Hypothesis is: the role of the tutor in the formation of the psychological readiness of the graduate for the exam is ambivalent. On the one hand, high school students who use the services of tutors in training for the exam are distinguished by more formed, clear understanding of the process of preparing and passing the exam and, against this background, a lower level of situational anxiety. On the other hand, the level of self-organization, motivation in these graduates is lower, which is associated with the prevalence of the copying strategy «seeking professional help», which allows the graduate to partially transfer/share responsibility for the result. To determine the components of psychological readiness for the exam, the questionnaire «Psychological readiness for the unified exam» by M. Yu. Chibisova was used; methodology «Anxiety Scale» by E. I. Rogov; methodology for diagnosing the focus of educational motivation by T. D. Dubovitskaya; to identify coping strategies with examination stress – the technique «Youthful copying scale, special form» by E. Frydenberg, R. Lewi, in the adaptation of T. L. Kryukova. Statistical analysis methods, SPSS Statistics 26.0 software package were used. High school students trained by a tutor have a higher level of awareness of the exam procedure, but at the same time a higher level of self-esteem anxiety, which is explained by a higher level of claims and against the background of this painful self-perception. Students preparing for the exam on their own show that the nuclear element of their psychological readiness is the level of anxiety and the degree of their awareness of the procedural components of the exam. Thus, the hypothesis found out partial confirmation: the ambivalent role of classes with a tutor in the formation of psychological readiness for the exam has been proven. Against the background of higher awareness of the exam procedure, the risk of developing unproductive coping and decreasing intrinsic motivation increases.

Key words: psychological readiness; unified state exam (USE); motivation; coping strategies; psychological readiness; high school students; teacher-tutor; coping-strategy

Basalova N. S. Official in Ptolemaic Egypt: punishments and sociocultural appearance

Abstract. The article is devoted to the consideration of the types of punishments for officials in Ptolemaic Egypt, as well as to the characteristics of the sociocultural appearance of officials through the prism of punishments. The author examines the royal decrees of the Ptolemaic era, such as the «Instruction to the Steward», the «Rosetta Decree» and the «Tax Charter of Ptolemy Philadelphus» to identify violations among officials. The author concludes that the Ptolemies paid special attention in their documents to characterizing the activities of officials involved in the economic sphere. The author comes to the conclusion that punishments in Ptolemaic Egypt were different, which depended on the nature and severity of a particular offense. Examining the royal decrees, the author concludes that in most cases these documents were of a recommendatory nature for officials to implement, and not mandatory. This conclusion follows from the wording of the provisions of the decrees, where the Ptolemies describe the proper performance by officials of their official duties. In most cases, these documents contain only a threat to deprive officials of the royal trust in the event of shortages, concealment of goods from accounting for the royal treasury, or personal enrichment at the expense of their official position. Among the most common punishments mentioned there are fines that were applied to officials responsible for replenishing the royal treasury, but for various reasons who abused their official position. In a number of cases, the death penalty appears in the documents as the most severe punishment for an official. The author comes to the conclusion that the death penalty was used for possible crimes against the royal treasury, and it also occurred in cases of violations of the provisions of royal decrees. Also, officials who represented the political opposition to the Ptolemies could have been sentenced to death. The author also pays attention to the connection between punishments and public perception of officials. Consideration of punishments allows us to better understand the sociocultural context of Ptolemaic Egypt and reveal the characteristics of official activities and behavior of officials.

Key words: the Ptolemies; «Rosetta Decree»; «Tax Charter of Ptolemy Philadelphus»; «Instructions to the Economist»; «Decrees of Philanthropy»; dioicetus; economist; fine; death penalty; punishment; judicial system; advisory nature

Lukin O. V. L. I. Bacmeister and the St. Petersburg German diaspora in the cultural life of the Russian Empire in the second half of the 18th century

Abstract. The article is dedicated to L. I. Bacmeister (Hartwig Ludwig Christian Bacmeister; (15.03.1730-22.05.1806)), teacher, editor, translator, historian, bibliographer, one of the compilers of the dictionary of P. S. Pallas «Comparative dictionaries of all languages and dialects collected by the right hand of the highest person».

The article shows the versatility of the creative activity of L. I. Bacmeister in the translation, editorial, bibliographic and linguistic field for the benefit of his new homeland – the Russian Empire. The author emphasizes that all areas of his work were aimed at intercultural mutual understanding of the Russian Empire, on the one hand, and Germany, and throughout Europe, on the other.

The author of the article analyzes the connections of L. I. Bacmeister with the German diaspora of the capital of the Russian Empire, to which his classmates at universities belonged to, as well as St. Petersburg pastors, teachers, officials of German origin. They helped each other to make a career in their new homeland, introduced the powerful to this world, making a significant contribution to the development of Russian culture in the second half of the XVIII century. Therefore, the author of the article pays significant attention to cultural, scientific and educational figures of German origin.

The author of the article analyzed the works of the XVIII–XIX centuries, describing the biography of L. I. Bacmeister, and works about him, published at the end of the XX–beginning of the XXI centuries.

The relevance of the article is connected with the constant interest of modern scholars in the historical aspects of the cultural processes of various countries in certain historical eras. The novelty of the work lies in the representation of the personality of L. I. Bacmeister in the context of the cultural paradigm of the capital of the Russian Empire in the second half of the XVIII and the role of the German diaspora.

Key words: L. I. Bacmeister (German Hartwig Ludwig Christian Bacmeister (15.03.1730 – 22.05.1806)); Saint Petersburg; the German diaspora; cultural history; history of linguistics; XVIII century; dictionary of P. S. Pallas

Bochkareva O. V. Dialogical orientation of musical and educational activities of N. I. Sats

Abstract. The author of the article considers the musical and educational activities of N. I. Sats, touches upon the problem of updating the richest traditions of educational experience accumulated in the history of Russian musical culture and musical education. The author covers the life and career of the organizer, artistic director and director of the world's first musical theater for children. The article indicates the skills of an enlightener musician, a lecturer musician: the ability to convey the nature of music, its imaginative idea and emotional content; the ability to convey to the audience the idea of the artistic and aesthetic features of a musical work; the ability to connect the composer's creative creed with socio-historical events that influenced his work; the ability to take into account the influence of tradition and innovation when determining the artistic concept of the composer, etc. The author emphasizes the idea of dialogism in musical and theatrical art, since the perception of its values and ideals is determined by a dialogic communicative process: artistic embodiment (broadcasting) and acceptance/rejection of the performance by the public. Particular attention in the article is drawn to the synthetic form of a musical performance, which combines

all channels of perception: auditory (audio), visual (visual), verbal (verbal). The author considers the functions of musical and educational activities that N. I. Sats implemented in her practice: educational and informative, popularizing, hedonistic, aesthetic and educational. The author reveals the dialogic nature of perception of the artistic image, which is born on the basis of the feelings and thoughts of the heroes of the musical production transmitted by artists and awakens the bright and strong emotional experiences of listeners and viewers.

Key words: N. I. Sats; music and educational activities; dialogue; dialogism; artistic image; musical staging; musical theatre; director

Gaponova Zh. K., Nikkareva E. V. Destigmatization of dementia in publications for preschool and primary school students

Abstract. In a situation of a continuously expanding media environment, one of the criteria for choosing a topic is the ability of the text to be a reason to talk about socially significant problems, to perform a therapeutic function. Based on the material of book publications for preschool and primary school students, which act as tools for including art tests in socio – cultural practices: «My grandmother is Yaga! (collection of unusual fairytales)», M. E. Gentile «Grandma girlfriend», K. Arts «Lilly and Max in Grandma's World», – the article analyzes the features of the representation of the topic of dementia in literature for children, solving the problem of destigmatization and family preservation. As a rule, authors choose the genre of fairy tales to narrate the problem under consideration or introduce fairy-tale elements into the narrative, which allows them to transform the binary oppositions «old age / childhood» and «the past / the present» traditional for the artistic discourse of dementia according to the laws of dialectics and present the point of view of the grandparents suffering from dementia. Authors often introduce into their works the plot motif typical for children's literature of a child meeting with his grandparents when they were children. Such a technique in works on the topic of dementia turns out to be motivated not only and not so much by plot (it helps to overcome the conflict of generations, to regain lost mutual understanding), but by the peculiarities of the disease. The authors of the article conclude that in literary and artistic publications for children on the topic of dementia, the development and promotion of which can be considered components of social projects, a game strategy of destigmatization of the disease is being implemented, aimed at therapeutically reducing fear of its «abnormal» manifestations.

Key words: social project; dementia; family values; adaptation; grandmother; disease destigmatization strategy