Chernyavskaya A. P., Letina N. N. Understanding the goals of general education by russian high school students

Abstract. The goals of education are determined by three main subjects – the state, teachers and students. But most often in scientific and journalistic sources, goals are considered, determined by the first of the subjects - the state. What are the views of the students themselves on the school and why they need it? The sample consisted of 7324 people, one third – boys and two thirds of girls. The general purpose of the survey is to identify the socio-cultural foundations of education in general education organizations. A number of questionnaire questions were selected for the analysis in the article. Theoretical analysis made it possible to substantiate the importance of goal-setting in education, which is necessary for the design of educational activities of students and is associated with external social order, educational standards, with the specifics of internal learning conditions. It is shown that understanding the main goals that adolescents set when receiving general education, and taking them into account, will increase the effectiveness of the educational and learning process. A questionnaire developed on the basis of a sociocultural approach is described. The most significant goal is education and knowledge acquisition (84,1 % of respondents). The pragmatic nature of this goal has been identified, which correlates with the pragmatic view of society as a whole on obtaining education. In second place there is the goal of «communication with peers» (57,2 % of respondents). Based on the analysis, a hierarchy of factors is built that affect the self-awareness of respondents on the development of their personality and the personality of their peers: communication with peers, education, communication with adults. It has been proven that personally significant influence priorities correlate with socially significant ones.

Key words: parenting; sociocultural foundations; the purpose of education; high school students; general education; subject; questioning

Khaladov H.-A. S., Khodyrev A. M., Votintsev A. V. Academic mobility mechanisms in the formation of the civic identity of students – future teachers: based on the results of the study on academic motivation and student personality profile

Abstract. The article presents the results of an empirical study that allows us to determine the mechanisms of academic mobility of students – future teachers on the basis of educational motivation and personal profile of the student and focuses pedagogical education on the formation of their civic identity. The most typical personality traits of students – future teachers include: emotional stability and balance, efficiency and stability in interests, courage and initiative in social contacts, receptivity to new ideas and changes, focus on analytical activities, developed control over behavior and emotions. The highest values for future teachers are fixed by the indicator of extraversion. The personal profile of students who have taken and have not taken part in the academic mobility program has similar features, but students who have taken part in academic mobility programs are characterized by greater openness to a variety of social contacts, more developed ability to work in a group and adapt to interpersonal interaction. The educational and professional activities of students in pedagogical universities are highly motivated and guided by several main motives. The most significant ones can be attributed (in descending order of importance): professional motives, communicative motives, motives of creative self-realization and educational and cognitive motives. In general, the identified set of motives for the educational and professional activities of students – future teachers has a rather constructive character and reflects the dominant motivational role of professional formation, mastering the chosen profession. Students with and without experience of participating in the academic mobility program do not have statistically significant differences in terms of academic motivation. Stimulating the academic mobility of students – future teachers has a pronounced positive impact on the development of their civic identity, and on the other hand, the axiological strategy for the formation of students' civic identity can be considered as an effective mechanism for the development of students' academic mobility. Readiness for academic mobility is very closely and positively correlated with all motives of educational activity, except for the motive of avoidance, therefore, when conducting information work with students of pedagogical universities, it is necessary to link the advantages and expected effects of participation in academic mobility programs with the needs of students that are manifested in their educational motives. Among the personal mechanisms of academic mobility of students, which significantly increase their readiness to participate in academic mobility programs, it should be indicated: sociability, emotional stability, normativity of behavior, courage, low anxiety, high self-control, relaxation.

Key words: mechanisms of academic mobility; personal profile; students; pedagogical university; educational and professional activities; educational motives; civic identity

Pisany D. M. Socio-cultural identity of schoolchildren in focus of artificial intelligence: setting of a problem

Abstract. This article examines the problem of the possible impact of technologies using artificial intelligence on the formation of socio-cultural identity of children studying at school. The aim of the study was to analyze trends in the possible impact of artificial intelligence on the cognitive, affective and activity component of this identity of

schoolchildren. When implementing the research objectives, news materials on artificial intelligence, as well as current trends in school education, were analyzed. Theoretical methods were combined with empirical ones. Surveys and interviews of teachers and schoolchildren of a number of educational institutions in Lugansk were conducted.

The views of teachers and students on the advantages and disadvantages of artificial intelligence, which are currently manifested, are revealed. A list of specific technologies based on artificial intelligence has been compiled, with which participants of the learning process are already interacting. The degree of readiness of respondents to use artificial intelligence in specific life situations is compared. The views of teachers and schoolchildren on the prospect of humanity's relationship with artificial intelligence are highlighted. It is shown that technologies with artificial intelligence are able to perform a number of practical and creative educational tasks in the subjects of «History» and «Social Studies».

Optimistic and pessimistic forecasts have been made regarding the effects of introducing pupils to the latest technologies in the field of artificial intelligence. It is concluded that artificial intelligence may soon turn into an «agent of influence» capable of interfering in the development of the cognitive and emotional sphere of children, modeling their behavior, and therefore interfering in the formation of the socio-cultural identity of schoolchildren. Recommendations on preparing an adequate response of the education system to the relevant challenges and threats are presented.

Key words: socio-cultural identity; artificial intelligence; schoolchildren; teachers; learning process; history; social studies; moral-esthetic senses; questioning; prognose

Makeeva S. G., Vorobyova L. M. Reading quality in elementary school: characteristics and indicators

Abstract. The main idea of the article is that in changing socio-cultural conditions, the concept of «reading quality» is also undergoing a certain development. Its substantial content can be traced by the authors of the article, starting from the second half of the XX century to the present. Due to the increase in modern requirements for reading by younger schoolchildren, the promotion of the task of teaching semantic reading in primary school, the problem of the main qualitative characteristics of reading and approaches to its assessment, possible evaluation criteria is identified. Supporting the problem, research data and the results of an analysis of school practice on quality control of reading are presented. Regarding the task of teaching younger schoolchildren the technique of semantic reading set in the updated literary reading program, the authors of the article substantiate the position on the need to increase the level of semantic perception of textual information by students through improving their reading skills, achieving its qualitative fullness in the unity of consciousness, correctness, fluency, expressiveness. It is emphasized that the technique of semantic reading in its formation should be based on the course of literary reading in the close implementation of its interdisciplinary connections with other academic subjects involving work with textual information. Such a program should reflect individually differentiated educational trajectories that take into account the readiness of students to learn to read, the level of which should be determined not only by indicators of preschool learning to read, but also by the maturity of reading mechanisms. This, according to the authors of the article, involves constructing a flexible system of indicators in assessing the quality of reading with differentiation of text material by level of complexity.

Key words: junior high school student; learning to read; reading quality; reading technique; semantic reading; semantic reading technique

Yurchenko M. A. Pedagogical diagnostics of the formation of national identity and citizenship among schoolchildren and students

Abstract. The relevance of the study is due to the objective contradiction between the need to learn more about the Alpha and, to a lesser extent, Z generations, who are the main final consumer of educational products, in order to design the conceptual framework of the «new didactics», and the public demand for the consolidation of the nation through the means of the educational system, expressed in the national identity and civism construction among younger generations. Considering the trends of modern didactics from the perspective of generational theory, taking into account strategic national goals, the author of the study relies on the principles of humanitarization and humanization of education and presents one of the stages of research aimed at creating a didactic conception for the national identity and civism construction. Using the methods of semi-structured interview (N=32) and qualitative analysis of the obtained data, the author aims to identify gaps in scientific knowledge concerning the object of research and analyze trends in the opinions of the expert community, allowing for preliminary verification of hypotheses. This article provides a detailed description of the principles of forming a general population of experts on the topic, a portrait of the final sample, the most colorful illustrations and a tree of codes used for qualitative data analysis, as well as their interpretation. The author receives confirmation of the hypotheses about the relationship between the concepts of «culture», «national identity» and «citizenship», the influence of educational policy on the formation of national identity and citizenship, didactization of the dichotomies Self-Other/Friend-Alien, the development of mechanisms and methods for the national identity and civism construction in education, the potential of the content of education in relation to the national identity and civism construction and the conditions to

live it up, giving substance and structuring the cultural basis for the national identity and civism construction, including in terms of products of mass culture used in teaching, the dominant role of the cultural approach in the national identity and civism construction.

Key words: didactics; didactic conception; educational policy; national identity; civism; culture; cultural approach; generational theory; generation Z; generation Alpha

Wang Yixiao Teaching russian in schools in China amid a new era

Abstract. Education in Russian in China has a long history dating back more than three hundred years to the establishment of the first House of Russian by the Qing government in 1708. In the XXI century, with the promotion of the construction of the "One Belt - One Road" and the deepening of Sino-Russian interaction and cooperation in all areas, as well as guided by the concept of building a human community, ties between China and Russia are constantly strengthening, and the demand for Chinese and Russian bilingual talents is also growing. Therefore, the teaching of the Russian language has a decisive influence on its study and cultivation of bilingual talents. The state should formulate a long-term strategy for the development of teaching the Russian language at the macro level, not only paying attention to teaching in colleges and universities, but also including teaching the Russian language in secondary schools in this strategy in order to achieve consistent and organic coordination between primary schools, secondary schools and universities. As an important part of the training of specialists in the field of the Russian language, the quality and effectiveness of teaching the Russian language are directly related to the external exchange and international competitiveness of the country. In the new era, teaching the Russian language at school must adapt to changes in the current moment and constantly update teaching methods, educational content and teaching resources in order to improve the quality and efficiency of teaching the Russian language. The purpose of the article is to consider the development of education in Russian, analyze changes, summarize their features and experience.

Key words: curriculum standards; teaching russian; russian language for schools; China; russian language curriculum; pedagogical reform

Ignatieva E. A. Integration of artificial intelligence in educational projects on robotics

Abstract. The article discusses various aspects of integrating artificial intelligence (AI) into robotics training projects, including the advantages, challenges and prospects of this approach. In the context of the rapid development of technology and the growing interest in STEM education, the use of AI in educational projects is becoming increasingly important. The analysis of the current state and potential of AI in the field of robotics is provided, highlighting how it can transform traditional approaches to learning in this field. The focus is on ways in which AI can enrich the educational process, including personalizing learning, creating interactive and immersive experiences, and improving students' ability to solve complex technical problems. The article describes various aspects of using AI, such as autonomous robot control, computer vision, strategic planning and algorithm training. The results of a sociological study conducted by the method of interviewing students are presented in order to determine the relationship between.

Key words: artificial intelligence; educational robotics; educational projects; STEM education; personalization of training; pedagogical process; modern technologies

Alasheev S. Yu., Golub G. B., Kuteynitsyna T. G., Postalyuk N. Yu., Prudnikova V. A. Structure of requirements of russian employers for teachers' universal competencies

Abstract. The aim of the research, the outcomes of which are presented in the article, included identifying, through employer surveys, the aspects of teachers' universal competencies relevant to their professional activity, and determining the minimally required level of their development within the higher pedagogical education system.

The «Profile of Universal Competencies» corresponding to a typical workplace of teachers in pilot Russian regions (Samara and Yaroslavl regions, Khanty-Mansi Autonomous Okrug – Yugra) was used as the research tool. As a result of the study, it was found out that employers' demands for teachers' universal competencies are fairly consistent regardless of regional characteristics and school capacity, locating between the II and III levels of development across various aspects and mostly not exceeding the midpoint values of the four-level scale.

The obtained results indicate the school administration's desire to replace the naturally occurring uncertainties in teachers' practice with regulated provisions, for which the teacher's actions are supported by general professional and specific professional competencies. School leaders view teachers' universal competencies only as a basis for implementing strictly specialized (and therefore largely formalized) functions.

The constructed profile of teachers' universal competencies, in demand by Russian school administration, can be used as a basis for building up and assessing universal competencies of students enrolled in higher pedagogical education programmes.

Krutiy I. A., Molchanova G. V. Modern approaches to creating imitation learning environment in medicine

Abstract. The article presents the results of a study aimed at developing and implementing modern approaches to creating a simulation learning environment for the training of medical specialists. The focus is on the integration of situational learning, active methods and socio-psychological approaches to form professional competence and readiness for practice. The study focuses on the development of socio-cognitive skills and abilities through the use of situational role-playing games, simulations, discussions, case-study, business games and other active teaching methods.

To achieve this goal, various simulation and active methods were used, including simulations, business games, seminars and webinars. An important element of the methodology was training in the face of increasing complexity of tasks, which contributed to the improvement of communication and team skills of participants, the development of skills in using cognitive, social and personal resources, decision-making skills in difficult professional situations.

The developed model was successfully implemented in February 2024 during the training of post- graduate students at the Department of Medical Pedagogy, Philosophy and Foreign Languages of the Russian Academy of Continuing Professional Education.

The significance of the research project is the creation and successful use of a comprehensive simulation environment that can be used to improve the quality of training of medical specialists, in the development of methodological approaches, adaptation of educational methods to modern requirements of professional medical practice.

Styazhkova N. M., Lazareva L. V. The problem of the effectiveness of using digital technologies to motivate students to learn

Abstract. Using digital technologies is becoming necessary for conducting current educational activity. It is logical to use these opportunities as a lever to create additional educational motivation for university students. The analysis of International and Russian researches on the issue of education digitalization over the past 5 years shows a direct positive dependence between of educational motivation and digitalization.

To study the influence of digital technologies in the university educational process on the students' motivation, the experiment was organized in Penza State University of Architecture and Construction, which has a high position in the Volga region in implementing the «digital university» model. The number of participants in the experiment was 53 students, the average age was 20 years.

The students' cognitive needs in digital educational environment have been studied, because it's influencing their motivation. The technology of developing students' learning motivation has been developed and experimentally tested. It was used online testing in an academic discipline with feedback in the MOODLE system. To determine the level of students' educational motivation, O. A. Voronina's questionnaire «My studies at university» was used.

The results showed the quality of knowledge is higher among students who used digital technology systematically: students in the control group improved their results from 73 % to 75,89 %, in the experimental group – from 70,2 % to 79,94 %. The motivation questionnaire confirmed the increase of learning interest in the experimental group if compare with the control group: among experimental group students the percentage of those who highly rate interest in studying increased from 17 % to 29 %. In the control group, the increase in the number of students with high motivation was 6 % (from 20 % to 26 %).

It proves the effectiveness of using digital technologies to create positive learning motivation among students. And the recommendations for university administrations on optimizing the use of digital technologies in the educational process are proposed.

Vandysheva L. V., Malakanova O. A. Review competition as a promising means in training of future social work specialists

Abstract. The article provides the theoretical analysis of the system of professional qualities of future social work specialists, where are emphasized empathy and reflection, which make it possible to implement a humane attitude towards recipients of social services, which include youth, people with disabilities and other categories of citizens in difficult life situations. The need is noted for the use of both traditional and active teaching methods in

the professional training of future social work specialists, as well as the inclusion of means of artistic culture in order to activate the creative potential of students. The authors consider a review competition as an innovative teaching tool and analyze the experience of its implementation to develop empathy, reflection, and critical reading skills, which positively influence the professional socialization of the individual.

The empirical basis of the study was the texts of reviews received within the framework of implementing from May to December 2023 of the grant project «Identities and practices of youth consolidation: regional aspect» (with the financial support of the Provincial Grant in the field of science and technology and the Council of Rectors of Universities of the Samara Region and the Association of Universities Samara region (Samara region, 2023). The result of the qualitative analysis of the texts, the following important points were highlighted: 1) inclusion of professional reflection («immersion» in the profession) through critical reading among future social work specialists; 2) commitment of future social work specialists to humanistic values; 3) formation of empathy, which increases the value of the chosen profession among future social work specialists. The conclusion is made about the need to recognize the review competition as a promising means for solving research, educational, learning and other problems of professional training of future social work specialists.

Baskakova N. A., Druzhinina M. V. On the issue of tutoring in Russia and abroad (based on russian, german, polish and american studies)

Abstract. This article is a review of scientific research on the topic of tutoring based on Russian, German, Polish and American works. The article discusses research methods, main directions and conclusions made by scholars in each country, as well as a comparative analysis of approaches to tutoring in Russia and abroad. The attempt is also made to distinguish the terms: private tutoring, tutoring, coaching. The paper analyzes the role of tutoring in school and professional education, considers positive and negative consequences of its development in each country, as well as the impact of digitalization on the market of tutoring services.

The article covers topical issues of tutoring, including professional training of tutors, teaching technologies, the impact of tutoring on student achievement and motivation, and the impact on social inequality in education. Additionally, trends in online tutoring are discussed, as well as the shift from face-to-fate tutoring to group tutoring and the possibilities of using intelligent tutoring systems.

The authors of the article draw attention to the need to change educational standards to improve the quality of the educational process. The problem of regulating tutoring activity in Russia and abroad is considered, and recommendations for improving the effectiveness of tutoring as an institution are highlighted.

In conclusion, it is emphasized that, despite the different approaches to tutoring, its study remains relevant in order to improve the quality of education and combat educational inequality. The authors hope that the results of the analysis will be useful for both the scientific community and educational practitioners, contributing to the development of new tutoring programs and techniques.

Volodina O. V. Specifics of joint training of russian and foreign students within the framework of the academic discipline «Foreign language»

Abstract. One of the modern scenarios for the transformation of professional-oriented foreign language education at a medical university is the comprehensive implementation of joint and mutual education with Russian and international students. Joint training of representatives of different linguistic and cultural communities allows us to ensure the quality, accessibility and equality of educational opportunities, academic and social adaptation, and the acquisition of experience in intercultural communication. The purpose of this article is to justify the advantages of joint training of Russian and foreign pharmacist students within the framework of the educational discipline «Foreign Language» and to present a positive experience in organizing joint training for mastering a foreign language for professional purposes. Systematic and synergistic approaches formed the methodological basis of the study. Joint training of students from different countries was carried out taking into account the principles of cognitive orientation of foreign-language education, communicative setting of educational tasks of a problematic and creative orientation, amplification of the educational environment, humanization of foreign-language education in a medical university, differentiation and personalization, interdisciplinary integration of foreign-language education and specialized educational disciplines. The flexibility of applying joint learning when working with specialized foreign language text, when performing projects, conducting debates, discussions, role-playing games, organizing training support groups, etc., ensures the productivity and fascination of the process of interpersonal and intercultural communication, mastering foreign language lexical and grammatical means, oral and written communication and professional cooperation. The foreign-language educational space, in which information, psychological, social interaction of students from different countries takes place, provides an increase in academic

activity, intercultural, interethnic and interpersonal dialogue. Joint training of Russian and foreign students is one of the tools to form «soft power», long-term political, technological, socio-economic scientific and educational impact in the international arena to stabilize and strengthen peace in the world.

Vonog V. V. Foreign language textbook in the process of phased formation of the engineer's professional personality at a technical university

Abstract. The features of creating a textbook on a foreign language (FL) are under precise consideration in the process of stage-by-stage formation of the professional personality of an engineer in educational and cognitive (undergraduate level), scientific and practical (specialist/master's level) and research (postgraduate level) activities.

The concept of «professional personality of an engineer» complements such concepts of mastering subject-specific activities through the language system as «secondary linguistic personality» (I. I. Khaleeva, 1989), «linguistic personality within the framework of specialized foreign language teaching» (L. A. Milovanova, 2005), «secondary linguistic business personality» (T. N. Astafurova, 1997), «professionally oriented secondary linguistic personality» (M. G. Evdokimova, 2007), «secondary communicative professional personality» (N. P. Khomyakova, 2011), which combine not only the study of a system of language norms, but also training in professional communication that promotes interaction and mutual understanding between partners in intercultural communication.

A foreign language textbook in the process of gradual formation of the professional personality of an engineer takes into account the development of professionally significant competencies of the future engineer, regulated in regulatory documents, including the ability to use foreign sources of information, carry out maintenance of foreign equipment, draw up reporting documents and understand technical documentation in a foreign language for competent solution of problems corresponding to the educational level of an engineering student.

According to the author, an effective textbook should contain exercises that simulate educational-cognitive, scientific-production and research tasks in a technical university with the inclusion of authentic audio and video materials, test materials and tests in a foreign language textbook. This conclusion is accompanied by the results of the analysis of foreign language textbooks presented in the article, designed and tested by the team of the Department of Foreign Languages for engineering of Siberian Federal University.

According to the position of the author of the article, when creating foreign language textbooks, the future engineering specialty of students in the system of foreign language training should be taken into account, taking into account the principle of continuity of professional education, as well as the updated global context required for the level of foreign language proficiency, the personal needs of students and the labor market.

Mazilov V. A., Slepko Yu. N., Shadrikov V. D. Vladimir Dmitrievich Shadrikov about time and about himself

Abstract. In 2024, the Russian psychological community celebrates the 85-th anniversary of the outstanding Russian psychologist, teacher, organizer of science and education, statesman Vladimir Dmitrievich Shadrikov. On the eve of the anniversary, the authors of the article interviewed V. D. Shadrikov, where the stages of the life and professional path of the character of the day are revealed first-hand. Some features of professional training at the Rybinsk and Yaroslavl Pedagogical Institutes, the first experience of pedagogical work in the Magadan Region, specialization in the field of psychology during his postgraduate studies at Yaroslavl State Pedagogical Institute are revealed. The place and role of V. S. Filatov in the professional development of the character of the day is shown – in the formation of personal and professional qualities, in the choice of the direction of scientific activity in the field of labor psychology and engineering psychology. The sources and stages of the formation of the concept of systemogenesis of the activity of V. D. Shadrikov – experimental studies of labor activity at the stage of preparation of a candidate's dissertation, economic contract research at industrial enterprises, interaction with the Leningrad psychological school, introduction of a systemic approach to psychology, the role of ideas of P. K. Anokhin and B. F. Lomov. The first years of work of the faculty of psychology at Yaroslavl State University and creation by Yaroslavl psychologists of the educational, material and scientific base, which allowed the faculty to become a noticeable educational and research center in the system of Soviet psychological education and science, are shown. Considerable attention in the interview is paid to the period of V. D. Shadrikov's work in the Ministry of Education of the USSR, the State Committee of the USSR for Public Education, the Ministry of Education of the Russian Federation. The content of organizational, professional, educational tasks and problems solved by the character of the day for more than fifteen years of public service is revealed. In the interview it was possible to briefly discuss the problems of modern education, the development of domestic psychology in recent decades, current problems of

professional training of modern psychologists. Throughout the interview, the character of the day shares his memories of friends, colleagues, outstanding Russian psychologists, teachers and organizers of science and education who influenced his personal and professional development.

Povarenkov Yu. P., Ilyushina M. I. Personal determinants of human resource availability

Abstract. The article presents the results of a study to identify the subjective determinants (qualities) of personality that contribute to or hinder human resource availability. During the theoretical analysis, it was found that much attention is paid to the problem of studying the resources of personality in psychology. At the same time, psychologists consider personal resources from various angles, defining them as personal, mental capabilities and abilities, as subjects and objects of the external environment that help a person in his life. In the article, resource availability is understood as a person's subjective idea of the availability of specific resources (acquisitions), the attitude to their expenditure (loss) in certain situations over a limited period of time. Currently, the issue of identifying personality traits – determinants that contribute to or hinder human resource availability remains insufficiently studied. The basis for determining the spectrum of personality qualities (traits) has become the theory of traits, in which traits are understood as stable personality characteristics that invariably manifest themselves at the behavioral level regardless of the changing situation. L. N. Sobchik 's methodology was used to diagnose the personal determinants of resource availability, which allows you to record such qualities as: extraversion (sociability), introversion (detachment), aggressiveness (stenicity, aggressiveness), spontaneity (emancipation, ambition), sensitivity (responsiveness), anxiety (fearfulness, caution), emotivity (instability, impressionability), rigidity (stability, assertiveness). The sample of the empirical study consisted of 256 people aged 18 to 71 years (average age 43 years). As a result of the study, it was revealed that the qualities that hinder the resource availability of a personality are anxiety and sensitivity; the qualities that contribute to the resource availability of a personality are spontaneity, aggressiveness, rigidity, indifferent qualities are introversion, lability, extraversion. The study revealed significant differences and the structure of personality traits in subjects with high and low levels of resource availability, and presented a typology of people with high and low resource availability. The peculiarities of personal resource availability due to gender differences are revealed. The specifics of determining the resource availability of men and women are presented. Personality profiles of men and women with high and low resource levels are described.

Novikova N. V. Spiritual and moral family values in the context of experiencing a military conflict situation

Abstract. The article considers the problem of the relationship between the characteristics of the value-semantic sphere of the individual and the peculiarities of experiencing a military conflict situation. The purpose of the study is to determine the influence of family life meanings as spiritual and moral values on the nature of a person's experience of a difficult situation. The study used the following psychodiagnostic methods: «The System of Life Meanings» by D. A. Leontiev, «Events of My Life» by G. S. Nikiforov, «Diagnostics of the Level of Personal Neuroticism» by V. V. Boyko, «Test of Vitality» by D. A. Leontiev, questionnaire «Attitude to Life, Death and Crisis Situation» by A. A. Bakanova. Statistical data processing was carried out using the methods of descriptive statistics, comparative methods, and methods of correlation analysis. As a result of the study, differences were established in the system of life meanings according to the criterion of constructiveness/destructiveness of experiencing a military conflict situation at the emotional, personal, behavioral and existential levels of experience. The revealed differences consist in the status of family meanings in the structure of the personal system of life meanings. Family meanings are one of the leading semantic categories in people who constructively experience a military conflict situation at the emotional and personal levels of experience. In a difficult life situation, developed family meanings in the personality structure contribute to a favorable psycho-emotional state of a person and low personal significance of the military conflict situation. At the behavioral and existential levels of experience, family meanings can determine the destructive nature of experiencing the situation, expressed in the inability to take active actions to overcome the negative impact of extreme factors, the absence of coping strategies and in treating the situation exclusively as danger and suffering. The obtained results can be used in the process of psychological and social work aimed at the formation and development of family spiritual and moral values as one of the main resources of the individual to overcome difficult life situations.

Karpova E. V. Trends in the transformation of modern primary schoolchildren's ideals

Abstract. The article presents the results of a theoretical analysis and empirical study of the process of forming ideals in primary school age. Significant differences in ideals among younger schoolchildren of two time periods – the past (1961) and the present (2018–2023) time – have been identified and interpreted. The main feature of these differences is a marked change of ideals from the priority of heroic personalities, that is, those who are socially significant and objectively the most important from the point of view of social goals and values, to the priority of personalities who do not belong to this category. The results obtained allow us to conclude about the multifactorial influence on the emergence and development of the ideals of younger schoolchildren, the leading role in this case belongs to objective factors and, first of all, socio-economic and ideological. The differences in the content of ideals are traced precisely depending on these factors. Along with this, differences were found in the ideals of younger schoolchildren and in the microtemporal range from 2018 to 2023. These differences resulted in a decrease in the number of these ideals; they become more differentiated and diverse in content; to a large extent, sexual differences in ideals are reduced. It is concluded that modern primary school graduates demonstrate greater maturity compared to their peers of the previous period (interval of 5 years). There is a significant transformation of the ideals of modern primary school children – the acceleration of the process of forming ideals, their greater diversity and enrichment, the formation of ideals that have a generalized character. In general, it can be stated that at present the macrosocial environment is characterized by a decrease in the formative influences towards the formation of socially significant ideals. The results indicate the need not only to intensify the study of this problem, but also the great practical importance of developing programs to form ideals of younger schoolchildren, since they determine the moral behavior of children and their attitude to the environment.

Key words: ideals; moral behavior; moral development; moral education; primary schoolchildren; moral ideas

Gruzdeva O. V. Modeling the process of preschool children's self-awareness development

Abstract. The article presents the theoretical justification and the results of testing the model of the process of developing self-awareness of preschool children. According to the established facts of the present features in the formation of structural units and components of children's self-awareness during preschool age, the need to manage the process of personal development and self-awareness of the child is determined, and in particular, to build a model of the process of developing a child's self-awareness as a subject of the educational environment in a preschool institution, to develop the content of psychological and pedagogical activity. Modeling of the process of self-awareness development, including the educational environment of a preschool institution, the procedural side of psychological and pedagogical activities to develop preschool children's self-awareness assumed the use of educational environment resources, taking into account the types and directions of psychological and pedagogical activity.

The development of children's self-awareness occurs in the process of socialization and individualization with their parallel presence, but with emphasis on periods of predominant influence of isolation or identification mechanisms, according to the logic established by the author of the development of children's self-awareness in younger, middle and elder preschool ages. The procedural side of the model of the process of developing children's self-awareness is implemented taking into account the age of children, the mechanisms of mental development and identity formation, as well as the variability of technologies that ensure the optimal formation of individually significant and socially significant (indirect) links of the child's self-awareness. The article describes the content of psychological and pedagogical activities that contribute to the development of elder preschool children's self-awareness, as well as the results of testing.

Key words: self-awareness; preschool age; modeling; educational environment; identification; isolation; socialization; individualization; preschool institution

Belyaev A. G. Personal predictors of assertive behavior in 7-grade students of the «IT-Vertical» project

Abstract. In the modern world, it is important for adolescents to have assertive behavior skills. However, it remains unclear what the personal predictors of assertive behavior are, especially in the context of the modern digital environment, in middle school students. In this regard, the purpose of this study was to determine the predictors of assertive behavior in adolescents in the modern digital environment. The work assessed the levels of assertiveness, motivation, anxiety, personality traits and life-purpose orientations in 7th grade students under the IT-vertical program compared to their peers from a class without a special focus. The following tests were used: the School Motivation Level Assessment questionnaire by N. G. Luskanova; Phillips's School Anxiety Questionnaire; Leontiev's SJO test, Cattell's multifactorial personality questionnaire; V. Capponi and T. Novak's assertiveness test. The subjects participated in the empirical study anonymously, voluntarily; the age of the subjects was 12-13 years. A total of 20 male students from the IT class and 14 male participants from the class without a special focus took part in the study. The level of school motivation did not differ between the studied cohorts of students, as well as the level of school anxiety. Students in the IT class demonstrated higher indicators of meaningfulness of life and were characterized by a number of personality traits, in particular, they received higher scores on such factors of the Cattell test as responsibility, sensitivity, anxiety and self-control. The number of assertive boys was significantly higher in the regular class (11 out

of 14 respondents) compared to the IT class (6 out of 20 respondents). The conducted correlation analysis allowed us to establish the presence of links between assertiveness and meaningfulness of life, the level of anxiety, social courage, and nervous tension. These characteristics may act as predictors of assertive behavior in students, and understanding the relationships between various psychological characteristics and assertiveness may help school psychologists in work to develop assertive skills in adolescents.

Polyakova O. B., Bonkalo T. I., Semchuk I. V. Specificity of educational and professional reflection of student youth at the initial stage of vocational training

Abstract. The article considers the educational and professional reflection of student youth as the ability to consciously turn their own attention to their educational and professional thoughts, behavior and emotions, an adequate assessment of the accepted educational and professional decisions and prospects, the basis of effective professional training, especially at the initial stage of training. Using diagnostic questionnaires for the level of reflection of Z. I. Devyatov, reflexivity of A. V. Karpov and V. V. Ponomareva, self-assessment of the level of ontogenetic reflection of N. P. Fetiskin, V. V. Kozlov, G. M. Manuylov on a sample of 824 students of 1-2 courses of undergraduate, specialty and master's degree different areas of training in Moscow universities revealed the specifics of educational and professional reflection of student youth at the initial stage of professional training: average level of the general indicator of the level of reflexivity, retrospective reflection of activity, reflection of present activity, reflection; an indicator of consideration of future activity and reflection of communication and interaction with other people; dominance of analysis of past mistakes, unsuccessful and successful life experience (reflection with a «+» sign); sufficient severity of analysis of mistakes in the past, as a result of which fear of making new mistakes may arise (reflections with the «-» sign); weak degree for manifestation of complete lack of past experience reflection. The attention of practical psychologists is focused on the need in the course of psychodiagnostic, psychoprophylactic and psychocorrection work to increase the level of consideration of future activity and reflection of communication and interaction with other people, as well as to level the analysis of mistakes in the past, as a result of which there may be fear of making new mistakes, that is, reflection with the sign «-».

Glushko A. N., Korchemny P. A., Shevchenko N. V. Success of the assessment interview as an indicator of the head of personnel assessment's efficiency

Abstract. The article examines the activity of the head of personnel assessment. Staff assessment is a fairly common area of work with staff. In addition to the classical certification procedure, many companies are trying to implement an annual personnel assessment in order to monitor the available human capital. An evaluation interview with an employee was chosen as the main stage of personnel assessment. The purpose of the article is to consider the specifics of conducting an assessment interview by a supervisor. Managers are not trained to conduct such assessment procedures, which affects their effectiveness. But managers are often involved in staff assessment, which dictates the need for their training and support in evaluation activity. To effectively prepare a manager for an assessment interview, it is necessary to take into account the influence of various conditions and factors. The research described in the article is aimed at studying the psychological conditions that have a significant impact on the activity of the head of personnel assessment. Taking these conditions into account will help in the training of managers and thereby increase the effectiveness of evaluation procedures. The relevance of the study was confirmed by a preliminary survey, during which the opinion of various companies on the effectiveness of the personnel assessment system used was determined. A set of diagnostic techniques is described. The study uses the author's questionnaires, as well as an adapted MPDO form. The object of the study is the heads of all management levels of large Moscow holdings. The study includes the ascertaining and comparative stages. The relevance of the study was confirmed by a preliminary survey, during which the opinion of various companies on the effectiveness of the personnel assessment system used was determined. A set of diagnostic techniques is described. The study uses author's questionnaires, as well as an adapted MPDO form. The object of the study is the heads of all management levels in large Moscow holdings. The study includes the ascertaining and comparative stages.

Gustyakova D. Yu. Classical crossover as a strategy for representing opera art in modern mass culture

Abstract. The article is devoted to the study of the phenomenon of classical crossover as a strategy for representing a classical work of art in modern mass culture. Despite the relatively recent appearance of classical

crossover in the scientific discourse of modern cultural studies and art history, this phenomenon already has a certain tradition of study in the interdisciplinary paradigm. In the context of the problems of this study, it was important to identify the patterns of actualization of the classical crossover strategy using the example of the existence in modern culture of the aria «Casta diva» from V. Bellini's opera «Norma» as a benchmark classical work - an example of bel canto, an expressive example of the romantic tradition in artistic culture - included in the experience of modern mass culture. The aria «Casta diva» performed by the soloist of the art group «Choir of Mikhail Turetsky» Mikhail Kuznetsov and the art group «Soprano of Mikhail Turetsky» is analyzed in the aspect of non-academic performance of academic music as part of a show, as a frontier phenomenon in artistic and socio-cultural senses, functioning in the mainstream of the middle culture. The song «Stezhki-dorozhki» with the quote «Casta diva» performed by Pelageya is a folk-rock fusion, supplemented by insert-quotes of the aria: the formal choice of intertextual quotation firmly roots this composition in the field of mass culture. The social video of Choice FM radio «Stop the bullets. Kill the gun» with the aria «Casta diva» as a soundtrack contains semantic intersections in the mainstream of the classical crossover strategy, which are revealed during the comparative analysis of the visual and auditory planes of the text. The identified methods of implementing the classical crossover strategy in products of modern mass culture demonstrate the facets of the classical cultural heritage existence in the current socio-cultural field.

Koretskaya M. A., Stepanov I. V. Images of science in european painting: from Antiquity to the New Age

Abstract. Today, science is the most important field of cultural activity. However, even science is not able to master the entire space of culture, including politics, religion, and art. At the same time, a look at science from the side of art makes it possible to understand what expectations and fears society associates with scientific rationality, in which plots and artistic images these expectations and fears find their expression. In this article, the authors turned to the images of science in European painting of Antiquity, the Middle Ages, the Renaissance, and Modern Times. On the one hand, the science of these epochs is united by the principle of the identity of being and thinking, which became the basis of the correspondent theory of truth, according to which the laws of thinking are the laws of objective reality. On the other hand, there are significant differences between the metaphysically oriented scientific rationality of Antiquity, the theologically oriented rationality of the Middle Ages, and the formation of experimental science in the XV–XVIII centuries, both in the axiological and institutional sense. These similarities and differences are reflected in art. Painting has the largest range of visual media, compared with other spatial types of fine art. In addition, painting is one of the oldest forms of art, which allows us to cover all the above-mentioned epochs when analyzing the images of science. Based on theoretical and methodological ideas about classical rationality, the authors of the article show that during the formation and dominance of this type of rationality, along with the increase in the level of science institutionalization, the number of scientific subjects increases. Their conceptual content is changing. In some cases, painting serves the needs of science (anatomical and zoological atlases), in others it seeks to capture the almost sacred status of scientific discoveries. In the works of Da Vinci, Durer, Rembrandt, Mateyko, images of science are associated more with insight and the search for the highest truth, rather than with everyday routine experimental activities.

Suslova A. A. «Nobody's P. P. Chistyakov»: the portrait of a provincial in letters and memoirs of contemporaries

Abstract. This article is devoted to the study of the personality of the outstanding «universal teacher of Russian artists» Pavel Petrovich Chistyakov, the founder of the only in the history of world fine arts artistic and pedagogical system of ideological realism. Today many scientific works have been published devoted to the study of his biography, teaching methods and the phenomenon of the P. P. Chistyakov school. This article is the first to paint a portrait of P. P. Chistyakov – a typical «capital provincial»; it considers the periods of growing up in the village of Prudy in the Tver region, studying at the district school of Bezhetsk and the Academy of Arts, as well as the formation of the teacher-artist P. P. Chistyakov during his retirement trips and teaching at his Alma Mater through the prism of his provincial origin. It is worth noting that Pavel Petrovich himself considered his place of birth to be fundamental to his personality.

The material for the study was letters of P. P. Chistyakov to his family, students, prominent cultural and artistic figures, notebooks, memories of contemporaries, collected in the book by E. M. Beliutin and N. M. Moleva «P. P. Chistyakov. Letters, notebooks, memories». Having been born in the province, Pavel Petrovich acquires a special system of attitudes, which later influences his entire life. Moving to the capital, he demonstrates the complexes of a provincial, and traveling in Italy, France, Germany, strives to recreate around him the familiar Russian province. The relevance lies in the study of the invariably significant phenomenon of the Russian province

and creative personality. The results of the study will be useful in connection with the development of the image of territories, local brands, and the establishment of «geniuses of place» in the regions.

Vorontsova E. A. Comparative analysis of the structure of literary and art museums in Russia

Abstract. Based on the experience of preparing theoretical and methodological sections of the «Russian Museum Encyclopedia» (project of the Russian Institute of Cultural Studies) and the encyclopedia «Literary Museums of Russia» (project of the State museum of the history of russian literature named after V. I. Dahl), the author of the article raises the question on the need for a comparative analysis of specialized groups in museums to deepen scientific knowledge about the museum world of Russia. The classification of museums proposed by him as a result of his work on the «Russian Museum Encyclopedia» and which has become generally accepted was used in the preparation of the encyclopedia «Literary Museums of Russia», which made it possible to significantly detail the ideas about this profile group, in particular, about its structure. The obtained results prompted the author to make an attempt to compare the structure of literary museums with the structure of another profile group. The choice for the comparative analysis of art museums is proved due to their study during the preparation of the «Russian Museum Encyclopedia».

The first part of the article describes the system of groups-subgroups-types within literary museums, which is significantly detailed in the encyclopedia «Literary Museums of Russia», in the second – the system of groups-subgroups-types within art museums (existing now, but with some clarifications by the author), in the third – using the example of a subgroup of museums documenting and representing the life and work of the Itinerants and the movement generated by them, based on the actual material, shows how the structure of art museums can be analyzed. The comparative analysis of the structures of literary and art museums revealed both similarities and differences, most likely due to the object of documentation: for literary museums, this is the literary process and the life and work of its subjects (writers), and art museums have, first of all, the works of art themselves (hence the dominance of the museums accumulating them), then the life and work of the subjects of the artistic process and, to a small extent, the artistic process itself.