

Khodyrev A. M. Features of the development of value-semantic guidelines in the professional and personal formation of teachers of universities of pedagogical and non-pedagogical specialties

Abstract. Modern pedagogical education, aimed at developing value-semantic guidelines for the professional and personal formation of students - future teachers – through the development of traditional Russian values, makes it possible to ensure stable national and civilizational security of the country. An important role in this matter is given to university teachers working with students and engaged in their professional and personal development. At the same time, the question of the development of value-semantic guidelines for the professional and personal formation of teachers remains open. The purpose of the article is a comparative analysis of the features of the development of value-semantic guidelines for the professional-personal formation of teachers at universities with pedagogical and non-pedagogical specialties. The study was based on axiological, personality-activity, integrative approaches. In the process of studying the development of value-semantic guidelines for the professional-personal formation of the future teacher, the author's «Methodology for studying value-semantic guidelines for the professional-personal formation of the future teacher» was developed and tested. The dominant position in the system of value-semantic guidelines for the professional and personal formation of teachers throughout the sample is occupied by factors: the values of public safety; then the values of citizenship, sociocultural interaction and cultural and moral values are located, and the values of emotional comfort close the hierarchy. When moving to the position of an active professional (I am now), teachers have an increase in the importance and assessments of realization for most factors in the development of value-semantic guidelines for professional and personal development, with the exception of the factor – the value of emotional comfort. At the same time, the most noticeable increase is noted by the factor – the value of citizenship and patriotism. The development of value-semantic guidelines for professional and personal development among teachers of pedagogical specialties is in the direction of a consistent increase at the level of significance and realization of the considered value-semantic guidelines. Unlike teachers of pedagogical specialties, teachers of non-pedagogical specialties revealed the absence of significant changes in the group of values of public safety, and for the rest of the integral factors of the development of value-semantic guidelines of professional and personal development, less intensive changes are noted (less variability of indicators). At the same time, the values of life safety, high moral ideals, humanism, dignity and friendship, which among teachers of pedagogical specialties change significantly throughout professional development, among teachers of non-pedagogical specialties remain practically unchanged at all stages. The development of value-semantic guidelines for the professional and personal formation of university teachers is linearly ascending in nature and represents a consistent increase in the significance and realization in the education of all the studied value groups. At the same time, we found that the transformation of factors for the development of value-semantic landmarks of professional and personal formation among teachers of pedagogical specialties in the temporary aspect is more pronounced and intense. Teachers of pedagogical specialties are characterized by a more developed activity basis of value beliefs, as they use them as a means for training future teachers.

Key words: value-semantic guidelines; professional and personal development; axiological approach; personal and activity approach; an integrative approach; teacher; teacher education; development

Kosaretsky S. G. An ecosystem approach to understanding the phenomenon of school resilience

Abstract. The prospects for using the ecosystem approach to study the phenomenon of resilient schools are substantiated. The continuity of the ecosystem approach in relation to the systemic, socio-cultural and environmental approaches to research on school management issues, on the one hand, and the socio-ecological and multisystem approaches in the study of individual resilience, on the other hand, is revealed.

The possibilities of the ecosystem approach in understanding the nature of school resilience and the mechanisms of its emergence are demonstrated through the analysis of various aspects of the activities of resilient schools identified in previous studies.

The ecosystem approach considers the school in unity with the environment of its activity (families of students, the local community, other organizations in the territory, education authorities). It is shown that the environment acts both as a source of risks for ensuring high-quality educational outcomes and a source of resources for solving problems. External challenges induce changes in intra-school processes aimed at adapting to difficult conditions. This adaptation is manifested in the formation of connections and organization of interaction between subjects of different levels of the educational ecosystem expanding access to resources, increasing the efficiency of their use and strengthening the school's potential to cope with challenges and achieve high-quality educational achievements. Specific characteristics of effective interaction between different participants of the educational ecosystem are described: a balance of high expectations, requirements and support, consolidation and complementarity of efforts, stable positive feedback.

The identified effective practices of resilient schools are interpreted as forming and strengthening connections that expand access to resources of various types, including compensating for resource deficits at other levels. The diversity and dynamic nature of connections is proposed as an explanation for the variability of resilience over time. Resilience is viewed as an emergent property of the educational ecosystem, arising from complex interactions within it.

Key words: resilience; resilient schools; schools in adverse conditions; ecosystem approach; education ecosystem; environment; resources

Soloviev G. E. Pedagogical and anthropological ideas of Maria Montessori

Abstract. August 2025 marks the 155th anniversary of the birth of Maria Montessori, one of the most prominent pedagogues of the XX century. She is a classicist of education who made a significant contribution to modern pedagogy. M. Montessori's pedagogical ideas are a notable phenomenon in foreign education of the first half of the XX century. Her pedagogical ideas have a basis in the anthropology of the child, which claims to be of universal value.

The article attempts to analyze the anthropological ideas of the Italian educator. The main attention is focused on the work «Pedagogical Anthropology» (1910), as well as early anthropological works of the outstanding pedagogue. The aim of the article is to determine the specifics of the anthropological foundations of Montessori's pedagogical concept, as well as to determine the role and significance of her anthropological ideas in the development of the theory and practice of modern foreign pedagogy. The article analyzes the main anthropological ideas about man, which are reflected in various works of the progressive pedagogue. The image of man in Montessori's works is presented in three aspects: as a living being, as a social individual and as a creation of God. Special attention is paid to the criticism of Montessori's anthropological ideas, which is most vividly presented in modern discussions in foreign pedagogy in connection with the publication of her anthropological works.

Key words: Montessori; pedagogical anthropology; anthropological approach; human image; pedagogical concept; foreign pedagogy; criticism

Belkina V. N., Soboleva A. V. Cultural roots and pedagogical perspectives of preschool education teacher preparation in Russia and China

Abstract. The article is devoted to analysing the influence of cultural and historical traditions on the formation of systems for the training of preschool education teachers in Russia and China. The study examines cultural values, historically established approaches and their reflection in the content of educational programmes and professional activities of teachers, their influence on modern approaches to teaching and upbringing of children. The research is based on the analysis of key pedagogical documents, educational standards, concepts and strategies in place in both countries, as well as a comparison of the stages of training, the focus of educational models and pedagogical approaches. The key features of each system are highlighted, conditioned by national pedagogical traditions. The role of cultural continuity is highlighted, as well as the significance of global trends such as digitalisation, inclusion, humanisation of education, introduction of competency-based model and practice-oriented teaching methods. A model cluster of succession in the preparation of preschool teachers is introduced as a tool for a comprehensive approach to the formation of professional identity of the educator. This model is seen as a universal tool for ensuring the quality of teacher training in the context of rapidly changing socio-cultural and technological conditions. Special attention is paid to the analysis of the dynamics of pedagogical approaches from the 1990-s to the present, including the transition to the competence model, digitalisation and the increasing role of inclusive education. The prospects for the further development of teacher training systems in the context of globalisation and intercultural exchange are also discussed.

Key words: preschool education; teacher training; cultural traditions; Russia; China; pedagogical system; digitalization; humanization; model cluster; continuity; development prospects

Yurchenko M. A., Bober A. Ye., Ustimenko Y. I. Qualitative analysis of transformation of students' national identity

Abstract. This article presents the results of a qualitative analysis of transformations in the national identity of university students during experimental learning based on the authors' developed Didactic Concept of National Identity and Citizenship Formation. The relevance of the research is due to the growing influence of globalization, information flows, and cultural diversity on the formation of self-awareness in the younger generation. National identity, as emphasized in the work, plays a key role in understanding belonging to a particular culture, and in the assimilation of values and norms of behavior. However, traditional approaches to its formation, relying mainly on historical and cultural elements and collective memory, are proving insufficiently effective in the context of the spread of fake news, religious extremism, and the influence of globalization processes.

The authors of the article use cultural and individual-personality approaches, applying methods of analyzing existing research, pedagogical experiment, and qualitative data analysis obtained during the approbation of the Didactic Concept at the Siberian Institute of Management of the RANEPa (372 students, autumn semester, 2024/2025 academic year). The experimental course, conducted in English (CLIL), included six stages aimed at developing a deep understanding of national identity through theoretical foundations, personal reflection, and intercultural comparisons. The analysis of student essays written before and after the training revealed significant changes in their perception of national identity. Before training, stereotypical representations, reliance on everyday markers, and emotional experiences predominated. After completing the course, students demonstrated a deeper, more analytical, and multifaceted understanding of national identity, emphasizing historical memory, cultural values, spiritual dimensions, and social responsibility.

The article contains a detailed description of the stages of the experimental course, methodological techniques, and analysis results, demonstrating the effectiveness of the developed didactic concept in shaping a conscious and critically

understood national identity among students. The results of the study can be used to improve educational programs aimed at shaping national self-awareness in modern conditions.

Key words: national identity; qualitative analysis; reflection; nationalism; students' self-determination; formation of national identity in education

Polyakova A. I., Zakharova N. L. Online marathon as a tool for career guidance and digital literacy development among students in psychological-pedagogical classes

Abstract. The development of professional motivation among students in pedagogical classes represents a crucial aspect of future teacher training. This study examines the development and evaluation of the effectiveness of the online marathon «Neurogames in PowerPoint» as a tool for professional self-determination and digital skills development among students in psychological-pedagogical classes. The aim of the research was to assess the impact of a practice-oriented format on increasing interest in the teaching profession and mastering advanced PowerPoint functions.

The study involved 32 high school students (aged 16–17) who created interactive educational games over a five-day period. The methodological framework of the online marathon was based on the ADDIE instructional design model, comprising the following stages: analysis, design, development, implementation, and evaluation.

To measure the effectiveness of the study, pre- and post-testing methods, expert evaluation of the participants' work, and a qualitative analysis of reflective reports were employed. The results demonstrated a significant increase in interest in pedagogy (from 3,2 to 4,1 points on the Likert scale, $p < 0,003$), a rise in the willingness to consider teaching as a career choice (from 32 % to 61 %), and a threefold improvement in digital literacy (participants mastered an average of 6,3 out of 12 PowerPoint functions).

Of particular value is the scalable model developed in this study, which effectively combines career guidance objectives with the development of digital skills. The findings confirm the potential of such formats in pedagogical class programs to enhance motivation and prepare future teaching professionals.

Key words: online marathon; career guidance; digital literacy; psychological-pedagogical classes; PowerPoint; interactive games; ADDIE

Belikov S. N. Analysis of educational tasks in pedagogy for the formation of universal and general professional competencies

Abstract. The study is devoted to the in-depth analysis of educational tasks in textbooks on pedagogy with an emphasis on compliance with the requirements of Federal State Educational Standards (FSES), including the formation of universal (CC) and professional (OPC) competencies. The focus is made on evaluating the effectiveness of reproductive, search and creative tasks, as well as offering methods of enriching them to individualize the training of future teachers. The research aims to identify gaps in modern educational materials and develop recommendations for their modernization. The author actualizes the differentiation of types of educational tasks in the context of the digitalization of society, as well as the education system. The paper emphasizes the equivalence of the formation of universal and general professional competencies as integral components of professional competence in general, raises the question of the importance of the correspondence of the educational process to modern Federal State Educational Standards and the integration of various types of educational tasks. At the same time, priority is given to digital technologies as the most in-demand and effective. The purpose of the work is to assess the compliance of the types of educational tasks of the Criminal Code and the military-industrial Complex with the Federal State Educational Standard and to propose tools for their digitalization to personalize the training of future teachers. The object is integration into the educational process of digitalization, the subject is the correspondence of universal and general professional competencies. The study revealed an underrepresentation of creative and research-oriented tasks in textbooks, which only partially aligns with the FSES requirements. The authors emphasize the imperative of implementing enriched educational tasks to enhance the quality of pedagogical education. The findings may prove beneficial for developing methodological guidelines and refining curricula aimed at fostering essential competencies among prospective educators.

Key words: educational tasks; Federal State Educational Standard; defense industry; individualization; digitalization; teacher education; task-based approach; professional competence; problem-based approach

Aldoshina M. I. Formation of multicultural adaptability of future teachers on the basis of project technologies

Abstract. Modern society of the post-industrial (or digital) type is undergoing qualitative changes in the flow of large-scale and multi-level inventions and innovations for production, social needs and the person who is the object and subject of this high-tech process, affecting the social order for education. The socio-cultural situation of the development of modern education is characterized by multiculturalism (due to migration, military conflicts, cooperation in the field of economics, trade, education, etc.), which requires the actualization of its critical understanding and a conscious process of reflection and step-by-step reflection of existence and suitability for

professional activity in it, which confirms the relevance of the formation of multicultural adaptability among future teachers at the university. The factors of the formation of multicultural adaptability of future teachers are characterized: multicultural education (socio-pedagogical cross-section); critical thinking (professional-pedagogical cross-section) and adaptive reflexivity (personal-pedagogical cross-section); three components: motivational, competency-based and reflexive on a methodological basis in the totality of systemic, synergetic, competency-based, activity-based and technological approaches. Effective methods for the formation of professional adaptability of future teachers in an acmeological student club are described based on design technologies: fishbone in a hackathon, a pedagogical workshop and acmeological training.

The purpose of this article is to characterize the ways of forming multicultural adaptability in future teachers in different types of project technologies at the university.

Key words: multicultural adaptability; multiculturalism; criticality; reflexivity; future teachers; university education; formation

Pykhiteeva E. V. Implementation of the concept of «patriotism» in the module «Fundamentals of Russian Statehood»

Abstract. The concept of «patriotism» has a universal social value and semantic basis, which makes it an unchangeable, permanent component of the educational process of all educational organizations and regardless of the period of development of society. Patriotic education and patriotic consciousness of the country's citizens acquire the greatest relevance during periods of political crises, wars, conflicts, which is associated with the objective need to protect national interests and ensure the national security of the country.

The main and most effective mechanism for the formation of patriotic consciousness of a person is the transmission of patriotic values through the educational environment of educational organizations. The issue of personal value development is most acute among young people, which often coincides with the period of study at the university.

The student body is a progressive resource for the development of civil society and forms the basis of the country's development potential. The development and implementation of the state strategy for the formation of patriotic education of Russian university students is a key and promising mechanism for protecting the national interests of the country. The inclusion of the module «Fundamentals of Russian Statehood» in the universities curricula is fully consistent with the goals of the state educational policy. The cultural and historical orientation of events taking place in the external environment was chosen as the basis for the patriotic education of university students in the course «Fundamentals of Russian Statehood». The study involved 140 students enrolled in the first year of the first semester. The topics of the disciplines sections were revealed not only during lectures and seminars, but also through visits, organization, and holding cultural and historical events, including: visits to modern and classical museums; exhibitions of paintings by artists based on national motifs; visits to theatrical shows and performances; making video tours and thematic films with historical and patriotic orientation; thematic tours in libraries, etc.

Key words: Fundamentals of Russian statehood; patriotism; education; students; patriotic consciousness; self-identification; cultural and historical values; national security

Nekrasova I. I. Practice-oriented methodology for developing abilities in vocational and technological education

Abstract. Solutions to the problem of disclosure, identification and development of individual abilities of students in technological education are proposed. Focusing on the state significance of the problem of developing the abilities of students in technological education, the need for comprehensive work with capable students and the lack of methodological sophistication in this area, the goal was outlined to substantiate theoretically the possibilities of disclosure, identification and development of individual abilities of gifted students in technological education. Methodology. Observation and analysis, generalization of the experience of working on the development of students' abilities form the methodological basis of this study. The stage of identifying students' abilities consisted of a set of diagnostic methods: observation; test methods; experiment; competitive events; expert assessment. Discussion. The current practices that help to develop effectively the abilities and creativity of students are considered: «Free class», mentoring in the children-to-children format, project activity, problem model, mentoring in the teacher-student format, educational event, model of professional relations. The analysis of work efficiency was based on the results of activity in dynamics. In particular, with the help of a portfolio, the effectiveness of participation in competitive events, an analysis of the number of students attending the association on a regular basis, the degree of satisfaction of teachers, parents and students with the educational process. Conclusion. According to the results of the observation, it turned out that many students are interested in several fields of activity. It can be concluded that all areas are in demand, decorative, applied and technical creativity has become the most popular.

Key words: technological education; abilities; giftedness; identification of abilities of gifted children; development of abilities in technological education; arts and crafts; technical creativity

Govorushenko A. V. Testing the model of adaptation of first-year students of the language faculty of the

pedagogical university to the educational process

Abstract. The problem of adaptation of first-year students has been studied by many researchers. Of the majority of the problems of adaptation to higher education, a number of complex issues are highlighted, which are associated with the difficulties of the initial period of study at the university, in particular, with the adaptation of students to new learning conditions. The current and future success of students, their personal and professional qualities depend on how long and costly the adaptation process will be. Currently, the urgent problems are to identify the most effective approach to adaptation and the optimal organization of this process at the university. The process of adaptation is a multifaceted phenomenon and is associated with multiple aspects of human activity, such as social, educational, communicative, labor, etc. That is why it is very important to address the problem of adaptation to higher education. The article presents the results of the control stage of experimental work to test the adaptation model of first-year students of the Language faculty at the Pedagogical University. The results of the conducted methods are described, which show the effectiveness of the previously developed model of adaptation of first-year students of the language faculty at the Pedagogical University. The author concludes that experimental work on implementing a model for the formation of academic adaptation of first-year students to the educational process at the university has shown positive changes at all levels. In the experimental groups, the level of adaptation of first-year students to university studies has significantly increased.

Key words: adaptation; experimental work; structural and functional pedagogical models; adaptability; university; dissertation research in pedagogy; initial period of training; student adaptation model

Shishmolina E. P. Use of the Moodle system in the process of teaching a foreign language to students of non-linguistic specialties

Abstract. The contemporary transformation of the labour market within the digital economy exerts a substantial influence on personnel training in higher education, thereby effecting a paradigm shift not only in the domains of specialisation and training, but also in pedagogical methodologies and technological applications within the digital learning environment. The objective of this article is twofold: firstly, to provide a detailed account of the experience of teaching the English language to students in the humanities using an e-course hosted on the Moodle platform; and secondly, to analyse the attitude of students to this learning format. The study's novelty lies in its comprehensive investigation of the Moodle learning management system in the context of foreign language teaching for non-linguistic students. It aims to substantiate the working methodology and define the didactic and methodological principles of teaching. The study also involves the development and testing of the author's foreign language course in this electronic resource, as well as the study of students' subjective perception of the advantages and disadvantages of working in Moodle. The article provides a comprehensive presentation of the content of this electronic resource, including teaching blocks, activities, examples of multifunctional tasks, digital technologies and didactic principles used. The author demonstrates the significant potential of the Moodle platform not only for organising effective interaction between teachers and students, but also for creating a digital learning environment in a foreign language. The majority of participants in the pilot training programme expressed a positive evaluation of the Moodle system (65 %) and expressed a preference for the platform over a traditional textbook. The predominant challenges encountered by both groups of respondents pertained to access and navigation issues (40 %) and the absence of face-to-face communication (30 %). The study demonstrated that 54 % of students engaged in limited contact hours for a foreign language exhibited a marked increase in motivation for learning when utilising the Moodle platform.

Key words: digitalization; foreign languages; digital learning environment; digital technologies; Moodle platform; learning content

Kozlov A. S. Multi-level tasks as a means of developing students' professional competencies in digital educational environment

Abstract. The article is devoted to the study of the potential of multi-level tasks as a tool for developing students' professional competencies in the digital educational environment. It provides an in-depth analysis of the provisions of the competency-based approach, focusing on its importance for improving the quality of training specialists. The author explores the key principles of pedagogical design, including the features of developing and adapting educational materials that meet the requirements of the digital environment and motivate students to achieve educational results. Particular attention is paid to the methodology of setting multi-level tasks, which is compared within the framework of two learning formats: face-to-face and digital. The presented comparative analysis helps to determine the most effective strategies for implementing multi-level tasks. The article describes the key aspects of integrating digital technologies into the educational process, which contributes not only to the mastery of educational material, but also to the development of essential professional skills, such as critical thinking, creativity and adaptability. Multi-level tasks play a central role in the digital educational process, ensuring individualization of learning and creating conditions for the active involvement of students in the educational process. The article may be useful for teachers, developers of educational programs and digital platforms, as well as researchers interested in improving teaching methods in the context of digitalization of the educational system. It offers promising approaches to improve the effectiveness of the

educational process and prepare students for professional activities in the dynamically changing conditions of the modern world.

Key words: digitalization of education; professional competencies; students of pedagogical universities; pedagogical design; digital educational environment; teacher training; distance learning; multi-level assignments

Solmanov M. V. Substantiation of the didactic potential of the imprinting phenomenon based on an interdisciplinary approach

Abstract. In recent decades, the scientific focus has been on and actualized the concept of imprinting, which has attracted interest in a wide range of fields of knowledge – from psychophysiology and psychology to social sciences and humanities and professional education. K. Lorenz's ideas turned out to be fundamental not only among bioecologists, who recorded imprinting in the behavioral reactions of various animals and established a number of its important characteristics (the existence of a sensitive period, environmental factors, subsequent impact on life), but also began to find a response in educational practice. The purpose of the article is to study the phenomenon of imprinting based on interdisciplinary systemic knowledge to form a holistic view of socialization and personal development, social behavior of students in conditions of uncertainty, instability, and increased susceptibility. The goal-setting also includes the identification of didactic mechanisms for correcting complex and vulnerable conditions during adaptation in the innovative educational environment of the university. The article provides a rationale for the typology of imprints, taking into account psychophysiological aspects and mechanisms of their formation based on neurophysiology and features of biochemical processes, highlights current areas of social and humanitarian research on the phenomenon of imprinting, and formulates key mechanisms for correcting imprinting in pedagogical sciences (critical thinking, reflection, historical and comparative analysis, dialogue of cultures, empirical learning, empirical research). The article attempts to combine the results of disparate scientific research in various fields of knowledge regarding the concept of imprinting with its translation into the field of multi-level interdisciplinarity and the construction of a theory of controlled imprinting in education with a detailed description of its mechanisms.

Key words: interdisciplinary knowledge; imprint typology; concept of imprinting; social predictors; guided imprinting theory; didactic mechanisms of correction; foreign students

Stefanu O. V. Dynamics of body image perception during the midlife crisis

Abstract. The article presents the results of an empirical study aimed at identifying the nature of the dynamics of the perception of «body image» during a crisis experience. The hypothesis of the study was that all layers of subjective experience are involved in the activity of experiencing the dynamics of the perception of «body image» during a crisis experience: perceptual, semantic and nuclear (extramodal). The dynamics of the perception of body image occurs due to a change in the system of individual values and meanings, designed as a certain semantic space. To solve the problem, a mixed-sex sample of 43 people with crisis experiences was formed. The age range of the study participants varied from 35 to 47 years, among whom the degree of expression of the experience was observed to be different. Specifically, for the task of the study, the semantic differential «body image» was developed. The study was conducted for 11 months, where at the first stage the psychological content of the «body image» during a crisis experience at the present moment in time was revealed; at the second stage, a similar procedure was repeated after 11 months to identify the dynamics of the image. The results of the semantic differential recorded the dynamics of the perception of one's own «body image» among all the participants in our study. Correlation analysis showed the presence of positive direct positive correlations, which demonstrate a change in the subject's attitude to his or her body as positive. Structural analysis identified the system-forming characteristics: at the first stage - comfortable; at the second stage – flexible, fit. Factor analysis demonstrated the dynamics of significant factors, where the most informative factor at the first stage of the study was «Health», at the second stage – «Sexuality». The formation of a positive idea of one's own body indicates a decrease in the negative impact of the crisis state. We can assert that the stabilizing resource that performs the adaptive function is the basic structure of the «body image».

Key words: body image; image dynamics; factor analysis; system-forming characteristics; subjective experience; correlation analysis; semantic differential; crisis experience

Novikova A. O., Korneeva E. N. Mental representation of the parent family

Abstract. The article is devoted to the study of the mental representation of the parental family by the example of the peculiarities of the parental family image among representatives of four different generations living in the twentieth and twenty-first centuries. It provides a brief analysis of the phenomenon of the family image, research data on it from different generations: their views on family life and family relationships. A theoretical overview of various aspects of the study on the family image is presented, including the structure, functions of the family image, its impact on the distribution of roles between family members, their relationships, changing roles of men and women, views on parenting and intergenerational relations. It is noted that the image of the family has been studied in psychology within

the framework of various approaches, including behaviorist, cognitive, humanistic and psychodynamic. The article presents the results of a study of the image of the parental family among representatives of 4 different generations who were born, starting in 1945 and up to young people born in the XXI century. The sample, procedure and methods of the empirical research are described. Its tasks included empirical verification of research methods and comparison of the image of the parental family among the respondents of the baby boomer groups, generations X, Y and Z. The purpose of the study was to establish intergenerational differences and similarities in the image of the parental family and possible causes of their appearance. It was shown that the image of the family has significant differences in the compared groups of respondents. Similarly, the results of different groups have differences in the level of assessments of cohesion, adaptability and some other aspects of their perception of family life. At the same time, the use of the method of free descriptions revealed significant similarities in the emotional perception of the image of the parent family, which was positively emotionally colored in all respondents, which allows us to talk about the positive role of the image of the parent family. According to the «Scale of family adaptation and cohesion» methodology, the results of all groups of respondents were in the middle zone, and this shows that they consider the image of the parent family as quite balanced, but capable of change. The obtained results indicate that, despite significant changes in the perception of the family, the model of which for most people is the parent family, its importance remains enduring. The identified features can serve as a basis for the development of various strategies for psychological support and support of representatives of different generations in matters of family building, regulation of intra-family relations.

Key words: mental representation; family image; parental family image; generations; family structure; family functions; distribution of roles; intergenerational differences

Slepko Yu. N., Kalacheva E. S., Smolkina A. A. Psychological structure and development of pedagogical competence

Abstract. The article presents the results of the study of the psychological structure and development of pedagogical competence at the stage of professional pedagogical education. The advantages and disadvantages of the implementation of the competence-based approach in the training of a modern teacher are shown; theoretical and methodological contradictions in the interpretation of the concept of competencies and the goals of professional pedagogical education by the pedagogical community are revealed. The latter include contradictions between the declared and real understanding of competencies, as well as the continuing relevance of the attitude to the formation of readiness for activity as the goal of professional training of a teacher. As a solution to the above-mentioned and a number of other problems of modern pedagogical education, the use of the competence-based approach by V. D. Shadrikov is proposed, based on the psychological theory of professional training, psychological theory of activity, psychological theory of abilities and giftedness. On their basis, V. D. Shadrikov proposed a psychological structure of pedagogical competencies, correlated not with the process of pedagogical education at a university, but with the content of the real activity of a teacher.

Based on the idea of the psychological structure of pedagogical competencies, an empirical study was conducted, the purpose of which was psychological diagnostics of the level of formation of competencies in students studying in the area of «Pedagogical Education» profile «Primary Education». The total sample size of the study was 93 people, including 1st year students = 23, 2nd year = 25, 3rd year = 22, 4th year = 23. A set of methods was used as methods for diagnosing pedagogical competencies: 1) standardized questionnaires, tests and scales; 2) questionnaires; 3) competence tests; 4) the results of midterm certification of students in specialized subjects of mathematical, philological and psychological-pedagogical cycles.

The main result of the empirical study is described - the dynamics of the development of the psychological structure of pedagogical competence. The change in the organization of the competence system in different period of study, the change in the weight of basic competencies in the system are shown. It is argued that the reliability of the psychological structure of pedagogical competencies proposed by V. D. Shadrikov is explained by the correspondence of the patterns of its development and functioning to the key principles of systemogenesis of activity - unevenness and heterochrony of the system.

In conclusion, it is argued that the competence approach by V. D. Shadrikov allows to overcome the current contradictions in the professional training of a modern teacher: between the declared and real ideas about the results of pedagogical education, between the content of the professional training of a future teacher and real pedagogical activity, as well as between the attitude to the formation of readiness for pedagogical activity and the activity itself as a key result of pedagogical education.

Key words: competence-based approach; pedagogical competencies; psychological structure of activity; organization of the competence system; teacher education; psychological diagnosis; systemogenesis of pedagogical competencies

Gringauz D. I. Structural organization of autopsychological competence of students with different status of substance use

Abstract. The article deals with the peculiarities of autopsychological competence as a factor influencing the choice of behavioral strategies in a situation of risk of substance use. The study focuses on the differences in the structural organization of this competence in college students demonstrating different predisposition to substance use.

The analysis of the obtained data allowed us to identify key components of autopsychological competence, such as self-awareness, self-regulation, empathy, and communication skills. The characteristics of the educational environment that influence the formation of autopsychological competence and, as a consequence, the reduction of the risk of substance use were also identified.

The results of the study indicate significant differences in the structure of autopsychological competence between the groups of students. Students prone to substance use have deficits in the development of self-regulation and empathy, as well as less favorable perception of the educational environment. The obtained data can be used to develop prevention programs aimed at forming autopsychological competence and reducing the prevalence of substance use among young people.

Thus, the formation of autopsychological competence is an important factor in preventing substance use among young people. The development of effective prevention programs should take into account not only the individual characteristics of students, but also the sociocultural context in which they are located. Targeted development of self-awareness, self-regulation, empathy and communication skills, as well as the creation of a favorable and supportive educational environment, can significantly reduce the risk of substance use and contribute to the formation of a healthy lifestyle.

Key words: structural organization; prevention of substance use; youth students; autopsychological competence; educational environment; infantilism; personality components

Lukashenko D. V., Korolev L. M., Razina T. V. The impact of digitalization on the professional burnout of remote workers

Abstract. The research is aimed at studying the impact of digitalization on the psycho-emotional state of employees in remote work, in order to identify factors contributing to professional burnout and develop practical measures to minimize them. The tasks included analyzing digital workload, social isolation, work-life balance, and the role of autonomy and organizational support. The work was carried out using mixed methods: quantitative (survey using Maslach Burnout Inventory, correlation analysis, t-tests) and qualitative (semi-structured interviews with employees). The sample included 250 people from IT, education, finance and other industries who have been working remotely for at least 6 months. The key results showed that the intensive use of digital technologies significantly increases emotional exhaustion ($r = 0.62$), and the lack of informal communication with colleagues correlates with depersonalization ($r = 0.58$). Autonomy in scheduling working hours and support from management mitigate these effects, contributing to psychological resilience. The data obtained emphasize the need for a balanced approach to digitalization in order to preserve the psycho-emotional health of employees. Measures are proposed to reduce the digital burden, such as filtering notifications, developing virtual social interactions through online events, and providing flexibility in workflow planning. The findings provide the basis for the development of burnout prevention programs adapted to the digital environment, as well as for the study of the long-term effects of digitalization, taking into account cultural, demographic and professional factors influencing the perception of remote work.

Key words: digitalization; professional burnout; remote work; digital overload; social isolation; autonomy; organizational support; digital competence

Kulagin D. A. Conditions and mechanisms for the development of professionally significant qualities of a manager

Abstract. This article examines the conditions and mechanisms underpinning the development of professionally significant qualities (PSQ) in managers, positioning these qualities as a key resource within contemporary organizations amid the rapidly evolving knowledge economy and ongoing digital transformation. The study elucidates the specific conditions and internal processes that enable future managers to cultivate the essential competencies demanded by the digital economy. The primary objective is to construct an integrated model of factors that shape the personal, cognitive, and communicative resources of managerial personnel. To achieve this aim, the author systematically analyzes major domestic and international theoretical frameworks, identifies core psychological resources, and correlates these with the influences of educational, sociocultural, and professional environments.

A multidisciplinary analysis is conducted to reveal the structure of PSQ, their conceptual foundation, and their pivotal role in the professional competence of executives. Particular emphasis is placed on the activity-motivational approach, wherein the development of personal qualities is linked to the content of managerial labor, as well as on the mechanisms of self-regulation, reflection, and emotional intelligence.

The article outlines current educational approaches – including systemic, personality-activity, competency-based, and cultural approaches – and offers practical recommendations for constructing an educational environment conducive to the purposeful development of managerial competencies. Special attention is devoted to the complexity and integrative nature of PSQ development methods, as well as to the influence of sociocultural factors and organizational

climate as foundations for professional growth and the successful adaptation of future managers to changing conditions.

Key words: professionally significant qualities; manager; managerial competencies; self-regulation; reflection; emotional intelligence; interpersonal skills; educational environment

Nikolsky S. A. The «new soviet man» in the reflection of russian literature of the twentieth century

Abstract. Understanding the phenomenon of the «New Soviet Man» is impossible outside of historiography, social philosophy, philosophical anthropology, history, philosophy of culture, cultural studies, literature and cinema. And the most informative material is provided by the Russian philosophical literature of the first row. The analysis of the nature of the «New Man» created by the Leninist-Stalinist government instead of the destroyed man of the old society involves research work, starting from the pre-October period and ending with the time of «perestroika». The list of the main transformative tasks of the Soviet phenomenon, the formulation and solution of which «shocked the world» (D. Reed), included not only the understanding of the submissiveness of the Russian people (I. Turgenev, L. Tolstoy), not only the idea of «clearing the place» (I. Turgenev, N. Chernyshevsky), «neutralization of the old world» to the state of the «most desolate desert» (L. Leonov) and the «leap» from feudalism to communism as a «modification of the usual historical order» (V. Lenin), but also the creation of a new subject of history – «an improved communist man – a “uscomchela”» (I. Lenin). Ehrenburg) or «homo sovieticus» (A. Zinoviev). The progenitors of the «New Soviet Man» – the «others» discovered by Andrei Platonov (the novel «Chevengur») – appeared from the First World War and from the post-October Russian Civil War «no» people, fit for anything, ready for anything. Their formation took place during the NEP period (the novel «The Thief» by L. Leonov), and a new phenomenon was recorded in the «rural» prose of V. M. Shukshin.

Key words: philosophy; literature; history; «New Soviet Man»; society; consciousness; «others»; «rural» prose; «weirdos»; «jerks»

Leonov I. V., Shelenok M. A. Semiosphere of museum space in contemporary mass culture

Abstract. The article analyzes the semiosis of museum space in the context of mass culture. The «cultural space» as a whole is characterized, including its museum locus. Classical or traditional connotations of the phenomenon under study are considered, as well as innovative aspects born in mass culture. Attention is paid to the underlying reasons for visitors' interest in museums and various artifacts that influence contemporary connotations of the museum environment. A number of vectors of interpreting museum space are analyzed, including its understanding as a place where historical eras meet, objects «come to life», and fantastic and mystical facets of reality are revealed. Attention is paid to the connotations of the museum as a center of secrets and mysteries, criminal and detective stories. The factor of using the museum as a background, enhancing the context of what is happening, is considered. The characteristics of such meanings of the museum space as a place of purification and enlightenment, a philosophical place of self-knowledge of man and longing for the lost are given. The perception of the museum in the context of its «suffering» as an empty, destroyed or plundered place is revealed. The material contains a number of examples from the «texts» of mass culture. The morphogenetic transformations of the phenomenon under consideration are characterized. The technological potential of the media in constructing museum space in modern conditions is indicated.

Key words: cultural space; museum space; mass culture; artifact; semiosphere; cultural industries; text; programming of culture

Yang Lu, Zhang Chao Formation of ideas about the ratio of Heaven and man in Goguryeo

Abstract. The article notes that Goguryeo, as one of the ancient peoples of China, which arose among mountains, rivers and forests, from early times formed a cult of veneration of Heaven, Earth and nature, organically integrating these ideas into its own system of myths and beliefs. Under the continued influence of the culture of Central China, Goguryeo gradually deepened its understanding of the relationship between Heaven and man, combining this with the peculiarities of its own tradition. It is emphasized that the worldview about the connection between Heaven and man in Goguryeo included, first of all, the cosmological concept of the interaction of Heaven and Earth, the natural philosophical perception of harmony between man and nature, as well as a political model in which, in conditions of the mutual response of Heaven and man, equal importance was given to both ritual norms and the principle of the «royal path». This system not only demonstrated the unique role of mythology and faith in ethnic development and governance, but also became the core of Goguryeo's social and political culture. It is emphasized that the spiritual culture of Goguryeo in the process of historical development was in a state of constant evolution, but the concept of interaction between Heaven and man has always occupied a central place in it.

Key words: Goguryeo; a worldview about the connection between Heaven and man; wall paintings in tombs; mythology; faith; politics; spiritual world

Azeeva I. V. Yaroslavl theater school: historical aspect and current practices

Abstract. The article is a study of the formation and development of a theater school using the example of the Firs Shishigin Yaroslavl State Theater Institute. The focus is on the role of the school in the professional development of a drama theater actor, the development of his professional skills and the formation of a creative personality. The Russian theater school serves as the object of research. Special attention is paid to the role of the creative leader of the school in the process of its inception, the choice of methodological guidelines and further life activities. Based on the conducted research, the concept of «theater school» is being defined, which indicates the novelty of the research concept, as well as the theoretical significance of the study.

A scientific analysis of the Yaroslavl theater school is presented, including consideration of its historical development, methodological approaches and evaluation of the effectiveness of its activities. The role of specialized scientific conferences, regularly organized by the F. N. Shishigin YSTI, in the process of scientific understanding and reflection on the activities of this school is noted.

The author describes the uniqueness of a particular theater school, solving the difficult task of substantiating its uniqueness and originality.

A historical retrospective of the school's formation allows us to identify the factors that influenced its development and trace the relationship of the Yaroslavl theater school with the general context of the development of the Russian theater school.

The research is based on the traditions and current practices of the Russian theater school.

Key words: theater school; definition of the concept; F. E. Shishigin; tradition; methodological principles; teacher; student; creative personality

Nikiforenko E. M., Petronyuk I. S. Diocesan architects in the cultural context of Russia

Abstract. The article deals with the system of training specialists in the field of church architecture – diocesan architects. Contemporary approaches to their teaching are analysed, including theological, art historical and practical aspects. The article pays special attention to the interaction of the Church, educational institutions and professional community in the formation of qualified personnel for the design and restoration of temple complexes. The article also explores the system of training of temple architects in Russia in historical retrospect and modern conditions. The authors conducted a comprehensive analysis of the organisational, educational and regulatory aspects of this system using institutional, comparative-historical and systemic approaches. Special attention is paid to the following topics – evolution of training methods from Old Russian artels to modern educational programmes; interaction between church and secular institutions; comparative analysis with foreign models (Byzantine, Western European); evaluation of the effectiveness of various forms of training. Key problems were identified: the gap between theoretical training and practical requirements, shortage of qualified personnel, imperfect regulatory framework.

The system of training temple architects is on the threshold of a qualitative transformation.

Key words: church architecture; diocesan architects; church architecture; professional training; educational standards; training of diocesan architects; spiritual education; restoration

Yerokhina T. I. The phenomenon of inclusive theater in modern culture

Abstract. The article presents the results of cultural analysis of inclusive theater as a phenomenon of modern culture. The author addresses the content of inclusion as a social concept, defines the features of inclusive theater as a direction of modern theatrical art, focuses on the genesis of inclusive theater, highlighting the historical milestones in the emergence and development of inclusive theater in Europe, the USA and Russia. The article presents historical, chronological and typological approaches to the genesis and evolution of inclusive theater in modern culture, related to changing ideas about the goals and objectives of inclusive theater, as well as changing attitudes towards inclusion in society. The author refers to foreign and domestic examples of the activities of inclusive theaters, considers the formation of a festival space of inclusive theaters, which made it possible to strengthen the status and role of inclusive theaters in society. The author pays special attention to the peculiarities of inclusive theater as a cultural phenomenon. The requirements for the acting troupe, director and audience of an inclusive theater are outlined, inclusion is considered as a bilateral process of developing relations in modern society. The author addresses the controversial issues of the relationship of inclusive theater (in terminological and substantive terms) with social theater, art therapy, integral and «special/exclusive» theater, emphasizing the differences and borderline nature of the existence of modern theatrical forms. Analyzing the peculiarities of the existence of inclusive theater in modern culture, the author turns to the rehabilitation and aesthetic functions of inclusive theater.

Key words: inclusion; inclusive theatre; genesis; festival; actor; viewer; rehabilitation function; social theatre