

Serebrennikov L. N., Didkovskaya Y. V. The content of pre-professional training of schoolchildren for the operation of unmanned aerial vehicles

Abstract. The article substantiates the importance of professional orientation of schoolchildren, taking into account the developing labor market and education, and the formation of professionally important qualities of students. With the rapid development of technology and digitalization of all spheres of society, there is an increasing need to train specialists with the skills to work with modern technologies. Robotics, 3D-modeling, and automated systems are becoming an integral part of the educational process, shaping students' engineering thinking, creativity, and willingness to solve complex problems. One of the relevant aspects of the production development is the provision of management, in particular, unmanned vehicles for various purposes. In order to solve the problems of career guidance for a modern profession, to develop the content of preparing schoolchildren for the profession of «Operator of ground-based control for unmanned aerial vehicles», the standards for this profession are analyzed, the requirements for it are identified, as well as the existing practice of such training, which is currently available in the central regions of Russia (Moscow and Moscow, Leningrad, Vladimir and Yaroslavl regions). The general pedagogical and organizational problems in preparing schoolchildren, difficulties in its organization are revealed. Some theoretical provisions defining the content of training based on the study of publications on this issue are considered. Based on the analysis of Federal State General Education Standards, the potential of a number of primary and high school disciplines (technology, computer science, housing and communal services) for obtaining the profession of «Operator of ground-based controls for unmanned aerial vehicles» is determined, and the possibilities of studying elective subjects, specialized training in high school, extracurricular activities and additional education are shown, the importance of networking is emphasized.

Key words: professional self-determination; preparation of schoolchildren for profession; content of training; federal state educational standard; educational subject labor; technology; professional standard; operator of ground-based controls for unmanned aerial vehicles

Bogus M. B. Social intelligence in the professional development of a specialist

Abstract. The purpose of the study was to substantiate the importance of the formation of social intelligence in the professional development of a future specialist and to identify practice-oriented technologies for developing social intelligence, applicable in the educational process of higher education institutions. To achieve this goal, the following tasks were solved in the work: analysis of the essence, theoretical foundations of social intelligence; conducting an ascertaining experiment to identify the level of formation of social intelligence in students; theoretical substantiation of the complex of technologies for the development of social intelligence, applicable in the educational process of a higher educational institution. The article examines the phenomenon of social intelligence as a determinant of the professional development of future specialists in a dynamically transforming labor market. The essence of social intelligence is revealed from the perspective of domestic and foreign scientists, and its theoretical foundations are analyzed. The article substantiates the importance of social intelligence in the formation of personal and professional competencies of a specialist, as well as the need for targeted development of social intelligence in the system of higher professional education as a factor in increasing the competitiveness of graduates. The author presents the results of an experimental study to identify the level of formation of social intelligence among students of a higher educational institution. The conducted research revealed a large percentage of respondents characterized by a low level of formation of the ability to self-government, self-regulation of the emotional state, the ability to empathize, attentive attitude to the interlocutor, the ability to feel it. In the work, the author identifies practice-oriented technologies for developing students' social intelligence, aimed at developing the ability of business interaction and constructive cooperation among future specialists and applicable in the educational process of higher education institutions.

Key words: intelligence; social intelligence; professional development; future specialist; student; meta-competencies; higher education

Deich B. A., Chernov D. V. Modeling of the expert-pedagogical analysis of implementing the project «Conversations about important things» in an educational organization

Abstract. Currently, the state's attention to the problems of raising children, adolescents and youth has increased, and new forms of educational activities are being developed and adopted in educational organizations of various types. One of these forms is «Conversations about important things», which have been implemented in secondary schools, institutions of secondary vocational and higher education since 2022. It can be said that today, in general, methodological support for implementing this project has been developed, and teaching staff of educational organizations have accumulated some experience in implementing this project. However, the development of any type of pedagogical activity is possible only on the basis of an analysis of its effectiveness, which actualizes the need to develop forms and methods for the qualitative implementation of such an analysis to determine the results, problems and prospects for implementing the project «Conversations about important things» in an educational organization. The article is devoted to solving the problem of the expert pedagogical analysis of implementing the project «Conversations about important things» in an educational organization. It is proposed to use a two-level expert pedagogical analysis model as a way to solve this problem. The paper presents a theoretical justification for modeling the expert pedagogical

analysis in general and implementing the project «Conversations about important things» in an educational organization, in particular, as well as the procedural and logical sequence of this analysis within the framework of the proposed model.

Key words: upbringing, model of expert pedagogical analysis; pedagogical modeling; theoretical justification; parenting problems; «Conversations about important things»; expert pedagogical analysis

Chkurov A. Yu. Governing boards of educational institutions as driving forces of volunteering

Abstract. The volunteer movement is widespread among Russian youth. It is logical to use the opportunities of state and public educational management to support and develop student's volunteering. The structure of the Governing Council of the educational organization – the main collegial institution of state and public administration – includes 12-17 year old students who have certain personal qualities. In order to study the possibility of the influence of the Governing Council at an educational organization on students' motivation to become volunteer, a study was organized in educational organizations in Penza. The number of participants in the experiment is 52 students who are members of the Governing Councils of their educational organizations. The average age is 14,5 years. We studied some aspects of the motivational-need sphere of students and their personal qualities which influenced the motives for participating in the volunteer movement. There were used methods of diagnosing the socio-psychological attitudes of the individual (O. F. Potemkina), the methods of studying the motives of students for the participation in activities (L. V. Baiborodova), and a partially structured interview. The analysis of the received information allowed us to assess the degree of awareness of the students' motives for participation both in the Governing Council of the educational organization and in volunteer activities. At the initiative of the Governing Councils of educational organizations, a program of additional training for volunteer leaders was elaborated and tested. The results of the study showed that if at the beginning of the experiment the motives of «pragmatic volunteering» (power, encouragement, etc.) prevailed, then after training program, socially significant motives came to the fore. This proves the effectiveness of using the program of additional training of volunteer leaders among students with the aim of forming a socially oriented motivation to participate in the volunteer movement and in the public life of their school. A number of recommendations have been proposed to the Governing Councils for optimizing the training of schoolchildren who are leaders of the volunteer movement

Key words: state and public management of education; Governing Council; volunteer movement; «pragmatic volunteering»; motivational and needs sphere of personality; motivation; student

Denishenko V. A., Vatskel E. A. Philosophical and axiological basis of model for development of personal-value attitude to a human within medical education

Abstract. The article describes philosophical and axiological foundations of the model for developing a personal-value attitude towards a person in medical students. Philosophical ideas about the value of human life from a historical perspective are considered. The conclusion is made about the traditional influence of ideas about the significance and value of a human personality in the training of doctors in a historical perspective. Challenges of contemporary period require new approaches to the development of a personal-value attitude towards a person, considering risks of technologization, bioethical threats associated with new treatment methods, commercialization, digitalization and bureaucratization of medical care. These trends can lead to the development of mechanistic ideas in students about a human, treatment process and interaction with the patient. In this regard, searching for pedagogical ways that would allow developing a personal-value attitude towards a person in students is relevant. These include not only reliance on philosophical and historical cycles, but also psychological, pedagogical and communicative courses, narrative medicine and special pedagogical tools (case method, gaming technologies, etc.), educational work. Content analysis of programs of educational activities at medical universities showed that interaction with the patient as a person is not actively covered (many other important aspects of physician training are covered, including ethical and deontological education, communication). The analysis of drawings made by 2-year medical students showed that they understood the intellectual complexity of medical profession, importance of communication. At the same time, the perception of profession was romantic. Further professional development of these unmatured perception can become a basis for forming personal-value attitude to a human.

Key words: medical education; personal-value attitude to a human; bioethics; axiology; ethical and deontological education; reflexivity; patient; educational work

Dong Xu Evolution of higher foreign language education in China: historical path and key determinants

Abstract. This article explores the evolution of Chinese higher foreign language education in the second half of the 20th century (after the founding of the People's Republic of China) to the early 21-st century, and analyzes the transformation of its goal orientations and models. Under the influence of state strategy, international situation and socio-economic development, Chinese higher foreign language education has undergone a transformation from the formation of narrow language competencies to the training of interdisciplinary specialists. The study applies the methods of the historical analysis and the study of documentary sources to systematize the stages of development of higher foreign language education. The method of the comparative analysis is also used to compare and analyze the ways of higher foreign language education in different periods (1949-1980, 1980-2000 and after the XXI century). The results of the study demonstrate that in the initial period after the establishment of the PRC, the system of higher

foreign-language education was predominantly Russian-oriented, which was in line with the objectives of state industrialization and foreign policy strategy. From 1980 to 2000, there was a gradual diversification of language programs aimed at adapting to the requirements of the global economy. With the beginning of the 21-st century, the «One Belt, One Road» initiative promoted the integration of the «language + specialty» model, transforming the system from a political tool into a platform for intercultural communication. In the author's opinion, China's higher foreign language education has historically been synchronized with national strategic goals, and in the context of globalization, it requires further balance between building language skills, cultural competence and training interdisciplinary professionals.

Key words: Chinese higher foreign language education; national strategy; interdisciplinary training; language diversification; historical transformation; intercultural communication; integration of language and specialty

Khazova S. A. Transformation of competitive qualities of russians as a basis for organizing the educational process at the university

Abstract. The article examines the problem of changes in the composition of competitive qualities of citizens in Russia that have occurred in recent decades under the influence of serious socio-economic and political processes. A basic list of qualities that have remained among the determinants of competitiveness over the past 15-20 years is presented. It is shown that the hierarchy of these qualities has similarities and differences in different periods of the diagnostic study (2010-11, 2016-17, 2023-24). The key features of changes in this hierarchy are revealed in the format of increasing or decreasing the number of experts recognizing the competitive significance of each of them. The experts were teachers, psychologists, heads of educational and cultural institutions (with different period of professional activity), including candidates and doctors of pedagogical, psychological, sociological, economic sciences). It is substantiated that the transformation of public life in Russia entails a change in the requirements for the personality of specialists (using the example of the «Man-Man» sphere) and, consequently, the composition of their competitive qualities. It is noted that ensuring the development of these qualities in students is an important educational task of the university. In this context, pedagogical goal-setting should be guided by the current determinants of competitiveness; their current list is disclosed. It is indicated that an important aspect of setting and solving the problems of developing competitive qualities of students is increasing the competence of university teachers in the field of the foundations of pedagogical goal-setting. As a result, the current foundations of pedagogical goal-setting associated with the organization of the educational process at the university, objectified by the transformations of competitive qualities, are determined.

Key words: competitiveness; competitive qualities; non-professional determinants of competitiveness; transformation; pedagogical goal-setting; education; diagnostic research

Khamov G. G., Timofeeva L. N. Possibilities of applying number-theoretic problems to develop independent work skills for students of mathematics

Abstract. Independent work plays a key role in the formation of students' mathematical competence, which stimulates the development of various methods and technologies in teaching relevant disciplines. This article presents the experience of using number-theoretic material to develop students' necessary skills and abilities. A description of the content, that promotes active independent activity in classroom and extracurricular work, is proposed. This is not just completing tasks, but an active process of comprehending the material, developing problem-solving skills and critical thinking, which instills self-organization skills, the ability to plan the research and control the results. Students, through the application of formulas and theorems in practice, analyze the conditions of problems and choose the optimal solution methods.

The authors came to the conclusion about the importance of such content for modeling situations of creative activity during classes, which allows students to master professionally relevant information consciously, helps to increase their level of professional training and, as a result, makes them competitive in modern conditions. It is necessary to specify the role of the teacher in organizing such activities, who acts as a consultant, and at first directs the independent work of students, corrects it and helps to overcome difficulties in solving tasks. His task is also to select and prepare the material for conducting classes and for independent work accurately, which allows students to be involved in active independent activities. This is especially important for overcoming the problem of reducing motivation to study mathematics, since a clear understanding of the algorithm of actions creates a situation of personal success.

Key words: independent work; creative activity; motivation; number theory; indefinite equations; divisibility of numbers; division with remainder

Bayborodova L. V. The conceptual foundations of the training of advisors to directors for education in the conditions of a master's degree programme

Abstract. The article substantiates the relevance of the upbringing of children and youth in modern conditions, the formation of traditional Russian spiritual and moral values among them, and the importance of introducing the position of adviser to the director for education in educational organizations. Based on the analysis of the experience of training

specialists in the field of education, problems in the professional activities of teachers and the education of students, the conceptual provisions for the training of advisers to directors for education in the conditions of the magistracy at Yaroslavl State Pedagogical University named after K. D. Ushinsky are proposed. The goals and main labor functions of the advisers' professional activities are determined on the basis of the professional standard of specialists in the field of education, the educational and educational-professional tasks of training educational directors are specified, and the main theoretical provisions that form the basis for undergraduates' education are outlined. Three main ideas of training are highlighted and characterized: professionalization and pedagogization, individualization, integration, and the most relevant approaches that should be followed when training undergraduates as educational advisers are substantiated: axiological, reflexive-activity, subject-oriented, and practice-oriented. The main ways and means for implementing these approaches are proposed. Based on the ideas and approaches, binary principles of undergraduates' training are determined: the principles of teachers' activities (creating a value-based, spiritual and moral environment, motivational support for professional development, ensuring the student's subjective position, problematic and debatable learning, partnership and cooperation of subjects involved in the training of advisers, the tutor's position of the teacher) and the principles of students' activities (value-based semantic orientation individual activity, awareness of the prospects of educational activities, designing individual activities, free and independent choice, making independent decisions, self-education and self-development, self-organization and self-management).

Key words: master's degree programme; training of educational advisers; conceptual provisions; targets; ideas; approaches; principles

Shalamova O. O, Lopanova E. V. The content and structure of the psychologist's competence in the field of the psychologist's

Abstract. The peculiarities of psychological work imply a constant professional readiness of a specialist to show empathy, communication and reflection at a high level, which in turn requires a psychologist to strictly observe his own professional safety in order to preserve personal and work resources. In this regard, the issue of the professional safety of the psychologist himself as a specialist in a helping profession, the need for the skills of a specialist to work out the rules of professional safety in order to preserve long-term working capacity and professional health, and as proactive measures of burnout and retirement from the profession, becomes relevant. These issues should be taken into account when training future psychologists in the professional education system.

In our research on the training of future psychologists in the field of occupational safety, we have developed a model and a means of such training. According to the competence approach in education, the result of professional training is the formed competence of a specialist. In this regard, an important issue in the development of a training model and tools is the description of the predicted outcome of such training and evaluation criteria. In the context of the competence approach, such a result will be the formed competence, which means that the task is to describe the competence, as well as determine its content, indicator and structure.

As a result, competence in the field of professional safety was identified and described, its structure was substantiated, the content and levels of development were described, which can be used in implementing the model of training psychologists, as well as adapted for other specialists in their training in the field of professional safety.

Key words: competence in the field of security; competence of a psychologist; safety of professional activity; professional activity; training, higher education; professional training of a psychologist; content of competence; structure of competence

Shevtsova M. A. Formation of multicultural-mediational competence advisor to the director for educational work

Abstract. The article discusses current aspects of forming the intercultural mediation competence of a school educational affairs advisor under modern conditions. The importance of this competence is emphasized in light of the introduction of this new position within Russian educational institutions and the increasing multicultural nature of the information and educational environment. The author analyzes required skills and knowledge for the specialist, and identifies key challenges in training qualified personnel under new sociocultural conditions.

The study employed theoretical methods (analysis of scientific literature and regulatory documents), empirical methods (student questionnaires, interviews, modeling of personality-developing situations), as well as quantitative methods (analysis of numerical data). Survey results showed that future educational advisors demonstrate positive motivation towards working in a multicultural environment; however, they also revealed insufficient knowledge and practical skills in this area, along with a lack of tools for working with children from diverse sociocultural backgrounds.

Lecture and practical materials were developed, and independent assignments were proposed to help form intercultural mediation competence. A model of education was suggested based on a flipped learning approach, integrating topics of intercultural education and mediation into the curriculum. A definition of intercultural mediation competence for future professionals in the field of education was provided, its components were identified, and formation technologies were outlined. Special attention was given to the application of personality-developing situations and their variations as an effective tool for developing intercultural mediation competence.

In conclusion, recommendations were made regarding the necessity of modernizing educational programs by incorporating humanitarian knowledge of an intercultural nature and strengthening the practical focus of training for educational advisors.

Key words: educational advisor; multicultural education; intercultural mediation competence; personality-developing situation of multicultural mediation; professional training; information and educational environment

Avsievich P. D. Identification of the socio-cultural potential of a contemporary authentic literary text with the aim of forming the background knowledge of future foreign language teachers

Abstract. This article is devoted to a practical method of forming background knowledge of students in the process of reading a contemporary authentic literary text. A feature of language education is characterised by the acquisition of knowledge about the culture, traditions, values and norms of behavior of people of a foreign-language society, expanding the ideas of future foreign language teachers about socio-cultural realities and forming their understanding of the behavior, communication and thinking of representatives of the country of the studied language. Based on the study of domestic and foreign scientific pedagogical literature, the article shows the relevance of forming background knowledge of future foreign language teachers, explains the choice of using authentic literary texts. The research methodology is also presented, an overview of scientific works is given, a close study of which made it possible to identify the following gap in the methodological apparatus: on the one hand, an authentic literary text is recognized as a fact of culture, however, the study of socio-cultural realities in the process of reading is not a priority goal in learning a foreign language. Thus, comprehension of the basics of cultural-value realities and phenomena is fragmentary, since it is based on the actualization of previously formed background knowledge of students. In connection with the identified aspect of the lack of interpreting the influence of socio-cultural categories of cultural representation on the context and content of the text, this paper proposes to consider a method for forming background knowledge in the process of reading. The practical material is the famous work of the English writer Richard Osman «Thursday Murder Club», published in September 2020 and immediately became a bestseller № 1 according to the «Sunday Times» newspaper. Based on the experiment, examples of possible ways of forming background knowledge using a matrix to identify the socio-cultural potential of a contemporary authentic literary text are presented.

Key words: background knowledge; a contemporary authentic literary text; socio-cultural potential; socio-cultural realities; reading; culture; foreign language; foreign-language society

Vonog V. V. Practically oriented training of future engineers in the system of foreign language training

Abstract. Currently, the increased interest in engineering education is explained by the foreign economic activity of the state aimed at solving global problems. The practical orientation of training is determined by the modeling of production tasks with the involvement of representatives of the labor market, acting as experts in solving production-situational tasks that simulate the professional communication of a future engineer, including in the foreign language training system.

The effectiveness of training depends on the communicative skills of students, which are formed not only in the process of studying the system of linguistic (verbal and non-verbal) norms, but also in the analysis and comprehension of foreign practical experience in various fields of science and technology through reading sources in Russian and foreign languages making a thesaurus-type terminological lexicon corresponding to the engineering profile of the student's training. The purpose of the article is to consider the technology of practically oriented training in the process of gradual mastering of speaking skills in monologue and dialogic statements of students, contributing to the effective solution of production-situational tasks that correlate with the professional activities of future engineers. The author presents an algorithm for mastering the technology of practically oriented learning in the system of foreign language training, according to the recommendations of T. S. Serova, adapted to the engineering profile of students' education. The study, based on testing the algorithm, accompanied in the article by examples of exercises developed for students in the field of training «Construction of unique buildings and structures», allows the author to draw a conclusion about the effectiveness of the proposed technology, based on the expanded interaction and involvement of students in solving production-situational tasks in the system of foreign language training.

Key words: practically oriented learning; engineer professional personality; production-situational tasks; foreign language training system; thesaurus-type terminological lexicon; speaking

Kasatkina N. N., Tevs V. V. Supporting the professional development of junior students in the process of learning a foreign language for specific purposes

Abstract. Studying at a university constitutes a pivotal moment in any individual life because students change their voice and lay the foundation for future professional life. Whether students successfully integrate into a new environment hinges on a whole range of factors. One of them is how accurately the students perceive the new environment and reconstructs it in the mind.

In this study, we aim to reconstruct the image of the university and identify the main directions through which first-year students are integrated into the new environment. Based on the revealed characteristics, we identified a set of pedagogical approaches and principles that would enable English for special purposes instructors to create effective learning conditions and help learners become part of the academic community.

To achieve this goal, we first conducted a content analysis of responses from first-year students, gathered through interviews. In the second stage, we employed psychodiagnostic methods to uncover the relationships between foreign language communicative competence and psychological parameters. Based on the results and the works of researchers, we identified three pedagogical principles: the principle of consciousness, the principle of active involvement in the learning process, and the principle of cooperation. In our view, these principles may help educators impact students on a personal level and help learners find their own unique voices in a new academic environment.

Key words: university adaptation; foreign language communicative competence; action-oriented approach; contextual approach; emotional intelligence; metacognition; content analysis

Tolochek V. A. Principles of Russian psychology: pro et contra. Part 2

Abstract. The aim of the study is a historical and theoretical analysis of the methodological, methodical and organizational aspects of conducting research and development (R&D) and scientific and practical work (SPR) in modern organizations. Subject of the study is a methodological status and practice of using principles in modern domestic psychology. Methods are analysis of scientific literature, reflection of the experience of scientific and practical work in various areas of professional activity. Hypotheses are 1. General scientific principles transmitted from other scientific disciplines, partially reflect the essential properties of the psyche. 2. Due to the evolution of social objects and scientific disciplines, the substantive content of the principles should be regularly subjected to methodological reflection and adjustment.

It is argued that the principles of psychology reveal «two sides of the coin»: on the one hand, they regulate the direction of the search and highlight the criteria of scientificity, on the other hand, they limit the «horizon of vision» of scientific problems. Diligent adherence to the principles formulated in the discipline more than half a century ago limits the researcher, encourages him to a simplified vision of the object and the subject of research identified by him, provokes and orients him to obtain self-evident results. Field research represents a special class – scientific research and scientific-practical work of a psychologist in the space of organizations, requiring the involvement of its employees in their working and / or personal time, their involvement as representatives of their social groups to solve problems that are not relevant and / or insignificant for them; «these are the situations in science when primacy should belong to the methodology from below». The methodology «from below» should be incremental, when field researchers identify and describe step by step all the problematic «nodes» they encounter, both substantive and methodological; radical restructuring of the foundations of disciplinary knowledge can and should be accomplished by philosophers-methodologists.

Key words: psychology; evolution; methodology; principles; approaches; methods; types of rationality; research schemes

Stoyukhina N. Yu., Kostrigin A. A. Institutionalization of soviet psychology in the post-war period

Abstract. This article discusses a little-known period in the development of Soviet psychology, limited by two dramatic dates – the 1936 Resolution «On Pedological Perversions in the System of People's Commissariats of Education» and the «Pavlovian» session of 1950. There are clearly not enough modern historical and psychological studies covering this strange and terrible time for the science of psychology, so specialists in the history of psychology usually talk about this period quickly or not at all, immediately moving from one difficult event for psychology to another. The reason for this is, first of all, the lack of sources, which, moreover, are difficult to find. We managed to build a chain of successive events, where the voice of psychology sounds, sometimes not loudly, but persistently. After 1936, the position of psychology became auxiliary, serving pedagogy. The titles of the conferences themselves testify to this: Conference of Heads of Departments of Pedagogy and Teachers of Psychology in Pedagogical Universities (1936), Conference of Departments of Pedagogy, Psychology, and Methods of Moscow Pedagogical Institutes (1946), All-Russian Conference of Departments of Pedagogy, Psychology, and Methods of Pedagogical and Teachers' Institutes (1947), Central Asian Conference on Pedagogical Sciences (Tashkent, 1948), Republican Conference on Pedagogical Sciences (Kyiv, 1948), Republican Conference on Pedagogical Sciences (Minsk, 1949). There were probably other republican conferences, but we were unable to find information about them. I would like to think that this study will be the beginning of a deep study of the dramatic period of Soviet psychology in the post-war period.

Key words: history of soviet psychology; Resolution of 1936; «Pavlovian» session; Academy of Pedagogical Sciences of the RSFSR; post-war period; ideological campaign; meetings of departments of pedagogy and psychology; republican meetings

Simanovsky A. E. The relationship between the symmetry of the visual image and aesthetic perception

Abstract. The article examines the problem of preschool children's aesthetic perception. The study aimed to identify a possible connection between the symmetry of the visual image and the assessment of such an image as «beautiful» or «ugly». As a stimulus material, artificially generated black spots (24 pieces) were used with varying degrees of symmetry: from symmetrical to completely asymmetrical. All spots were conditionally combined into four constellations according to the degree of their symmetry. The study involved children with varying degrees of cognitive development. A group of children 4-5 years old, whose level of development corresponded to the age norm (23 children), and a group of children of the same age diagnosed with delayed psychophysical development (22 people)

were taken. It was clarified that the level of cognitive development can affect the aesthetic choice of children among symmetrical and asymmetrical spots. The rating of spots as «beautiful» was found to be unrelated to the level of symmetry in either children of age norm or those with delayed psychophysical development. However, the choice of spots as «ugly» turned out to be statically related to the level of asymmetry of the spot. Asymmetric spots were more commonly referred to as «ugly» in both experimental groups. There were no significant differences in the aesthetic assessment of symmetrical and asymmetrical spots in groups of children with different levels of cognitive development. However, it was revealed that in every group there were children who preferred to choose only symmetrical spots or only asymmetrical spots as «beautiful». The number of such children in both experimental groups was approximately equal. An assumption is made about a two-stage process of aesthetic perception: at the first stage, affective assessment is carried out according to individual signs of the visual image, at the second stage, an integral perceptual image is evaluated according to cognitive-semantic characteristics.

Key words: aesthetic evaluation of a visual image; «beautiful» and «ugly» abstract figures; symmetry and asymmetry of a visual image; two-stage model of aesthetic perception; affective evaluation of a visual image; evaluation of a visual image based on cognitive-semantic characteristics

Karpova E. V. Personal determinants of achievement motivation and safety motivation in learning activity

Abstract. The article presents materials aimed at solving the acute issue on the nature of the impact of two significant types of motivation on educational activity: achievement motivation and safety motivation. The assumption is formulated according to which the leading determinants of their formation are the personal qualities of students. The results of the empirical study of the influence of this category of personal determinants on the formation of achievement motivation and safety motivation in educational activity are presented. It has been established that there are differences between subjects with a predominance of these types of motivation at the level of individual personal qualities. There are differences both in terms of the composition of qualities significantly influencing the formation of these types of motivation, and in terms of their level of development. In particular, it turned out that subjects with a predominance of safety motivation above the average level had such qualities as intelligence, subordination, trustfulness, and self-control. In subjects with a predominance of achievement motivation, a sharp dominance of the formative influence of intelligence on it was revealed; the rest of the qualities are at the same level – no higher than average. The structural and psychological analysis showed that personal qualities are fixed in a group of subjects with a predominance of achievement motivation in a more integrated form. Differences were found out in the basic qualities of the groups of subjects with a predominance of achievement motivation and safety motivation (respectively, sociability and courage in the first group; restraint and trustfulness in the second). It has been established that the structures of personal qualities in these groups of subjects with a predominance of achievement motivation and subjects with a predominance of safety motivation are different; consequently, the type of motivation has both structural and analytical determination on the part of personal qualities. The position has been empirically verified, according to which subjects with a pronounced achievement motivation have higher academic performance than subjects with a safety motivation.

Key words: achievement motivation; safety motivation; personal qualities; students; learning activity; motivation for learning activity; academic performance

Kramskaya L. A., Odintsova O. Y., Filatova Y. S. The role of the educational environment in adaptability and stress prevention in future doctors

Abstract. The article is devoted to the problem of stress among students of medical universities, which is considered as a significant factor affecting the psycho-emotional state, academic performance and future professional activity. The authors emphasize that medical students face a unique combination of stressful factors, including intense academic workload, the need to assimilate a large amount of information, and emotional involvement in clinical practice. Special attention is paid to the concept of academic stress, which is defined as a specific form of stress that occurs under the influence of factors related to the educational process.

The article analyzes various aspects of stress, including its manifestations at different stages of learning. In the first year, the main stressful factors are adaptation to a new educational environment, social integration and high academic workload. For undergraduates, professional and personal aspects of life, such as job search and combining work with education, become significant sources of stress.

The authors also consider the negative effects of chronic stress, including cognitive decline, deterioration of mental and physical health, as well as the risk of developing depressive and anxiety disorders. Special attention is paid to the impact of the COVID-19 pandemic, which has exacerbated the problem of stress among medical students, causing increased levels of anxiety and psycho-emotional discomfort.

An empirical study was conducted on a sample of 1,367 students of Yaroslavl State Medical University, divided by courses of study and faculties. As a result of the conducted research, the leading difficulties faced by students of the medical university were identified, such as difficulties in mastering educational materials, problems in interacting with teachers and fellow students, food, accommodation, and training conditions. The authors studied indicators of socio-psychological adaptation (maladaptivity, acceptance/rejection of oneself and others, emotional comfort and discomfort, escapism). A correlation analysis of adaptivity with the scale of anxiety and depression, adaptivity with the scale of

perceived stress and stress response was carried out. The dynamics of students' adaptability indicators was also assessed depending on the course of study and specialty. In conclusion, the importance of successful adaptation of students to the conditions of a higher educational institution is emphasized, which requires both individual efforts and support from the educational institution. Successful adaptation is considered as a key factor ensuring the professional and personal development of medical students.

Key words: adaptivity; stress; anxiety; depression; mental stability; medical students; stress tolerance; higher medical education; academic stress; educational stress

Bogoslovsky V. V. Manipulation as a tool of the justification process: logical aspect

Abstract. This article discusses issues of manipulating consciousness, namely, manipulation from the point of view of its logical structure, the connection of manipulation with such sciences as logic and argumentation theory, the difference in understanding and the possibility of manipulation from their point of view. The nature of cultural, practical and scientific interest in the issue of manipulation is considered, three groups of studies with different approaches (social psychologists, theorists/practitioners, as well as people involved in considering conspiracy theory) devoted to the issue of manipulation in order to clarify the general features of manipulation as a process are analyzed, a universal definition of manipulation is given during the study, contradictions between logic and manipulation are described and the connection between manipulation and argumentation theory is indicated. As a result of the article, a working scheme for classifying manipulation within formal characteristics is proposed and the reason for the impossibility of using the traditional approach «by areas of application» is indicated. In addition, the manipulation component is considered during verification in various types of sciences: natural, theoretical and humanitarian. The presence of the possibility and the main types and directions of manipulative speculation (lack of familiar communication, unproven thesis and verification problem) in the analysis of natural-scientific and theoretical knowledge was also demonstrated, the special role of manipulation in the verification process in the humanities is indicated and demonstrated, the connection of humanitarian research with the creative process and manipulation as a mentoring tool is recorded and substantiated.

Key words: logic; argumentation theory; logical error; consciousness; manipulation; verification; communication; humanitarian knowledge

Speshilova E. I. Urban imaginary as a concept in cultural studies

Abstract. The article analyzes the urban imaginary in cultural studies of the city. The purpose of the study is to identify the heuristic potential of «urban imaginary» concept, which is defined as a complex of universally accepted ideas about the city that emerge in a specific historical time and cultural space. Henri Lefebvre's concept of the production of space and Edward Soja's theory of third spaces provide the methodological framework for this research. In addition, the article examines various options for interpreting the urban imaginary – anthropological, sociological, and semiotic. The author argues that the semiotic approach to the urban imaginary is integral, i.e., it combines anthropological and sociological approaches, since it allows for the analysis both personal ways of understanding urban space and collectively fixed meanings associated with a particular city. The identification of the cultural coordinates that structure the urban imaginary is fundamentally significant in the perspective of detailing the relevant scientific discourse. The binary oppositions «individual/collective», «internal/external», which determine the formation of various ideas about the city, are analyzed in detail as such coordinates. The introduction of the «urban imaginary» concept, which denotes a complex of mental, figurative and symbolic representations of the urban space that form the integral image of the city, into the cultural studies makes it possible to focus the attention of researchers on the phenomenon of the collectively established meaning of the city and its cultural variations, which, in turn, allows to identify the uniqueness of a particular city through the prism of studying collective ideas about it.

Key words: urban cultural studies; urban imaginary; symbolic space; place; city as cultural project; urban semiotics

Nikiforova L. V. The hypothesis of the russian Renaissance in the context of russian culture in the late XV-th–XVI-th centuries

Abstract. Attempts to find the similarities in Russian culture with the European Renaissance can be presented in three main variants. The first is metaphorical, when we talk about flourishing, achievements, and do not relate directly to the similarities with the European Renaissance (for example, N. A. Berdyaev on the Russian Renaissance of the early 20-th century). The second is related to the search for Renaissance features, primarily in literature, but with broad general cultural conclusions (for example, D. Likhachev on the Russian Pre-Renaissance of the 15th–16th centuries, V. Kozhinov on the Russian state Renaissance of the 17-th-18-th centuries). This approach is part of the problematic of regional (Eastern) Renaissances and has received thorough and fair criticism. The third is the definition of contacts between Russian culture and Renaissance Europe, including the participation of Italian masters in large state building projects of the late 15-th–16-th centuries as a direct continuation of the Italian Renaissance (D. O. Shvidkovsky on the «Moscow Renaissance»). I would like to draw the attention of researchers of culture to a number of contemporary studies of architectural monuments, in which the question of the origin and semantics of the forms of tent-roofed and multi-altar churches of the 16th century manifests the specifics of contacts between Russia and Renaissance Europe (A.

Batalov, L. Belyaev). The authors come to the conclusion that the experience of Renaissance masters was used to solve not Renaissance issues, but specifically Russian religious, political and historiographical problems associated with the invention of symbols of the tsardom in the iconic images of historical Jerusalem. This approach correlates with recent concepts of the Renaissance as a unique version of the historical and cultural process that had worldwide consequences. From this point of view, the question is redefined: instead of looking for analogies with Renaissance culture, we should pay attention to the forms and content of contacts with European culture. The fact that Russia's contacts with European Renaissance culture were voluntary and self-imposed is also a unique historical and cultural situation on the scale of world culture.

Key words: history of Russian culture; Renaissance; cultural contacts; tent-roofed churches; multi-altar churches; hierotopy; iconographic explosion

Kapustina Yu. E. Museum-reserves in the modern cultural space of Russia

Abstract. Among all types of museum institutions, museum reserves stand out in particular; this is due to the comprehensive preservation of museum objects, architectural and historical monuments, as well as territories and natural landscapes that surround them, which in its entirety constitutes cultural and historical value. The article discusses different types of ensemble and environmental museums, and provides typical features of museum reserves. The history of their creation in Russia is briefly highlighted and the importance of the process of museification of architectural monuments and historical sites is emphasized in order to preserve the national cultural heritage, form an attractive image of Russia, and develop cultural and educational tourism, which in turn affects the socio-economic growth of the regions. On the example of the activities of the museum-reserves of the Yaroslavl region as a region with an ancient and rich history: the Yaroslavl State Historical, Architectural and Art Museum-Reserve, the Rostov Kremlin State Rostov–Yaroslavl Architectural and Art Museum-Reserve, the Rybinsk Historical, the Architectural and Art Museum-Reserve, the Pereslavl-Zalessky State Historical, the Architectural and Art Museum-Reserve, the Nekrasov State Literary and Memorial Museum-Reserve «Karabikha» examine the role of museum reserves in shaping the cultural space of their localities, as well as in creating a touristically attractive image of the Yaroslavl region. The richness of the architectural collections of each of the museums, the availability of collections that give an idea of the Yaroslavl Region's past and its role in the country's history, active cultural and educational activities contribute to the growth of the tourist flow and recognition of the Yaroslavl Region as one of the leading non-metropolitan regions of the Central Federal District in terms of the number of museum reserves.

Key words: reserve museums; museification; a museum item; a museum collection; cultural space; historical and architectural museum; literary and memorial museum; art museum

Fedotova N. G. The Great Patriotic War Memory sites in a space of a modern city

Abstract. The article is devoted to studying the Great Patriotic War memory sites in space of a modern city. The author considers the problem of war events memory preservation by appealing the city memory sites as a memorial unity around which the war memory discourse is structuring – in faces, stories, symbols and which is directly related to issues of urban identity, local patriotism values, belonging of contemporaries and, first of all, young people to their small motherland. The article attempts to systematize the Great Patriotic War memory sites research through typology of such sites. It allows us to reveal different memorial tasks which these sites accomplish. The memory sites citizens' ideas research is an essential part of the Great Patriotic War memory sites analysis. It gives an opportunity to answer the questions about what city residents remember about war, how they perceive a memorial landscape, which of these sites are more valuable and why. According to Veliky Novgorod cultural memory study results, city space is fulfilled with official monuments, however, frequently citizens keep such memories connected to the war past, embodied in natural and unofficial monuments. The Great Patriotic War memory sites is not only memorial objects but also houses, medieval churches which carry meanings about a military feat of those who defended the city during the war or reconstruct it after the war. The visible side of the war memory sites can be called the memorial map of the war, whereas the one existing in modern citizens' ideas – imaginary. The study of each of these aspects gives answers to the questions about how citizens experience the Great Patriotic War memory and how city cultural memory that keeps the war past images, closely related to the city fate and culture, is structured.

Key words: city; memorial sites; Great Patriotic War; cultural memory; urban identity; memorial objects; war memory discourse; urban identity

Semenikhina O. V. Historical and cultural discourse of the festival as a socio-cultural phenomenon

Abstract. The article is dedicated to the study and analysis of the genesis and evolution of the festival phenomenon in culture. The author summarises and systematises the concepts of the festival as a phenomenon of contemporary culture, presented in the studies of both domestic and foreign cultural scholars, defining the historical and cultural discourse of the festival as an independent sociocultural phenomenon. The article explores the etymology of the definition «festival», which delineates the dual nature of this phenomenon: a combination of «celebration» and «competition». Given the specifics of the festival's genesis, the establishment of the festival as a sociocultural phenomenon is examined within the context of festive culture. Stages of the emergence and formation of festival

culture are identified, beginning from Antiquity and concluding in the second half of the twentieth century. The author emphasises the differences in time, as well as the preconditions for the emergence and development of festivals in Russia and abroad. It is noted that in the contemporary cultural landscape, the festival is one of the most popular phenomena. Initially representing one form of festive culture, the festival gradually distinguishes itself as an independent and stable cultural form. Throughout the study, a connection is established between the development of the festival phenomenon and historical-cultural processes, while the very concept of the festival is characterised as an autonomous socio-cultural phenomenon, inextricably linked to social changes in society and endowed with key socio-cultural functions. Among the most important functions of the festival as a socio-cultural institution, modern cultural studies highlight the communicative function and the function of interaction.

Key words: festival; feast; historical and cultural discourse; genesis; cultural form; socio-cultural phenomenon