Borisenkov V. P., Wang Xulong Educational environment as a means of forming ICT competence of future teachers: the experience of China

Abstract. The article presents the analysis of the development of the digital educational environment as a means and conditions for the formation of ICT competence of future teachers. Modern challenges and strategic tasks of the country's development determine the need to develop and implement innovative models for training teachers. The article analyzes the national educational digital infrastructure of China, examines the history of the formation of the digital educational environment, describes the ways and conditions for the formation of educational space for the training of modern teachers on the basis of the «National Platform for Intellectual Education». The educational environment today is a complex digital ecosystem integrating technology, resources, data, communities and institutions. The conditions for the effective formation of ICT competence of teachers, as well as promising areas for the formation of ICT competence among future teachers by means of a digital educational environment, were highlighted. The formation of ICT competence among future teachers requires an integrated approach, including the integration of digital technologies, the organization of specialized training, the creation of educational and methodological support and the provision of the necessary conditions for professional development. The study analyzed and disclosed innovative models for training modern teachers in a digital educational environment using artificial intelligence and big data technologies, virtual learning, immersive technologies, inverted class technology, interactive technologies, etc. It is shown that the digital educational environment, under the given conditions of scientific, methodological, software and technological support, acts as an important tool in the training of modern pedagogical personnel in the context of the digital transformation of the economy, society and education.

Key words: digital educational environment; professional development of teachers; ICT competence of educators; training of modern teaching staff; digital educational technologies; means, forms and methods of modern didactics; competence approach

Gulov A. P. Theoretical justification for transforming olympiad movement in the context of generative artificial intelligence

Abstract. The article develops a theoretical justification for transforming the content of the All-Russian School Olympiad in the context of the rapid spread of generative artificial intelligence and persistent social inequality in access to competitive academic success. The aim of the study is to elaborate the concept of creativity-related cultural capital as a specific form of cultural capital that is potentially less dependent on family background and can be deliberately fostered within institutional education. Methodologically, the work is a conceptual study based on a theoretical synthesis of Pierre Bourdieu's sociology of education and Vladimir Kraevsky’s cultural approach to curricular content, combined with recent research on creativity development and the impact of artificial intelligence on educational assessment. The study reconstructs key notions of cultural capital, habitus, and field; relates four components of educational content to different mechanisms of social reproduction; and introduces creativity-related cultural capital, primarily associated with experience of creative activity and experience of emotional and value-based reflection. On the basis of the synthesized theoretical framework, the article proposes five mechanisms for transforming Olympiad task content, which shift emphasis from reproducing knowledge and algorithms toward developing creativity and value reflection, and discusses their potential effects in reducing social inequality and strengthening the resistance of Olympiads to automation of problem-solving by artificial intelligence. The proposed mechanisms are presented as a foundation for subsequent empirical, methodological, and comparative research.

Key words: cultural capital; social inequality; academic Olympiad movement; creativity; divergent thinking; artificial intelligence; educational content

Elmurzayeva R. A. Didactic preparation of a future teacher for conducting a modern lesson

Abstract. The article is devoted to the problem of modernizing the didactic training of future teachers in modern conditions, emphasizing the need to comply with current educational standards and the changing requirements of the modern educational environment. The purpose of the study is to identify and substantiate the essence and content of the didactic preparation of a future teacher for a modern lesson aimed at achieving educational results in a system-activity approach. The research is based on the concept of advanced training of teaching staff and the methodology of transformation of higher pedagogical education. The theoretical basis of the research was the provisions of the didactics of the modern lesson, new didactic solutions in the context of the digital transformation of education and the ideas of the teacher’s didactic identity. Theoretical methods of analyzing normative documents and literature were used, as well as empirical methods, including a survey of teachers and included observation. The article describes the key difficulties of teachers in designing and organizing a modern lesson in accordance with the system-activity approach. The ways of transformation of students' didactic training are proposed, providing for a deep immersion in the theory and practice of the modern lesson, the formation of a didactic identity and the acquisition of practical lesson design skills. A new view is presented on the essence and content of advanced didactic training, combining compensatory and

transformational strategies that contribute to the formation of future teachers' competencies in demand in the modern educational space. The proposed recommendations can serve as a basis for improving teacher training programs at universities, ensuring adequate preparation for professional challenges and ensuring high standards of education in the context of constant dynamic changes in the education system. The article may be of interest to researchers in the field of pedagogy and didactics, teachers of pedagogical universities, post-graduate students and masters involved in the professional training of teachers, heads of educational institutions responsible for methodological support and monitoring the quality of teacher training, as well as practicing teachers seeking to improve their own didactic competence.

Key words: pedagogical education; advanced training; modern didactics; system-activity approach; new didactic solutions; didactic identity of the teacher; educational technologies

Kalatskaya N. N. Questionnaire of readiness for educational activities: standardization of the test

Abstract. The relevance of the study is due to the fact that the scientific literature does not sufficiently provide diagnostic tools that allow us to study the readiness of future teachers for educational activities in the context of standardization. This article presents a questionnaire that allows assessing the readiness of future teachers to implement educational activities, considering the following: professional standards of «Teacher» and «Specialist in education», regulatory documents governing the activities of a class teacher, the requirements of employers, as well as the competence approach laid down in the Federal State Educational Standard of Higher Education. The aim of the work is to develop diagnostic tools for assessing students' readiness for educational activities – future class teachers. The research methodology was based on a competence approach, which implements the tasks of professional training of future class teachers. 50 teachers acted as experts: 19 class teachers with more than 5 years of experience; the administrative building (17 people) – school principals, deputy principals for academic and educational work, a teacher psychologist; 14 university teachers of KFU, who provide professional training for teachers- future class teachers. The data were collected in an online survey format using a Google form. The degree of consistency of expert opinions was calculated using the Kendall concordance coefficient (Wk). The stimulus material of the questionnaire was developed, including 142 characteristics of the class teacher's competencies, forming six subscales corresponding to the class teacher's competencies. The developed questionnaire is intended for work with teachers – future class teachers, who are studying at a university and are in the process of professional development. The practical significance of the study lies in the fact that the questionnaire fills the gap in diagnostic tools for examining the readiness of university students – future class teachers to carry out educational activities in the context of standardization, and allows the university faculty to promptly respond to problems in the training of future class teachers.

Key words: readiness for classroom management; questionnaire; education; training of future teachers; diagnostic tools, online survey; competencies of the class teacher

Pazin1 R. V., Ruzhnikov M. S. Educational effects of modernization of the process of teaching general secondary school students with an emphasis on preparation for the Unified State Exam

Abstract. The article considers the main educational effects of the approbation of the program for organizing education for final-year students of Moscow general secondary school with an emphasis on preparation for the Unified State Exam. In context of fierce competition for university admission, there is a clear social demand for updating the educational process of high school students in creating opportunities to pass exams with high scores. A large-scale modernization of the 11-th grade education model was carried out in Moscow in 2023-2025. The article reveals the content of its target, organizational and activity components.

A methodology was proposed for evaluating the effectiveness of the graduate education program tested in 2023-2025 with an emphasis on preparing for the Unified State Exam. To verify it, the results of 853 final-year students of School № 2116 in Moscow for 2019-2025 (2636 man-exams) were analyzed. There was an increase in the scores for the Unified State Exam in all subjects (an average of 13.6 % in the 10 school subjects included in the analysis) in 2023-2025 (from 5 % to 25.4 %) compared to 2019-2022, taking into account changes in the average National test score. The average difference in the results of the school's graduation exams between the actual and expected score was 7.7 points (from 2.5 in biology to 13.1 in computer science). The share of students who did not score the established minimum test score of the Unified State Exam for mastering the educational program of secondary general education has significantly decreased, and the share of high-scoring students who scored 80 or more points on the Unified State Exam has also increased. The article identifies organizational difficulties in implementing a new model of final-year students' education and suggests ways to minimize them.

Key words: educational process; Unified State Exam; exam preparation; educational effect; learning effectiveness; Federal State Educational Standard; improving the quality of education; individual curriculum, specialized school

Lihomanova A. A. The fellowship as a factor of socialization of students at Moscow university in the 1830-s-1840-s (based on the memoirs of K. S. Aksakov and B. N. Chicherin)

Abstract. The article presents the results of analyzing the memoirs of Russian thinkers K. S. Aksakov and B. N. Chicherin on the significance of fellowship in the social interaction of Moscow University students in the 1830-s-1840-s. Historical literature has examined administrative, family, and everyday factors in student personality formation, but the influence of fellowship on the development of young people's spiritual and moral values has been insufficiently explored. The aim of the work is to analyze the influence of fellowship on the development of student personalities in the educational space of Moscow University in the 1830s-1840s. Axiological and hermeneutic approaches to research allowed studying the influence of the student environment on the formation of young people's personalities. Personal sources on this topic are represented by the memoirs of K. S. Aksakov and B. N. Chicherin. Studying the views of public thinkers makes it possible to determine the meaning intellectuals attributed to the concept of «fellowship» – a union of students bound by moral principles. Intellectuals noted that student development occurred under the influence of professors who sought to engage young men in the acquisition of scientific knowledge. According to the thinkers, the social origin of fellow students played no role in their relationships; students were indifferent to differences in the material situation and social status of their families; preference was given to communication with interesting interlocutors. The analysis of the memoir texts revealed Aksakov and Chicherin's ideas about the moral foundations of fellowship: ideas of equality, mutual assistance, respect, freedom, and self-expression. Fellowship represented a socio-cultural phenomenon formed in the university environment, developing ideas about humane relationships between people.

Key words: K. S. Aksakov; B. N. Chicherin; Russian students; Moscow University; the era of Nicholas I; fellowship; student socialization; scientific clubs; spiritual and moral values

Ageevets A. M. Model of specialized training in general secondary education institutions in the Republic of Belarus

Abstract. The article discusses the global economic challenges facing the Union State of Belarus and Russia. It examines the main conceptual trends and provisions for the further development of the republic's education system. The provisions include a competency-based approach, the inseparability of education and upbringing, and the continuity of education. The article presents a structural and functional model for managing specialized education, with a focus on managing specialized education. However, there are contradictions in general secondary education institutions that hinder further development: the management model for specialized education is not sufficiently effective, and the school administration requires additional development of an evaluation system for the effectiveness of the educational process in order to reflect on the school's future development. The article presents a model of specialized training at Secondary School № 20 in Brest. The text of the article provides a detailed analysis of the management scheme for the development of specialized training in general secondary education institutions. The main components of this scheme are described and their brief characteristics are provided. The Ministry of Education of the Republic has identified the following models of specialized training in grades 10 and 11: Model 1: Grouping by the same profile. Model 2: Grouping by different profiles. Model 3: Mixed model. An educational institution is managed at four levels: the director, deputy directors, subject teachers, and students. Each level of management has its own subjects that interact with each other both horizontally and vertically. Key performance indicators for the management of specialized education at the III stage of general secondary education have been identified.

Key words: development concept; management model; competence-based approach; profile; training; education; differentiated approach

Dyatlova E. N. Evaluating the development of bilingual competence in future foreign language teachers

Abstract. The article presents part of a larger study addressing the complex issue of organizing bilingual foreign language training for educators in bilingual contexts. It reports on the theoretical framework developed to define the essence of bilingual competence and the subsequent construction of a diagnostic apparatus for assessing its development in future foreign language teachers. The primary focus is paid for a criteria-based, multi-level framework for the diagnostic procedure. The research is grounded in systemic, axiological, and competence-based approaches, utilizing methods such as scientific literature analysis, synthesis of pedagogical experience, educational design, modeling, explication, formalization, and the object-component method. The study characterizes the content and structure of bilingual competence, examining them through the lens of professional pedagogical activity. The novelty of the research lies in the development of a theoretical construct of bilingual competence, which served as the foundation for creating the criteria-based assessment framework. The practical significance of the work is the applicability of the proposed diagnostic model for assessing the development of bilingual competence in future foreign language teachers. The model structure includes: measurable components of bilingual competence (personal and axiological, content-

based bilingual, procedural bilingual, experiential and reflective), along with corresponding criteria and indicators (personal and motivational, cognitive and knowledge-based, operational and competence-based, activity-based), a diagnostic apparatus (a set of assessment techniques), and defined proficiency levels (minimal, low, intermediate, high). Throughout the study, each structural component of the model is substantively characterized, with its structural and functional purpose described.

Key words: bilingual competence; theoretical construct of bilingual competence; criteria-based assessment framework; diagnostic model; diagnostic apparatus; future foreign language teacher

Pashukova A. D. Using immersive technology in training specialists in the field of penitentiary probation

Abstract. The relevance of this study is due to the need to improve the quality of training for future specialists in the probation system of the penal system. The purpose of this scientific article is to study and describe the potential benefits of using the «Immersive Learning: Focus on Didactics and Practice» technology as an innovative educational technology that contributes to the development of professional competencies among cadets in educational institutions of the Federal Penitentiary Service of Russia.

The research methods include scientific literature analysis and theoretical modeling. The scientific article discusses the main areas of immersive learning, including the use of virtual and augmented reality, scenario-based learning, and project activities aimed at developing critical thinking, teamwork, and confidence in future professionals.

The results of the study emphasize that the pedagogical technology «Immersive Learning: Focus on Didactics and Practice» not only promotes a deeper understanding of theoretical material, but also allows for the creation of a safe and supportive educational environment where cadets of educational institutions of the Federal Penitentiary Service of Russia have the opportunity to apply their knowledge in simulated situations. This technology is an important tool for developing the theoretical knowledge and professional skills necessary for effectively addressing the challenges in the field of probation in the criminal justice system.

Immersive learning using immersive maps, simulations, role-playing games, and virtual reality is a powerful tool in training specialists in the field of probation in the penal system. These methods not only deepen the understanding of theoretical foundations, but also develop practical skills necessary for successful professional activities. The introduction of such methods in the educational process contributes to improving the efficiency of personnel training and the results of work in the field of re-socialization of convicts.

Key words: cadets; penal system; educational environment; educational organizations of the Federal Penitentiary Service of Russia; immersive learning; resocialization of convicts; pedagogical technology

Belova T. I., Samokhvalova A. G. Implementation of organizational and pedagogical conditions for the formation of a digital culture of future teachers

Abstract. This article addresses the pressing issue of developing a digital culture in the context of the digitalization of the education system. It is noted that digital culture is not simply a set of technical skills and competencies, but a comprehensive professional and personal development that includes a value system, experience, and reflection on activities in the digital environment. The study developed and tested a model implementing three organizational and pedagogical conditions: integrating specialized digital modules into the curricula of disciplines and internships; creating a nurturing university environment that involves students using variable digital tools; and organizing tutoring support using the Digital Consultant web service for student self-diagnosis and the creation of individual development trajectories. The main goal of this article is to theoretically substantiate and test the effectiveness of this set of organizational and pedagogical conditions aimed at developing a holistic digital culture in future teachers. The experimental work was conducted at Kostroma State University with the participation of 120 students. A set of diagnostic methods was used to evaluate the effectiveness of the study: a cultural and value orientation test, digital skills and digital literacy assessment questionnaires, a proprietary questionnaire and diagnostic game, and a focus group method. The study results demonstrated qualitative changes in students' preparedness, reflecting their transition from passive users to active creators and innovators, prepared for professional work in a digitalized world. The control phase of the study revealed positive dynamics in the development of all structural components of personal digital culture in the experimental group, demonstrating the effectiveness of the proposed set of conditions for the systematic development of digital culture.

Key words: digital culture; future teachers; organizational and pedagogical conditions; educational environment of the university; tutor support; self-diagnosis; individual development trajectory

Andreeva A. A., Tuchkevich E. I. Neural networks in continuing professional education

Abstract. This article looks at how artificial intelligence (AI) can be woven into ongoing training for university teachers, using the course «Modern Neural Networks» as a real-world example. The authors set out to gauge how well the course worked, spot educators most pressing learning needs, and suggest ways to update continuous professional training in an increasingly digital world. To do this, they combined several methods-surveys, structured interviews, and a review of written feedback-creating a mixed-methods framework. The initial survey showed that 90 percent of participants held only basic AI knowledge, yet 70 percent wanted to use such tools in their daily work. Respondents named three main hurdles-limited technical training, scarce time for learning, and a clear call for backing from their institutions. From these data, the researchers argue that AI support can be built into continuing education programs if they respect the diverse disciplines represented by university staff. Practically speaking, the study offers tested teaching strategies in AI that other colleges can adapt when designing or scaling similar staff-development initiatives. The findings confirm the importance of institutional strategies for supporting faculty in mastering AI, aligning with global trends in the digital transformation of higher education. The implementation of AI in continuing professional education requires not only technological preparedness but also a profound transformation of the university's pedagogical culture, which is based on the development of critical thinking, digital literacy, and innovation readiness among staff.

Key words: professional development; continuing professional education; academic staff; digitalization; neural networks; transformation of the university's pedagogical culture; artificial intelligence

Volodina O. V. Organization of teaching a foreign language in post-graduate study

Abstract. The training of scientific and scientific-pedagogical personnel in post-graduate study is a state task of personnel policy to ensure sustainable socio-economic development of the country. The relevance of strengthening the scientific potential of the university determines the creation of targeted educational programs aimed at creating professional competencies of highly qualified specialists in cooperation with industrial partners, adjusting approaches to the content of practical classes and independent work of post-graduate students to improve the quality of mastering disciplines, personal and professional development of researchers. The purpose of this article is to consider the pedagogical conditions for teaching a foreign language to post-graduate students in natural-technical areas and specialties for the effective scientific, expert-analytical and professional activities. The article presents the experience of organizing a foreign language education in post-graduate study at Petrozavodsk State University for two years (2023-2024, 2024-2025 academic year). The novelty of the study is an attempt to revise the subject and procedural-activity aspects of the content of teaching a foreign language in post-graduate study in connection with the introduction of federal state requirements that imply an increase in the effectiveness and quality of scientific work of applicants for an academic degree, as well as increased attention to the formation of professional skills in the chosen specialty of preparing dissertations. The methodological basis of the study was made up of systemic, praxiological, personality-oriented and context-activity approaches. Post-graduate students are taught a foreign language in natural science and technical areas, taking into account the integration of foreign language education with fundamental and applied areas of knowledge, the individual trajectory of the nonlinear self-development of young scientists. The author concludes that foreign language education in post-graduate study as a social institute for training personnel to solve urgent problems and strategic goals approved by state policy in the economy and social sphere should not be limited to the narrowly focused knowledge obtained. Humanization of the training of scientific and pedagogical personnel by means of foreign language education ensures the development of personal, scientific and professional potential of post-graduate students striving for self-realization, manifestation of subjectivity, responsibility, moral and leadership qualities.

Key words: higher education; post-graduate study; young scientists; foreign language; scientific communication; scientific text; independent work; self-regulation; liability

Melnikova K. A. Evaluating the effectiveness of MOODLE in foreign language learning

Abstract. Current development of the common communicative space causes increased requirements to future specialists' competences. Therefore, higher education institutions should pay special attention to the provision of their graduates' competitiveness. A foreign language can become one of such competitive advantages. However, educational approach requires the sustainable development of the educational techniques and methods. Indeed, modern political and socio-economic situation has a great impact on the access to the authentic language online resources. We believe, MOODLE can serve as an alternative server source. The article concerns the issue of shift from the traditional teaching to a distance learning model. The purpose of the research is to assess the effectiveness of distance learning in the process of mastering a foreign language. The need to transform the education system and the requirements of the modern socio-political situation determine the relevance of the study. The object of the research were the results of Yaroslavl State Technical University (YSTU) students in the 2020/2021-2022/2023 academic years. We analyse data obtained by quantitative and qualitative analysis methods, by the ANOVA statistical analysis method. According to the results obtained, the use of MOODLE RES in the educational process led to the increase in the performance indicators of students with average indicators, but had practically no effect on the results of students with high and low indicators. Hence, the results can help in the preparation of methodological recommendations on online courses in higher educational institutions and institutions of secondary vocational education.

Key words: online courses; MOODLE; distance learning; grammar trainer; foreign language; motivation; professional education

Tuzkova Yu. V. Conditions for forming feedback from students as a means of improving the quality of medical education

Abstract. The article presents the analysis of the conditions for receiving and using feedback from students as an effective means of improving the quality of medical education. Theoretical and empirical methods providing a comprehensive analysis of the perception and application of feedback in the educational process are considered. The theoretical methods used included literature review, a comparative analysis of pedagogical models, and the creation of a model of feedback formation conditions based on these methods. The factors influencing the effectiveness of feedback were identified, including such psychological characteristics of participants as the ability to reflect, and the specifics of the educational environment with a predominance of an electronic information educational environment offering advantages for feedback formation (ease of data collection, efficiency, the ability to save the results, and, if necessary, anonymity). The study resulted in the development of a structural and functional model of feedback formation conditions, combining all components of the pedagogical process: learning objectives, teaching methods, assessment, and adaptation. The model consists of the following blocks: conceptual and target block, content block, pedagogical conditions, operational and activity block, and analytical and result block. The model includes psychological factors (student motivation, faculty emotional support), the educational environment (availability of an electronic educational information environment, regular feedback), implementation methods (surveys, interviews, focus groups), and optimization mechanisms (program adaptation based on feedback). The empirical study was conducted at the First St. Petersburg Medical University named after I.P. Pavlov. Empirical methods included a structured survey, focus groups, and interviews. The data obtained demonstrated the effectiveness of feedback in the pedagogical process of medical education. When testing the feedback formation conditions model, the substantive components of feedback were taken into account, which made it possible to adapt the curricula and introduce innovations. The study results contribute to the formation of recommendations for optimizing pedagogical practices in order to improve the quality of training medical specialists. The presented model can be used for further research and practical implementation in medical educational institutions, as well as in other educational institutions. The study has the potential to identify the long-term effects of student feedback on the educational process.

Key words: pedagogical model; feedback; e-learning technologies; quality of education; pharmacology; digital educational resources; electronic information and educational environment; medical education

Tang Deqing, Kong Qianqian The role of national-regional component in organizing landscape painting education at Xinjiang normal university

Abstract. The purpose of this study is to analyze the role of the national-regional component in the content of disciplines related to landscape painting, and its compliance with the development goals of the local art school, its academic traditions and the personality culture of students. The achievement of this idea will be possible by solving a number of tasks: to determine the main characteristics of local landscape painting through the analysis of its origin, development and analysis of the works of the most representative masters; to identify the current situation in the teaching of landscape painting courses in Xinjiang through the study of scientific literature, curricula and teaching aids, teaching methods and assessment systems; to consider the influence of local landscape painting traditions on relevant courses at the Art Institute of Xinjiang Normal University in terms of methods and approaches. Based on the survey, it is planned to determine the main characteristics of the model for introducing a national-regional component in the process of training future artists in the field of landscape art. The study actualizes the capabilities of teachers, including Russian ones, to use the potential of their native land in educational practice. The peculiarity of this model, as well as the novelty of the study itself, is determined by the fact that it makes it possible to change the traditionally narrow understanding of the national-regional component of the content, often reduced mainly to a list of certain knowledge about national art, and to include new elements, factors and facts in it

Key words: learning model; national-regional component; chinese arts education; landscape painting; the Xinjiang fine arts institute; northwestern art school; russian painting

Dorokhova I. O., Yasko B. A. Orientation and affiliation tendencies of a person in the temporal distance of experiencing life crises

Abstract. The relevance of crisis issues in psychology is determined, on the one hand, by their inevitability in human life, and, on the other hand, by the role of crises as driving forces in personal development. This study examines personality orientation and affiliative tendencies as mechanisms that determine a subject's choice of behavioral strategy in crisis situations. Study objective is to analyze the relationship between personality orientation and affiliative

tendencies and to identify the specifics of their manifestation, taking into account the temporal distance of the experienced life crisis. The following methods were used: the authors' questionnaire «Analysis of Crisis Events»; the Personality Orientation Questionnaire (V. Smekal, M. Kucher); and the Affiliation Motivation Test (A. Mehrabian).

Sample size is 195 individuals: healthcare workers from Krasnodar medical institutions (doctors, nurses, paramedics) and medical students. Gender ratio is 141 (72 %) women and 54 (28 %) men. Following the survey, four empirical samples were formed based on the temporal distance of the life crises experienced: several years ago (13 individuals); several months ago (61 individuals); recently (70 individuals); and currently experiencing life crises (51 individuals).

It was found out that individuals experiencing life crises in the current period or in the distant past have an active egocentric orientation. This phenomenon is interpreted as a universal psychological mechanism for overcoming crises and reaching a new level of subjectivity. At the same time, a person's overall willingness to maintain necessary social connections is maintained, without a pronounced desire for emotional intimacy in relationships (medium level of desire for acceptance). For individuals with a crisis event experienced between 3 months and a year ago, the leading motive for life activity is the desire for interaction and expansion of social connections; the need for acceptance, approval, support, and understanding from others increases. In the retrospective, temporally distant context of a crisis event (more than a year from the survey), a focus on proactive activity predominates; the need for acceptance is heightened: the individual becomes more active in social contacts, seeking support, and seeking emotional closeness in relationships with others.

These findings provide a more concrete understanding of personal coping resources for difficult life situations across crises of varying temporal localization.

Key words: life crisis; crisis event; temporal distance; self-focus; interaction focus; task focus; affiliative tendencies; clustering of parameters

Smolkina A. A. The problem of psychological health of the individual: phenomenon and structure

Abstract. The article presents a theoretical analysis of a wide range of scientific works considering the theoretical and methodological foundations of studying health and psychological health in various fields of science. The article is devoted to the problem of understanding psychological health at the current stage of world development, taking into account the increasing psychoemotional stress. The fragmentary nature of existing approaches and the lack of research that systematically take into account the entire diversity of manifestations of psychological health are noted. This aggravates the problem of developing a holistic system for understanding the psychological health of an individual and requires a comprehensive study. The purpose of this study is to theoretically analyze the problem of understanding the psychological health of an individual in psychology. The following methods were used: 1. comparative analysis of existing approaches to the problem of psychological health of an individual; 2. systematization of the structural components of psychological health of an individual, identified in a number of theoretical and empirical studies, as well as classification of structural components based on the level approach; 3. modeling a three-level system of psychological health of an individual. In the course of the study, different approaches to determining the component structure of psychological health of an individual are considered. It's important to note that modern research is characterized by examining individual components or levels of psychological health without considering their interrelationships. A holistic understanding of psychological health as a multi-level phenomenon is lacking. The analysis allowed us to clarify the specific aspects of psychological health under study, as well as its development and manifestation in representatives of different social and professional groups, as well as at different age stages. The conclusion asserts that the structural-level approach allows us to fully understand psychological health as a complex multi-level system.

Key words: health; psychological health of the individual; the inner world of a person; a structural-level approach; multi-level system; individual level; subjective level; personal level

Avramenko V. I. The role of auto-aggressive behavior in the development of suicidal tendencies

Abstract. The phenomenon of suicidal behavior is currently being studied in the light of various aspects due to its impact on the development of society. According to the World Health Organization, suicide has become one of the leading causes of death in the world, and the higher the level of well-being in a country, the greater the risk of this phenomenon among the population. Such foreign scientists as G. Seyden, K. Lukos, N. Farberow, E. Shneidman and others dealt with the formation of socio-psychological aspects of suicidal behavior. Russian scientists have also made a significant contribution to the development of concepts of this problem and the study of its aspects, among them A. G. Ambrumova, G. V. Starshenbaum, A. B. Smulevich, etc. The accumulated experience and knowledge in this field have made it possible to identify certain patterns in the behavior of people who are suicidal or have committed suicide, in particular, the presence of auto-aggressive behavior. Auto-aggressive behavior is behavior aimed at self-harm, and acts as an element of a complex of a person’s suicidal intentions reflecting the presence of internal conflict and unresolved social and psychological problems. The purpose of this article is to systematize theoretical and practical knowledge

about the role of autoaggression in the formation of suicidal tendencies, based on the works of domestic and foreign scientists, as well as interaction with subscribers of the helpline «Eluliin – Lifeline», Tallinn, Estonia for 20 years.

Key words: auto-aggression; auto-aggressive behavior; suicidal tendencies; suicidal behavior; helpline; telephone psychological counseling; prevention

Simanovsky A. E. Types of psychological concepts and their study

Abstract. The article examines the study of various psychological concepts. Four types of concepts with different ontological status are distinguished. The first type is phenomenological concepts, denoting mental phenomena that can be observed, introspected, and described. Two levels of phenomenological concepts are distinguished: the first level represents the description of actions, images, or experiences, while the second level describes phenomenological patterns and structured phenomenological manifestations. Phenomenological concepts should be studied from the perspective of their «internal» mechanisms of implementation, process structure, regulatory system, and boundaries of use. The study of phenomenological concepts presupposes the creation of a concept for explaining and interpreting phenomenally manifested patterns and their operationalization – the identification of criteria and indicators, the construction of rating scales for determining the degree of expression of criteria and indicators. The second type of concepts denotes personality traits. These concepts have ontological status; however, they denote qualities, the implementation of which involves a multitude of processes and mechanisms, both conscious and unconscious (background). The study of personality traits involves identifying all levels of realization of a given quality and methods of their integration. The third type of concept is generalization. Concepts of this type have no inherent ontological status. They unite disparate mental phenomena, similar either in functional characteristics or by belonging to the same sphere of life. Their study involves identifying the disparate elements that comprise the concept and identifying the mechanisms and boundaries of each. The fourth type of concept is metaphor. They perform an important epistemological function, designating processes for which scientific terms have not yet been coined. Such concepts have no specific ontological status. Their study involves the creation of a scientific model and the identification of the structure and dynamic patterns of the processes that ensure the existence of the phenomenon designated by the concept. In some cases, metaphorical concepts have been used in psychological theory and practice for many years.

Key words: psychological concepts; ontological status of a concept; phenomenological concepts; concepts of personality traits; generalizing concepts; metaphorical concepts

Tulchinskii G. L. The evolution of the cultural heroes in Russian adventure cinema of the 1918-1930-s.

Abstract. The cultural hero concept has several facets: as a character in a work of art, as a model embodying the value-normative ideals of a specific culture; as a hero-creator of the previous two images; and as a hero in the given culture history in its various manifestations. This article examines the dynamics of these types of «cultural heroism» using Soviet adventure cinema in its pre-sound period. Adventure cinema provides particularly favorable material for such an examination due to its appeal to viewers, primarily young people. It traces how the behavior of characters in Soviet adventure films transformed to increasing social conflict and the increasing role of Soviet state representatives in interpersonal, group, and international conflict situations. It is noted that the conveyed ideal of a proactive, responsible individual increasingly came into conflict with the realities of social life, which was also reflected in the fates of outstanding masters of Soviet cinema. The advent of sound cinema practically coincided with the «Great Turn» and the establishment of Stalin's regime of control over public and private life. However, Russian silent adventure films played a significant role in shaping the formation and promotion of the image of political leadership in mass society. Thus, silent adventure films demonstrated the potential of cinema as an effective means of socio-cultural engineering, utilizing all the distinct manifestations of the idea and phenomenon of the cultural hero.

Key words: silent adventure film; mass culture; cultural hero; image of a man of power; soviet anthropological project; trickster

Nikiforova L. V., Vorontsova M. H. The cultural studies potential of A. M. Lidov's concept of hierotopy

Abstract. The article examines the ideas of Alexei Mikhailovich Lidov and his concept of hierotopy, understood as the creation of sacred spaces, as a distinct type of human activity and a new object of historical and cultural inquiry. Although Lidov defined his approach as interdisciplinary, the article argues that it can be interpreted as a productive mode of historical and cultural analysis combining close attention to concrete historical material with a high level of conceptualization. Particular emphasis is placed on the capacity of hierotopy to address not isolated artefacts, but integrated spatial, visual, and ritual complexes in which artistic forms, religious meanings, and practices of collective perception are brought together. Special consideration is given to the concepts of the spatial icon and the image-

paradigm and to their significance for rethinking creativity in medieval culture. While Lidov's own work and that of his collaborators primarily focuses on the Middle Ages, the article demonstrates that his ideas have meaningful parallels with theories of contemporary art, performativity, immersion, and multisensory experience. This perspective broadens the scope of culturology by making it possible to analyse not only works of art, but also scenarios of action, forms of collective memory, symbolic models of space, and mechanisms of meaning-making. The article concludes that hierotopy has significant potential as a method applicable to different historical periods and types of culture, and as a productive framework for the broader humanities interpretation of artistic and religious phenomena.

Key words: Alexey Lidov; hierotopy; sacred space; spatial icon; image-paradigm; iconography; culturology approach; methods of cultural history

Ivanova A. A., Nagornova L. E. Representation of the good-evil opposition in medieval italian christian legends

Abstract. The purpose of this article is to analyze the representation of the good-evil opposition in medieval Italian legends. The relevance of this study stems from the persistent scholarly interest in these concepts and the potential for using the results to better understand Italian cultural processes. By examining these narratives in their relationship with the sociocultural and political context, the authors reveal how moral norms were formed during periods of instability and crisis, how folk narratives facilitated the population's adaptation to new conditions, how popular beliefs transformed abstract concepts of good and evil into concrete images, and systematize symbolic models of the victory of good over evil. It is determined that during the Early Middle Ages, the concepts under study were represented through the opposition between Christianity and paganism, affirming goodness as the rebirth of society based on the new religion and demonstrating the superiority of Christianity. With the establishment of Christianity as the dominant ideology, this binary lost its relevance, giving way to narratives illustrating the confrontation between good and evil through the interaction of the devil and a saint or ordinary person. Legends illustrate how value oppositions adapt to the modern realities of everyday life: good and evil lose their exclusively sacred character and acquire profane traits, rational actions and pragmatic decisions come to the fore, and the victory of good is presented as the triumph of human reason and cunning over evil. Particular attention is paid to symbolism as a key tool in the mechanisms of representing good and evil in legends. This study fills a gap in the study of Italian legends as a historical, cultural, and literary phenomenon and proposes a rethinking of the concepts of good and evil, taking into account their sociocultural determinacy.

Key words: folklore; legend; good; evil; linguistic culture; Italy; Middle Ages; God; devil; Christianity

Lesakova N. I. The Subverter of the canons: Yuri Lyubimov at the opera house

Abstract. The article is dedicated to a little-known phenomenon in Russia – the directing of Y. Lyubimov in musical theater. Lyubimov became an iconic figure in the context of cultural and social changes taking place in Russia. His work at the Taganka Theater has become a symbol of artistic experimentation and a rethought approach to classical drama. As part of his artistic legacy, there are also experiences of turning to the opera genre. The study of Yuri Lyubimov's opera performances will certainly deepen and expand the creative portrait of the director, revealing his unique view of the classics and an innovative approach to the performing arts. The first experience on the opera stage was the opera «Under the hot Sun of Love» in 1975 at La Scala. Later Lyubimov would stage about 30 musical and scenic works on the best stages of the world: the Paris National Opera, the Royal Opera Covent Garden in London, the opera houses of Hamburg, Munich, Bonn, Karlsruhe, Stuttgart, Zurich, Naples, Bologna, Turin, Florence, Budapest, Chicago and others, completing his career in Russian theaters – the Bolshoi Theater and the Novaya Opera Theater. Lyubimov's productions were distinguished by a new stage approach, an attempt to comprehend the historical plot in the context of modernity and current problems.

Key words: director Yuri Lyubimov; opera productions; opera house; opera; artistic experiment; theatrical creativity; composer; set designer; set design; director's concept

Shevtsova Zh. D. The formation of the phenomenon of creative industries at cultural universities as an educational system of «proto-industries»

Abstract. The article is devoted to a comprehensive analysis of the formation and institutionalization of creative industries in the Russian higher education system, focusing on universities of culture as special educational systems designated by the concept of «proto-industries». The aim of the study is to identify and characterize the unique model of personnel training for the creative economy that is emerging within Russian universities of culture in the context of digital transformation. The work applied methods of historical-genetic and comparative analysis, as well as content analysis of publications in leading industry scientific journals («Vestnik MGIK», «Vestnik KazGIK», «Vestnik ChGIK») for the period 2008–2024. The results of the study made it possible to reconstruct the three-stage dynamics of

the scientific and pedagogical development of the creative industries topic in Russia: from the stage of terminological search and familiarity with foreign concepts to the stage of active conceptualization and, finally, to the current stage of integration and educational institutionalization. The scientific novelty of the work lies in the conceptualization of universities of culture as «proto-industries», where a full innovation cycle is implemented – from the generation of a cultural idea to its project implementation and commercialization. The article systematizes the various definitions and classifications of creative industries, showing their operationalization in educational programs. The author identifies and describes four key components of the emerging educational system: project-creative, digital, entrepreneurial-managerial, and cultural-regional studies. It is proved that a special, humanistically oriented model of training a creative specialist is being formed in Russia, the fundamental difference of which lies in the synthesis of fundamental cultural knowledge, project technologies and entrepreneurial skills. In conclusion, it is stated that this model, which originated in the "proto-industries" of universities of culture, is an adequate and strategically important response of domestic education to the challenges of the creative economy and the digital era.

Key words: creative industries; universities of culture; educational system; proto-industries; digital transformation; competencies; professionalization; classifications of creative industries; historical dynamics; project-based learning; cultural heritage