Khodyrev A. M. Substantiation of the model fordevelopment of value-semantic guidelines for the future teacher’s professional and personal formation

Abstract. The article presents a theoretical and methodological substantiation of a model for the development of value-meaning orientations in the professional and personal formation of a future teacher. The relevance is driven by the axiological crisis in education and the need to train teachers who are bearers of traditional Russian spiritual and moral values. The model is developed based on the integration of axiological, person-activity, systemic, reflexive-event-based, subject-oriented, and integrative approaches.

The model for the development of value-meaning orientations represents an integral system comprising five interconnected components: target-oriented, conceptual-methodological, content-based, procedural-technological, and analytical-resultative. The target component sets two interrelated goals: the internalization of traditional Russian spiritual and moral values by future teachers; and the formation of readiness to educate and teach the younger generation based on these values. In accordance with these goals, two groups of tasks are identified: educational tasks (forming awareness of the value profile, motives for value-meaning behavior, engagement in constructive activities) and educational-professional tasks (recognizing the importance of educational work, accepting responsibility for transmitting values, mastering subject-oriented tools, developing the ability to design an educational system). The planned outcomes are represented by five integral value-meaning orientations (values of civic duty and patriotism, public security, sociocultural interaction, cultural and moral values, values of emotional comfort) and nine general professional competencies, within which a value-meaning component is identified. The process of developing value-meaning orientations unfolds across four stages: value-meaning adaptation, trial and overcoming of the meaning crisis, integration, and transmission of values. The mechanisms driving these transitions are internalization, identification, value crisis, and externalization. Binary principles for organizing the educational process are substantiated, establishing a subject-subject character of interaction. The model can serve as a foundation for designing the educational process in pedagogical universities.

Key words: value-meaning orientations; traditional Russian spiritual and moral values; professional and personal formation; future teacher; development model; pedagogical university; value-meaning adaptation; trial and overcoming of the meaning crisis; transmission of values

Zagidullin R. R., Savenkov A. I. Cultural and educational activity of a teacher in the system of continuous professional development: a normative-activity approach

Abstract. The article presents the analysis of the cultural and educational type of tasks within a teacher's professional activity through the lens of the methodology of the system-activity approach and the principle of spatial development. The authors argue for the thesis that cultural and educational activity is interpreted not as a simple combination of educational and cultural activities, which are based on the transmission of culture-congruent knowledge, but as a reflexive process of identifying, forming, and introducing new (innovative) professional models and norms into the pedagogical sphere. The paper examines the evolution of the concept of «cultural and educational activity» from a historical-pedagogical perspective, and also specifies the professional tasks and competencies necessary for its implementation. Emphasis is placed on a comparative analysis of the requirements for the components of professional competence in the field of cultural and educational activities, as presented in the Federal state educational standards, and the provisions of the methodological recommendations concerning the «Core of higher pedagogical education». Their correspondence with the indicators of professional pedagogical activity required for certification for the first qualification category is revealed. This allows us to view readiness to solve cultural and educational tasks not as the prerogative of university training alone, but as activity-based content formed directly in the teacher's workplace, through the process of their continuous professional development. Based on the conducted analysis, a conclusion is formulated about the need for a «reflexive turn» in teacher training, which requires supplementing existing competencies with the ability to use cultural and educational tools for understanding and developing one's own professional pedagogical activity.

Key words: cultural and educational activity; types of professional tasks; professional competencies; system-activity approach; spatial development; continuing pedagogical education; certification of teaching staff; qualification category; reflection; professional norms

Tarkhanova I. Yu. Neural network technologies in students' research work: barriers, demands, and vectors of institutional changes

Abstract. The article addresses the problem of students' use of neural network technologies in research work. The relevance of the study is determined by the widespread integration of large language models into academic practice in the absence of institutional regulatory mechanisms and pedagogical support for this process. The aim of the study is to identify the subjective positions of students and teachers in a pedagogical university regarding the use of neural network technologies in students' research work and to determine the vector of institutional changes for transforming artificial intelligence from a threat into a tool for developing research competencies. The methodological framework of the study is based on competency-based and anthropological approaches, as well as

the concept of «responsible use of artificial intelligence». The empirical study was conducted at Yaroslavl state pedagogical university named after K. D. Ushinsky, with a sample of 681 respondents (544 students and 137 teachers). Online surveying, descriptive analysis, and comparative analysis methods were used to process the data. The theoretical analysis revealed that foreign research focuses on the development of AI literacy and prompt engineering, whereas Russian studies emphasize the risks of degradation of academic values. Empirically, it was established that the majority of students use artificial intelligence in preparing research papers, primarily at the stages of style checking and text structuring, guided by pragmatic motives of time saving. At the same time, students receive no training in the responsible use of artificial intelligence and are unaware of university regulations in this area. Teachers assess the prevalence of students' use of artificial intelligence in academic research work as high, identifying the substitution of independent work and the formation of an illusion of competence as the main risks, while also expressing concern about the absence of established rules. Based on the results, a set of optimization measures is proposed, including the development of a regulatory framework defining the acceptable boundaries of artificial intelligence use in students' research activities, the introduction of a micro-module on the responsible use of neural network technologies into educational programs, and a professional development program for teachers on the application of artificial intelligence in research activities.

Key words: generative artificial intelligence; neural network technologies; large language models; didactics; research activity; research ethics

Nelyubov S. A., Bulankina N. E. Methodological aspects for studying the linguistic world in the space of new educational challenges and realities: a regional approach

Abstract. The relevance of the study of the problem indicated in the title of the article is determined by the systematization of approaches to positioning the ideologeme of the linguistic world as a value-semantic dominant of domestic educational practice. The purpose of this work is to improve the methodology for studying the linguistic world of the individual as a priority in the conditions of a specially created professional safe communication environment. Conceptualization of the desired axiology required the use of a set of methods, including analytics of innovative pedagogical practices of continuous professional education of the teacher, as well as modeling and designing a set of positive communication situations as a value in the context of systematizing existing approaches to the study of the linguistic world of the individual. The significance of the combination of identified factors affecting the development of communicative motivation of direct participants in education of different levels is shown through the opening opportunities for conceptualizing the ideologeme of the linguistic world as the value dominant of the subject in the conditions of the humanistic paradigm of education. At the formative stage, a specially compiled author's program was used in the system of continuous pedagogical education, including the cultivation of leading concepts for creating conditions for the safety of a communicative educational environment at linguistic and methodological workshops. As a result of the study, the author's three-part value-semantic model of the study of the linguistic world in the regional space of new educational challenges and realities is presented. Significant changes have been recorded in the communicative discourse of the participants in the regional pedagogical community.

In the end, the article formulates conclusions in the form of development vectors regarding the priority of systematic work by teachers to improve their individual methodological thinking, as well as cultivating the teacher’s methodological credo as a leading indicator of their expertise, a factor and necessary condition for their academic and professional mobility.

Key words: value dominants; communicative discourse; humanistic education; continuous professional education of teachers; a regional approach; value-semantic model of the study of the linguistic world

Artemyeva L. N., Chernyavskaya A. P., Yakovleva Yu. V. Theoretical foundations of the training program for pedagogically gifted high school students and its implementation in practical activities

Abstract. This article substantiates the relevance of systemic pre-professional training for schoolchildren aimed at increasing their interest in teaching and the prestige of the profession. A rationale and description of a supplementary general development program for developing the pedagogical potential of gifted high school students and the potential of a specialized shift to foster a sustainable professional orientation are presented. The program is based on the principles of integration, practice-orientedness, and individualization and included two main modules: «Universal Competencies in the Age of Uncertainty» and «Pedagogy Online». The program was implemented at the All-Russian Children's Center «Smena» in the format of a thematic teaching shift. The organizational structure included educational modules and educational events aimed at developing universal competencies and personal qualities. The study utilized questionnaires, final reflection, and analysis of the participants' project work. Participants in the camp included students from forty regions of Russia who demonstrated an aptitude for psychological and pedagogical work and had already achieved high results in individual teaching achievements or federal Olympiads. The overwhelming majority of participants praised the program's impact on their professional development and a positive image of the profession. High school students developed important qualities, including creativity, organizational skills, public speaking, and audience interaction. Self-confidence, communication skills,

and the acquisition of valuable life attitudes were also improved. The comfortable atmosphere and informal forms of interaction contributed to the strengthening of social ties and the establishment of new friendships. The program is recognized as a promising tool for the early identification and support of pedagogically gifted youth. The comprehensive nature of the camp training expands the range of acquired competencies and motivates an informed choice of the teaching profession. The implementation of a subject-subject approach ensures a practice-oriented approach and a favorable environment for pre-professional development.

Key words: pedagogical giftedness; pre-professional pedagogical training; high school students; Career guidance; teaching profession; specialized shift; universal pedagogical competencies; pedagogical potential; personal development; additional education; motivation for choosing a profession

Romashchenko O. V. Influence of teachers' pedagogical style on self-esteem and academic performance of medical university students

Abstract. The article analyzes the impact of the teacher's pedagogical style on the psychological well-being and academic performance of medical university students. The purpose of the study is to identify specific relationships between pedagogical interaction style and indicators of self-esteem, emotional well-being, and academic outcomes among future physicians. The empirical basis consists of an anonymous survey of 84 fourth-year students from the general medicine and pediatrics faculties who completed a pharmacology course. According to V. A. Yasvin's methodology, three predominant pedagogical styles were distinguished: «Coach», «Consultant», and «Expert». The psychological characteristics of the students were assessed using standardized questionnaires measuring self-esteem, professional burnout, and levels of anxiety and depression, as well as data on their academic performance. The findings show that the supportive, student-centered pedagogical style «Coach» is associated with a more favorable self-esteem profile and better academic achievement, while the more distant style «Expert» is linked to a disharmonious self-concept, signs of psycho-emotional distress, and professional burnout, accompanied by lower academic ratings. The «Consultant» style occupies an intermediate position in its influence on students' self-esteem and academic performance. The study also reveals correlations between emotional burnout, anxiety, depressive experiences, and students' subjective evaluation of their own academic success, emphasizing the importance of emotional climate in medical education. The results are interpreted within contemporary views of pedagogical style as a factor influencing higher medical education quality and students' mental well-being, outlining practical directions for developing student-centered, subject-to-subject approaches to teaching clinical and theoretical disciplines and providing psychological support for medical students.

Key words: teacher's pedagogical style; students' self-esteem; professional burnout; anxiety; depression; academic performance; medical education; educational environment; «coach» style; «expert» style; «consultant» style

Druzhinina Ju. V. The principle of visualizations in historical education of school students (based on the materials of the journal «Teaching history at school»).

Abstract. The purpose of the study is to characterize the evolution of the principle of visuality in the Soviet school based on the materials of the journal «Prepodavaniye istorii v shkole (Teaching History at School)» for 1934–1991. The relevance of the study is due to the need to comprehend historical experience for the development of modern didactic models in the context of the digital transformation of education. In the course of the work, it was revealed that the trajectory for development of the principle of visualization went from understanding it as a means of illustration and enhancing the teacher's word (1930-s–1950-s) to realizing its role as a tool for activating thinking and independent cognitive activity of students (1960-s–1991). This shift reflects a broader paradigmatic change in Soviet pedagogy from a knowledge-transfer model to an activity-based learning framework. The research demonstrates a high degree of continuity in the development of types and techniques of visual instruction. Many of these methodological solutions have retained their didactic value and possess significant potential for adaptation to new technological environments. However, the study also identifies persistent contradictions throughout the period. While official discourse condemned formalism, visual aids were often employed as instruments of ideological education, which could constrain the development of students' independent critical thinking. Furthermore, a significant gap existed between progressive methodological recommendations advanced in the journal and the actual material and technical capabilities of most schools–a historical lesson that remains acutely relevant today. The study concludes that a synergistic integration of classical visual instruction methods with modern digital technologies should be oriented towards the development of a student's personality, fostering their capacity for critical thinking and creativity.

Key words: visualization; historical education; history teaching; didactics; teaching aids; soviet school; pedagogical periodicals

Pyak V. Yu. Pedagogical aspects of building the resilience in future civil servants through sports-based physical education in higher education institutions

Abstract. The relevance of the study is determined by the need to form psychologically stable personnel for public administration capable of functioning effectively in conditions of high stress and social responsibility. The purpose of the study is to theoretically substantiate and experimentally verify the effectiveness of pedagogical conditions for the formation of resilience in future civil servants through sports-based physical education. The methodological basis includes competence-based and activity-based approaches, as well as the theory of professionally significant personality traits. Empirical methods included ascertaining and formative pedagogical experiments, psychodiagnostic testing, questionnaires and mathematical statistics. The experimental work was conducted at the South-Russian Institute of Management RANEPA from 2022 to 2025, with 120 students divided into experimental and control groups. The author's program of sports-based physical education has been developed and tested, including theoretical, practical and control-evaluation components. The results confirm the effectiveness of the developed pedagogical model in forming resilience in future civil servants. Statistically significant improvements in stress tolerance, volitional qualities and motivation among experimental group participants indicate the feasibility of implementing sports-based physical education in the educational process of higher education institutions training personnel for public service.

Key words: resilience; sports-based physical education; public service; pedagogical conditions; professional training; stress tolerance; higher education

Timokhina T. V. Professional training of teachers to work with children with special adaptive abilities

Abstract. A new, dynamically developing area of professional training today is inclusive education, aimed at providing high-quality and comprehensive education and development to various categories of children, regardless of their ability to adapt, socialize, and self-actualize. Currently, the specifics of working with various categories of children with special adaptive abilities are being rethought in line with the changing modern pedagogical paradigm, as well as the challenges of professional training for working with them. The transformation of the educational process dictates the need to utilize both traditional, well-established forms and innovative approaches based on the need to adapt to digital transformation, develop new professional competencies, and «soft» skills. Retrospective and current analysis of theoretical and applied material revealed the insufficient readiness of future teachers for this process in some areas. A study of 522 respondents from 12 educational institutions in the Moscow region in the 2024-2025 academic year identified factors that significantly influence the professional preparation of teachers for working with children with special adaptive abilities in the context of current changes: the creation and improvement of a specialized, inclusively oriented professional development environment; focus; the ability to influence changes in societal attitudes toward children with various adaptive abilities; the development of inclusive education ideas across various disciplines; and a systematic approach to professional training in inclusive education. The professional preparation of teachers for working with children with special adaptive abilities in the modern context requires ongoing study and improvement.

Key words: professional training; teacher; educator; teacher; special adaptive abilities; modernity; factors; experimental research

Vasilyeva E. Yu., Ulyanovskaya T. N. Assessment of teacher competence in training future doctors in medical communication

Abstract. The article addresses the problem of assessing the pedagogical competence of instructors who train future doctors in medical communication skills. The relevance of the research topic is determined by a significant contradiction between the growing importance of this field within the competency-based and patient-centered approaches in medical education and the insufficient development of systematic, valid tools for evaluating the instructors' own competence in teaching students' communication skills. The aim of the work is to develop, structure, and substantiate a comprehensive methodology for such assessment. The research methodology, conducted from 2023 to 2025, was based on the principles of design-research and included an analysis of scientific literature, the design of an assessment model, and its expert validation involving a focus group of experienced instructors. As a result, a structured methodology was developed, consisting of seven interconnected blocks: assessment of instructors' theoretical knowledge in medical communication; observation of practical teaching; collection of student feedback; analysis of the instructor's professional development and reflection; comprehensive assessment methods (e.g., 360-degree feedback); tools for calibrating assessors; and observation templates. For each block, specific assessment tools (structured interviews, observation protocols, portfolio analysis) and corresponding criteria are defined. The implementation of the assessment methodology is based on the principles of cyclicality and continuity, confidentiality, integration with the faculty motivation system, and adaptability. Its introduction aims to shift from episodic and subjective evaluation to systematic analysis, which contributes to the professional development of instructors and, consequently, enhances the quality of communication training for medical students, directly impacting patient safety and the effectiveness of the healthcare system.

Key words: assessment; methodology; competence; assessment tools; medical communication; instructor; future doctors

Makshakova M. A., Ostapenko V. M. Preparing medical students for primary accreditation: an analysis of faculty and graduate opinions on the complexity of stages and the role of simulation-based training

Abstract. The article examines the pressing issue of preparing medical university graduates for the primary accreditation procedure, which is a mandatory condition for admission to professional practice. Drawing on an analysis of scientific literature and federal healthcare projects, the authors substantiate the need to find effective pedagogical conditions for passing all stages of accreditation successfully: testing, assessment of practical skills, and solving situational tasks. The aim of the study is to identify key pedagogical conditions that contribute to high-quality training of students. The article analyzes the results of a questionnaire survey conducted in two groups of respondents: the faculty of the North-Western State Medical University named after I. I. Mechnikov (n=97) and first-year resident physicians from various medical universities in the Russian Federation (n=137). The results showed that the faculty has different opinions about the need for special training and accreditation, with one-third of them believing that it is not necessary, as accreditation reflects the results of the entire six-year learning process. Discrepancies were revealed in the perception of the difficulty of the preparation stages: teachers consider preparation for demonstrating practical skills to be the most difficult (49.5 %), while residents who have recently undergone the primary accreditation procedure point to the difficulty of the first stage – testing (49 %). It was found that the majority of residents (77.2 %) associate successful completion of accreditation with the availability of simulation center classes. Based on the conducted analysis, the authors identified a pedagogical condition that positively influences the success of passing accreditation: the systematic use of simulation training for practicing practical skills.

Key words: primary accreditation; pedagogical conditions; didactic conditions; organizational and pedagogical conditions; situational tasks; testing survey; simulation training

Lapshova E. S., Devyatkina G. A. Dynamic system of teacher's professional growth

Abstract. The article substantiates the relevance of developing new models of teacher's professional development, adequate to the challenges of modern education. The purpose of the research is to design a model of a dynamic system of teacher's professional development which is integrated into the structure of continuing professional education. We used the following methods such as system analysis, theoretical modeling and synthesis of pedagogical concepts. The result of the research is a multicomponent model that considers professional growth as a nonlinear, purposeful process determined by internal and external factors. The teacher's professional growth system is dynamic due to the constant dialogue between the teacher's internal motives and external stimuli, which ensures its flexibility and progressive movement towards achieving the level of professional skill. The model of the dynamic system of teacher's professional growth includes 5 blocks, such as objective, motivational-personal, content-activity, organizational-technological and evaluative-effective ones. The key feature of the model is its dynamism, provided by mechanisms of feedback, reflection and adaptation, which allows the system to evolve in accordance with the changing needs of the teacher and the educational environment. The model of the dynamic system of teacher's professional growth was tested within the framework of the Pedagogical Studio «Pedagogue 4.0» project. It is concluded that the model serves as a theoretical basis for designing individual educational trajectories and organizing a system of scientific and methodological support for teachers at all stages of their professional careers.

Key words: professional growth of a teacher; life-long education; dynamic system; model; self-development; reflection; individual educational trajectory

Avdonina N. S. Storytelling technology in teaching media literacy to students – future journalists

Abstract. The article is devoted to studying the possibilities of storytelling technology in journalism education using the example of developing media literacy competence among 3rd year students. The relevance of the research is determined by the trends of post-non-classical science, which is characterized by the penetration of methods and techniques from other sciences and an emphasis on solving problems of applied research. Storytelling can be considered as one of these technologies that arose and was used in an applied discipline and solved mainly primary problems of practical activity. The purpose was to describe storytelling as a general pedagogical technology in application to journalism education with the task of developing media literacy competence in students. In the literature review, the author notes that storytelling as a pedagogical technology is actively used in disciplines related to teaching foreign languages. At the same time, storytelling often comes down to presenting and retelling a story. History in this case becomes the object of study, but not the context of the educational process. The article emphasizes the potential of storytelling specifically as a contextual learning technique. Students immerse themselves in the story offered by the teacher and live it, solving professional problems and gaining their own professional experience. It is noted that the formation of media literacy competence is best possible in storytelling technology, since students will constantly be faced with the task of identifying fakes and reliable news in their practical activities. It is important to teach them effective tools for identifying fakes and develop critical thinking, which is possible in the format of immersion in the context of professional activity as heroes of a fictional story, but they will solve real problems. The article provides a substantive and methodological description of the discipline «Media

Literacy». Examples of real problems that form the context of the story are given. As a result of introducing the storytelling methodology, the author came to the conclusion that the developed system of professional tasks with immersion in a single plot context confirmed its effectiveness – out of 100 % of students, 90 % received the highest scores for solutions.

Key words: media literacy; storytelling; journalism education; fake news; verification; real news; post-non-classical science; contextual learning; professional tasks

Rakhimov A. A. Pedagogical conditions for introducing elements of computer modeling into the study of probability models

Abstract. The article addresses the problem of improving the effectiveness of studying probability models in the context of the digital transformation of higher education. The relevance of the research is determined by the abstract nature of probability theory concepts and the difficulties in students' experience in developing an intuitive understanding of random processes and statistical regularities. The aim of the study is to provide theoretical and practical justification for pedagogical conditions that ensure the effective use of computer modeling elements in teaching probability models to students of technical disciplines.

The research methodology includes theoretical analysis, pedagogical modeling, and computer-based experiments using modern software tools. Simulation models were integrated into the educational process to conduct virtual experiments, visualize probability distributions, analyze the convergence of frequencies, and compare analytical and empirical results. The practical component involved solving standard probability theory problems through simulation methods and conducting a pedagogical experiment with control and experimental student groups.

The results demonstrate that computer modeling enhances students' comprehension of probabilistic patterns, reduces intuitive misconceptions, and increases learning motivation. Experimental data revealed improved academic performance and a higher level of conceptual understanding among students exposed to modeling-based instruction. The study concludes that the implementation of a system of pedagogical conditions, including methodological guidance, visualization, and research-oriented learning activities, significantly increases the effectiveness of teaching probability models in higher education.

Key words: computer modeling; probability theory; probability models; pedagogical conditions; data visualization; simulation modeling; digital educational technologies; research-based learning

Li Ningxuan Aesthetic principles of calligraphy and its teaching in chinese universities in the context of digitalization

Abstract. The article is devoted to the analysis of the current position of calligraphy in China in higher education pedagogy. The latter is due to the fact that the teaching of this art in the system, including higher education, has become widespread and covers students of all specialties. As a result, the author analyzed the artistic and aesthetic features of Chinese characters, fonts with them, and writing methods, identifying national characteristics and the complexity of their transfer to a standardized form. The paper shows that Chinese universities tend to use calligraphy as a way of introducing them to the national culture. For this reason, students mostly get acquainted with the best examples of writing such signs, their symbolic nature, and then copy them. Moreover, the active digitalization of the educational process has led to teachers using touch-screen copiers, artificial intelligence, cloud libraries of the best samples, tablets and smartphones so that every student can get acquainted with the techniques of performing compositions, as well as try their hand at this art. The methods and principles of integrating such technologies do not contradict the aesthetic essence of hieroglyphs, which exist as a visual form of signs of complex symbolic and sign systems with their own artistic and aesthetic properties. Thus, it is proved that, despite the emergence of new means of writing hieroglyphs and their compositions, fonts are still created taking into account ancient principles and already established artistic means.

Key words: chinese characters; chinese calligraphy; symbolic system; chinese education; chinese universities, pedagogy of higher education; the style of hieroglyphs; digitalization

Kudinov S. I., Kudinov S. S. Value and meaning priorities as the basis of students civil-patriotic position

Abstract. Modern socio-political and economic processes taking place in the world community have significantly aggravated interstate relations and at the same time have actualized the demand for the manifestation of individual civic engagement and civic consolidation of society. At the same time, there is a decrease in patriotic attitudes among modern youth, manifested by a significant decline in interest in the history of their country, its achievements, traditions, culture, the fulfillment of civil and military duty, passivity of the civic position in society, and weak involvement in socio-patriotic organizations and events. Empirical substantiation of the dependence of the formed value-semantic priorities and the manifestation of the civic-patriotic position of young people. The study used theoretical analysis of sources, survey, questionnaire, testing, methods of statistical processing of the material using the Kolmogorov-Smirnov criterion, Student's t-test and cluster analysis. The empirical research used: «Patriogram» (S. I. Kudinov, A. V. Potemkin); a test for studying the real structure of personal value orientations (S.

S. Bubnova); a methodology for studying value orientations (Sh. Schwartz) and the author's questionnaire «Current value orientations». The empirical study involved 276 undergraduate and graduate students of Moscow universities aged 18-25, of whom 129 were boys and 147 were girls. A certain dependence of value-semantic orientations and the civic-patriotic position of youth has been revealed. As a result of cluster analysis, it was found that students with a pragmatic dominant type of values are characterized by weak attitudes towards patriotism and low civic engagement. Respondents with a socially oriented type of values are characterized by an unstable, situational strategy of civic and patriotic self-expression. Students with a traditionally state-based type of values are distinguished by an active civic and patriotic position. Empirical data indicate a low level of civic and patriotic self-expression among the majority of students and, as a result, the need to improve educational activities in the educational space aimed at the formation of basic values and the development of patriotism at different stages of education.

Key words: values; students; self-expression; patriotism; civil-patriotic position; respondents; indicators

Likhacheva S. A., Fakhrutdinova L. R. Features of experiencing stressful life events depending on the level of emotional regulation of the personality

Abstract. The article presents the results of the empirical study aimed at studying the characteristics of experiencing stressful life events depending on the level of emotional regulation of a personality. It was assumed that the differences in the strategies of emotional regulation used may be related to the specifics of emotional response to stressful life events and the nature of their subjective experience. The study involved 58 students aged 18 to 23 years. The cognitive Emotion Regulation questionnaire (CERQ), the Emotional Regulation questionnaire (ERQ), and the author's questionnaire aimed at identifying the characteristics of experiencing stressful life events were used as research methods. Statistical data processing included methods of descriptive statistics, comparative analysis using Student's t-test, and Spearman correlation analysis. The results of the study showed that the level of emotional regulation is associated with the peculiarities of experiencing stressful life events. It was found that respondents with a higher level of emotional regulation demonstrate less pronounced negative emotional experiences and are more focused on understanding a stressful situation and finding ways to overcome it. At the same time, the use of maladaptive emotional regulation strategies is associated with increased anxiety, emotional tension, and feelings of helplessness. The results obtained make it possible to clarify the role of emotional regulation as one of the psychological mechanisms of experiencing stressful life events.

Key words: emotional regulation; stressful life events; experiencing stress; cognitive regulation of emotions; strategies of emotional regulation; emotional states; psychological adaptation

Vetvickaya T. V., Bonkalo T. I., Sorokoumova E. A. Psychological features of professional identification of specialists in adaptive physical education

Abstract. The study is aimed at identifying the features of professional identification of specialists in adaptive physical education and adaptive sports, its dynamics in the process of professional development. A total of 96 specialists were examined; of them, 32 were university graduates who had mastered higher education programs in the corresponding field of training (18 women and 14 men, average age 22.2), 32 were young specialists, adaptive sports trainers and instructors, whose professional experience did not exceed 5 years (17 men and 15 women, average age 28.7); 32 were experienced adaptive sports trainers with more than 15 years of professional experience (19 men and 13 women, average age 42.4). The following were studied: statuses of professional identity (Azbel Method), features of attitudes to physical disability (Power and Green Scale), ideas about the attractiveness of the profession (Yadov Method), level of communicative tolerance (Boyko Method), work motivation (Kokurina Method), as well as readiness to work in the specialty and build a career in the field of coaching and pedagogical activity (author's questionnaire). The following were revealed: dynamics of professional identity of adaptive physical education specialists: from undefined through moratorium to formed; statistically significant differences in the ideas of future and working specialists about the features of the chosen profession, in attitudes towards the disabled, the level of tolerance development, and the specifics of work motivation. It was established that in the process of professional development, adaptive physical education and adaptive sports specialists go through certain crises associated with destructive professional identification, the source of which is the initial distorted idea of the features of their work. The conclusion is made about the need in the process of professional training of specialists in adaptive physical education to form an adequate image of the profession through the disclosure of the psychological characteristics of work activity and difficulties in the implementation of future work functions.

Key words: adaptive physical education specialists; destructive professional identification; professional identity; attitudes towards physical disability; tolerance; attitude towards the profession; psychological readiness; job satisfaction; motives for work activity

Solyankina L. E. Psychological foundations of personal professionalization in the context of academic education

Abstract. This article presents evidence confirming the relevance of the issue of personal professional development as a subject of labor. Based on the analysis of various approaches to defining «professionalization», its essential characteristics and significance in the academic environment –recognized as a key stage in the transition from education to career – are revealed. Professionalization of the individual within the academic environment is viewed as a holistic process of personal transformation that extends beyond the mere acquisition of professional knowledge and skills. The study identifies internal psychological resources of this process, with central roles played by academic motivation, adequate self-esteem, and conscious (volitional) professional identity. Special attention is paid to the structure and orientation of the educational environment. The author describes a model of professionalization development within academic education and outlines criteria and indicators of student professionalization at each stage of their training.

The article presents findings from an empirical study aimed at determining the role of motivation and conscious (volitional) professional identity as primary psychological resources contributing to effective student professionalization. The main hypothesis is tested using a program consisting of four operationalized statements. To confirm the hypothesis, the author employs a comprehensive set of methods and uses descriptive statistics, correlation analysis, and comparative analysis via IBM SPSS Statistics 25. The conclusion is drawn that the university functions not merely as a transmitter of information, but as a space for the formation of an integrated professional personality. Effective student professionalization in higher education is possible only through the creation of a practice-oriented educational environment that provides conditions for activating each key component of psychological resources-motivation and professional identity-while stimulating reflection and the emergence of the student as a subject of labor.

Key words: professionalization; practice-oriented educational environment; motivation; professional identity; psychological resources; model; matrix

Korobko R. V. Homo Mythologicus: mytho-ontological strategies of a cultural hero in the mass cinema of postmodernity

Abstract. The aim of the study is to identify the mytho-ontological strategies through which the cultural hero, a key image of the subject of culture in contemporary mass cinema, overcomes alienation in the context of the crisis of postmodern culture. The objectives include substantiating the mythological nature of the modern cultural hero, conceptualizing the oppositional mytho-ontological poles structuring the space of strategies in mass cinema, and identifying their functioning through semiotic-hermeneutic analysis of representative films.

The study proceeds from the understanding of postmodern chaotization and pluralization as a condition of cultural «borderline», in which the rationalization and secularization of modern culture paradoxically reactivate mythological forms of thought. Mythological thinking is interpreted as an integral property of cultural consciousness. It is shown that the universalism and reductionism of mass culture radicalize the cultural hero's mytho-ontological strategies, reducing them to two poles: radical pessimism grounded in the dualism of the Gnostic mythologeme and radical optimism grounded in the monism of the Cosmist mythologeme. Both mythologemes rely on axiological dualism, acknowledging the subject's alienation from given reality.

Drawing on «Bugonia» (2025) and «The Midnight Sky» (2020), the study identifies a divergence in causal foundations: the reactive position determined by the category of effect and the axiology of guilt in the Gnostic mythologeme versus the proactive position of authorship determined by the category of cause and the axiology of responsibility in the Cosmist mythologeme. The tension between these mythologemes constitutes the space of the cultural hero's strategies in contemporary mass cinema.

Key words: postmodernity; ontological crisis; cultural hero; mass cinema; mythological strategies; gnostic mythologeme; cosmist mythologeme

Polikarpov S. S. Structure of psychoanalytic dream interpretation: Joseph Birshtein reads Vsevolod Garshin

Abstract. The research perspective of this article is connected with an essay by Joseph Birshtein, in which a psychoanalytic interpretation of Vsevolod Garshin's oneiric experience is developed. Published in 1913 in the journal Psikhoterapia (Psychotherapy), this text represents one of the early attempts to implement the psychoanalytic method within the Russian intellectual context. At the same time, considering Birshtein's work as a statement occupying a typical position within the structure of psychoanalytic discourse, the author aims to demonstrate how the Russian psychiatrist constructs the procedure of dream interpretation and which logical and semantic levels structure his reasoning. The analysis focuses not so much on the content of individual analytical conclusions as on the compositional logic of the text and the semantic registers through which the diagnostic material is articulated. The author concludes that Birshtein's interpretation unfolds in at least three registers: (a) a metapsychological one – demonstrating the general scheme of the neurotic personality; (b) a genealogical one – correlating Garshin's individual psychic dynamics with broader cultural and religious contexts; and (c) a pathographic one – explaining the tragic end of the writer's life through the deep structures of his psychic life. According to the author, the discursive analysis conducted in the article shows that Birshtein's essay possesses a cascade structure characteristic

of psychoanalysis, in which different semantic levels are successively superimposed, forming a multilayered representation of the symptom – Garshin's neurotic fluctuations. In this sense, the psychoanalytic text may be understood as a kind of archive in which different registers coexist in a synchronic–diachronic order.

Key words: psychoanalysis; neurosis; Joseph Birstein; Vsevolod Garshin; archive; dream; interpretation; metapsychology; genealogy; pathography

Nickolsky S. A. Gennady Shpalikov: does everything happen well in the world? (on the occasion of his 90-th birthday)

Abstract. The phenomenon of the «thaw» is not just a reaction authorized by the authorities to the Stalinist period of national development in the 1920-s and early 1950-s. This event is also a special case of the development of Bolshevism in the USSR; a kind of stage in the Great Rupture of Russian Times that took place in October and in the post-October period. It was time, but not the time, because for each social stratum, group, and ultimately each individual, it was a unique rupture of one's own, usually ending in annihilation. In this regard, the «thaw» was an attempt, firstly, to conceal the global essence of Bolshevism, to reduce everything to individual «excesses» and to the «cult of personality and Stalin». And, on the other hand, to humanize Leninism, to give it a new lease on life. In this regard, the figure of Gennady Shpalikov was a rare case where the spirit of the times was fully reflected not by many creators, but by one person. Examples of this range from his early screenplays «Ilyich's Outpost» and «I Am Walking Through Moscow» to his final ones, written in the year of his death – «Girl Nadia, What Do You Want?» and «Hop-skip. The Ceiling Collapsed». And this is in addition to his own film, his famous poetic songs, and his literary prose.

Key words: philosophy; literature; history; cinema; scripts; «thaw»; society; consciousness; memory

Leonov I. V., Davtyan V. R. Modeling of socio-cultural reality: E. S. Markaryan's approach

Abstract. The article provides a general description of the modeling problem, including its socio-cultural and environmental perspectives. The historical and contextual analysis reveals the genesis of the modeling problem and the growing degree of its relevance in the 20th century. The main directions of the development of the considered issues, including «intracultural» and «global-environmental», are fixated. Special attention in this field is paid to the scientific legacy of E. S. Markaryan, who made a significant contribution to its development. The main directions of the scientist's scientific activity in the presented subject field are revealed, including the sphere of «public life», culture and environmental modeling. Special emphasis is placed on the theoretical integrity and coherence of all perspectives of this research area in the scientific legacy of E. S. Markaryan. Attention is paid to the problem of management, programming and prognostics in the issues of modeling socio-cultural reality.

Key words: E. S. Markaryan; cultural models; ecological modeling; cultural patterns; cybernetics; systemic approach; synergetics; socio-managerial activity; socio-cultural prognostics

Zhuravleva N. I., Melnikova S. V. Intertextual connections in A. Ptushko's cartoon «The Master of Everyday Life» (1932)

Abstract. Alexander Ptushko's animated film «The Lord of Everyday Life» (1932), the first sound work of Soviet stop-motion animation, has never been the subject of dedicated scholarly research. The article fills this gap in the history of Russian animation by addressing the semantic content of the film, which embodies the core ideologies of the early Soviet period on screen. The aim of the article is an intertextual analysis of «The Lord of Everyday Life», which enables a shift from mere description of the film's narrative to an examination of the mechanisms underlying its construction.

Ptushko's sound animated film is examined as a synthetic polycode intertext built on visual, acoustic, and verbal references to precedent texts, as well as explicit and implicit allusions. Historical, cultural, semiotic, and hermeneutic methods are employed throughout. The article reconstructs the cultural and historical context and maps the intertextual connections of the cartoon. The key pretexts shaping the semantics and poetics of «The Lord of Everyday Life» are identified: V. Granov's poem «The Song about the Bug», published in the satirical magazine Crocodile in 1932; M. Mussorgsky's song «The Flea» and V. Mayakovsky's play «The Bedbug».

Ptushko's artistic choices are explained by the agitational and propagandistic character of early Soviet animation, which determined the distinctive figurative language and meaning-making strategies of the form. Comprehension of the film is achieved through the explication of allusions that are subtle to contemporary viewers, revealing the discursive unity of hygienic and social prescriptions. In Ptushko's satirical cartoon, disinfestation – the expulsion of a bedbug symbolising bourgeois life – becomes a metaphor for the social transformation of the protagonist, who moves from a stagnant past into a radiant future.

Key words: animation; animated film; A. Ptushko; intertextuality; intermediality; film text; context; pretext; allusion; new everyday life; philistinism; insect code

Semenikhina O. V. The festival as a factor in the formation of regional cultural identity: 'Living Clay'

Festival

Abstract. The article is dedicated to the analysis of the festival in the museum space as an important sociocultural phenomenon and a factor in the formation of cultural identity. The author focuses on the cultural discourse of the definition of ‘cultural identity’ and pays attention to the understanding of cultural identity in Russian humanitarian knowledge, including the regional component of cultural identity. Summarizing the research experience of Russian and foreign cultural scholars, the author notes the importance of an individual's territorial affiliation and the uniqueness of a particular region in the formation of regional cultural identity. Local phenomena present the basis of various sociocultural projects aimed at forming a sense of identity, and among them there is a festival that is one of the most popular phenomena in modern culture. The festival acts not only as a factor of representing, but also as a means of transmitting cultural identity. The empirical material of the study is the regional craft festival ‘Living Clay’, organized by the Yaroslavl Museum-Reserve. The festival is based on the local traditional pottery craft, which is described in the article in terms of its historical and cultural context. By analyzing the content and specifics of the ‘Living Clay’ festival, the author highlights the features of organizing such an event in a museum setting. A museum-organized festival is becoming not only a new form of communication with visitors, but also a way to update the museum's collection and the region's cultural heritage as a whole, introducing the audience to local traditions, thereby forming a regional cultural identity.

Key words: regional cultural identity; festival; museum; Living Clay; pottery; cultural heritage; tradition