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A SOCIAL SCIENCES

AA	PHILOSOPHY AND RELIGION
AB	HISTORY
AC	ARCHAEOLOGY, ANTHROPOLOGY, ETHNOLOGY
AD	POLITICAL SCIENCES
AE	MANAGEMENT, ADMINISTRATION AND CLERICAL WORK
AF	DOCUMENTATION, LIBRARIANSHIP, WORK WITH INFORMATION
AG	LEGAL SCIENCES
AH	ECONOMICS
AI	LINGUISTICS
AJ	LITERATURE, MASS MEDIA, AUDIO-VISUAL ACTIVITIES
AK	SPORT AND LEISURE TIME ACTIVITIES
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AM	PEDAGOGY AND EDUCATION
AN	PSYCHOLOGY
AO	SOCIOLOGY, DEMOGRAPHY
AP	MUNICIPAL, REGIONAL AND TRANSPORTATION PLANNING
AQ	SAFETY AND HEALTH PROTECTION, SAFETY IN OPERATING MACHINERY

SOCIAL PROGRAM OF THE US LABOR UNIONS AND WORLD WAR II

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Abstract: In the paper, the stance of the US labor unions on the question of the start of World War II and the USA entering it is considered. The authors analyze the struggle of the American Federation of Labor and the Congress of Industrial Organizations for higher wages, greater representation of workers in the defense industry authorities, for democratization of social legislation, and for protecting labor legislation of the New Deal. Poor efficiency of the struggle of labor unions for the benefit of hired workers is proven, which was due to a right shift in the labor policy of the US government and business attacking the rights of labor unions, among other things.

Keywords: the USA, World War II, F. Roosevelt, labor unions, Congress of Industrial Organizations, American Federation of Labor.

1 Introduction

The study of the labor union movement of the USA in the years of World War II is of a high scientific importance. The war has had a serious impact on many aspects of activity of the American labor unions. It started as the US economy had not overcome the consequences of the world crisis of 1929-1933 yet. Still, in conditions of the war, the American economy began to develop at an incredible pace. Gross national product of the USA more than doubled over 1939-1945 – growing from 91 billion to 214 billion dollars (Historical Statistics of the United States. Colonial Times to 1957, 1960, p. 139). The industrial production index surged from 57 points in 1939 to 110 in 1945 (Historical Statistics of the United States. Colonial Times to 1957, 1960, p. 418). The war drove agriculture out of crisis, too. Counting 9,5 million people in 1939, which amounted to 17,2% of the civilian work force (Historical Statistics of the United States. Colonial Times to 1957, 1960, p. 73), the unemployment had actually vanished by 1943.

It was big business that obtained the greatest economic gains from the war. The net revenue of corporations over its years was sized at 70 billion dollars (Historical Statistics of the United States. Colonial Times to 1957, 1960, p. 580). The war restored not only the economic pillars of business but also its political weight and standing (Manykin, 1990, p. 113).

The decisive role in the USA's economic upturn belonged to the state. However, while the series of social reforms ended in 1939, the state regulation of the economy was unprecedentedly wide-ranging. The economic takeoff was determined by the overarching state intervention. Alongside this, the nature of the state regulation was indicative of the right shift of the government's labor policy and placed the labor union movement into extremely complicated conditions of struggling for workers' rights.

The right shift of the labor policy pursued by the US government which took place in the war years changed the agenda of the country's labor union movement drastically. The United States' entering the war made labor organizations turn to other focus areas, forms, and methods of struggle.

The contribution of American workers into victory over fascism worldwide cannot be evaluated objectively without considering questions pertaining to particularities of the way social program of the labor union movement was formed in the years of World War II and narratives concerning the nature of their struggle for completing the tasks they had to face. Similarly, these aspects have to be studied for finding out the efficiency of labor union activity in protecting and expanding liberal gains of F. Roosevelt's New Deal achieved in the 1930s and for detailing

reasons behind exacerbation of social struggle in the USA in the first years after the war end.

2 Literature Review

In spite of a high scientific and political importance of this topic, Russian historic science has almost no research works dealing with it. One can only note the brilliant monograph by N.V. Sivachev (1974) where he details the principal lines of the US government's labor policy in the years of World War II, touching on individual aspects of activity of American labor unions. In his book, the most important issues of the right shift in F. Roosevelt's working course in 1939-1945 are addressed, and reasons behind this shift are explained. In the published work "History of the labor movement in the United States in recent times" (Mikhailov, 1971), some aspects of activity of labor unions in the war years are considered, including the questions of trade unions' clash with the attack of entrepreneurs on their rights, struggle of workers against the growth of inflation in the war years. However, the evaluations given by its authors are somewhat sketchy, and they are not dovetailed with the historical context.

In the American historiography, the questions pertaining to the nature of the labor union movement in the years of World War II are discussed in the works of such scientists as N. Lichtenstein (1987, 2013, D. Brody (2005), R. Zieger (1995), J. Seidman (1953), F. Taft (1964), and A. Kernsten (2006). These authors analyze the questions of causes and nature of the strike movement, opposition of the labor unions to the intensified state regulation of labor relations that was anti-labor in its character. They also detail the political struggle objectives pursued by the organized labor movement in the years of World War II and give characteristics of standpoints of individual labor union leaders. However, it has to be noted that these studies do not present a coherent picture of the US labor union movement in the war years. They only pay attention to individual aspects of activity of workers' unions, without fitting the struggle of labor unions into the general picture of historical development of the USA during the war years.

3 Research Methodological Framework

The objective of this research is the analysis of social program of American labor unions in the years of World War II. The authors pose the tasks of considering the question about the labor unions' attitude to the war and the USA's entering it, the stance of labor organizations on the questions of wages, labor and social legislation, extending workers' representation in the war production authorities. In the paper, they analyze forms and methods of struggle of labor organizations for completing the tasks they had to face.

The sources for the research were the American press, including labor union editions, books authored by the leaders of labor unions, and documents from G. Meany Memorial Archives that are currently held by Maryland University Libraries (USA).

For fulfilling the tasks set by the authors, they used the comparative historical and descriptive methods. The research relies on the principles of objectivity and historicism enabling the authors to analyze the phenomena with all historical facts taken into account within the context of the specific historical circumstances.

4 Results and Discussion

4.1 Beginning of World War II and the USA Entering the War

The beginning of the Second World War and the USA's entering it made the American labor movement face quite a lot of major concerns demanding urgent action.

One of the principal tasks was the question of identifying the labor unions' attitude to the war. In the 1930s, both labor union associations, the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) incorporating the majority of the country's labor unions took anti-fascist stances almost entirely. However, without giving a clear-cut definition of the nature of the war and making distinctions among standpoints of the powers at war, for the most part, the labor unions supported strongly the policy of neutrality conducted by the President of the country, F. Roosevelt, in the first days of the war (CIO News, 1939, 16 October, p. 1; CIO News, 1939, 6 November, p. 2; CIO News, 1939, 5 December, p. 1; United Mine Workers Journal, 1940, 1 December, p. 7; American Federationist, 1939, November, p. 1178; Lichtenstein, 1987, p. 30-31).

The labor unions' attitude to the war changed as the worldwide crisis aggravated, evolving together with the official line of the American state. After the defeat of France by Hitlerite Germany and the US government's approval of the "national defense" program, leaders of the American Federation of Labor started to speak in favor of assisting nations that were at war with the Axis countries. The Congress of Industrial Organizations also stood for the United States' rendering support to England and for embracing the Lend Lease bill (Advance, 1941, April, p. 1; American Federationist, 1941, November, p. 983; United Mine Workers Journal, 1940, 15 February, p. 5; Seidman, 1953, p. 23). Such an approach of labor unions was up to the interests of the worldwide fight against fascism and the interests of the working class of America.

After Japan attacked the United States on December 7, 1941, American trade unions got behind their government declaring the war to the Axis powers. Saying they were ready to do everything for the overthrow of fascism, worker unions approved of the measures taken by F. Roosevelt's administration that were aimed at stepping up the pace and magnitude of war production. Labor union leaders spoke in favor of the idea of military cooperation with the Soviet Union in the cause of defeating fascism. Representatives of the AFL and CIO voted for opening the second front in Europe as soon as possible.

Both labor union associations supported the "national unity" idea in fighting fascism. From the workers' viewpoint, this idea based on recognizing warfare as the primary objective of the society had to rely on preserving the labor legislation of the 1930s, on peaceful and not forced regulation of labor disputes by the state, with the employees' interests taken into account. Meanwhile, the workers settled for a certain sacrifice on their part to achieve continuous operation of the war production for the sake of the fastest possible victory over fascism. They were prepared to give up strikes. This was confirmed by labor unions at the conference with representatives of business under the auspices of the state on December 17-23, 1941.

4.2 Struggle Over the Wage Issue

However, the American business did not wish to agree to any concessions to workers. And, relying on the state support, it succeeded in securing a victory when resolving the key issue of labor relations of the war years – that of wages, which was crucial for American labor unions in their social agenda throughout the period of the war. This was explained by two principal reasons. Firstly, the war started in such conditions as the country still had a very high level of unemployment, on the one hand, and on the other hand, wage rates remained quite low for most workers. As a result, this highlighted an extremely low index of the social and economic situation level of the working population. Secondly, F. Roosevelt's government carried out the "national defense" program based on all-round state regulation of the economy and expanding the war production. This led to raging prices for products of the civic sector of the economy, including the essential goods, which affected workers' social and economic situation level adversely.

While in the peacetime conditions labor unions could use an efficient instrument of pressure on entrepreneurs – strikes –

rebuffing that and fighting for workers' rights successfully, now, having opted out of strikes in order to contribute to defeating fascism worldwide, they lost this leverage over business.

In this situation, much depended on the American state, too, and first of all – on the stance of the country's President, F. Roosevelt, who took the path of authoritarian administration in the labor relations domain in the war years. For resolving labor disputes, F. Roosevelt founded a special authority from representatives of labor unions, business, and the "public" – the National War Labor Board (NWLB).

Nevertheless, the hopes of organized workers to the effect that he would pursue a relatively fair wage policy did not come true. The essence of the policy conducted by F. Roosevelt simmered down to the state regulating wages up to the Little Steel formula enacted in October 1942. According to this formula, as of January 1, 1941, in the USA, there allegedly was a harmonious, perfect proportion of the wage rates and the cost of living. The cost of living was believed to have grown by 15% from January 1, 1941 to May 1942 (Sivachev, 1982, p. 266). This meant that basic work pay rates could be increased within these limits only. So, labor unions had no right to demand raising the rates by more than 15%, even if the financial standing of the entrepreneurs enabled them to do so.

Thus, it was in the NWLB that the task of containing the growth of wages was vested in fact. As quite correctly noted by R. Zieger (1995), an American historian, the NWLB was "simply an instrument for limiting wages" (p. 169).

As a result of the state pursuing the said policy, at the expense of a slight loosening in the Little Steel formula, the basic wage rates for workers got 24% higher, while the cost of living – 33%, during the period from January 1941 to July 1945 (Sivachev, 1974, p. 175). It is here that the anti-labor nature of the state policy consisted – the one aimed at freezing wages during the war years. Needless to say, this could not but trigger a negative response of American trade unions.

In the end, such an undoubtedly anti-labor trend of the policy pursued by F. Roosevelt's government in the state regulation of wages encouraged business to gain immense revenues in the years of World War II. Thus, the state turned out to be the paramount factor of curbing the growth of wages, and in doing so, it was accessorial to economic reinforcement of corporations. Both the AFL and the CIO disapproved of the economic dictate of the state and subjected the policy of all state agencies involved in regulating wages to strong criticism. The labor unions' displeasure with the economic policy of the government was tremendous. Anyway, the fight over the economic settlement problems was a losing one, without the workers having any real chances for victory, because according to the terms and conditions of the December 1941 agreement, the labor unions had lost their principal efficient instrument for struggle – strikes.

In the Congress and in mass media, representatives of the labor movement proved the incompetence of the state policy of wage regulation, justifiably indicating the serious lag of work pay rates behind the growth of prices. They emphasized with reason that this resulted in an unfair distribution of the war toils among various social groups of the public and, first of all, between workers, on the one part, and entrepreneurs, on the other.

D. Brody (1993), a distinguished American historian, noted that trade union leaders kept blaming F. Roosevelt's government for unfairness of the policy in the domain of wages conducted by it (p. 188). Anyway, it was a more serious challenge for labor unions to stand up against the state than to defend the interests of workers in struggling with entrepreneurs. As a result, labor unions lost out in this key issue of labor disputes of the war time. Yet, realizing the necessity of mobilizing all national resources for the overthrow of fascism, they had to accept the unfair distribution of the war toils.

4.3 Adoption of Anti-Labor Legislation

Organized workers sustained a defeat in another major focus area of their struggle in the war years, too, namely, in countering the adoption of anti-labor legislation. As the war started, the attacks of business and spokesmen of their economic interests – conservative forces of the USA – on the New Deal labor legislation grew more intense.

Entrepreneurs pushed for radical weakening of labor unions as an institution heatedly, arguing that their activity prevents the war production from functioning efficiently. In the country, a powerful anti-worker campaign was unfolded which pursued the objective of preparing the public opinion for passing anti-labor union acts. Sporadic strikes were depicted as "stabs into the back" of American soldiers, as hindering the war production. In its striving for essential re-orientation of the foundations of the state labor policy, big business exerted pressure on all governmental bodies, the President and the Congress included. In his turn, F. Roosevelt took a negative attitude to changing the New Deal labor legislation; he believed it to be the optimum political course to preserve the status quo over this issue. The government strived not to depart from the traditions of the 1930s, which was in line with the workers' interests.

However, in June 1943, overriding the Presidential veto, the Congress passed the Smith-Connally Anti-Strike Act on the procedure of settling labor disputes during the war time. This act made it difficult to declare strikes at enterprises manufacturing war items and declared it a criminal offence any assistance to striking in case the enterprise at strike passed under the government management. It also banned labor unions from making contributions to election campaigns of persons claiming federal offices. As a result of adoption of this act, the opportunities for labor unions to defend their rights were narrowed down considerably. The Smith-Connally Anti-Strike act was rated by trade unions as one of the worst in their history (Address by J.A. Padway to the 65th Convention of the AFL, 1946).

4.4 The Question of Workers' Representation in the Economy-Governing Institutions

Labor unions failed to achieve the set objectives in another strategic item of their agenda, too. It concerned the participation of labor organizations in mobilizing the American society's resources for defeating fascism. Leaders of the labor union movement of the United States made numerous constructive suggestions aimed at accelerating the deployment of defense production in the country, as well as at more extended participation of trade unions in the process. Such plans were developed and suggested by labor unions of steelmakers, car manufacturers, ladies' tailors, and mine workers. For example, W. Reuther, one of the leaders of the United Automobile Workers, proposed a plan aimed at boosting the production of the automobile industry plants, according to which the industry could turn out 500 fighter planes a day (Public Opinion Quarterly, 1941, June, p. 285-286).

Being the head of the CIO, Ph. Murray put forward a plan of creating production boards at the defense complex enterprises, with representatives of business, labor unions, and the government participating, whose activity had to be focused on improving the product quality and increasing the output at defense plants (Public Opinion Quarterly, 1941, June, p. 285-286). During the war, this idea of cooperation of business, labor unions, and the government got a broad coverage in labor union newspapers and magazines and won a massive support of delegates of the convention of the Congress of Industrial Organizations which took place in autumn of 1941. At the convention, it was emphasized that the workers were ready to use all their efforts and possibilities for establishing cooperation with entrepreneurs for the purposes of achieving the maximum efficiency of production at the plants fulfilling the "national defense" program (United Mine Workers Journal, 1941, 15 July, p. 18). Meanwhile, the workers deemed it necessary to put in

place the "joint control" of labor unions, entrepreneurs, and the state over the defense production (United Mine Workers Journal, 1941, 1 December, p. 18). Vast attention to propagating the idea of such cooperation is also paid in the book of the CIO head Ph. Murray (Cook & Murray, 1946).

While meeting the interests of the worldwide struggle against fascism, this idea had nevertheless seen no support both on the part of business and on the part of the state. Consequently, during the war, not only were labor unions barred from solving production questions at defense enterprises, but they were not allowed to participate in discussing them, either. Worker and entrepreneur committees created according to the idea suggested by Ph. Murray (Cook & Murray, 1946) at certain defense plants actually turned into formal structures while not playing any serious part in organizing the production. The principal reason behind this consisted in the stance of business which was not only unwilling but also fiercely opposed to the idea of admitting labor unions to discussing production questions.

Leaders of the labor union movement were extensive in voicing proposals of participation of labor union representatives in the state agencies responsible for regulating the economy and social relationships (CIO News, 1939, 18 September, p. 2; United Mine Workers Journal, 1940, 15 February, p. 15). So early as in 1939, head of the AFL, W. Green (1939) insisted that labor unions had to elect a large number of representatives of the organized labor movement to the legislative bodies (p. 52). However, they failed to achieve success in this question, too. Head of the United Mine Workers, J. Lewis disapproved of the war years formula of representation at the National Defense Advisory Commission (NDAC), as the organized labor movement had "an only representative per 100 millionaires" (United Mine Workers Journal, 1941, 15 July, p. 10). M. Dubofsky (1994), an American researcher, stressed that most fundamental decisions in the area of labor relations during the war years were made either by manufacturers who worked at war regulation agencies for the fee of 1 dollar, or by the federal government (p. 176-177).

4.5 Fighting for Democratization of the New Deal Social Legislation

Some other important tasks of the labor unions' social agenda touched on the problem of struggle for improving and extending the social security legislation adopted in the New Deal years. This can be traced down the most pointedly using the case of struggle for creation of the state medical insurance system in the USA. Both the CIO and the AFL, especially, demanded quite vocally and made major efforts to convince America's political class to found a state medical insurance mechanism which would enable all strata of the American population to have access to the quality medical service, regardless of their income (Yaushkina et al., 2019). The point made by labor unions to achieve democratization of the country's social security system is illustrated tellingly by the nature of the 1944 election campaign program developed and put forward by them, too. In it, they set the tasks of ensuring the rights for quality education, medical service, work, "decent conditions of living" for all citizens of the country, regardless of their race, confession, and occupation (Gaer, 1944, p. 199). It was the Political Action Committee created by the CIO in 1943 (Yaushkina et al., 2018) that defended bringing this program into life the most consistently.

Nevertheless, labor unions failed to get their objectives brought into life in this domain, too. On the one hand, there was business that stood up fiercely against the organized workers' efforts in making the American economy "more socialized", and the country's President, F. Roosevelt, could not afford confronting business, given the necessity of deploying and accelerating the war production. On the other hand, labor unions did not use the effective struggle methods and forms which they had used quite a few times and which had enabled them to succeed in their struggle for bringing the workers' interests into life back in the 1930s (Koryakova, 1991, p. 161-162).

5 Conclusion

Thus, the success of labor unions in defending the workers' interests in the years of World War II was largely determined by the stance taken by the American state. The US government that the labor union leaders had grown so accustomed to be counting on in 1930s took a right turn in their labor policy, which was a major factor of the labor unions' failures in bringing their program into life in 1941-1945.

On top of that, deprived of the opportunity to use radical tools for defending their interests in the war years, including strikes first of all, the US labor unions turned to political methods of convincing their opponents. This was most clearly demonstrated both by the labor unions' campaign for re-examining the Little Steel formula and by participation of industrial labor unions in the 1944 election via the Political Action Committee mechanism.

However, failing to create an influential labor party of their own, the American trade unions had no serious chances of changing the course of the social and economic policy pursued by the state. Acting as a loyal political ally of the Democratic Party, the workers' unions were not an authoritative and influential power for the political class of America to have to regard. The fact that labor unions had remained within the orbit of ideological and political influence of the Democratic Party liberal wing since the mid-1930s brought down the efficiency of the organized workers' struggle. By the end of World War II, the Liberals' influence on the labor movement of the USA got even higher, with the anti-monopolist tenor of the latter weakening. So, what was observed was not only the loss of warlike attitude and fighting spirit, but, to an extent, that of independence of the labor movement, too. According to the fair opinion of M. Halpern (1988), a distinguished American researcher, the war took the edge off the radicalism of the labor union movement, its "military progressiveness" (p. 40). The ideas of the "peace of classes" and cooperation not only with business, but also with the state became quite widespread among the organized workers in the years of the war. As head of the United Mine Workers, J. Lewis, noted correctly, there was a "cozy relationship" settled between labor unions and the Democratic Party (Zieger, 1988, p. 164).

All this resulted in lower efficiency of the struggle of labor unions for achieving their objectives. The most important of them was a fairer distribution of the toils of war among various social groups. As a consequence, in spite of a certain improvement of workers' material welfare during the war years, unlike business, they carried the principal burden of the war – manning the bulk of the armed forces and working dedicatedly in production of the USA.

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EXTRACURRICULAR ACTIVITIES IN PRIMARY SCHOOL: DIGITAL CHALLENGES

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Abstract: Today, the digital educational technologies are used as a tool for swift conveyance of information, structuring of learning content, as an effective teaching method and a means for building high-tech learning environment conducive to the development of children. However, the issue of choosing methodological solutions for harnessing pedagogical potential of digitization in extracurricular activities remains understudied. This paper consolidates theoretical evidence for the use of digital educational resources and technologies in extracurricular activities; and the effectiveness of their use outside the curriculum hours was verified by way of experiment. Without diminishing the achievements of digitization, the results obtained in an experimental study suggest that their use should be prudent.

Keywords: digital learning environment, information and communication competence, information and communication technologies, digital educational resources (DER), extracurricular activities.

1 Introduction

The development of digital education following in the footsteps of digital economy and industry is one of the key state policy priorities. The need to build digital educational process has been triggered by the following factors:

- Children of a new generation (digital generation) have a distinctive social and psychological identity (Bilenko et al., 2019);
- Digital transformation of education plays an important role in building the digital economy (Uvarov et al., 2019);
- There exists a range of information systems specifically designed to address different tasks of educational process (Osinina & Davydova, 2018).

Digitization of education allows to take advantage of the dynamic development of digital technologies and tools, while preserving all constituents of educational process.

One of such constituents at the stage of primary general education are extracurricular activities. As demonstrated by experience, the extracurricular cognitive activities that are not only developing students' subject-specific knowledge in different areas, but also fostering their metadisciplinary skills, perform a function of integration of digital and traditional educational technologies.

In addition, the diverse content of extracurricular cognitive activities, children grouping based on their interest in certain activities, unconstrained and rather informal communication between teacher and schoolchildren facilitate self-realization of the younger generation, with extracurricular activities bearing personal meaning for all parties in the pedagogical process.

The use of digital technologies and tools, in turn, will help to address the issues of transition to personalized and result-oriented extracurricular activities on a whole new level.

However, the issue of choosing methodological solutions for harnessing pedagogical potential of digitization in extracurricular activities remains understudied.

2 Literature Review

The basic concepts in the education digitization domain are

digital literacy, digital learning environment, and information and communication competence. Thus, researchers N. P. Petrov, G. A. Bondareva (2019) view *digital literacy* as a multifaceted concept that includes media literacy, attitude to innovations and communicative computer skills. Within the concept *digital educational environment*, scientists distinguish the value and meaning component, along with the software and methodological, the information and knowledge, the communication and technology components, and indicate the result corrective components through which the function of assessment, diagnosis and correction of an educational trajectory of student is performed (Chernobay, 2014, Bashirina, 2014).

The concept *ICT competence* holds a special place in the system of education today. In the pedagogical community, the most frequently used interpretation is the one integrating the knowledge, skills and abilities acquired both through theoretical and practical studies in computer science, as well as through the process of self-training on the use of information technologies, including in pedagogical activities (Henner, 2008).

Digitalization has reached across all levels of education worldwide: from preschool to higher education (Soltovets et al., 2019; Dmitrova et al., 2019; Otterborn et al., 2020). Researchers seek to find out how feasible and rational it is to bring the latest technology in the kindergarten space both for the purpose of developing general educational skills of children and from the perspective of gadgets' using by teachers for delivering the educational program at a preschool institution (Otterborn et al., 2020).

The digital transformation of society requires a new breed of individuals possessing necessary skills for quick information communications online and offline. In this regard, modern scientists pay the utmost attention to the processes of digital personalization of education for primary school students (Gomez & Alvarez, 2020). The researchers explore new digital tools for developing children's critical thinking skills (Pavlou, 2020), children's perception of information on digital carriers (Støle et al., 2020).

The evolution in educational technology has also affected school subject areas. Today, changes have occurred not so much in the learning content as in the educational setting and ways in which the content is presented. Practitioners are analyzing the rationality of the ubiquitous use of information and communication technologies, quite cautiously arguing that it might be too soon to abandon traditional tools and insisting on the optimal blend of best classical and digital practices (Hillmayr et al., 2020).

A digital breakthrough in all areas of social and cultural life requires highly qualified pedagogical personnel who would be able to lay the groundwork for cognitive and metadisciplinary skills of children from their very first days at school. Therefore, many studies deal with the training of students in pedagogical universities at a high innovative level. Scientists in their writings address the problem of immersing students into virtual environments where it is possible to simulate and live through different professional situations (Murillo-Zamorano et al., 2020), the use of digital libraries accessible remotely from anywhere in the world to instigate cognitive activities and build information competence (Pinho et al., 2020), aspects concerning development of design thinking in any software course (Lin et al., 2020).

The tendency remains that young professionals joining the school have better training on the use of digital technologies in the educational process as compared to the teachers already in service. The publications analyze the factors of ICT integration with different pedagogical profiles, the need for continuous professional development of representatives of the pedagogical community depending on the level of their digital competence (Diaz & Berrococo, 2020). Relevant is the issue of arranging

classroom space amidst general transformation of the system of education (Marta, 2020).

Turning to the issue of extra-curricular activities at school, we would like to analyze the main aspects germane to this segment of educational process.

One of the most frequently used definitions in pedagogical practice is the one offered by teachers and scientists D. V. Grigoriev and P. V. Stepanov (2010). They define extracurricular activities as "all kinds of activities of schoolchildren (except for learning activities), through which it is possible and expedient to tackle issues of their upbringing and socialization". Recently, however, more and more research by scientists is not so much focused on the use of various methods and techniques for organizing extra-curricular activities (Kulebyakina et al., 2018), but rather on the study of the relationship between physical extracurricular activities and the emotional state of a child (Shukshina et al., 2018), opportunities for student's family involvement in the joint extracurricular activities (An, & Western, 2019), development of children's competences (Zhuravleva et al., 2018). A new and popular segment of extracurricular activities, which is being actively incorporated in the school practice, is the robotics and programming (Jagust et al., 2018).

3 Research Methodological Framework

The research purpose was to explore the possibilities of using digital educational resources and technologies for organizing extracurricular activities. The research objectives were to present theoretical evidence for the possible use of digital educational resources and technologies in each segment of extracurricular activities; and validate the effectiveness of digital educational resources and technologies in extracurricular activities by way of experiment.

The research employed both theoretical methods, with priority given to the analysis of scientific literature, systematization of material on the problem of using digital educational technologies in extracurricular activities, and empirical methods, in particular, a pedagogical experiment for achieving research goals.

The experiment was held in the academic year 2018-2019. The experimental base of research included 148 primary school students of municipal educational institutions in Saransk (Republic of Mordovia, Russia).

4 Results and Discussion

4.1 Exploring the Possibilities of Using Digital Educational Resources and Technologies in Different Segments of Extracurricular Activities

For determining a proper methodological approach to tap the potential of digitalization in extracurricular activities, we proceeded from a practical definition of digital educational technologies constituting the core of digitalization in the field of education, and digital educational resources, through which digital technologies get implemented. Digital educational technologies are used as a tool for swift conveyance of information, a tool for structuring learning content, an effective teaching method and a means for building high-tech learning environment conducive to the development of children. Let's explore the possibilities offered by this tool and means. In an attempt to analyze the efforts devoted by teachers to extracurricular activities today and to reveal what they have not yet done, we checked the effectiveness of digital educational technologies in the most common segments.

In pursuance of a goal to develop students' skills in scientific and intellectual work, the digitalization tools are used for conducting weeks of certain subjects, library lessons, competitions, olympiads, project work.

In preparation of students for solving olympiad tasks, a teacher finds necessary materials using resources on the Internet. The

materials are demonstrated with the help of multimedia technology. For monitoring the acquired knowledge and skills, students take part in online and offline olympiads and competitions.

Library lessons have a close link to the latest computer technologies that help to search for various kinds of information, which nowadays is an imminent need of every educated person.

When organizing project activities, DERs are used to retrieve theoretical information (Internet), record the results of experimental research (computer, camera, video camera), demonstrate the results obtained as a result of project work (multimedia).

As concerns the function of nurturing legal, aesthetic, physical and ecological culture of students, digitalization tools prove useful in organizing various exhibitions of children's crafts, excursions to theaters and museums, thematic homeroom sessions.

Students' first acquaintance with the exhibitions of children's crafts occurs through online and offline attendance of this kind of events. In real-life conditions, DERs are most often used to add to the overall atmosphere of exhibition: lighting, virtual collages, background music.

Excursion entirely depends on digital educational technologies when it is a virtual excursion. DERs are used to record objects that students get acquainted with during the real-life excursion, as well as to demonstrate the exhibits.

To organize thematic homeroom sessions on culture of behavior and speech, ethics and aesthetics, a teacher may use resources from the Internet to select information, and computer equipment to present material to students. Students may perform thematic tests either online or offline.

For developing in students the sense of responsibility for their actions, the digitalization tools help students in their work in school yard, in taking care of the indoor plants, in various social campaigns, vocational guidance sessions. For assessing the results of work in this direction, different contests, exhibitions, projects' defense presentations are organized.

Prior to the process, a teacher with reliance on the DERs, briefs students on the safety rules applied to work at the school yard. Then students independently or with the teacher's assistance capture the work being done in photo shoot or on video.

When teaching students to take care of the indoor plants, the teacher shows students a video footage demonstrating the process of planting and watering the seedlings, soil loosening. However, as practice has proven, a teacher who personally demonstrates these actions hits the goal more quickly.

The same effect is achieved in various social campaigns and vocational guidance sessions, discussions, games. Familiarization with such events through digital media definitely expands the horizons of students, but only personal example of seniors, including teachers, as well as direct engagement, yield positive results.

When preparing children for giving preference to a moral way of living, the tools of digitalization are used during meetings with the veterans of the Great Patriotic War and of labor, in lessons of courage, and problem-solving disputes. In implementing all these forms of spiritual and moral education, the digital educational resources are used collect information and demonstrate photo, audio and video recordings.

In creating the environment conducive to the good physical and mental health of children, the digitalization tools are used for conducting conversations about health care and during dynamic breaks. But such forms of sports and health-improving extracurricular activities as attendance of sports sections, participation in sports competitions, cast doubt on the usefulness of digital educational resources.

4.2 Effectiveness of Digital Educational Resources in Extracurricular Activities

Effectiveness of digital educational resources and technologies in general intellectual and cultural education segments of extracurricular activities has not caused doubts already at a stage of theoretical analysis of materials. For the experimental study (into the effectiveness of DERs and DETs) we chose three segments of extracurricular activities: spiritual and moral education, sports and health, and social. For this purpose, we focused on the work of clubs as the most common form of extracurricular activities in primary school. In each of these segments, we chose two pairs of clubs close in their name. In each pair one club was experimental (EC), the other one was control (CC). Spiritual and moral education segment: "Magic Book" 13 children (EC) and "I am a Reader" 12 children (CC), "Workshop of Creativity" 14 children (EC) and "City of Masters" 12 children (CC); Sports and health: "Chess" 13 children (EC) and "Chess Club" 12 children (CC), "Young Tourist" 12 children (EC) and "Tourism Club" 11 children (CC); Social education: "Modern Cinema" 15 children (EC) and "Film and Modernity" 13 children (CC), "We Choose a Healthy Lifestyle" 10 children (EC) and "Healthy I Am, Healthy My Country Is" 11 children (CC). In experimental clubs the use of digital educational resources and technologies was maximum, while in control clubs it was minimum.

At the end of the school year, the final projects were completed, the content of which stemmed from the specifics of the club and the segment of education. The results of the experimental study are as follows. In those clubs which imply brainwork ("Magic Book", "I am a Reader", "Chess", "Chess Club", "Modern Cinema", "Film and Modernity"), the final results were higher in experimental clubs with the extensive use of digital educational resources and technologies. While in the clubs, which imply more physical activities (handwork), where a teacher should personally demonstrate the operations, and then correct and guide the same operations performed by students ("Workshop of Creativity", "City of Masters", "Young Tourist", "Tourism Club", "We Choose a Healthy Lifestyle", "Healthy I Am, Healthy My Country Is"), the higher results were recorded for the control clubs where the use of digital educational resources and technologies was minimized.

5 Conclusion

Thus, the conducted analysis of scientific literature, systematization of the materials on the use of digital educational resources and technologies in extracurricular activities and processing of the data obtained through the experiment led us to the following conclusions.

Digitalization has become deeply embedded in our lives. It is hard to imagine a modern lesson without the use of digital educational technologies. DERs are used at least at the stage of preparing a technological map, or during a lesson itself. The modern technology efficiently facilitates training, monitoring and assessment, being of an immense help to teacher at all stages of training.

Extracurricular activities, taking an eminent place in the educational process, should not remain on the sidelines of the overall digitalization. For each of the considered forms of extracurricular activities in five segments (general intellectual, general cultural, social, spiritual and moral, sports and health) there exists an efficient range of digital educational resources and digital educational technologies. Each time, while only stepping up to organizing the next extracurricular event, keeping the goal and clearly defined objectives in mind, a teacher should answer two questions: *What?* (in order to choose the appropriate digital educational resources) and *How?* (in order to choose the appropriate digital educational technologies).

Without blind submission to the general trend of mass digitalization, this experimental research was conducted to verify the effectiveness of digital educational resources and technologies in extracurricular activities.

While agreeing with the assertion about the effectiveness of the widest possible use of digital educational resources and technologies in the general intellectual and cultural segments of extracurricular activities, we still allow for the possibility to make adjustments to it. In no way detracting from the achievements of digitalization, the results obtained in an experimental study suggest that their use should be prudent.

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FOSTERING METADISCIPLINARY COMPETENCES OF PRIMARY SCHOOLCHILDREN

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Abstract: This paper is demonstrating a demand for theoretical analysis, methodical development and incorporation of a competence-focused approach in the primary general education. It has elucidated a need for fostering metadisciplinary competences that were never a focus of the traditional system of education, and emerged only coincidentally. A way is proposed for developing metadisciplinary competences of a primary schoolchildren with the help of competence-centered assignments. The results obtained in the experimental research indicate a positive dynamic in the fostering of metadisciplinary competences through the competence-centered assignments.

Keywords: competence, competence-focused approach, metadisciplinary competencies, competence-centered assignments, primary school student.

1 Introduction

The main strands in the system of education find reflection in the pedagogical approaches which represent the scientific foundation of the concept of education. The didactics embraces systematic, culturological, personality-focused, ethnopedagogical, activity-centered, competence-focused and other approaches.

The competence-focused approach in education is viewed as a method of teaching directed at developing key competences (Khutorskoy, 2003; Dubova, 2010). The key competences are most often seen as universal in application and metadisciplinary in nature.

The concept "metadisciplinarity" was first introduced by Aristotle. In the end of the 20th century, a metadisciplinary approach was considered to be the main pillar of education (Khutorskoy, 2003), and by 2008 it had become one of the major focuses in regulatory documents addressing the issues of education.

The teaching process with metadisciplinarity orientation becomes the key to developing metadisciplinary competences. We see metadisciplinary competences as a system of universal educational activities necessary to efficiently address a range of objectives with account of their cross-curricular and practice-oriented character.

Metadisciplinary competences facilitate student's readiness to solve organizational, cognitive, and communicative problems, to overcome fragmentation and disconnection of different subject areas, and as a result, contribute to a holistic perception of the surrounding reality.

The above features give a concrete form to the metadisciplinary outcomes of learning the general educational program in Russian schools, but the desired results may be achieved only through a targeted educational process.

In view of the above features, there are two possible ways for developing metadisciplinary competences at the stage of primary general education:

- Use of the interdisciplinary programs: "Reading. Work with a Text", "The Program for Encouraging Universal Learning Activities", "Fostering ICT Competences of Students";
- Selection of methodological techniques for building interdisciplinary connections at the lessons.

At the same time, the analysis of educational practice indicates the intellectual passivity of primary schoolchildren, their inability to find rational solutions to practice-oriented problems.

This is a result of the emphasis being placed by primary school teachers on:

1. subject-specific learning outcomes;
2. encouraging reproductive activities of primary schoolchildren.

Due to the above, a need has emerged to design educational material in the modern primary school in such a manner that will ensure a symbiosis between a learning area of its origination and a possibility to apply the acquired knowledge, skills and abilities in situations relating to other learning areas.

This has become a determining factor in framing the theoretical and methodological aspects of the use of competence-centered assignments for the fostering of metadisciplinary competences of primary schoolchildren.

2 Literature Review

The basic concepts within the frames of this research are *competence*, *competence-focused approach*, *metadisciplinary competences*. Thus, a *competence* concept, in the broad sense, has heavily blurred boundaries, and in the definitions proposed by different scientists the overlapping between semantic fields is observed. This concept is most often viewed as a combination of the superior qualities applied by a specialist in professional activity. In the first case, these are value-purpose, universal cultural, learning-cognitive, informational, communicative, social-labor and personal self-improvement components (Khutorskoy, 2003); in the other case, the emphasis is placed on a high ability to solve problems and developed information and communication skills (Perelygina & Fishman, 2008); in the third case, it is a multifaceted unity of social, intercultural (Vodyasova et al., 2019) communication, information, cognitive, polycultural, research, information-speech components (Kiseleva & Pozdeeva, 2007).

The competence-focused approach, which has been leading in the strategy of education for almost a decade, implies both the acquisition of knowledge, skills and abilities and a capacity to use them in practice (Khutorskoy, 2003; Zimnyaya, 2004). It should be noted that as revealed by the researchers there is a close connection between the competence-focused and interdisciplinary approaches, when scientists establish parallels between the concepts in systemic and integrated areas, personality-centered and activity-centered aspects, pragmatism and humanism (Zimnyaya, 2004; Verbitsky & Larionova, 2010). The current situation in education calls for determining the ways forward with practical implementation of the competence-focused approach. One of such ways is to focus on strengthening a metadisciplinary component in the education.

Metadisciplinary competences are built on vertical connections within a subject (related to purpose, meaning, value); interdisciplinary framework suggests not only having knowledge in different subjects, but also making use of such knowledge and connections in horizontal dimension, most often in instrumental purposes (Khutorskoy, 2003).

The researchers have arrived at a conclusion that metadisciplinary content enhances productivity of actions within the curricular subjects and helps to address practice-oriented tasks (Kuznetsov, 2008; Shiryayeva, 2009; Vardanyan et al., 2018). In this regard, particular attention is paid to universal learning activities as an essential component of metadisciplinary competences (Abushkin et al., 2018).

In recent years, great emphasis on metadisciplinary competencies has been related to the breakthrough in

information and communication technologies and digitization penetrating all spheres of life. The modern society is steadily coming to grips with the need to raise people of a new kind who will become the representatives of yet non-existing professions (Kirschner et al., 1997; Kirschner & Stoyanov, 2020). A series of studies deal with the fostering of information competence, which becomes an inextricable element of an educational process from the very first lessons in primary school (Tsareva et al., 2018; Pöntinen & Rätty-Záborszky, 2020). Without diminishing the advantages and importance of ICT competences, researchers also underline the usefulness of research competencies (Rakhimov et al., 2020; Zhuravleva et al., 2018).

The challenges of fostering metadisciplinary competences that bring a process of education to a qualitatively new level in the era of digital transformation have also had an effect on the process of teaching students, the specialists to become, both from the perspective of revising the content (Nguyen et al., 2020; Beloglazova, 2019; Shukshina et al., 2018), and from the perspective of technologies used in the teaching practice (Julia et al., 2020; Kuznetsova & Chiranova, 2020; Molchanova et al., 2020).

3 Research Methodological Framework

The research purpose was to study the possibilities of using competence-centered assignments for fostering metadisciplinary competences of students. The research objectives were to consolidate the theoretical evidence for the use of competence-centered assignments for fostering metadisciplinary competences; to test how effective is the use of competence-centered assignments for fostering metadisciplinary competences of primary schoolchildren.

The research employed both theoretical methods, with priority given to the analysis of scientific literature, systematization of material on the problem of using competence-centered assignments for developing the metadisciplinary competences, and empirical methods, in particular, a pedagogical experiment for solving research tasks.

The experiment lasted from 2016 to 2019. The experimental base of research included 49 primary school students of municipal educational institutions in Saransk (Republic of Mordovia, Russia).

4 Results and Discussion

In order to explore the possibilities of using competence-centered assignments for fostering metadisciplinary competences, we were guided by the need to appeal to a metadisciplinary approach in primary general education and possible practical solutions to the problem of fostering metadisciplinary competences of primary schoolchildren. Let us consider the educational potential of competence-centered assignments. By analyzing the practical work of teachers, we will point to the high or low effectiveness of competence-centered assignments for fostering and nurturing metadisciplinary competences.

Within this research, a competence-centered assignment is regarded as one of the possible forms of organizing educational material in modern primary school. The salient point here is that a competence-centered assignment draws upon real-life, typical or quasi-life situations and is aimed to build disciplinary, interdisciplinary and key competences of primary school students. It is supposed that solution to the competence-centered assignment involves several subject areas, which suggests the usefulness of assignments of this type for the fostering of metadisciplinary competences of schoolchildren.

Typological features of a competence-centered assignment are the gaining of positive experience in solving practical problems through the use of the acquired subject-specific knowledge and enhancing the practical skills when tackling non-standard interdisciplinary situations; fostering of the universal

metadisciplinary competences of students already at the initial stage of school education.

The use of competence-oriented learning content, i.e. competence-centered assignments, should be with reliance on various didactic principles: a teacher has the right to independently select practice-oriented learning content, refresh the subject-specific knowledge and skills of students, taking into account the transdisciplinarity and contextuality of a competence-centered assignment, while focusing on boosting personal knowledge and values of students.

Text of a competence-centered assignment is quite extensive, includes various numerical data and plenty of reference information (sometimes redundant), and solution of a problem implies the development of own stance on the problem. At the same time, a competence-centered assignment may have multiple solutions, and in this case the goal is to integrate students' knowledge and skills, and to strengthen their ability to find solutions in different subject areas.

Thus, a competence-centered assignment is practice-oriented, draws upon material relevant for students, triggers certain learning activities and fosters metadisciplinary competences of students.

For fostering metadisciplinary competences, the work on competence-centered assignments can be performed in class (with a subject chosen depending on the major field of knowledge germane to a particular assignment) and out of class (during an interdisciplinary optional course). The means of boosting personal knowledge will be a teacher as a source of information and student's own mental activity.

Speaking about teacher as a source of information, it should be noted that the distinctive features of a competence-centered assignment as compared to a typical one, including non-standard presentation of learning content (an extensive text of intricate structure), multiple solutions and variability of a resulting product, confront students with many challenges extending beyond the subject. In this connection, students have a lot of questions concerning both procedural aspects of competence-centered problems and the cultural context of a problem. When getting answers to these questions from a teacher, children gain knowledge about how to approach non-standard tasks; about the multiple possible ways to obtain the target value (when an answer is expressed in numerical form) or the visible, tangible product (a drawing, a dummy, a handicraft) of cultural and educational character.

By engaging their mind, students grow their personal knowledge, which is a reflection of the process of creative thinking and can be represented in three hierarchical levels:

1. transfer of prior knowledge and known ways of action to an unfamiliar situation and their transformation according to the new conditions;
2. combination of prior knowledge and known ways of action;
3. obtaining new knowledge based on the consolidation of prior knowledge and devising new ways of action.

It is important to highlight that the search for and use of own approach to solving the problem is allowed and encouraged, which is not always the case at a usual lesson.

In order to find out the potential of competence-centered assignments for fostering metadisciplinary competences of primary school students we proceeded from the characteristics of metadisciplinary (general educational) skills, such as a strong ability to work with information (cognitive, intellectual skills), and communicative, organizational (regulatory) skills.

Embarking upon analysis of the potential of competence-centered assignments for strengthening metadisciplinary skills, we would like to name these skills and show which types of functional literacy may be obtained by their virtue:

1. Language literacy: a child learns to formulate answers to questions by selecting the right words appropriate to the context in oral speech; learns to correctly build sentences in written speech;
2. Mathematical literacy: a child learns to count in mind and use a calculator when necessary; learns to understand the information presented in numeric form; learns to select and independently create models of different circumstances; learns to build logical chains; learns to build action algorithms appropriate for a situation;
3. Information literacy: a child learns to search for and pick relevant information that he/she needs at a particular time and use different printed sources for that; learns to read different graphic images;
4. Computer literacy: a child learns to apply the safety rules; learns to navigate the Internet when searching for necessary information; learns to use a personal computer for solving design tasks; learns to create presentation texts using Word and Power Point programs; learns to use Adobe Photoshop for processing visual materials.

The work on the competence-centered assignments helps to satisfy cognitive needs of primary schoolchildren, as their texts introduce children to the animal and plant world of our motherland and other countries, geographical objects, structure of the solar system, architectural structures, paintings and sculptures, works of literature.

Texts of competence-centered assignments use the content of both primary school subjects (mathematics, literary reading, Russian language, world around, technology, fine arts), and subjects that will be studied later (biology, geography, geometric design, cartography, metrology, technical drawing, computer science, hygiene of a school student and learning setting), which aim is to build interdisciplinary connections and metadisciplinary competences of primary schoolchildren.

In order to measure the effectiveness of competence-centered assignments for fostering metadisciplinary competences of primary schoolchildren, an experimental study was conducted. Two classes in the same year of study at primary school were selected, one being an experimental class (EC) of 24 children and the second being a control class (CC) of 25 children. In the experimental class, children were working on competence-centered assignments for three years (from the second to the fourth grade) within the frames of an optional interdisciplinary course, while in the control class such work was not carried out. In the final quarter of primary education in both classes comprehensive work with an interdisciplinary focus was performed with an aim to assess the metadisciplinary competences (regulatory, cognitive and communicative).

The results of the experimental study during which the primary schoolchildren were taught to solve competence-centered assignments showed high efficiency of experimental class in achieving the pursued goals, namely, the fostering of metadisciplinary skills; practical application of knowledge and skills obtained at the lessons; acquiring new knowledge and skills with practice orientation. The positive impact of the work carried out in the experimental class was also expressed in a faster grasping of learning content, a qualitative leap in the learning independence of children and the expansion of the general horizon of primary schoolchildren.

5 Conclusion

Thus, the conducted analysis of scientific literature, systematization of materials on the use of competence-centered assignments for fostering metadisciplinary competences and processing of the data obtained through the experiment led us to the following conclusions.

The use of a competence-focused approach in primary education yields the learning outcomes of a new kind, with the focus on the ability and readiness of an individual to solve various problems and implement practice-oriented activities.

Today, as concerns the content of education, one of the pressing issues remains the fostering of metadisciplinary competences. The study on the potential of competence-centered assignments for fostering metadisciplinary competences allowed us to consolidate theoretical evidence and to prove through the experiment the effectiveness of competence-centered assignments for fostering this type of competences of primary schoolchildren.

While agreeing with the assertion about the effectiveness of competence-centered assignments for fostering metadisciplinary competences, we allow for the possibility to make adjustments to the technology for constructing and tackling such assignments. The results obtained in the experimental research indicate a positive dynamic in the fostering of metadisciplinary competences through the competence-centered assignments.

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IMPACT OF THE QUALITY OF MANAGERIAL DECISIONS ON THE OPERATING RESULTS OF SMALL PROPRIETARY BUSINESSES

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Abstract: This paper reveals the key aspects of decision making as a kind of managerial activity in proprietary business. It is argued that decisions made by small and medium-sized enterprises are not always efficient and do not always have a positive impact due to being intricate intersectoral and multifunctional complexes with multidimensional linkages. The specific features pertinent to the methods used at different stages of decision making in small and medium-sized businesses are overviewed. The statistical data on the quality of decisions made at different points in time are arranged in a systematic order. The ways and tools of contribution by sole proprietors and small enterprises to the overall economic performance of the Russian Federation are examined. The principles and indicators of the federal target program for the development of small and medium-sized businesses are analyzed, highlighting the successes and challenges in their development.

Keywords: quality of decisions, proprietary businesses, innovativeness of developments, self-employment, efficiency of decisions.

1 Introduction

The growth achieved in digital economy is relatable to the sole proprietorship and development of small and medium-sized businesses in Russia. However, the higher contribution of small proprietary businesses to the economic growth of the country is impossible without extensive state support. A brief analysis of the existing forms and programs of state support intended to grow the sole proprietorship and small businesses, as set out in legal and regulatory instruments, revealed the unfolding of a wide range of targeted measures. At the same time, the development is inextricably linked with the quality of decisions made in the management of entrepreneurial businesses. The sustainable development of sole proprietorship and small businesses can be achieved through the improved quality of managerial decisions, and it appears to be a highly relevant research concern to find out how good such decisions are in terms of their quality, and how the business structures of the self-employed get transformed.

The higher contribution of small proprietary businesses to the economic growth of the country is only possible through the state support. One of the basic forms of support for small business is tax relief as set forth in the Tax Code of the Russian Federation (2020). First, under the simplified tax system, taxpayers are entitled to choose their taxable amount, and have to pay either 6 percent on gross income or 15 percent on net income. Second, under the patent-based tax system a sole proprietor may buy a patent (valid for a term from 1 to 12 months) instead of paying certain taxes. Third, sole proprietors may qualify for a tax-free period of 2 years provided it is their first registered business and they are engaged in the activities classified as eligible by legislation.

Discussing a need to improve the quality of decision making in small and medium-sized enterprises, it seems reasonable to draw upon the key criteria for evaluating strategic development of the Russian Federation as defined in the Decree of the Russian Federation President of May 7th, 2018 N 204 On National Goals and Strategic Development Objectives of the Russian Federation through to 2024 (2018). This Decree has set a goal for the country to achieve the breakthrough in technological and socio-economic progress. The leading approach to exploring the problems associated with the quality of decisions made by small businesses was a socially oriented approach allowing for a

comprehensive review of factors affecting results of decisions. The core idea of such approach to spurring the development of small proprietary businesses consists in building the innovative framework for society, business and state relations enabling the integration of interests, goals and results of all participating small and medium-sized business entities.

Central to achieving the national goals and strategic objectives in development of proprietary businesses is improvement of the quality of decisions made by each entity of socio-economic relations with regard for the market situation (Transformation of Management Processes in the Context of Implementation of National Goals and Strategic Development Objectives of Russia, 2020). The improvement of decisions made by proprietary business entities in all sectors, on the one hand, will lead to better business performance, and on the other hand, requires special knowledge and skills crucial for small and medium-sized enterprises striving to maximize their business gains. The main challenges include the quality of decisions made by small and medium-sized entities, as well as the insufficient qualification of managers in determining the way forward for business.

In the authors opinion, it is possible to change the existing situation by improving the effectiveness and quality of managerial decisions. Therefore, there is a need in special software products that would help to reveal the gaps in knowledge of individuals willing to start business (identify the competences in certain fields of entrepreneurial activities that need to be strengthened) based on evaluation of their managerial potential, and then to implement targeted education programs based on the evaluation results.

In the earlier works (Zakharova & Borisov, 2018), the authors made estimations of the economic effect that would be achieved through improved effectiveness and quality of managerial decisions made by entrepreneurs and executive managers of small businesses. According to estimations, only in Nizhny Novgorod region, by 2024 the socio-economic effect may amount to RUB 9563.50 thousand per one manager, which will result in substantial improvement in the living standards country-wide.

2 Literature Review

Relevant to the issue of quality of managerial decisions in proprietary business structures are the works of V. V. Valiev, T. M. Platonov, A. K. Zakirov (2017), Wang Hao (2016), V. A. Vilensky (2018), S. N. Yashin (Yashin et al., 2017a; Yashin et al., 2017b; Yashin et al., 2020), S. G. Zakharova (Yashin et al., 2020), Zh. V. Smirnova, K. A. Kochnova (2020) produced between 2009 and 2020.

The literature review showed that these issues receive insufficient coverage due to the paucity of literature, including the regulatory literature. The proposed methods to improve the quality of managerial decisions are specifically targeting the cause-and-effect relationships with a view of their strengthening or the context in which the managerial decisions are made. The causes leading to problematic situations are poorly explained (problem identification), and standard optimization solutions with a robust software base are almost not used, along with many other issues.

A review of the journal publications, educational and regulatory literature revealed the papers authored by M. M. Omarov, V. Yu. Sergeev (2011), A. V. Ponachugin (Ponachugin & Lapygin, 2019), where they propose to take a close look at the management of business structures. The authors believe that the optimal implementation of managerial decisions in proprietary business structures depends on the supervision of their implementation, as well as on the efficient work with staff for achieving the intended objectives. The authors give

recommendations on how to work with executors who are carrying out management decisions.

In the works of Wang Hao (2016), we may see a transformation in the classical approaches to defining the essence, importance and optimization of managerial decisions to ensure business development. At the same time, the author points out that there is a significant gap between a decision taken by the manager and the problems faced by businesses. In order to reduce this gap and improve performance indicators of proprietary businesses, the digital mechanisms should be created for managing decision making leading to higher quality indicators.

Other researchers, namely S. Yu. Khovaev, A. S. Rybak (2017), invested their efforts in elimination and prevention of low-quality management decisions in small business entities. They identified features specific to low quality decision-making in microenterprises. A managers' survey system was used to assess the quality of decision making. Decisions that yielded positive results received special attention. The results of the managers' survey helped to identify approaches to taking successful managerial decisions in small businesses and to conduct a comparative analysis with decisions bringing negative results. However, there was no economic assessment of decision making technology in the digital economy.

Among the common methods proposed for decision making in tough economic situation are the upgrade of managers' skills or the use of a stricter system for control over implementation of decisions, which are traditional solutions (Vitalyeva & Zub, 2015; Zhemerikina et al., 2018; Koval, 2012; Smirnova & Kochnova, 2020).

An innovative approach to making and implementing managerial decisions was proposed by A. S. Kharasova and N. M. Blazhenkova (2014), who developed a nominally universal model for elaborating and making managerial decisions. This is an extremely difficult challenge for small businesses. These studies often do not provide an answer to the question: how to improve the quality of decision-making at all levels of management. Will it be helpful to train employees in the process of decision-making and why this process cannot remain in a standard form, and why it will not work if accountability only of top-level managers is increased. This approach does not contradict the use of a systemic approach to decision making. Perhaps, this problem can be solved by exploring the development possibilities of small businesses in combination with digital solutions for decision making. As a rule, researchers approach these issues separately. In the modern conditions, it makes sense to proceed from the overall cost-effectiveness and reliability of solutions, but such approach has not been proposed as yet.

3 Research Methodological Framework

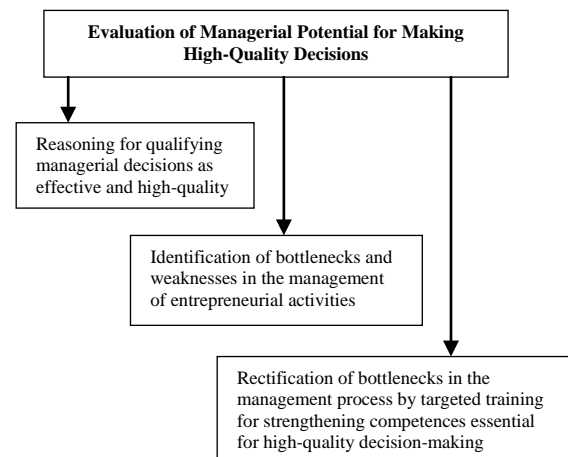
The purpose of research into the problem of the quality of managerial decisions in the context of transition to digital economy of small businesses was to create a mechanism that would accelerate the high-quality decision making at small and medium-sized enterprises. The major objective to be addressed for accomplishing the research purpose was to find a right approach for optimization of the decision quality indicators. The research used both general scientific and special methods. As concerns the general scientific methods, the most suitable were generalization, induction and deduction, complemented with special methods such as economic analysis, statistical and computational methods. The method of comparative analysis was used to select specific systemic methods out of all managerial methods appropriate for the setting in which small business entities operate.

The authors of this paper examined the quality of decisions as an economic category that can be digitally controlled. This process is multifunctional, so its analysis was carried out from various perspectives of economic research, including: situational, systemic, dynamic, integrative, functional and other approaches. The process of managing the quality of decision-making in

business is viewed as a highly structured system representing a hierarchical array of interlinked and interrelated elements. The approaches differ in the interrelations between the elements within a decision quality management system. However, digital technologies are not the only part of a system for managing the quality of decisions, and should be complemented with the professionalism of personnel who make decisions in small enterprises.

The importance of managerial potential evaluation in terms of the quality of decisions made for the development of sole proprietorship and small businesses is illustrated in Figure 1.

Figure 1 The Model for Evaluating the Managerial Potential



Source: Compiled by the author

The global information telecommunications infrastructure can be used to implement in practice the methodology developed by Russian scientists to identify among the population those people who have high entrepreneurial potential and are capable of achieving high results in economic activity due to highly effective management decisions.

This research suggests that with the introduction of new digital technologies, the need in a unified approach to the improvement of quality of managerial decisions will be eliminated within the concept of a systemic approach. This makes it possible to substantiate a new theoretical approach to the development of entrepreneurial business and the need to accelerate improvements in the quality of decision making within small companies.

4 Results and Discussion

The qualitative components of decision-making in small proprietary businesses have been studied from the angle of innovativeness of scientific requirements for the elaboration and making of managerial decisions as compared to large businesses. The qualitative indicators of the decisions made were compared and it was found that small business executives most often follow the algorithm for identifying problems and proposing solutions, omitting many highly important steps in the process that are essential for elaborating and making managerial decisions.

The indicators of high-quality innovative decisions made by small proprietary entities are considered based on their business performance. The analysis of these indicators has demonstrated that the results of sole proprietors and small businesses in terms of their contribution to the development of territories where they operate is rather low, which is the result of the poor quality of decisions made, while their growth over the past year is explained by the increase in number of legalized self-employed entrepreneurs and small business entities.

Knowledge of the methods that may be used for problem diagnostics, identification of alternatives, their evaluation and implementation of the adopted decisions based on a systemic approach to the practice of decision-making, digital technologies, function-cost analysis, chain substitution and modeling of situations allow managers to look at the emerging problems correctly and more objectively, develop alternative decisions and assess risks associated with their implementation. Undesirable results and risks can be eliminated only by improving the quality of decisions based on risk calculations.

The quality of managerial decisions is characterized by a more accurate choice of innovative methods, methodologies and technologies that allow small business entities to adjust to new conditions, both internal and external, which requires a high level of professional qualification of staff capable to apply the methods of synthesis and analysis, systemic and targeted methods, the methods of digital and simulation modeling (Solomonov, 2009). The quality of decisions made by managers of different levels is determined based on the bottom-line performance of entrepreneurial businesses as one of the top priorities of strategic development. Scientists note that the growth of small businesses aimed at implementing high-quality solutions capable to propel the economy is possible only through embracing the abilities of entrepreneurs and ensuring high qualification of their executive managers (Khairullina & Blazhenkova, 2018). It is the pursuance of this course of actions by authorities that may change the order of business at small enterprises.

In the authors opinion, it is possible to change the existing situation by improving the quality of managerial decisions (Leksina & Nechkina, 2016; Mokeev & Pluzhnikov, 2011). Therefore, there is a need in special software products that would help to reveal the gaps in knowledge of individuals willing to start business (identify the competences in certain fields of entrepreneurial activities that need to be strengthened) based on evaluation of their managerial potential, and then to implement special training courses based on the evaluation results.

A fairly large corpus of regulatory documents attests to the targeted efforts taken by administrative bodies locally, but there are no legislatively established requirements for those who start their business as self-employed. A strategy through to 2030 was developed that provides a vision for the development of such businesses and defines the most efficient ways to manage and increase their innovative potential. The share of small businesses in gross domestic product is expected to double. While the turnover of small and medium-sized enterprises will increase 2.5 times. With a two-fold increase in labour efficiency (Ponachugin & Lapygin, 2019). This Program includes several subprograms, one of which is directed at the development of small and medium-sized businesses, and seeks to ensure the availability of assets, financial and educational environment, and reduce the cost burden of enterprises. There are many special forms of state support for small businesses, but co-financing of expenses of self-employed entrepreneurs stands out. A federal grant program is currently implemented, which includes multiple projects such as: Smart Brains (RUB 500,000); Start (up to RUB 5 million); Development (up to RUB 15 million); Internationalization (the size of funding is determined on a case-by-case basis); Commercialization (no more than RUB 25 million); Cooperation (no more than RUB 25 million).

The analysis of results obtained in conducted surveys revealed that the number of people with management talents, who are capable of making high-quality managerial decisions and whose performance exceeds the average management potential is 2.8% among beginning managers, 6.7% among mid-level specialists; 16.1% among specialists and managers; with an average for the entire sample of respondents equal to 8.5%. On average, the experiment results for the entire sample correlate well with the studies of the U.S. scientists who found that only 5.8%-6.1% of the total population have aptitude for management. However, the Russian population, having a higher level of management potential compared to the rest of the world and therefore the

greater opportunities for effective management, are not willing to tap this potential (Table 1).

Table 1 Contribution of Sole Proprietors and Small Businesses to the Gross Domestic Product of the Russian Federation as of January 10th, 2019

Federal Districts	Total for Russia, RUB bln.	Sole proprietors ¹		Small businesses	
		Turnover, RUB bln.	Contribution of SPs to Russia's GDP, %	Turnover, RUB bln.	Contribution of SB to Russia's GDP, %
Russian Federation	97283.20	12895	13.26	10172	10.46
Central Federal District	20290.00	2674	2.75	2137	2.20
North-Western Federal District	22386.06	3011	3.10	2297	2.36
Southern Federal District	7485.92	1175	1.21	600	0.62
North-Caucasus Federal District	282.57	55	0.06	12	0.01
Volga Federal District	34717.79	4042	4.15	4190	4.31
Ural Federal District	2543.10	399	0.41	204	0.21
Siberian Federal District	4896.42	435	0.45	726	0.75
Far East Federal District	4681.33	1104	1.13	6	0.01

Source: <https://ofd.nalog.ru>

The table examines the performance of sole proprietors and small businesses in the Volga Federal District of the Russian Federation. The research evaluates the contribution of sole proprietors and small businesses to the Russian economy based on their share in the gross domestic product. The quality of managerial decisions made by small business entities differs greatly across different federal districts, which well explains the difference in their contribution to the GDP of Russia. The obtained analytical evidence indicates that the causes and effects of the quality of managerial decisions are not scientifically underpinned, the setting in which managerial decisions are made is not taken into account, the root causes of problems are not sufficiently well substantiated, and standard optimization solutions with a robust software base are almost not used.

However, for the successful development of sole proprietorship and small business, as one of the most important areas of strategic development of Russia, it is necessary to evaluate the initial capabilities of everyone willing to start business based on a fair assessment of the percentage of effective management decisions. This will help to identify management bottlenecks and weaknesses in the operations of entrepreneurial businesses, to reveal the factors affecting the quality of decisions and to improve them through targeted training.

State support to small businesses at both federal and regional levels needs radical renovation. In particular, the policy needs revision regarding the artificial increase in the number of small businesses, as the allocated budget funds cannot automatically lead to the growth of employment in the small business sector and, much less, to the growth of the gross regional product (Nikulina et al., 2014). Scientists point out that the growth and development of small innovative enterprises eager to embrace competitive technological advantages, able to inject impetus to the economy, may only be possible through the use of robust

¹ Covers all sole proprietors (including micro-, small and medium-sized businesses)

solutions (Roganova et al., 2018) and, therefore, it is crucial to create favourable conditions for developing entrepreneurial skills and upgrading qualifications of executive managers. It is the pursuance of this course of actions by state and municipal authorities that may change the quality of decisions made in the field of sole proprietorship and small business.

5 Conclusion

Based on the findings of this research, it should be noted that the possibilities of generating higher incomes by spurring the development of sole proprietors and small businesses and, as a result, the development of the economy hinge on the quality of decisions made by the actors of social and economic relations.

Unfortunately, presently the legislation does not provide for the evaluation of the managerial potential of entrepreneurs, and there are no legislative requirements for the professional development of sole proprietors and managers running small businesses. Since professional development requires additional financial and time resources, entrepreneurs are not motivated to invest additional money and time for this, and learn only by trial and errors from own experience. The high quality of decisions made by a trained and highly qualified business manager may lead to higher labor efficiency, reduced working time losses, mitigation of management risks, more accurate estimation of capital investment savings, savings on resource costs, less defective goods and minimized losses in production.

The calculations attest to the possibility of obtaining social and economic benefits by improving the quality of decisions made by sole proprietors and small businesses, while the economic gains brought by entrepreneurial businesses can be estimated in the tens of billions of rubles. To some extent, such approaches to explaining why the quality improvements in decisions have a high practical importance, since they divide the decision making into stages and components that can be thoroughly researched offering valuable insights for developing entrepreneurial businesses. However, some scientists also express a view that the high-quality decision-making process can be broken down from the point of view of the managers' behavior patterns and behavior components, which means that the quality of decision is not innate and depends not only on personality of a manager making it. Here it is highly important to find qualified executors of a high-quality decision and to ensure successful integration of these processes. In this connection, a new technology for making high-quality decisions is proposed, based on a systemic approach to the development of small-scale proprietary businesses.

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DIGITAL FOOTPRINT OF A HIGHER EDUCATIONAL INSTITUTION STUDENT AS A MODERATOR OF EDUCATIONAL ONLINE PLATFORMS

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Abstract: The paper emphasizes the necessity for students to shape their profound and unmistakable digital footprints. Professions of the future are outlined to provide reference points in the professional establishment of students as subjects building their individual educational routes. The authors describe approaches to defining the phenomena "digital footprint of a person", "moderator", and "educational online platform". Projects and technologies are considered that are used for shaping a positive subject experience of students in maintaining their profound and unmistakable digital footprints. Examples of maps as digital footprints of students are given. The research methods are the analysis of approaches to the said phenomena, the methods of expert appraisal and studying the products of activity. The materials of the paper are of practical importance for students, higher education teachers, and teachers of educational institutions.

Keywords: digital footprint of a person, moderator, educational online platform, mapping, individual educational route, information competency of students.

1 Introduction

To outline the relevance of this research, let the regulatory documents, conceptual provisions on digitization of education, and information sources be analyzed.

In conditions of digital transformation, it is the needs of continuous education, building one's own educational schedules (Passport of the national project "Education", 2019), and the ability to plot and fulfill the path of self-development based on the lifelong education principles (Portal of the Federal State Educational Standards of Higher Education, 2020) that go to the forefront.

Within this context, digital footprints of students have to be shaped with reference to developing the systemic and critical thinking, as well as to the students' self-development.

Let it be noted that one of the universal meta-subject educational competencies is the information competency. Although it is not specified in standards expressly, according to the authors, it unites the listed above competencies and gets relevant in the period of digitization of education.

Within the context of developing the information competency in higher educational institution students and shaping their profound and unmistakable footprints, vectors can be outlined in studying and interpreting the digital content, and in building one's individual educational route as a moderator of educational online platforms.

A number of scientists stress that the implementation of digital technologies, creation of the digital educational environment, digital toolkit, and digital footprints bring about digitization of education (Robert, 2020; Kondakov, 2019; Polichka et al., 2020; Soltovets et al, 2019; Dmitrova et al., 2019).

So, A. M. Kondakov (2020) emphasizes that digitization of education has changed learning as a process essentially, with teachers acting as organizers of personalized educational process, and "... the notion of portfolio has been substituted by that of the digital footprint for quite some time now".

One of the education digitization levels is implementation of educational online platforms into the learning process. As moderators of the educational platforms, students create virtual educational startups using the available services and resources of the Internet. They develop a high level of the information competency, shape individual educational routes, and profound and unmistakable digital footprints.

These aspects allow focusing the attention on training of specialists in new professions. In the domain of education, such professions are: moderator, coordinator of educational online platforms, developer of educational paths, startup mentor, and others (Atlas of new professions, 2020), which is in line with the above statements.

With regard to this, studies in the focus area of shaping digital footprints of higher educational institution students as moderators of educational online platforms are relevant.

2 Literature Review

The education digitization processes give rise to new terms and interpretations of the understanding of the phenomenon "digital education" and ones related to it: the digital content (working with information at the high information competency development level), digital processes required for organizing the learning process (mapping), digital tools (educational online platforms), and digital footprints (individual educational routes).

Within this context, research works of the Russian and foreign scientists in the following focus areas are of interest: digital transformation of education (Robert, 2020; Tabachuk, 2019; Tabachuk et al., 2020a, 2020b), personalized network education (Kondakov, 2020); road mapping (Marycheva & Stepanova, 2017); the personal and professional development of higher educational institution students (Nikitenko, 2013); promising development lines of IT (Sofronova & Belchusov, 2019); universal competencies of moderator as a profession of the future (Zheltova, 2013); individual educational routes (Khuziakmetova & Sytinab, 2016; Kazakova, 2020); educational online platforms in creating the digital educational environment; the profound and unmistakable digital footprint (Kondakov, 2019; Tabachuk, 2020a, 2020b).

In these studies, they outline the strategy of developing digital education and shaping digital footprints as results of the academic and professional activity in the digital format.

It is M. E. Vayndorf-Sysoeva and M. L. Subocheva's (2018) point of view that is the one uniting the above focus areas. The researchers believe the digital footprint consists of all actions of learners in the Internet space that are left as an imprint, including presentations, video facts, blogs, discussions in various formats in the digital educational environment, etc.

For this research, the said standpoint is close to the authors' one; it is detailed in approaches to studying the outlined phenomena within discussion.

3 Research Methodological Framework

The objective of the research consists in elaborating the understanding of the phenomenon "digital footprint of a higher educational institution student as a moderator of educational online platforms" and describing the pedagogical experience of supporting the ways for shaping it.

The research question posed in the paper is how students' profound and unmistakable digital footprints can be shaped within the educational process at higher educational institutions, with pedagogical support of individual educational routes rendered.

The research hypothesis is as follows: digital footprints of higher educational institution students will be shaped as the profound and unmistakable ones, if the students are provided with professional training for developers of individual educational routes and moderators of educational online platforms who feature the high information competency development level; if they develop in students an active stance of participation in projects for shaping their positive subject experience of maintaining their digital footprints; and if mapping as a system for supporting the individual educational routes is used in the educational process.

Tasks of the research are:

1. Outlining regulatory documents, concepts, and information sources which make the research problems relevant.
2. Providing theoretical substantiation for approaches to studying the following phenomena: moderator, individual educational route, mapping, educational online platform, information competency of students, and the digital footprint.
3. Describing projects and technologies for shaping a positive subject experience of students in maintaining their profound and unmistakable digital footprints.
4. Identifying examples of maps as digital footprints of students and exploring them.

The total of virtual educational startups of students represents the databases and analytical methods of their research. For exploring the former, the authors used the expert appraisal method and the method of studying the products of activity.

4 Results and Discussion

4.1 Approaches to Studying the Phenomena of Moderator, Individual Educational Route, Mapping, Educational Online Platform, Students' Information Competency, and Digital Footprint

Currently, digital transformation of education pushes forward the upgrade of the entire system of education (Robert, 2020) and encourages the transition to the model of personalized network education (Kondakov, 2020).

It is noted that a moderator is a person conducting any organized work with a group of students on the basis of the principles of equality and dialog (Zheltova, 2013).

A moderator is defined as a specialist possessing the categories of universal competencies: systemic thinking, interdisciplinary communication, project management, and creative team work skills (Atlas of new professions, 2020).

Scientists distinguish between the notions of an individual educational path and an individual educational route. An individual educational route is changeable; it depends on educational needs and tasks emerging over time (Marycheva & Stepanova, 2017).

Anvar N. Khuziakmetova and Nadezhda S. Sytinab (2016) emphasize that students' individual educational routes can be classed as one of the following types within the course of their professional development: adaptive (one fulfills one's personal potential for keeping one's comfort in the updated conditions of the digital educational environment of the higher educational institution); developing (students develop their universal competencies when getting an education); and creative (this involves personal transformation for creating oneself – self-education, career, and life).

It is highlighted that an individual educational route is an individual way of progress, the "trademark" of a particular person (Kazakova, 2020). In their research, the authors associate this with the digital footprint of a student.

The tools for constructing students' individual educational routes and shaping digital footprints can be mapping and educational online platforms.

Mapping is a vision, a strategy, a plan of developing an object, and plotting the principal steps of this process over time in the "past – present – future" sequence (Marycheva & Stepanova, 2017).

The following meanings are intended in the understanding of mapping: a modern didactic means of joint work of teachers and students that captures possible focus areas of individual educational movement, the space of self-identification and objectives, educational resources of the environment (Kazakova, 2020).

Educational resources of the environment can be specified as educational online platforms, "development points" of students' digital footprints. With regard to this, students get an opportunity to look at educational online platforms as resources for personal progress in terms of profession. For students, it can become the basis for creating maps, fulfilling virtual educational startups, and shaping their digital footprints.

In this research, the authors focus their attention on shaping students' positive digital footprints.

In particular, R. Buchanan, E. Southgate, J. Scevak, and S. Smith (Buchanan et al., 2017) note that a positive digital footprint can be understood as an asset, a "personal brand" enabling others to see your interests, achievements, and skills.

The authors share the idea of R. Buchanan, E. Southgate, J. Scevak, and S. Smith (Buchanan et al., 2017) to the effect that a positive digital footprint is not merely a digital CV. It is a way of conceptualizing one's online presence which emphasizes the importance for the presence to be coherent, positive, and created with a goal in mind. These authors make a point of the personal constituent of the digital footprint.

In their previous studies, the authors highlighted that the "digital footprint" of a person incorporates the person's "digital identity", "digital image", and "digital profile". It is tailored as an author's approach to self-fulfillment in the real and virtual world (Tabachuk, 2020a, 2020b).

Within this research, the authors believe it important to make more precise the understanding of the phenomenon "digital footprint of a higher educational institution student as a moderator of educational online platforms". By this, they will mean the author's approach of students to the process of creating and placing online their own elaborated ideas, projects for the professional domain on the basis of online platforms; presenting maps of various types as a product of academic activity: subject maps, meta-subject (mental) maps, portfolio maps, and startup maps.

4.2 Projects and Technologies for Forming Positive Subject Experience of Students in their Maintaining Profound and Unmistakable Digital Footprints

Russian higher educational institutions carry out projects enabling their students to achieve new levels of career, professional, personal, and social development, to build individual educational routes and shape their digital footprints.

One of such projects is the Boiling Point coworking center. The digital environment for Boiling Points and the leader support system is the Leader-ID online platform (<https://leader-id.ru/page/info/general/>).

At FSBEI HE "Yaroslavl State Technical University" (YSTU) and FSBEI HE "Pacific National University" (PNU), individual educational routes of students are constructed, among other things, according to the model of the ANO "National Technology Initiative University 20.35" (the University 20.35) (<https://2035.university>).

In 2019, within the cooperation with the Agency for Strategic Initiatives, YSTU (<https://leader-id.ru/event/point/view/1288/>) and PNU (<https://leader-id.ru/event/point/view/1033/>) opened Boiling Point centers – a space for learning, exchanging the experience, and joint creative work for students who are interested in personal growth and developing new competencies, shaping a positive digital footprint.

So, using the NTI University 20.35 model, Boiling Point of YSTU launched the project education intensive course "Here's an Idea!", with over 100 students joining. Moreover, the university students participate in engineering and entrepreneurial projects offered by partner enterprises of YSTU; they also complete their own projects, e.g. "Development of a solution for chemical nickel-coating", "Interactive map "Polytech-online", and others.

At FSBEI HE "I. Yakovlev Chuvash State Pedagogical University" (I. Yakovlev CSPU), it is the university's United electronic information and educational environment (UEIE) that provides the points of access to the digital educational space and sources for creating the digital educational footprint. It incorporates the website of I. Yakovlev CSPU <http://www.chgpu.edu.ru>, videoconferencing via <https://webinar.chgpu.edu.ru>, the distance learning system <http://moodle21.ru>, and the system of portfolio management for students <http://eis.chgpu.edu.ru/> – designed in Shakhty.

Annually, among its other projects, PNU holds an open university festival, Art-campus of PSU. This year it was conducted on Instagram online (<http://pnu.edu.ru/news/2020-05-14-PNU/>). One of its highlights was the "Virtual kaleidoscope of pedagogical student startups" where they demonstrated startups in the form of individual educational routes, digital footprints, and other projects having won the right for existence and an audience of users of their own. Some of them are pointed out in the following section of the paper.

The authors single out mapping as one of the modern technologies for shaping a positive digital footprint. Mapping serves for broadcasting one's experience of meaning-making, information structuring, depicting the systemic thinking processes, and generating one's own digital content when presenting the information and creating maps.

4.3 Examples of Maps as Students' Digital Footprints

The authors develop the idea of mapping within their studies and argue that mapping can be a tool for shaping profound and unmistakable digital footprints of higher educational institution students. With regard to this, mapping is intended as a process of creating maps for reducing the unpredictability effect and solving the problem of choice, a way of visualizing the future, and a strategy of students' self-development.

So, the process of creating subject maps leads to rethinking of the digital content presented in the digital educational environment of higher educational institutions according to subjects and to elaborating one's own understanding of the objects under study. What is in question is "plunging" into the material and "experiencing" it, representing the subject maps as a semantic field with an individual context.

Meta-subject maps weave together the ideas of super-subjectness and reflexivity in education. The use of this type of maps allows solving the problems of shaping profound and unmistakable footprints of higher educational institution students. So, in the maps, the students:

- perform selection of online platforms from the diversity available, singling out criteria and presenting their results in the form of meta-subject maps;
- chart the strategy of using online platforms in their academic and, later, professional activity.

Portfolio maps serve as indicators of students' achieving meta-subject results in their academic, scientific, sports, and social

activity at higher educational institutions. They are associated with enriching the students' subject experience of developing their information competency.

Startup maps for students is an opportunity to accumulate the experience of pedagogical and information support of their own ideas and projects.

In the authors' understanding, startup maps are students' projects having the right for existence and, most importantly, having won an audience of users of their own. The startups help implement innovations and comprehend individual educational routes with a view to the future.

Let the topics of some virtual educational startups developed by students of PNU, training focus area "Pedagogical education", be presented (see Table 1).

These startups are valuable for the pedagogical community. They were developed on the basis of the modern educational online platforms. The students acted as moderators of the educational online platforms, selecting some of them from the diversity available according to certain criteria and chalking out the strategy of using the platforms. The implementation of these startups into the educational process enables one to "design an education for oneself on one's own".

Using the method of studying the products of activity, namely, virtual educational startups of the students of PNU as conscious, profound, and unmistakable digital footprints, the authors have classed them as shown in Table 1, with the technology of mapping applied (they identified types of the developed maps).

Table 1 Digital footprints of the students as moderators of educational online platforms

Topics of the students' virtual educational startups	Types of the maps developed in the process of mapping	Educational online platforms	Routes of use
"Models of further education in physics for schoolchildren based on the modern web platforms and online resources: a case study of physics tricks"	startup map	Stepik OnlineTestPad LearningApps StoryJumper A5.ru	the domain of further education in physics
"The development of digital teaching and learning aids in mathematics for schoolchildren: a case study of the "Power functions" section"	subject maps	LearningApps OnlineTestPad eTreniki	the process of teaching mathematics at school
"Models of organizing extracurricular activity in mathematics at school: a case study of the "Trigonometric functions" section"	portfolio map	OnlineTestPad eTreniki Bank of tests StoryJumper Stepik LearningApps A5.ru	organizing extracurricular activity in mathematics at school
"Stepik as the educational platform for open online courses and classes to teach fundamentals of mathematical analysis to senior school students"	meta-subject maps	Stepik	teaching mathematics to schoolchildren online

Source: authors

The expert appraisal of maps prepared by the PNU students was performed within the students' participation in All-Russian pedagogical contests organized by professional pedagogical communities: "Center for distance training of teachers "Academy of pedagogy" (<http://pedakademy.ru/>), "Pedleader" (<https://pedleader.ru/>), and the Non-state educational institution of further professional education "Experts and methods center" (<https://emc21.ru/>). They evaluated the innovation of ideas and projects for the domain of education. The results are presented on the websites of the communities.

The maps designed by the students of the "Pedagogical education" training focus area were evaluated by experts when they were presented within the state final assessment of the students at PNU.

Within the assessment, 100% of the experts (scientific advisors of the student startups – professors, associate professors, and senior teachers of PNU), representatives of customers (Municipal budget-funded educational institution "RITM lyceum", Regional state public institution "Regional education quality assessment center", and Khabarovsk division of the Institute of Applied Mathematics of Far Eastern Branch of the Russian Academy of Sciences) – the total of 15 people) noted the relevance of mapping. In terms of individual educational routes selected, the students' upgrading their own information competency level, and shaping positive digital footprints, the experts rated the students' working as moderators of educational online platforms high, too.

5 Conclusion

Based on the analysis of approaches to studying the said phenomena, it has been found that the range of problems associated with understanding thereof is a new and little studied one.

Having studied the results of research conducted by a group of Russian and foreign scientists, the authors have found they focus their attention on the model of personalized network education. Within this model, it is important for students to build their individual educational routes and shape their profound, unmistakable, and positive digital footprints.

The authors have elaborated the understanding of the phenomenon "digital footprint of a higher educational institution student as a moderator of educational online platforms".

They described projects and technologies used for shaping a positive digital footprint, such as points of access to the digital space of the university, Boiling Point centers, Art Campus of PNU, and mapping as a technology.

Based on the methods of expert appraisal and studying the products of activity, they have analyzed examples of maps as students' digital footprints. In the maps, the modern services and resources for shaping the digital footprint of a student as a moderator of educational online platforms.

Let some promising lines of further research be noted: measuring the efficiency of the impact of one's digital activity in the student years on one's further professional performance; finding ways to improve motivation of passive students in building their own digital educational footprints. Studies in these focus areas have to be continued.

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Primary Paper Section: A

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DEVELOPMENT OF ALTERNATIVE ENERGY WITHIN ESTABLISHING “GREEN” CLUSTERS IN THE REGIONS OF RUSSIA

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Abstract: The paper deals with theoretical aspects, algorithm and model description of the development of alternative energy within establishing green clusters in Russian regions. The objective of this work is to build a concept of establishing green clusters of alternative energy in the RF subjects and design an algorithm for the process of developing wind power in Rostov Region, with projects of this line possibly listed in reference books of the best available techniques (BAT). In the conclusion section of the paper, the structural and logical model of establishing a green cluster of alternative energy is drawn up.

Keywords: alternative energy, green clusters, green economy, Rostov Region, structural and logical model.

1 Introduction

At present, all countries of the world face climatic change processes associated with aggravation of the environmental situation. Meanwhile, in land areas, carbon load on the atmosphere grows due to the growing use of non-renewable energy sources. Hence, the transition to alternative energy is necessary as a possible line for reducing the environmental load and an environmentally friendly industry capable of using low-carbon renewable energy sources. The dimension of the set problem requires integrated attraction of investments and intellectual assets of various enterprises and organizations to provide for the technical, technological, financial and economic, and scientific aspects of the process of substituting alternative kinds of energy for the conventional ones. For this, establishing green clusters of alternative energy is necessary and expedient in individual areas. Within the clusters, the state and entrepreneurial structures, non-profit sector, environmentally-oriented public organizations, financial institutions, representatives of science and education will join their efforts, which will contribute to gaining the synergetic effect in creating new technologies. This research presents a construction scheme of the algorithm of establishing a green cluster of wind energy in Rostov Region.

For the promotion of scientific and technological developments in fulfilling the alternative energy transition plan, they have to be included into the number of the priority focus areas for the country's national economic complex, i.e., turned into the BAT. Thus, the objective of this research is to construct the concept of establishing green clusters of alternative energy within Russian regions, as well as algorithm and model representation of this process in conditions of the stepped-up implementation of the best available techniques.

2 Literature Review

The recent published scientific works present materials concerning the questions of developing alternative energy and possibilities of substituting the low-carbon renewable sources of electric power for the conventional ones. In papers by Russian scientists, alternative energy is considered as an innovation focus area of development for the Russian economy, one that has an opportunity of ensuring the country's sustainable environmental and economic development (Vertakova, 2017; Lipina et al., 2018; Porfiryev, 2011; Sheveleva, 2015, 2018).

These questions are discussed in works of many foreign scientists, too, for example, Kuik Onno & Branger and Frédéric & Quirion, Philippe (2019), Akella A.K., Saini R.P. and Sharma M.P. (2009).

For Russian scientists, a relevant area of research is studying the cluster approach in economics as an efficient mechanism for upgrading the economy, as well as a tool for strategically planning the regional development. The tool ensures the synergetic effect distributed between its members with the help of market mechanisms. It also creates favorable conditions for innovations, organizational and economic relations, area concentration of production, and development of the competitive environment (Gladilin et al., 2018; Egorov, E. G. & Egorova, I. E., 2013). Foreign researchers view the cluster as an institute for ensuring a country's competitive advantage in the world market within which numerous companies simultaneously compete and cooperate while also obtaining the associated economic benefits from that (Porter, 1998; Boja, 2011).

It is also studies of the problems of creating cluster formations in energy sector and oil and gas areas that are important. Russian researchers point out that higher efficiency of activity and competitiveness of fuel and energy complex enterprises can be achieved by developing the clusters, as they ensure interrelation of economic, social, environmental, political, and other aspects of development of the complex. They ensure a balanced use of fuel and energy resources and capacities, too, and the alignment of general state, regional and corporate objectives with the interests of the local community, authorities, and business (Manukyan, 2015; Maryina, 2012; Pestov, 2010). The said problems are also discussed in the works of foreign authors (Mans et al., 2008; Larruscain et al., 2014).

Cluster approaches to the development of alternative energy are currently understudied. So, in the research by Sagdeeva A. A. and Pavlova I. V. (2014), the necessity and competitive advantages of applying the cluster approach to alternative energy functioning in oil-mining regions of Russia are detailed. Meanwhile, the study of Taskaeva N. N., Pak O. A., and Seredova L. A. (2016) considers the possibility of synergetic effect establishing under the mutually complementing use of renewable and non-renewable energy sources within an energy cluster.

This is why, according to the authors, the problem of creating green clusters of alternative energy in regions of the RF seems relevant.

3 Research Methodological Framework

The objective of the research is to elaborate an alternative energy development concept within the model of establishing a green cluster of wind energy in Rostov Region, which will allow adapting the proposed mechanism to the particular transition of the economy from conventional energy to the use of low-carbon renewable sources.

With regard to this, the following tasks are set in the paper:

1. Evaluating the status and prospects of the development of wind energy in Rostov Region;
2. Defining the authors' theoretical premise in suggestions on the development of green clusters of wind energy;
3. Substantiating the expedient use of the cluster approach for developing alternative energy;
4. Identifying the potential members of the green cluster of alternative energy, with the requirements for greening their production activity taken into account;
5. Wording the structural and logical model of establishing the green cluster of wind energy in Rostov Region.

The information and empirical basis of materials presented in the paper and used for substantiating the authors' conclusions was made up by the official materials of the Federal State Statistics Service of the RF and its regional units for Rostov Region. It also relied on scientific papers by researchers representing both Russian and foreign science concerning the problems of renewable energy sources development. Finally, the information and empirical basis included materials of the official websites of the executive authorities of both the RF and Rostov Region, the Internet resources, as well as the long-standing practical experience and generalizations of the authors of the paper.

In the course of their studies, the authors used program documents of the domain of nature management and environmental protection, in particular, those of the National project "Ecology" and the federal project "Implementation of the best available techniques" incorporated in it. They explored development programs and reports by Russian and foreign oil and gas companies for their including measures of transition to renewable energy sources into their strategic documents. They also analyzed regional programs of social and economic, environmental and economic development, investment projects, state and private partnership projects of the environmental trend, and cluster initiatives in the sphere of alternative energy. The statutory and legal framework contains federal laws of the RF, Resolutions of the RF Government and of Rostov Region Government, legislative and statutory instruments concerning the aspects of sustainable development of the green economy and environmental protection. The authors have studied and analyzed facts on alternative energy projects currently undertaken in the RF. They have investigated possible inclusion of promising projects of using low-carbon kinds of energy (solar energy, wind energy, biomass energy, wave energy, thermal gradient energy, tidal energy, and geothermal energy) into Russian reference books of the best available techniques. The sources of information for establishing the green cluster of wind energy were Rostov Region projects of locating wind farms in municipal entities.

4 Results and Discussion

Notably, Rostov Region has some practical results of transition to renewable energy sources – wind energy. So, Sulinskaya wind power plant has started supplying electric power to the wholesale market for electricity and power (WMEP) in Rostov Region. Thus, electric power from the region's first wind farm is already marketed. Electric power generation is ensured by 26 wind turbines manufactured by Vestas Company. The capacity of Sulinskaya WPP amounts to 100 MWt. This wind farm was the first object completed by the Wind energy development fund in Rostov Region. With its installed capacity of 100 MWt, Kamenskaya wind power plant has started its full-scale supplying the wholesale market for electricity and power (WMEP), up to the investment project participated by Fortum PJSC. The new wind farm was built near Sulinskaya WPP, and it started the WMEP supplies in March 2020. The production of its main components – blades and towers – was localized in Ulyanovsk and Taganrog with the participation of the Rusnano Group. Nacelles are assembled at the enterprise in Dzerzhinsk, Nizhny Novgorod Region. According to the data of the Agency of investment development of Rostov Region (2020), in the region, they are planning to put another wind power plant – Gukovskaya WPP, at 100 MWt of installed capacity – into operation before the end of 2020. In its premises, startup and commissioning of individual systems is being completed, and the staff are preparing for integrated tests of the equipment. This wind farm will be launched in two stages, for it to reach the full capacity in the fourth quarter of 2021, as scheduled. All the three projects are carried out by the Vetroenergetika (Wind Energy) Managing Company which signed the agreement with regional authorities in 2017. Moreover, they are preparing to begin construction of Kazachya WPP, the installed capacity of which is 100 MWt. Located near the town of Kamensk-Shakhtinsk, this wind farm is expected to start marketing electric power in the fourth quarter of 2020. The total of four wind farms will house 90 wind turbines of 3,8 MWt to 4,2 MWt capacity each.

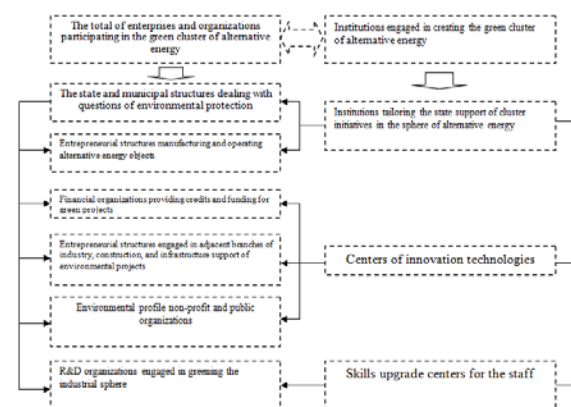
Previously, the Government of Rostov Region and the Wind energy development fund signed an agreement providing for the future scaling up the region's wind generation capacity of up to 600 MWt.

As the authors have already demonstrated, "investments will be repaid due to the cost savings by reducing the ecological burden on the environment that proves the economic efficiency of RES development. Additionally, the transition to RES will provide the global economy with additional GDP growth, increase the number of jobs, reduce environmental pollution, and improve the health of the population; all these factors demonstrate socio-economic and ecological efficiency of RES. In general, the transition to RES will allow implementing the principles of sustainable development" (Tyaglov et al., 2019a). Meanwhile, "according to the authors Tyaglov S., Sheveleva A., Guseva T., it makes sense to form the interregional cluster of the alternative energy relying on the multilateral cross-sectoral model. In this case, such key balanced elements as energy generation, production, consumption, industry, R&D and education that are developed in a certain region to the greatest extent get united, which will yield the synergetic effect at the account of sharing the material and technical, financial and labor resources, technologies, knowledge and experience among the regions and allow implementing the alternative energy projects in the most efficient way. In its turn, this will contribute to ensuring the sustainable environmental and economic development of the Russian economy" (Tyaglov et al., 2019b, pp. 373-378).

Within this context, given the necessity and expediency of reducing the dependence of the economy on non-renewable sources of energy materials, as well as the global warming, the rates of which are accelerated due to higher fuel combustion volumes, the development of various kinds of renewable energy is inevitable. In these conditions, if environmental problems get aggravated further on, diversification of Russian companies' activity in the focus area of alternative energy development becomes essential. In its turn, this requires creating the relevant environment for supporting the projects in this sphere. One of the ways for making a reality of this focus area can be the cluster approach contributing to the country's innovation development and higher competitiveness by the efficient interaction of the state structures, entrepreneurial structures, and scientific and research organizations. This is why for improving industrial policy of the RF along this line, the priority focus areas of development have to be supplemented with forms of cluster interaction in the sphere of alternative energy, and individual financing has to be allocated for creating green clusters.

Within the context of the above, Figure 1 describes the total of members of cluster interaction in the sphere of alternative energy.

Figure 1 The total of state and entrepreneurial structures engaged in cluster interaction in the sphere of alternative energy development



Source: Compiled by the authors according to the research findings

Let it be noted that such composition of cluster interaction members will allow optimizing the process of transition to renewable energy sources in Russia.

For materializing the idea of establishing the green cluster of wind energy in Rostov Region, sizeable funds will be required. So, the authors suggest the following scheme for financing the newly created cluster and outline the role of financial institutions, which is shown in Figure 1. The essence of the scheme consists in using responsible financing and green finances of financial structures. This is associated with the following tasks to be completed. Within identification of the organizations of Rostov Region that provide responsible financing and use green financial instruments of responsible financing, institutions have to be singled out that are able and prepared to share in financial provision of the cluster being established. Next, offers have to be worded for the green cluster members in creating Standards for green bonds, social bonds, and sustainable development bonds. The managerial structures have to render support and promote measures aimed at developing responsible financing institutions that are engaged in the cluster. They also have to create conditions for improving legal regulation of financing green projects, analyze, and sum up practical results in assessing environmental advantages and environmental risks of the cluster financing projects. Concerning the environmental advantages and environmental risks in wind energy of Rostov Region, assessment criteria have to be formed, and the relevant guidelines have to be developed. They have to test out green financial instruments as a case study of Rostov Region, too, with possible further subsidies on the part of the wind energy cluster projects. One more task is to provide further training and re-training for professionals to gain competencies of using green financial instruments.

Thus, establishing the methodological system of responsible investing and green financial instruments (bonds, credits, loans, pollution quotas, green purchase mechanisms, etc.) will allow financing the project of the green cluster of wind energy in Rostov Region.

The development of the alternative energy sphere relies on achieving the effect as viewed from a system of three coordinates: the social, the economic, and the environmental one. It should be noted, too, that there are subjects of entrepreneurship elaborating their own knowledge intensive technologies in alternative energy and including them into the BAT reference books further on, and cluster interaction in alternative energy will ensure creating an efficient economic platform for these subjects to develop on. With regard to this, fixed investment of the green cluster members will be higher, and so will be the investment grade of entrepreneurial structures belonging to this association. When the green cluster of alternative energy is established, highly-skilled professionals will be sought after, which will contribute to further employment at the cluster member enterprises and lead to higher added value of the product created.

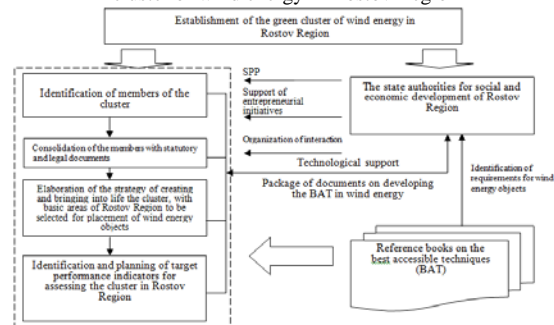
This is why in the green cluster creation scheme, there is the block of scientific and educational institutions. Viewing the process of building up human capital assets through the lens of the country's environmental development highlights the role of higher educational institutions in environmental education and upbringing. Notably, they play this role for absolutely all strata of the country's population, regardless of their age and place of residence. Universities keep investing into human capital assets and configure the required general cultural, educational, and professional competencies. Meeting the demands of the green economy, education has to have a stimulating effect both on the economy and innovation activity in the technological, economic, and sociocultural spheres.

The idea of the green economy consists in the priority of long-term sustainable economic development. The latter satisfies the present-day generation's needs by the full-fledged use of human capital assets and reduced consumption of natural and other kinds of resources, misallocation of which may harm the future generations. The task of higher educational institutions fulfilling

green educational paths is to cultivate conscious recognition of the value of biological diversity and ecosystem services in all strata of the population, as well as taking the said value into account at all economy development stages.

Green economy standards and principles can only be implemented proceeding from the particularities of development of human capital assets that consolidate the total of knowledge, abilities, and skills. The methodology of power generation transition to various kinds of renewable energy sources has to become an important element in the long-term development strategy of the industrial sector of the economy. This methodology contains the total of provisions on the sustainable development of renewables and relies on the concept of fulfilling the provisions as environmentally-oriented, energy-efficient, and energy-saving measures. The algorithms and models of transition from conventional energy sources to low-carbon kinds of alternative energy, analyzing and diagnosing the results of implementation of alternative energy kinds by means of fulfilling promising technology installation and launch projects seem expedient, provided that the infrastructure of this line of environmental development is expanded in step with them. The authors' studies have confirmed the necessity and expedience of creating a special institution for bringing into life the scheme of establishing green clusters of alternative energy. In particular, for wind energy, this is the existing and successfully operating Wind energy development fund. The authors have created the structural and logical model of the green cluster of wind energy in Rostov Region (Figure 2).

Figure 2 Structural and logical model of establishing the green cluster of wind energy in Rostov Region



Source: Compiled by the authors according to the research findings

The model shows that interaction among the state structures of regional development management and all potential members of the cluster can proceed along two lines. They can interact both in the form of the state and private partnership, which implies direct membership of the authority structures in the project, and with the help of the state support rendered to entrepreneurial initiatives aiming to establish alternative energy clusters. The emphasis should also be placed on preparing the project documents for listing in the BAT reference books. This will require focusing the knowledge in the sphere of the modern equipment and technologies and determine the role of the R&D organizations engaged in the cluster as the leading one in this question. Finally, let it be noted that the structural and logical model of establishing the green cluster of wind energy in Rostov Region implies selecting areas for placing the wind energy objects in the Federation subject, too.

5 Conclusion

At present, the problem of uninterrupted centralized electric power supply for the population still persists in many RF areas that are remote from the center. In particular, there are process and technical difficulties of connecting the areas to central electric power networks and gas mains. So, installation of solar panels or wind power generators becomes more profitable for providing the population with electric power.

Therefore, in the said areas, alternative energy objects have to be deployed, first of all, the solar and wind power ones.

In Russia, the proportion of electric power generation based on renewable energy sources is not significant as of the present point, amounting to 1% of the total output of electric power. The Russian Federation has adopted the law "On energy conservation, improving energy efficiency" (2009). According to it, both producers and consumers of energy have to implement the best available techniques, mainly, represented by the modern energy-saving technologies, which has to be promoted by the development of renewable energy sources. With regard to this, the establishment of clusters aimed at solving the said problems will allow enhancing the efficiency of the state support rendered to environmentally friendly industries and improving the investment prospects of alternative energy.

The results of studies in alternative energy development, the algorithm, and model of establishing the green cluster of wind energy in Rostov Region have been suggested by the authors for promoting the cluster interaction of the state and entrepreneurial structures in questions of substituting low-carbon energy sources for the conventional ones in the RF subjects. Owing to these findings and suggestions, both Russian and foreign companies will be able to take part in high-margin projects in the domain of renewable energy sources. The above results will also enable them to reduce their own energy consumption by introducing energy-saving measures and to create their own power generation.

The result of the research should be considered the detailed description of Russia's development potential of alternative energy, with the latter having competitive advantages of both environmental and social nature, as well as the promising economic ones. Within the Russian Federation, a large number of solar and wind energy projects are already operated, with foreign partners and investors participating. This positive experience can be used when establishing green clusters of alternative energy, too. As an indirect important economic result, one can note developments in the sphere of alternative energy that will supplement the BAT reference books as ones which represent efficient environmental innovations and can form the basis for working out new environmentally-oriented development technologies for the RF economy.

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SHEET MUSIC AS A TARGET OF CROSS-DISCIPLINARY ANALYSIS AND A TOOL FOR TEACHING MUSIC TO STUDENTS OF PEDAGOGICAL UNIVERSITY

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Abstract: This paper provides an underpinning for theoretical and practical assertions constituting methodological framework for implementing the content-procedural approach in music education through the comprehension by pedagogical university students of sheet music; presents the results of an expert evaluation of indicators reflecting the level of a special sheet-music competence of music teachers in their professional activities; defines the structure and content of sheet-music competence of a graduate of pedagogical university, who is ready to address challenges that may be encountered in music education; analyzes the method for assessing the level of sheet-music competence of pedagogical university students and the results of such assessment over the recent years.

Keywords: pedagogical education, students, tool, music teaching, special sheet-music competence, musical art.

1 Introduction

The development of a cross-disciplinary analysis of sheet music as one of the directions in pedagogical science is related to the hermeneutics, which stands at the origins of the philosophy of understanding as the cornerstone of music education and as a tool for teaching music. The central research problem is the use of sheet music in the practice of music education, which is considered as a special competence of students capable of using structural components of sheet music during musical performance. In the study of E. V. Nazaykinsky (1988), the sheet music is viewed as "a memory of culture" because the sheet music "is a key component of the communicative process through which musical art is connected with human life" (p. 160). S. I. Savshinsky (1964) underlines that "despite all imperfections of the sheet music, composers manage to capture their creative ideas in it to the extent satisfactory to them, which allows a student studying this piece of music not only to learn its material side, but also to appreciate its ideological and emotional content" (p. 23). That is why in music education the category of sheet music is one of the most crucial in addressing the issues of studying musical art in the process of learning.

In pedagogical practice, music education is inextricably linked to reading and understanding the sheet music. The study of the difficulties arising in this process has found that the problems, which due to their specificity are an integral part of the system of general, vocational and additional education of children, arise not so much out of the students' lack of abilities, but because of their poor skills in reading the sheet music; they often work with sheet music only formally; they have difficulty in reading music notes; students lack the skills of music performance "based on a system of theoretical knowledge," which "becomes one of the necessary conditions for understanding the music content" and to ensure the fostering of "the value attitude towards this art form" (Berger, 2004). This creates problems in coordinating the content of music education at all stages of continuous education, ensuring consistency and clear goals.

2 Literature Review

In the history of mankind, the attention of researchers has always been drawn to the study of texts. Their structure was seen as a fusion of natural language and different semiotic systems. The text "is a message that exists as a string of symbols that is characterized by formal cohesion, meaningful integrity and formal semantic structure arising out of interaction occurring

between them" (Lukin, 1999). According to W. S. Bibler (1975), the text "is a string of signs or images that possesses certain content and meaning that is understandable" (p. 140). The text implies a combination of reading, interpretation and comprehension. Explanation of this should be sought in the general laws of the theory of message understanding and interpretation, i.e. hermeneutics, which was studied in detail by H.-G. Gadamer (1988), W. Dilthey (2001), P. Ricoeur (1973), M. Heidegger (2013), thanks to whom the understanding of texts in culture has been transformed to reading, comprehension, interpretation and living through the content-conveying artistic and figurative knowledge. Understanding is "the discovery of a meaning that is beyond, i.e. extends beyond the boundaries of the subject of understanding" (Frankl, 1969, pp. 3-4).

Art and education are spheres of human existence that are destined to recreate and introduce people to the values of the surrounding world. Yu. M. Lotman (2000) called art a special means of communication, a specially organized language. The sheet music is the art of music represented by written music notation. It is interpreted rather broadly and, in addition to notes, includes the whole system of elements to visually represent music, wherein notes can function. The elements of musical notation include staves; various types of keys; key alteration signs; various elements of note signs expressing the relative duration of sounds; meter signs; additional signs indicating extended duration of a sound (dot, fermata, league) (Nurnberg, 1953). According to the definition of E. Lieberman (1988), sheet music "is a semiotic system by means of which a composer objectifies (i.e. makes available to people) his/her inner mental creative activity and artistic ideas" (p. 34). The sheet music is a structure that acts both as an object of musical creativity and as a system of musical signs, an information message, a communicative unit (Kobozeva et al., 2015). Literature analysis shows that in publications the sheet music is considered as a system that "allows to transmit musical information over a distance through the use of graphical symbols and preserve it over time" (Barsova, 1997), as "a graphic representation of music that is used for its performance" (Vakhromeev, 1976), as "the visual analogue of musical sound, or recording of an audible or imaginary sound, or a series of visual instructions for performers" (Bent et al., 1980), as "a system of signs for recording music" (Dyakonov, 1990).

Axiomatically is the fact that sheet music which is a complex cultural-historical phenomenon in the art of musical, and the only means by which the values of musical culture with its centuries-old history have been preserved and have become part of the heritage of contemporaries. Socrates and Aristotle, Seneca and Pythagoras, Boethius and Thomas Aquinas, J. Kepler and A. Kircher, I. Kant and A. Schopenhauer, F. Nietzsche and others reflected on music. Through music, thinkers of the past tried to comprehend the emotional-sensitive, intellectual, aesthetic, volitional and ethical aspects of life. As a bearer of meanings and values of culture, music, which elements find reflection in the note as a written sign, is presented in the concepts of B. V. Asafyev (1963), N. A. Berdyaev (2018), A. F. Losev (2008), M. Lotman (1996), E. V. Nazaykinsky (1988), S. Rarrish (1958), Yu. N. Kholopov (2003), V. N. Kholopova (2014), and others.

The sheet music "is addressed by the composer to the performer of his/her music, relying on the fact that <...> this message will be read carefully and with understanding..." (Savshinsky, 1964, p. 23). However, this kind of message can be deciphered only subject to understandability of the language. The sheet music contains a multitude of instructions for a performer, which play a determining role in interpretation of music, a deep understanding of the language in which it is recorded. The connection between the composer's idea, expressed in the content and sheet music, and the interpreter represents a semantic mechanism of sheet music perception "composer-musical piece-performer", through

which the latter recreates the composer's idea (Asafyev, 1963). Therefore, interpretation is a creative process of realizing the composer's note material, the musical text (Korykhalova, 1979).

Understanding of sheet music is seen as a process of its reading and comprehension - revealing and reproducing the meaning of the musical piece, allowing the understander to navigate in the world of musical culture values. The above assertions serve as a frame of reference for exploring the sheet music as a tool for teaching music. Thus the educational vector should be directed not so much toward information and sign aspects of musical compositions, as toward cultivation of "a special attitude to the works of art, the surrounding world, the surrounding people and own self" (Razhnikov, 1980).

3 Research Methodological Framework

The research purpose was to explore sheet music as an object of cross-disciplinary analysis and to look into the specific aspects of its application, in particular, in the training of music students at a pedagogical university. The research objectives were to consolidate the theoretical knowledge about sheet music; to reveal the main attributes and distinctive features central to its use by students in their studies; validate the effectiveness of its application in the training of music students at pedagogical university by way of an experiment.

The research relied on theoretical methods (analysis of scientific literature, comparison, systematization of material on sheet music and its use in music education) and empirical methods (pedagogical experiment, questionnaire survey to assess how effective the use of sheet music is in the training of music teachers).

The experiment lasted from 2017 until 2019. Mordovian State Pedagogical University named after M. E. Evseviev served as an experimental base for the research. The experiment included 86 students of bachelor program of the 1st and 2nd years of study in the field of training Pedagogical Education and 18 teachers of the Department of Music Education and Music Teaching Methodology.

4 Results and Discussion

4.1 Content Aspect of Sheet Music Studying by Music Students at Pedagogical University

The scientific literature asserts that the image of modern pedagogical education comes from the accentuation of the values of professionalism, humanistic and humanitarian foundations of the higher school. According to the researchers, the solution to this issue is possible through implementation of the modular (Buyanova, 2015) and practice-oriented models of training (Shukshina et al., 2016), development of students' analytical thinking (Chinyakova, 2014), ability to understand music (Brajnin, 2009), competent reasoning (Morozova, 2013), self-guided education (Tsybin, 2016), interaction through dialogue (Militsyna, 2015), ability to structure information (Gilmanov, 2019), etc.

The sheet music is linked to addressing a specific task of pedagogical education aimed at fostering professional competence, the variable part of which is a special sheet-music competence. This competence is representative of a specific subject-oriented area in the professional profile of a music teacher related to the ability to read sheet music. We understand *special sheet music competence* as a personal characteristic of a specialist reflecting his/her ability to read sheet music and readiness to comprehend, emotionally perceive and reproduce the cultural and artistic meaning of musical art through creative music performance.

A musician graduating from a pedagogical university with a special sheet music competence is supposed to *have the knowledge of* the main components of sheet music (musical literacy, music theory), *the ability to* comprehend and grasp the music notes by using the analytical skills (analyze pitch

modulation of the melody, its tonality and metro-rhythm coordinates, etc.), good music performance *skills* (playing an instrument, singing).

The sheet music refers both to the teaching and learning tools, is a tangible (a separate text) and ideal (a piece of musical art) tool for teaching music. Being tangible sheet music conveys to the performer the ideas and images produced by the composer. At the same time, a person creating and comprehending music may be a composer, a performer, a listener, a music teacher, and a cultural researcher. Each of them, comprehending music through written notes, creates his/her own musical space, own spiritual world, generating, as N. A. Berdyayev (2018) expressed it, the creative energy of being.

According to L. S. Vygotsky (1986), it is through the sheet music that an individual gets acquainted with culture, and consequently boosts own development. Teacher's development implies personal growth, which is expressed in the aspiration to become increasingly competent.

4.2 Procedural Aspect of Sheet Music Studying by Music Students at Pedagogical University

In pedagogy, as well as in cultural studies and philosophy, cultural interaction is seen as "a communication" because it implies the perceptual process. As a result, a learner (a subject) perceives objects related to the performed activity. Specificity of the perceptual process in each case stems from the semiotic nature of the object of perception, for example: musical-perceptual (Vardanyan & Kitaeva, 2019), social-perceptual (Vardanyan et al., 2015).

The cornerstone of the learning process is the development of students' special sheet-music competence through the sheet-music approach to teaching music in the context of pedagogical education. The logic of this process hinges on stability as a leading property of music education, which determines the sequence of unfolding in time of three measurable characteristics of competence (indicators): perceptual-educative, perceptual-cognitive and activity-creative. The dominants in their content emanate from the possibilities of making special musical disciplines taught in the university sheet-music orientated and reflect the processes of musical thinking and perception; the content of music education; music performing activity. The training should pursue a goal of fixing in the consciousness of students the semantic moduses of sheet music, with musical performance as its embodiment and interpretation being the final stage of learning the products of musical creation.

The aforesaid has allowed to reveal a range of methods for implementing the sheet-music approach to music education based on the dialectical combination of special and general pedagogical methods. At the perceptual-educative level, most rational is the use of the information-receptive method, the method of contrastive description of musical pieces and the method of comparison. At the perceptual-cognitive level, useful are the method of complex analysis (genre, stylistic, etc.), the method of problem presentation and the partial search method. At the activity-creative level, these are the method of practical creative modeling, the method of genre interpretation, the method of genre modeling, and the research method.

This triad of methods is a basic framework for developing the music teaching methodology with orientation toward sheet music in all musical disciplines.

4.3 Experimental Validation of the Effectiveness of the Content-Procedural Approach to the Studying of Sheet Music by Music Students at Pedagogical University

Experimental validation of the effectiveness of the content-procedural approach to the studying of sheet music by music students at pedagogical university was stepwise and followed the logic of the music teaching process.

At the ascertaining stage of the experiment, during which 86 bachelor students of the 1st and 2nd years of study in the field of training Pedagogical Education and 18 teachers of the Department of Music Education and Music Teaching Methodology were interviewed, the diagnostics of the initial level of students' knowledge in the sheet music was performed. Traditional oral and written surveys and conversations became the method for measuring the level of students' knowledge in the sheet music. Students were offered to answer the following questions: do students recognize the problems they have in working with sheet music; at what stages of work with sheet music do they face difficulties; what is causing problems in work with sheet music. As concerns the subject of interest to us, the results were as follows: 80 % of the respondents pointed to the difficulties with initial reading of sheet music, 60 % noted the problems in memorizing the sheet music and 40 % in its reproduction.

Teachers had to evaluate the following: the ability of students to correctly read the notes; the knowledge of and ability to recognize the metro-rhythmic patterns of a melody, the musical and expressive means (tempo, register, sound strength, timbre), the role in the rendering of specific content; skills in conveying the features of musical style, traditional features of the genre, the form prototype by looking at the notes. The diagnostics has shown the following: students' knowledge about the sheet music was scattered, they faced difficulties with defining categories of musical notation, they were not able to compare the means of musical language and musical expressiveness with style attributes of performed musical piece, which indicates poor analytic abilities (80 %); in performance of musical pieces students relied mainly on intuition and emotional tone of the piece (53 %). Having analyzed the performance of musical pieces by students, teachers noted that the main purpose of memorizing the musical piece was to perform it from beginning to end without mistakes, without thinking over the piece performed (68 %). Interpretation of music was generally not supported by the theoretical knowledge gained at the initial stage of musical education.

The analysis of results revealed the pedagogical problems related to the unsatisfactory level of students' skills in reading the sheet music as a system of theoretical knowledge; the low level of musical thinking and artistic consciousness that are necessary conditions for understanding the content of music.

86 participants of the ascertaining stage of diagnostics were divided into two groups: the control group (CG) and the experimental group (EG).

The method for strengthening the sheet-music competence was tested during musical performance disciplines – "Music and Instrumental Training" (piano, button accordion, piano accordion) and "Musical and Vocal Training". This criterial area includes analysis of the content of musical disciplines that is intended to identify their sheet-music component, as the object of study common for all these disciplines is the performance of music and all of them pursue one goal - the comprehension of a musical piece and personal comprehension of its content "ciphered" in the notes. The main feature of these disciplines is the individual form of teacher's work with student, which has its own specifics: consideration of individual characteristics and abilities of student; the choice of an individual performance program (selection of musical pieces), corresponding to the basic curriculum and contributing to the solution of individual pedagogical tasks.

The learning outcomes of students were assessed based on the assignments performed by students with the help of perceptual-educating, perceptual-cognitive and activity-creative indicators. Indicators of special sheet-music competence were represented by the following levels: threshold - the task is completed, but only formally, with minor remarks (the student does not like to work with the sheet music, faces great difficulties with its analysis, has superficial knowledge of the history of musical art; is able to distinguish elementary semantic units in the text, but does not try to synthesize them to get a complete picture; does

not show initiative in revealing the author's intended meaning in the musical piece; is not emotionally engaged in the performance); basic - the task is performed without any remarks (the student is not afraid to work with the sheet music, although has some difficulties with its analysis; has overall knowledge of the history of musical art; seeks to understand the logic of music construction by analyzing its semantic units; is capable of conveying the content of the musical piece almost without any outside help in accordance with the author's intention and own perception, but is emotionally rigid in the process of performance); advanced - the task is performed creatively, according to the optimal scheme (the student likes to work with the sheet music and does not have significant difficulties with its analysis; has deep knowledge of the history of musical art; is able to combine the structural units of the sheet music into finished holistic structures; shows initiative in revealing the author's intention and needs no outside help for its interpretation; is emotionally free).

The indicators showing levels of special sheet-music competence were measured with the help of questionnaires, expert evaluation and self-assessment, tests, quizzes, instrumental or vocal performance of musical pieces. All tasks were practice-oriented and were performed by students during the classes. The average indicators of the level of special sheet-music competence in experimental and control groups are presented in Table 1 compiled by the authors.

Table 1 Indicators Reflecting the Level of Special Sheet-Music Competence

Competence Indicators	Level (%): High/ Basic/ Threshold	
	Control group	Experimental group
Perceptual-educative	18/21/61	38/42/20
Perceptual-cognitive	17/23/60	36/44/20
Activity-creative	20/27/53	39/43/18

Source: authors

At the perceptual-educative stage, students acquired theoretical knowledge and learned to recognize the artistic features of musical pieces through the music performance. At the perceptual-cognitive stage, students based on theoretical knowledge and music performance experience gained at the perceptive-educative stage, learned to analyze the manifestation of features peculiar to the individual style of composers. At the activity-creative stage, students learned to implement in practice the acquired knowledge in music theory and styles, and skills in the instrumental performance.

The table demonstrates positive dynamics in the indicators showing the level of special sheet-music competence of students at pedagogical university, which proves the effectiveness of research.

5 Conclusion

Sheet music approach to teaching music directed at nurturing meaningful attitude of students to the art of music is based on the leading role of text being understood as a system of musical signs, informational message, creativity in music composing. The practical value of the above approach is that the theoretical conclusions and proposed recommendations concerning academic methodology may be useful not only in preparing teachers at the university to promote creativity of students in the work with sheet music and to facilitate the professional and creative development of future teachers, but also at any other level of the system of continuous music education.

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Primary Paper Section: A

Secondary Paper Section: AL, AM

SUBJECTIVE CONTROL LEVEL IN FEMALE BREAST CANCER PATIENTS HAVING PERSONAL HELPLESSNESS

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Abstract: Oncological diseases are ones posing a threat to the human life and health. This work presents the results of studying the subjective control level with a sample of female breast cancer patients featuring personal helplessness and independence. As a result of the analysis conducted, it has been found that patients characterized by independence have the internal locus of control while ones with personal helplessness tend to believe what occurs to them is a result of bad luck, set of circumstances, or a negative impact of other people. The obtained data allow expanding the opportunities of focused prevention of the disease progression and will serve as a basis for developing programs of psychological support for cancer patients.

Keywords: subjective control level, locus of control, personal helplessness, independence, breast cancer.

1 Introduction

The issue of survival and efficiency of treatment in oncological diseases is a relevant and socially important problem for the modern science to solve. Nowadays, medicine is oriented to increasing survival of patients having malignant neoplasms, extending the duration of their life, and maintaining the quality of life for this category of patients. Support of cancer patients is a priority focus area in medical and psychological studies within which detection of prerequisites for the disease, survival factors, and psychological resources of adaptation to the disease becomes especially important.

There are two principal viewpoints on the nature of oncological diseases. According to the first one, there is no psychological determination in the formation and development of a malignant neoplasm, as well as in survival of patients. Supporters of this approach say the principal causes of the origin and development of tumors (carcinogenesis) are the impact of exogenic and endogenic factors on people and their interaction (Zaridze, 2009; Belitskiy, 2006; Meneghetti, 2005). Among the exogenic group of factors, they list ones of the environment and the way of life: smoking, nutrition particularities, infectious agents, professional carcinogens, ionizing radiation, ultraviolet radiation, consumption of alcoholic beverages, atmospheric air pollution, reproductive factors, and low physical activity. The group of endogenic factors is composed by the genetic, hormonal, and immunological ones (Zaridze, 2009; Belitskiy, 2006).

The second point of view on the nature of malignant neoplasms considers them to be a psychosomatic pathology (Meneghetti, 2005; Brown et al., 2003; Fox, 1995). In the course of empirical check, researchers prove the existence of relationship between oncological diseases and anxiety, signs of depression, stress, emotional overstrain and the ability to verbalize one's own emotions, the type of responding to illness, particularities of one's relationships with people around one, and so on. Moreover, within this approach, they note the dependence of survival of patients having malignant neoplasms on their mental and emotional state, psychological and personal characteristics, and particularities of social relationships.

Within this research, the authors are going to consider personal particularities in the context of studying the prerequisites and factors of oncological diseases. The theoretical and methodological approach to studying the personal particularities was the concept of personal helplessness.

So, the objective of the research is studying the subjective control level in female breast cancer patients having different personal characteristics: personal helplessness and independence.

2 Literature Review

Within the concept of personal helplessness, two personal level entities are singled out that are opposite in their psychological content – personal helplessness and independence. Being two poles of one continuum, personal helplessness and independence are viewed in the role of a factor determining the level of subjectness. So, one's staying at one continuum point or another determines the level of one's subjectness, i.e., one's initiative, ability to transform the reality and to control one's actions. Personal helplessness manifests itself in a subject's behavior as passivity, insufficient assertiveness, in relationships with others – as difficulties and dissatisfaction with these relationships, and in activity – as its lower successfulness. Thus, within the subject- and activity-based approach, personal helplessness is defined as "the quality of a subject representing a unity of certain personal particularities emerging as a result of interaction of the internal conditions with the external ones and determining the low level of subjectness, i.e., one's low ability to transform the reality, to control events of one's own life, to set and achieve goals overcoming various difficulties" (Tsiring, 2010).

Discussing the question about the structure of personal helplessness, it has to be noted that by structure, it is not only the total of structural components, but also the nature of relationships between them that is understood. The structure of personal helplessness is represented by four components: motivational, cognitive, emotional, and volitional ones having significant relationships that are different at different stages of ontogenesis. According to the empirical studies conducted (Tsiring, 2010), the motivational component in helpless tested ones is characterized by insufficiently developed motives on which the successfulness of their activity and further social and professional fulfillment depend. In subjects having the personal helplessness trait, the motivational sphere is characterized by the external locus of control, failure avoidance motivation, and a low aspirations level. Particularities of the cognitive constituent of personal helplessness are determined by a low divergent thinking indicator, rigidity of thinking, as well as the pessimistic attributional style. The emotional component of personal helplessness is characterized by higher anxiety, the low control of emotions and behavior, impetuosity, dependence on moods, excessive emotional instability, and frustration. The volitional sphere of subjects featuring personal helplessness characterizes the psychological content of the volitional component of personal helplessness with the following particularities: indecisiveness, decreased indicators of assertiveness and initiative, low discipline, insufficient self-possession and focus. Thus, personal helplessness represents a mental configuration, and the description of its structural components offers a more complete idea about the psychological content of the phenomenon of personal helplessness.

Studies conducted within the concept of personal helplessness allow singling out diagnosing indicators of personal helplessness (Tsiring, 2010; Tsiring & Evstafeeva, 2011). The pessimistic attributional style, excessive anxiety, depressive frame of mind, and low self-esteem serve as such diagnosing manifestations. Representing an individual's integral systemic characteristic, personal helplessness cannot be reduced to the total of the said indicators, but it is distinguished by the qualitative originality. Independence, as a subject's quality conditioning his or her

initiative, is diagnosed with the opposite indicators present: the optimistic attributional style, a high enough self-esteem, and low levels of depression and anxiety.

The subjective control level (or locus of control) is a generalized characteristic of personality. This concept was suggested by J. Rotter (1954). Locus of control is characterized as a personal property consisting in one's ascribing the internal (internality) or external causes (externality) to one's own success or failures. That is, the concept is used for denoting the extent of one's being sure that results of events taking place in one's life are controlled by one independently (the internal locus of control) or that one's life is driven by the external forces beyond one's powers (the external locus of control).

Locus of control that is characteristic for a person is universal toward various situations the person has to face. One and the same localization of control can characterize the person's behavior in cases of both failure and success. Likewise, it should be noted this can be relevant to various areas of the subject's life. Thus, there are two extreme control localization types: the internal and the external ones. People having a low general level of subjective control (the externals) think the occurring events depend on the action of some external forces: luck, chance, other people, etc. Those having a high level of subjective control (the internals) believe the cause of their life events is their own competence, focus, assertiveness, and so on (Rotter, 1954).

Speaking about the studies of the subjective control level in patients having oncological diseases, ambiguity and controversy of conclusions obtained by various researchers (Wilson et al., 2018; Wallston, K. A., & Wallston, B. S., 1978; Kulpa et al., 2016) should be noted. So, as a result of studying the relationship of locus of control and the state of health, B. Strickland (1989) concludes that behavior of people having the internal locus of control largely contributes to keeping up their health. She indicates that internals are interested in information about health more frequently and they strive to control their own state of health. In the work of M. G. Ivashkina (2010), it is noted that most cancer patients are characterized by the external locus of control prevailing in all spheres, especially in relation to health, family, and communication. Iskandarsyah et al. (2014) found that in female breast cancer patients, the level of external control is higher, and the internal control indicators are lower as compared to healthy women. A number of works point out that the internal locus of control plays a positive part in the course of oncological diseases, and it is also a prerequisite for high rates of hope for convalescence (Zabelina, 2019; Tsiring & Evstafeeva, 2020).

Studying locus of control in female breast cancer patients having different personal particularities will allow defining the factors of survival and disease course in malignant tumor patients more precisely.

3 Research Methodological Framework

The objective of the research is studying the subjective control level in female breast cancer patients having different personal characteristics: personal helplessness and independence. This research objective has conditioned setting a number of research tasks as follows: diagnosing personal helplessness/independence in the female breast cancer patients and based on this, forming two samples for the study (the female breast cancer patients who are characterized by personal helplessness and the ones characterized by independence); empirically confirming distinctions in the subjective control level in the female breast cancer patients featuring personal helplessness and independence.

The research involved 190 women aged 26 to 80 (at the average age of 55 years old) having hormone-dependent malignant tumors of various stages originating from the mammary tissue epithelium (breast cancer) in the moderately differentiated tumor variant. The said patients reside within the city of Chelyabinsk and Chelyabinsk region. They have been under the oncologist's care since the point of diagnosing for up to 6 months and

undergoing inpatient treatment at the State budget-funded healthcare institution "Chelyabinsk regional clinical center for oncology and nuclear medicine". Based on diagnosing personal helplessness, two groups were formed of all the tested ones: the female patients featuring personal helplessness (N=57) and the ones featuring independence (N=30). The female patients having intermediate scores in the "personal helplessness – independence" scale were not studied at this stage.

The following techniques were used as the research methods: the subjective control test questionnaire (J. Rotter's scale as adapted by E. F. Bazhin, S. A. Golyunkina, and A. M. Etkind (1984)) measuring individual particularities of the subjective control over various life situations; questionnaire of personal helplessness diagnosing the presence of systemic characteristics (personal helplessness/independence) (Tsiring, 2010).

As the mathematical statistics methods, descriptive statistics and Mann-Whitney U-test were used.

4 Results and Discussion

For studying the subjective control level, two groups of the tested ones were formed, featuring personal helplessness and independence. The samples were formed on the basis of the results of identifying personal helplessness in adolescents: the tested ones who scored low on the scales of the personal helplessness diagnosing technique (Tsiring, 2010) were placed into the "independent" group, while the respondents who had high scores – into the "helpless" group. The size of sampling at this stage of the research amounted to 190 female breast cancer patients, including those featuring independence – 30 tested ones, the women having the personal helplessness trait – 57 tested ones, and 103 women who had intermediate scores. The following stage of the research which consisted in studying the subjective control level involved the tested ones who had personal helplessness and independence traits.

As a result of the conducted comparative analysis of the subjective control level, significant distinctions have been found in the personal helplessness and independence groups of patients in the following indicators: overall internality, internality of achievements, internality of failures, internality in family relationships, internality in industrial relationships, internality toward health and illness (Table 1).

Table 1 Results of comparative analysis of the subjective control level in the female breast cancer patients having personal helplessness and independence

Indicator of the subjective control level	Average rank		U	p
	Patients having personal helplessness	Patients having independence		
Overall internality	33,01	64,12	228,5	0,000
Internality of achievements	36,70	57,87	439,0	0,000
Internality of failures	39,08	52,19	574,5	0,021
Internality in family relationships	37,89	55,62	506,5	0,002
Internality in industrial relationships	36,00	58,24	399,0	0,000
Internality in interpersonal relationships	41,04	49,63	686,0	0,130
Internality toward health and illness	40,75	50,17	670,0	0,09

Source: authors

Proceeding from the data obtained, the authors can note that the breast cancer women characterized by independence score on the overall internality scale higher than the personal helplessness patients (p=0,000). Their high level of overall internality corresponds to the high level of subjective control over any significant situations. So, the female patients with the independence trait believe that the greater part of significant events in their life is a result of their own actions. They are also

convinced they can rule their life on their own and they recognize their responsibility for it. Low figures of overall internality found in the patients featuring personal helplessness correspond to the low subjective control level. The tested ones characterized by personal helplessness do not note the association between their actions and life events which are significant for them. They do not believe they are able to control their development, either, and they think the greater part of events taking place is a result of chance, luck or bad luck, or other people's actions.

It should be noted that significant distinctions between the personal helplessness group and the independence group of the tested ones have been obtained in all scales of the subjective control level, except the Internality in interpersonal relationships indicator. In the sphere of interpersonal relationships, localization of control implies confidence in one's ability to control one's relationships with others (the internal locus of control) and of one's inability to influence building the relationships with people around one (the external locus of control). So, proceeding from the obtained data, no distinctions have been found between the female patients having personal helplessness and independence concerning locus of control in interpersonal relationships.

The independent female patients are distinguished by internality in the areas of achievements, failures, family and industrial relationships, as well as health and illness, unlike those having personal helplessness. The latter are characterized by externality in the listed indicators of the subjective control level. People having a high level of internality of achievements think it is owing to their own efforts that they have achieved success in their life. The female patients diagnosed with independence believe that they have achieved success in their life owing to their persistence, focus, having and developing abilities that are essential for achieving the set goals. Meanwhile, the women distinguished by personal helplessness tend to see the reason behind their own achievements and success outside: luck, good fortune, assistance of others, and so on.

As for failures, people having the pronounced internality tend to undertake responsibility for an event or a problem having occurred and for its subsequent solution. Meanwhile, subjects with the external locus of control tend to blame other people, external circumstances, or bad luck for failure situations. So, localization of control in failure situations implies a person's being sure he or she bears responsibility for any troubles happening, taking into account his or her competence level, focus in achieving the result, analyzing his or her behavior and action ways. The women characterized by independence tend to undertake responsibility for an event or a problem having occurred and for its subsequent solution. The women featuring personal helplessness tend to blame the failure situation on other people, external circumstances, or bad luck, dismissing their own mistakes.

Occurring significantly more frequently in the female patients featuring independence than in the women with personal helplessness, the family relationships internality is expressed in recognizing one's own responsibility for events taking place in the family. As for industrial relationships, externality is recorded in the female patients having personal helplessness; it points to the fact that the respondents tend to attribute an important meaning to events taking place at work, external circumstances, e.g., their managers, colleagues, luck or bad luck. By contrast, the female patients with independence are characterized by internality in their work relationships; this confirms that they believe their actions to be an important factor in organizing their own work activity, in the relationships formed within the collective, and in their career.

In terms of health and illness, internality is characteristic for the women featuring independence to a greater extent than the female patients with personal helplessness. High figures on internality in this sphere give evidence about the individuals holding themselves largely responsible for their own health. So, if one falls ill, one blames oneself for it and believes

convalescence mainly depends on one's actions and efforts. A person having a low indicator of internality toward health and illness – the external locus of control, – believes his or her health and illness are a result of chance and hopes for recovery resulting from other people's actions, as a rule, the doctors' ones.

Thus, as a result of the research conducted, significant distinctions have been found in indicators of overall internality, internality in family and industrial relationships, in the area of failures and achievements, health and illness. The women featuring independence interpret any significant life events occurring to them as a result of their own activity but not of the circumstances having formed. They tend to undertake responsibility in the sphere of their own achievements and failures, health and illness, as well as for events of their family and work life.

5 Conclusion

An oncological disease is a stressful event in and a threat to the human life and health. As for the nature of such diseases, there are suggestions that psychological factors and certain personal features can act as a trigger mechanism for the diseases, as well as contribute to their progression or recurrence. With regard to this, integrated studies aimed at gaining new knowledge about the risk factors of malignant neoplasms, cancer patients' survival, and particularities of the disease course become especially relevant.

As a result of studying the subjective control level in female breast cancer patients featuring personal helplessness and independence, it has been found that the women characterized by independence have the internal locus of control while the ones with personal helplessness tend to believe what occurs to them is a result of bad luck, set of circumstances, or a negative impact of other people. The comparative analysis conducted enables the authors to make the following conclusion: the female patients featuring independence believe themselves to be responsible for the results of their own activity, achievements and success, failures, any events in their family life and in the domain of work relationships to a greater extent than those with personal helplessness. Similarly, the female breast cancer patients characterized by independence believe themselves to be responsible for their own health and think convalescence largely depends on their actions.

The found distinctions will serve as a basis for developing programs of psychological support for cancer patients and for further empirical study of other psychological factors of survival and the disease course in patients having malignant neoplasms.

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Primary Paper Section: A

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LEARNED HELPLESSNESS AND VALUES IN YOUNG MIGRANTS FROM THE CENTRAL ASIA IN THE PROCESS OF SOCIOCULTURAL ADAPTATION

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Abstract: This paper presents the research aimed at studying learned helplessness and values in young migrants from the Central Asia who are educated in Russia at different stages of sociocultural adaptation. The psychological diagnostic study using the Sh. Schwartz questionnaire of values, as well as the learned helplessness questionnaire, has shown that learned helplessness accompanies the process of sociocultural adaptation of the migrants and features nonlinear trends. The young migrants' values also change in the course of sociocultural adaptation and are associated with learned helplessness. Regardless of their adaptation stages, the migrant students coming from the Central Asia value maintaining and improving the well-being of the people they are in close relationships with. The migrants are aimed at kindly relations, which enables them to satisfy their needs of positive interaction and affiliation, as well as to level out the condition of learned helplessness.

Keywords: migrants, sociocultural adaptation, learned helplessness, values, cultural values, maladjustment.

1 Introduction

Migration of population is a complex natural social process increasingly gaining momentum around the world. The task of migration policy of the state is assistance in resolving the problems of adaptation and further integration of migrants. Support of the host party incorporates several tiers: the information one, the professional one, and the sociocultural one (Vorobyeva & Topilin, 2014).

One of the categories of migrants needing support is study migrants. This group is mainly made up by individuals of the young adult age who move to a new country for improving their educational and professional levels. New social surrounding, another ethnocultural and linguistic environment, other values and norms of relationships in the society, the standard crisis of the young adulthood associated with personal and professional self-identification, varying requirements for organizing the study activity, plus uncontrollable stress events due to moving can cause difficulties of the adaptation process.

Particularities of the foreign students' process of adaptation are discussed in works by T. P. Donskikh (2010), L. N. Kobernik, A. V. Pogukaeva (Pogukaeva et al., 2016), S. I. Modnov, L. V. Ukhova (2013), et al. The authors emphasize that successful adaptation can have a fruitful effect on the process of learning, which is the principal objective of migrant students' moving. On top of language barrier, foreign students may face such adaptation problems as distinctions in customs, values, traditions, conditions, and particularities of life activity (Modnov & Ukhova, 2013; Pogukaeva et al., 2016; Williams & Johnson, 2011). Given the fact that differences between the cultures of one's native and host states imply differences in values, a number of authors note that values act as an important factor of adaptation to the new sociocultural environment: "the more distinctions between the culture of a migrant and the host culture there are, the more distinctions in behavior and values of others there are, and the more difficult and prolonged the process of the migrant's adaptation will be" (Yakunina & Kotomkina, 2016, p. 61).

Thus, facing the situation of uncertainty when entering a new culture that is accompanied by a confusion in values, migrants may develop the condition of learned helplessness characterized

by passivity, lack of motivation to active changes, maladaptive behavior. With regard to this, the question of studying the condition of learned helplessness and values in migrants becomes especially relevant. Rendering social and psychological assistance to migrants for overcoming the condition of helplessness, helping them adapt to the system of values of the host community will contribute to their more successful adaptation in the new conditions of life activity, as well as to reducing the interethnic tension.

2 Literature Review

Learned helplessness is a psychological phenomenon that has been known in science since the 1960s owing to the concept of M. Seligman (2006) who studied this phenomenon. The syndrome or condition of learned helplessness is generally understood as one developed under the impact of prolonged, repeated social factors affecting all the spheres of personality (Volkova, 2018). Learned helplessness manifests itself as inhibition of behavior, weak motivation, disorders of cognitive activity, and psychosomatic disorders. Researchers confirm that learned helplessness is formed under the effect of negative experience of uncontrollable events in the early ontogenesis (Seligman, 2006).

Moreover, learned helplessness tends to permeate (become generalized) in all spheres of life of a person so early as after its first manifestation in life activity (Tsiring, 2008). Learned helplessness is associated with the attributional style as one's subjective perception of the world around one. As noted by O. V. Volkova (2018), parental behavior models are the only patterns available for the children to use. O. V. Volkova (2018) points out that a child's mind is developed via learning the social and historical experience (upbringing, education), which means, the child's optimistic or pessimistic attributional styles are formed under the influence of the life space in which he or she is placed. This space is full of cultural traditions, stable behavior patterns, and specific child-to-parent relationships.

Foreign studies commonly consider learned helplessness as a condition arising as a response to uncontrollable, mostly negative events (Tsiring, 2008). Migration can act mainly as an uncontrollable event. Quite naturally, uncontrollability of consequences of the activity cultivates pessimism, passivity, persistent unwillingness to overcome difficulties, object attitude to the reality around one, and striving to place responsibility for consequences of any activity to the external determinants. Clearly, this mental condition will be associated with the process of sociocultural adaptation of a person migrating to another country. The difficulty of sociocultural adaptation consists in the cultural gap between one's native and host cultures, the duration of living in the new society, knowledge of the new culture, as well as the necessity of contacting representatives of the host culture (Tatarko, 2018). Social support by the local citizens is extremely important for sociocultural adaptation of migrants, as it provides social resources that are essential for adapting to the new environment and interacting with other members of the host society (Hendrickson et al., 2011). Bearing in mind the psychological nature of learned helplessness and the deficits accompanying this condition (motivation, cognitive, emotional ones), one can suppose that this phenomenon hinders sociocultural adaptation to the foreign cultural environment. Alongside this, the process of sociocultural adaptation is distinguished by its nonlinear trends. The contemporary migrants are viewed as people having two or more identities and included into several social contexts at a time. Such a transnational view of sociocultural adaptation of migrants is described by modern studies (Kostenko, 2014). Owing to digital technologies, the present-day migrants are included into the institutions of the host country while retaining close relations with the sending country simultaneously: they fly home to visit relatives and friends often, they share videos and pictures of important life events with them

via the Internet, and they even run businesses beyond the boundaries of the host states (Foner, 2000). That is, while being full-fledged members of the new society, they remain members of the sending society, too. Traditionally, the adaptation processes of migrants are focused on studying cultural attitudes, their changes during the process of adaptation, particularities of acculturation of various groups, their integration into the structure of host countries, and are aimed at including them into the host community. Acculturation involves changes in the material culture, norms and models of behavior, and, which is the most important, values (Endryushko, 2017).

Values play an important part in life activity of individuals, they are the main principles upon which their life is built. Based on one's own system of values, one makes this or that choice, develops an attitude to the world around one, to other people, and to oneself. Values determine the focus of behavior and importance of people's actions. Values are stable opinions of a certain way of behavior being more preferable from the personal or social viewpoint than the opposite or reverse way of behavior (Rokeach, 1979). Sh. Schwartz meant by values the needs that directly depend on culture, environment, and mentality of a particular society (Schwartz, 2008; Schwartz et al., 2012). In psychological studies, a value is identified through value orientations, attitudes, norms, ideals, through personal meaning and importance. Perceived as a subjective image, values are a reflection of cultural and historical norms. Values are associated with the type of dignified behavior and act as a social and individual reference point defining the particular style of life. Studies of various aspects dealing with the problem of values can be found in works of D. A. Leontiev (1996), N. M. Lebedeva, A. N. Tatarko (2007), Sh. Schwartz (2008), M. Rokeach (1979), et al.

It is at the student age that one has one's own worldview shaped which creates an opportunity for one's internal system of values to be created, so the young adult age is the decisive one in terms of the formation of a person's value-related system (Yanitsky, 2000).

During the process of adaptation of migrant students to the new sociocultural environment, reappraisal of their values occurs, new personal meanings, social attitudes, and other particularities of behavior and activity are cultivated. At the early stages of adaptation, the structure of migrants' values is characterized by the lack of harmony, and opposite motivation orientations are noted in it: to keeping their own integrity and to being open to changes (Vorobyeva & Topilin, 2014; Tatarko, 2018). It is not the rejection of cultural values learned in their native country and complete acceptance of values of another culture that is considered to be the criterion of successful adaptation, but it is the ability to combine different value-related systems, having learned and accepted the new cultural norms and values.

Studying migrants' values at different stages of adaptation will allow tracing down changes of the values over time, and studying the interrelation between the values and condition of learned helplessness will open up prospects for building efficient programs of psychological assistance to migrants.

3 Research Methodological Framework

The objective of this research is to study migrant students' learned helplessness and values at different stages of adaptation. The tasks of the research are as follows:

1. Studying the extent of expression of learned helplessness at each sociocultural adaptation stage.
2. Exploring values in migrant students at different adaptation stages.
3. Studying the interrelation of learned helplessness and values in migrant students at different stages of adaptation.

The respondents sampling was made up by young people studying at regional universities of the Russian Federation in various focus areas of training (Chelyabinsk, Orenburg, Moscow, and Yekaterinburg). The total scope of sampling

amounted to 222 people, of them 108 male respondents, and 114 female ones. Their average age was 20. The survey was conducted using Google Forms. The stages of sociocultural adaptation were considered from the standpoint of H. Triandis' (2007) approach to sociocultural adaptation trends in migrants. The conceptual U-curve model describes five stages of sociocultural adaptation in the foreign ethnic environment plotted over time. So, at the first stage of sociocultural adaptation, there were 40 people, at the second one – 49 people, at the third one – 92 people, at the fourth one – 25 people, and 16 people at the fifth stages.

Psychological variables were measured using the following psychological diagnostic techniques:

4. Questionnaire of learned helplessness (D. A. Tsiring (2008)). The questionnaire consists of 56 statements describing conditions. For example, "I am pessimistic" or "I am too anxious".
5. Questionnaire of values by Sh. Schwartz (Karandashev, 2004). This questionnaire is used for studying the trends of values both for groups (cultures) when associated with changes in the society, and for individuals in relation to their life changes.

The authors used descriptive statistics, correlation analysis (Pearson's test), and the nonparametric H-Kruskal-Wallis test as the methods of mathematical statistics.

4 Results and Discussion

For achieving the research objective, the authors conducted diagnosing learned helplessness in the said migrants at different stages of adaptation. The adaptation stages were identified according to the model of H. Triandis (2007). In Table 1, the mean values of the learned helplessness indicator are presented for different stages of the sociocultural adaptation process.

Table 1 Descriptive statistics

	Stages of adaptation	Arithmetic mean	Standard deviation
1.	Stage of adaptation 1	14,83	12,29
2.	Stage of adaptation 2	14,53	10,65
3.	Stage of adaptation 3	15,52	10,3
4.	Stage of adaptation 4	17,1	11,5
5.	Stage of adaptation 5	10,8	5,8

Source: authors

Table 1 gives descriptive statistics of the research variables. According to the test norms, intermediary values of the learned helplessness indicator recorded at all stages of sociocultural adaptation confirm the trend of the condition of learned helplessness to emerge.

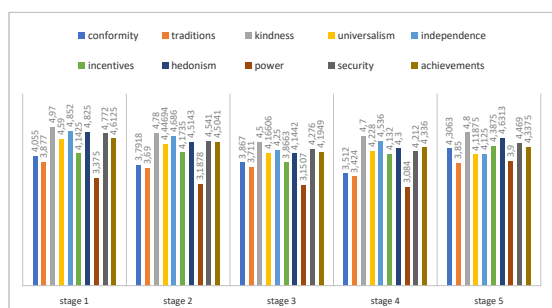
It can be seen from the table that the highest indicator of learned helplessness is observed at the fourth stage ($M=17,1$), which corresponds to the depression stage according to H. Triandis (2007). The lowest learned helplessness indicator has been registered at the fifth stage of adaptation ($M=10,8$), the so-called active stage. The pattern of the learned helplessness indicator over time fits into the U-model but it has its particularities. So, at the first two stages, the euphoria and tourism ones, the migrant students commence their familiarization with the new culture optimistically and in a positive frame of mind; they study the new educational space and get included into new sociocultural relations. Here, learned helplessness may be present, perhaps, as a result of a slight feeling of losing control over the situation. Further on, at the third stage which corresponds to the orientation one, the indicator of learned helplessness grows slightly, to reach its peak at the fourth stage. The authors associate this time span (4-5 years) with the fact of graduation from the educational institutions, as one has to solve new problems: looking for a job, accommodation, or entering the next level of education, which are extremely stressful for the migrants.

The fifth adaptation stage is characterized by a low learned helplessness trend; it is associated with mastering the skills of interaction in the new culture and self-fulfillment. Here, depressive conditions and coping with stress situations are milder, and optimistic expectations of the future are noted.

Values are an important basis for building one's life scenario, choosing the strategies of professional and personal self-identification. A stable and non-controversial system of values enables migrants to maintain their personal integrity at the challenging stage of adaptation to the new sociocultural environment. Finding themselves in conditions of life that are different from the habitual ones, migrants have to learn new social norms and rules; however, the complete rejection of their own opinions and values can affect the process of adaptation and further integration adversely. Disharmony of the values structure contributes to the migrants' negative perception of the situation formed, feeling lonely, helpless, and unwanted.

With regard to this, the authors have studied values of the migrant students at different stages of adaptation. Figure 1 shows the mean indicators of the migrant students' values.

Figure 1 Mean values of indicators of the migrant students' values at different stages of adaptation



Source: authors

According to the data obtained, at each of the adaptation stages, the "Kindness" value is the leading one, while "Power" is the least pronounced value, except the last stage of adaptation where the lowest indicators are demonstrated by the "Traditions" value.

Relying on the data presented, the authors can note that at the first stage of adaptation, the most pronounced values are "Kindness", "Independence", and "Hedonism". The value of "Kindness" implies maintaining and improving the well-being of the close ones, and kindly ways in daily interaction with the people with whom the individual is in a close contact. For a person having the pronounced "Kindness" value, it is important to be useful, honest, and lenient toward the person's relatives and friends.

The determining objective of the "Independence" value is the aspiration to independent thinking, opting for ways of action, to manifesting initiative that are conditioned by the subject's need of being autonomous and independent. The "Hedonism" value implies the necessity of satisfying biological needs and pleasure taken in it. At this stage, the least pronounced value is "Power"; it is based on the need of dominating, leading, achieving a certain social status, and influencing other people.

So, finding themselves in another country, the migrants tend to keep up positive interaction with their close ones for maintaining and improving the well-being of the group; they manifest their own independence enabling them to adapt to the new conditions to a greater extent, too, and they enjoy their life when meeting their needs. The authors explain the data obtained as follows: at the first stage of adaptation, the migrants need support and care to a greater extent, they have a need of building new relationships, and they are also homesick. So, at this stage, hedonism can act as a resource filling the migrants emotionally. Meanwhile, the new sociocultural environment can respond to

their aspiration to win the leading position and manifestation of power by misunderstanding and rejecting the migrants.

At the second stage of adaptation, the migrants get closer acquainted with the host country which can affect the individuals adversely in the form of rejection and disregard (Triandis, 1995). Such values as "Kindness", "Independence", and "Hedonism" remain expressed at this stage, and so do "Security" and "Achievements". The motivation objective of security is the aspiration to stability, to reducing uncertainty and improving the predictability of events and phenomena taking place, which allows bringing down anxiety and emotional discomfort. The "Achievements" value consist in one's achieving success that is approved of by the group. "Power" remains the least pronounced value. Alongside this, it can be noted that the "Conformity" value indicator decreases, that is, one's need in limiting one's actions and intentions for the interests of the group becomes less than it used to be at the first stage of adaptation. So, on the one hand, the migrants strive to show their abilities and competence for gaining social approval, while they work toward independence from the others' opinion and lower conformism.

The migrants' value-related system undergoes some change at the third and fourth adaptation stages. So, at the third stage, the indicators of all values go several points down. "Kindness" remains the most pronounced value, while "Power" – the least. At the fourth stage, lower figures are observed in the "Conformity" and "Traditions" values. This stage marks the beginning of the completing period of adaptation, as the migrants continue adapting to the new life socially, study the language of the host community harder, learn its customs, traditions, and values. Given such plunging into the life in the foreign state, reduction of the "Traditions" value becomes the necessary condition for learning and possibly adopting the new traditions, ideas, and customs.

The "Kindness" and "Power" values remain the most and the least pronounced ones (respectively) in the migrants throughout all adaptation stages, except the last, fifth stage of adaptation where the "Power" value indicator becomes higher than previously. The authors explain this fact as follows: at the fifth adaptation stage, the migrants become more stress-resistant and adapted to the new motherland, and aspiration to self-fulfillment, searching for new opportunities, and achieving new objectives are observed in them. The lower value of the "Independence" indicator is observed at the fifth stage, too, as compared to the previous ones; that is, an individual's need of being autonomous and independent becomes less pronounced in the course of adaptation to the new country. It can be supposed that this is associated with the growth of the "Conformity" indicator: now, the migrants defend their rights for the freedom of thought and deed to a smaller extent, but they strive to curb actions and intentions which do harm to others or disrupt social harmony. Thus, at the fifth stage of adaptation, the "Kindness" and "Hedonism" values remain the most pronounced ones in the migrants' system of values, and the improved indicators of the "Power" and "Conformity" values are observed, and so is the less expressed "Independence".

Next, the authors performed correlation analysis of the migrant students' learned helplessness and values at different stages of adaptation. Its results are presented in Table 2.

Table 2 Intercorrelations of the research variables: learned helplessness and values in the migrant students at different stages of adaptation

Values	Learned helplessness	
	Pearson's correlation	p
conformity	-0,292	0,000
traditions	-0,356	0,000
kindness	-0,372	0,000
universalism	-0,363	0,000
independence	-0,389	0,000
incentives	-0,379	0,000
hedonism	-0,304	0,000

power	-0,241	0,000
security	-0,385	0,000
achievements	-0,386	0,000

Source: authors

As it is seen from the table, negative correlation relationships have been found between learned helplessness and all values: conformity, traditions, kindness, universalism, independence, incentives, hedonism, power, security, achievements. That is, values are pronounced to a smaller extent in the migrants experiencing the condition of learned helplessness than in those not feeling any helplessness in the adaptation process. Based on this, it can be supposed that values act as an intrapersonal resource helping one cope with the feeling of helplessness in the process of adaptation.

6 Conclusion

When entering an environment which is different from their native culture, migrants have to reject their habitual way of life, to learn other social norms and rules regulating behavior in the society. The condition of helplessness emerging in the situation of uncertainty can entail difficulties in the process of adaptation. As a result of the research conducted, the authors have found that learned helplessness accompanies the process of migrants' adaptation in the new cultural environment, and the trends of learned helplessness correspond to stages of sociocultural adaptation.

Studying the migrant students' values, the authors have found that, regardless the adaptation stage, the most pronounced value is "Kindness" which implies the migrants' maintaining and improving well-being of the people with whom they are in close relationships. Building kindly relations enables the migrant students to satisfy their needs of positive interaction and affiliation. With the formed stable system of values, the migrants will be able to adapt to the new sociocultural environment more successfully, to avoid the condition of learned helplessness relying on their own resources, with values acting as one of them. It should be emphasized that the age studied by the authors, young adulthood, is an important stage in shaping the value-related system. With regard to this, the obtained results can be used not only in designing the adaptation assistance programs for study migrants, but also in psychological working with the personal sphere of values and meanings.

As prospects for further studies, the authors would like to note the opportunity of exploring the relationship of learned helplessness and values at different stages of adaptation in migrant students. Moreover, it is planned to conduct comparative analysis of the particularities of study and labor migrants' adaptation and personal characteristics, with subsequently developing practical recommendations for psychologists who work with various categories of migrants.

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Primary Paper Section: A

Secondary Paper Section: AM, AO

CREATING UNIVERSITY ELECTRONIC EDUCATIONAL CONTENT WITHIN DIGITALIZATION OF EDUCATION

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Abstract: The paper presents the problem of creating high-quality electronic educational content in the context of digitalization of education. The teachers' experience in creating and using the electronic educational resources at pedagogical university has been analyzed. The authors have paid utmost attention to the creation and structuring of electronic educational content in the Mordovian State Pedagogical University named after M. E. Evseviev. It is asserted that the created digital educational environment at university, its high-quality content and extensive application in educational process allows pedagogical university to raise competitive graduates possessing necessary qualifications and demanded in the labor market.

Keywords: electronic educational content, digitalization of education, electronic educational resources, pedagogical university, future teachers, quality of education.

1 Introduction

The humankind has presently entered a new epoch, the epoch of digitalization. Now it is already impossible to imagine any field of human activity without information technologies: it is impossible to create the civilized market of services or to solve professional tasks. Digital technologies, their growth and spread have impact on all aspects of human activity. There is no doubt that digitalization and transition to a new technological structure push the humankind to a new stage in development. A special role in the process of digitalization belongs to the system of education, as it should become both a generator and a translator for global implementation and facilitation of this process. Digitalization of education is supposed to provide a quick way to transfer the knowledge, rapid development of science and technology fueled by the need to find quick methods for knowledge generation.

The existing system of higher education should ensure the training of competitive graduates able to make swift decisions in any situation, meet the society's requirements to on-the-job performance of university graduates, quickly adapt to the changing conditions, easily navigate in the educational space, successfully solve professional tasks, analyze and evaluate the results of their actions. Higher education institutions should raise a highly qualified specialist who knows how to proceed in a certain context and is able to quickly solve professional tasks indicating the quality of education received by such specialist.

The education systems across the world earnestly absorb and produce various innovative technologies that help to improve the quality of education. Their introduction contributes to the appearance of a new generation of teachers, who have competencies that respond to the needs of modern society. Improvement of digital learning processes becomes an imperative today.

In the context of education digitalization, the training of future teacher for creating and using electronic educational resources (hereinafter EERs), that contribute to more solid knowledge and better skills of students. Today, the e-learning market is rapidly developing and requires teachers to understand the potential of new information technologies in educational process (Bogush, 2019).

2 Literature Review

Digitalization firmly enters into all spheres of human professional activity, including education. Education processes in higher education institutions throughout the world and in Russia require a major change: university teachers are revising the existing forms and methods of education, focusing on the digital technologies (distance learning, creation and use of EERs, etc.).

A lot of research is devoted to the highly relevant issues related to the digitalization of education. B. K. Onete, D. A. Plesea, R. Dina, R. Negoii (2011) paid attention to the facilitation of formal and informal communication in e-learning, the experience in using e-learning models in education has been explored by Ana-Cornelia Badea, Gheorghe Badea, Silviu Clinci Tudorel (2012).

All digital educational technologies imply the use of EERs and fostering digital competence of educators. This fact was brought to light by J. López-Belmonte, S. Pozo-Sanchez, A. Fuentes-Cabrera, J.-M. Trujillo-Torres (2019). Studies by Russian and foreign researchers are devoted to the development of digital competencies and digital literacy among students (Lopez-Gil & Garcia, 2020; Dmitrova et al., 2019; Soltovets et al., 2019).

Global research on the development of the digital economy has also influenced modernization of the system of education in Russia. M. A. Shtanko (2019), when analyzing the current state of e-learning, has highlighted the necessary prerequisites for the introduction and development of e-learning in the global educational space.

The high importance of determining the effectiveness and potential of pedagogical education for raising information awareness among students against the backdrop of education digitalization was underlined by E. A. Barakhsanova, N. P. Olesov, L. V. Popova, A. I. Danilova, N. S. Dyachkovsky (2020). N. V. Dneprovskaya, N. V. Komleva, A. I. Urntsov (2018) dwell on the need to elaborate an approach to improve the information support for developing the proper content of higher education programs and educational materials.

I. N. Kuznetsova (2019) concentrates on modernization of professional education through introduction of a forward-looking form of education – m-learning (mobile learning). The impact of gadgets on the learning process in university was scrutinized by E. E. Kabanova, E. A. Vetrova (2019). E. V. Soboleva (2019), as well as S. A. Babina, V. V. Kadakin, O. V. Tereshkina, A. F. Bazarkin (2019) advocated the integration of mobile applications in educational process.

H. V. Kuznetsova (2018) stressed the need to use of innovative tools in teachers' training and the relevance of creating EERs for automating the lesson design process and methodological support of the lesson (Kuznetsova & Yankina, 2018). The need to create conditions conducive for the use of EERs in training has been repeatedly highlighted by E. V. Beloglazova (Beloglazova, 2019; Beloglazova et al., 2020). "A modern teacher should independently design the learning process consistent with the requirements prescribed by the standard," as noted by N. V. Kuznetsova, L. E. Babushkina, V. V. Kadakin, T. I. Shukshina, A. E. Faliliev (Kuznetsova et al., 2017, p. 123).

In the light of the above, the preparation of a future teacher for working in the DEE is becoming increasingly urgent. The contemporary young generation is born to and lives in the digital world, and educators are only underway to get knowledge and skills in new information technologies. Therefore, a substantive change in the approach to the training of a future teacher who will be able to apply, create and improve the electronic educational resources should occur (Bogush, 2019).

3 Research Methodological Framework

The purpose of this research was to demonstrate the potential of the EEC at university for training future primary school teachers in the context of education digitalization. The stated purpose predetermined a range of objectives: 1) Reveal a variety of EERs useful for building the necessary competences of teachers; 2) Reveal the unwinding potential of electronic learning and its educational value; 3) Promote the mastering by pedagogical university students of competences in the field of practical application of electronic resources. The following research methods were used: theoretical analysis, generalization and interpretation of scientific data, study and consolidation of pedagogical experience, method of pedagogical designing (planning, modeling and conduction of classes), classification, synthesis, generalization, analysis of empirical data.

4 Results and Discussion

The development of global digital economy has naturally led to changes in the system of Russian education, which is destined to reinforce the competitiveness of the country, improve the quality of life of its citizens and make them thrive in other important areas of life. Changes in Russia's system of education are reflected in the following documents: "The Strategy for the Information Society Development in the Russian Federation for 2017-2030", Priority Project "The Modern Digital Educational Environment in the Russian Federation" approved by the Government of the Russian Federation on October 25th, 2016 within the state program "Development of Education" for 2013-2020 and other legislative instruments contributing to modernization of the Russian system of education: introduction of changes in the system of education and vocational training consistent with the requirements of the digital economy, introduction of digital tools in education and their integration in the information environment.

The current situation contributed to the development and implementation of new Federal State Educational Standards for Higher Education 3++ (FSES HE 3++), under which each educational organization must create conditions for the use of electronic educational environment, one of the main components of which is EEC. This fact is especially relevant for pedagogical universities, as they are faced with the challenge to prepare a graduate who will be able to make full use of the potential of modern DEE.

DEE includes various components: material and technical base, information resources (EERs), human resources, regulatory framework, technical and methodological support, and automation of managerial and pedagogical staff.

In this paper, we will focus on creating one of DEE's components, the electronic educational content, and will share the experience of its effective creation during the preparation of a future primary school teacher at Mordovian State Pedagogical University named after M. E. Evseev (MSPU). It should be noted that EEC in the above university consists of external electronic resources and internally generated resources, i.e. resources created by the professors and teaching associates of this university. At the same time, special attention is paid to the quality of EEC, its diversity, etc.

In order to effectively train future primary school teachers, many electronic educational resources were developed. Special mention should be made of the resources created by the teachers of the Department of Teaching Methods in Preschool and Primary Education at MSPU: databases, electronic publications, quiz modules, and others (see Table 1).

Table 1 EERs created by teachers of the Department of Teaching Methods in Preschool and Primary Education at MSPU

Seq. No.	Type of EER	Examples of created EERs
1	Electronic editions (textbooks, tutorials,	Theoretical and Methodological Aspects of a Primary Mathematics Course; Theory and Technology of Primary Mathematical Education; Methods of Teaching "The Natural World"; Use of Educational

	teaching and learning aids)	Excursions for Teaching Mathematics to Primary Schoolchildren; Theoretical Bases of Modern Programs on Russian Language in Primary School; Theoretical Bases of Modern Programs on Literary Reading for Primary School; Interactive Spelling; Theory of Literature and Practice of Reading; The Use of Test Assignments In Teaching Russian in Elementary School; Workshop on the Syntax of the Russian Language; Russian Language: Morphemics, Word Formation, Morphology; Learning Punctuation Norms at the Russian Language Lessons in Primary School; Russian Language: Collection of Exercises on Russian Spelling, etc.
2	Quiz modules	Methodology of Language Teaching and Speech Development of Primary Schoolchildren; Methodology of Literacy Training; Syntax of a Complex Sentence; Phonetic System of the Russian Language; Morphemics and Word Formation of the Russian Language; Lexicon of the Russian Language; Syntax of a Complex Sentence; Morphology: Verb, Adverbs, etc.; Morphology: Name Parts of Speech and Other Publications.
3	Databases	Databases with didactic materials on different subjects. Primary school; Databases with methodological techniques on different subjects. Primary school; Multimedia Course of Lectures on Specific Questions of Teaching Methods for "Theory and Technology of Primary Mathematical Teaching" and "Methods of Teaching Mathematics"; Multimedia Course of Lectures on Academic Discipline "Theory and Technology of Primary Mathematical Education" (Section "General Questions of Methodology"); Databases of methodological support for designing the educational process under the Federal State Educational Standards of Primary General Education in Various Subjects; Database of materials for self-training on calligraphy teaching in primary school; Electronic Materials for the Optional Discipline "Words' Formation by Children"; Database of multimedia course in the discipline "Theoretical Foundations of the Primary Course in Russian Language"; Methodological Materials for Automated Monitoring of Knowledge in the Academic Course "Theoretical Foundations of the Initial Russian Language Course" and other databases.

Source: authors

As seen from Table 1, teachers actively create various EERs.

The most popular among them (line 1 in the table) in the theoretical training of students are electronic textbooks, because they embrace all components of the learning process. Tutorials contain a systematic presentation of theoretical material, interactive tasks with the necessary instructions and quiz modules, focused on understanding the rules and deepening the knowledge in the field concerned. The most popular electronic editions registered with the Federal State Unitary Enterprise Scientific and Technical Center "Inform Register" of Russia. It should be noted that students may use these manuals both in and out of classrooms, having personal access to the EERs of MSPU.

The use of quiz modules (line 2 in the table) in the course of teachers' training allows to build the skills necessary for professional activity. By completing quiz modules created in the electronic shell iSpringQuiz Maker, students obtain steady knowledge through the multiple repetition of the material. The quiz modules include different variants of tests, theoretical and practical materials for self-control and allow students to assess their knowledge, determine the level of knowledge, quickly obtain the necessary theoretical information, perform practical tasks, eliminate gaps in the study of disciplines and consolidate the acquired knowledge. Interactive tasks included in the quiz modules provide an opportunity to automate the process of consolidating and applying learning materials through a variety of supervised learning activities (Babina & Vinokurova, 2019).

Databases (line 3 in the table) are not always perceived as educational resources. But the materials contained therein, their systematic presentation, interactivity of resources allows to use the database in the educational process of the university. Databases are very diverse. They may contain the description of methodological techniques with the universal learning actions and examples of their use at different lessons, classified by lesson types and stages; include additional theoretical material, entertaining material, schemes, tables, models, lesson summaries, audio-video materials. The databases have value for teachers and students of pedagogical educational institutions.

All these EERs help to qualitatively conduct lectures and practical classes on the methods of teaching the disciplines of primary school, subject-matter disciplines and optional disciplines, to correctly organize independent work of future primary school teachers, to correctly project tasks as part of different kinds of pedagogical internship in educational organizations. All publications are available in the MSPU's Electronic Library (<http://library.mordgpi.ru/MegaPro/Web>).

The teachers of the Department of Teaching Methods in Preschool and Primary Education at MSPU developed Electronic Constructor of Methodological Puzzles, a website for primary school teachers (www.tkumgpi.ru), which allows practicing teachers to quickly create high-quality technological maps of lessons in all primary school subjects. Electronic Constructor of Methodological Puzzles is a software-based dynamically developing electronic system designed to automate the process of lesson designing and methodological support through the use of databases with methodological techniques and formulated meta-disciplinary results, classified by subject area, lesson type, lesson stage, activity form, as well as databases with didactic materials structured by subject area (Kuznetsova & Yankina, 2018). This system greatly simplifies the work of primary school teachers in the digital educational environment at school. It is important that students, who are the future primary school teachers, get acquainted with it during their studies at university, actively use it in preparation for practical classes and during pedagogical internship in educational organizations.

5 Conclusion

The digital educational environment created at university, its high-quality content and extensive application in educational process allows to raise competitive graduates possessing necessary qualifications and demanded in the labor market.

It became especially important today when many countries across the globe imposed lockdowns due to the spread of a new dangerous virus. The unexpected rapid transition of education to the remote mode, having exposed certain gaps, as a whole has proved urgency and relevance of creation, expansion and further development of electronic educational content. Free access of students to EERs at MSPU, high-quality and diverse content of EERs allowed to render preparation for classes and ongoing monitoring and final attestation more effective, to produce research papers, to carry out projects, to produce end-of-year and final qualifying papers, etc.

The results of monitoring across disciplines, positive feedback from educational organizations accepting students for internships, a high level of knowledge and skills demonstrated at state exams and in final qualifying papers, feedback from employers on the professional performance of young specialists, allow us to make a conclusion about the high quality of EEC developed by teachers of the Department of Teaching Methods in Preschool and Primary Education at MSPU.

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Primary Paper Section: A

Secondary Paper Section: AJ, AM

METHODOLOGICAL PREPARATION OF PARENTS OF PRIMARY SCHOOL CHILDREN

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Abstract: The paper reveals the major causes of low performance of primary school children, reviews the challenges encountered by students and their parents when they jointly embark on the path of learning. Parents often make complaints regarding school in general and a teacher in particular when their child is underperforming. Though often the adults are not capable of helping a child to revise the studied material, or explaining the topic again at home. One of the ways to deal with this situation is the methodical lecture course for parents aimed to strengthen their basic methodical skills to render adequate assistance to their children.

Keywords: learning challenges, absolute performance, qualitative performance, student's learning achievements, methodical preparation of parents, methodical lecture course.

1 Introduction

After putting on a school uniform and entering the classroom, a primary school child does not become a student straightaway. The adaptation to a system of new school relationships is a gradual process that takes considerable time. Surprisingly, the problems may arise even for those children who are already quite "educated" at the time of enrollment to school: able to read, write, solve math problems, perform academic assignments, and often have already completed the first-grade program. The adults tend to believe that such educational level facilitates child's adaptation to school, but practice often suggests the opposite. Such children are tired of learning at the kindergarten or in the family, their motivation to learn how to read or write has drained by this time and does not spur any action. Now their covert goal is to hide behind their knowledge, and take some rest. Going to school becomes void of the excitement of new discoveries and anticipation of something fascinating, a desire to hide out at home appears, first hardly perceivable but growing stronger with time (suddenly starts complaining on stomach aches, nausea, dizziness). At the same time, a teacher aware of their higher abilities compared to other children gives them more tasks or make tasks harder, which often causes certain difficulties for them and entails their unwillingness to overcome such difficulties. Certainly, there are children who respond positively to the challenge offered by a teacher to cope with home assignments that are non-standard, larger and more complicated than home assignments for other classmates. But most often, the young generation of today perceives such enthusiasm of a teacher as an attempted infringement upon their rights and freedoms. The parents have no other choice as to handle the causes of future failures of their children without any support.

In her interview to the information and analytical portal KURSOBR.RU G. S. Kovaleva (2019), Head of the Center for Educational Quality Assessment "Institute for Educational Development Strategy of the Russian Academy of Education" Federal State-Funded Research Institution, Candidate of Science in Pedagogics, National Coordinator of International Studies TIMSS, PIRLS and PISA, Honorary Member of the European Association for Educational Quality Assessment, pointed to the ambiguity of Russian education. While the level of mathematical and science education of our eight-graders is higher than the international average, the analogous trend is hardly observed in the primary school education.

Frankly speaking, a certain portion of primary school children fail to absorb the primary school program even at a basic level. Unfortunately, challenges related to learning are awaiting primary schoolchildren not only in the first year of study. We all know those children who are labeled as failing for the entire length of education. One might, of course, blame the program, textbooks, and school, but teachers see the underlying cause in the parents not paying sufficient attention to their children. This is the opinion frequently expressed by representatives of administration and teaching staff of an educational facility.

If to approach this problem from a different angle, from the perspective of parents, their unwillingness to handle the school problems of a child is often a result of their inability to offer adequate help. Before explaining the structure of a complex sentence or how to calculate the area of a polygon, each parent should recall the initial course of Russian language and mathematics or become a teacher for at least a tiniest bit. It is not a secret that not all present-day parents were exemplary students in their school days. Our research is prompted by the search for possible solutions to the indicated problem.

2 Literature Review

When discussing the challenges in the beginning of educational process at school, it is important to identify the difficulties faced by children who have just stepped through the doors of school (Barcaeva & Ryabova, 2017). Identification of difficulties is necessary not for idle reporting, but for providing necessary help to a child (Afrikaner, 2018; Aleksandrova & Neyasova, 2016). The development regularities of first-graders in the beginning of school studies should be taken into account to facilitate further adaptation and improve their performance (Kardanova et al., 2018; Barcaeva & Ryabova, 2019). The psychological roots of difficulties in educational process is high anxiety of primary schoolchildren and their low self-esteem (Chanchaeva et al., 2019; Neyasova et al., 2016). But psychological atmosphere at school depends largely on psychological atmosphere in the family, their parents, their attitude to the learning process in general (Hosokawa & Katsura, 2018; Yashkova et al., 2019; Falileev et al., 2018). Even the positive role of consulting teachers specializing in personal psychological problems and academic performance is recognized (Karayanni, 1985). Great emphasis in the methodical literature is placed on the pedagogical support of primary schoolchildren, and the factors affecting the results get revealed (Radachinskaya, 2020).

However, for a teacher alone it is difficult to deal with such a pile of problems, that's why a teacher is forced to appeal to parents for help, who themselves sometimes refer to the legal consulting services for resolving disagreements arising between school and family (Goldman et al., 2020). Regardless of the interaction outcomes, the social experience should be conveyed to the young generation (Shukshina et al., 2014). The involvement of parents in the learning process by the teaching community is seen as a rather complicated issue which suggests close cooperation between family and school (Jeziarski & Wall, 2019). Constant search for different ways of such cooperation is still of high relevance and utmost importance.

3 Research Methodological Framework

The research purpose: explore the impact of methodical preparation of parents on the performance of primary school children. The research objectives: provide theoretical underpinning for the difficulties encountered by primary schoolchildren in the learning process; by way of experiment validate the effectiveness of help provided by parents to their children in the learning process after receiving methodical preparation.

The research employed both theoretical methods, with priority given to the analysis of scientific literature, systematization of material on the problem of research, and empirical methods, in

particular, a pedagogical experiment for achieving research goals.

The experiment was held in the academic year 2018-2019. The experimental base of research included 208 primary school students (grades 1-4) of municipal educational institutions in Saransk (Republic of Mordovia, Russia): MEU Lyceum 43, MAPSEI Progymnasium 119, MEU Secondary General Education School 27, MEU Secondary General Education School with In-Depth Study of Certain Subjects 39. In the experimental research the absolute performance and the qualitative performance were compared, as well as the learning achievements of primary schoolchildren.

4 Results and Discussion

In one classroom and in one class, it is rather difficult to see only high-performing or only low-performing students. In any team of children we most often observe the whole range of knowledge levels. We will try to look deep into the reasons of failures, because successful children according to the teachers have the same set of qualities – perseverance, industriousness, good memory, attentiveness, diligence. But each underperforming child has a particular cause of failure.

4.1 Causes of Underperformance

Among the causes of underperformance, the first cause we would like to identify is the child's health. If a child is often suffering from different illnesses, it takes much energy to maintain the vital functions. The body becomes defensive: it needs to supply oxygen to the internal organs, stabilize breathing, blood circulation, regulate heart rhythm, rather than waste energy on memorizing rules and tables. As a result, constant absences due to illness have a rather strong negative impact on the learning process.

The second cause is an adverse psychological atmosphere at school and/or at home. First, let's examine the school setting that determines the psychological atmosphere outside a child's home. The first factor is classmates. If a student fears to become an object of ridicule of those who are in the same classroom, if a student is concerned about finding herself/himself in an uncomfortable situation rather than receiving help and support, then it becomes worthless to expect high performance. The child becomes reserved, and channels all the internal energy and emotions to cope with psychological adversity, rather than to gain new knowledge. The improvement of non-harmonious relations with classmates sometimes turns out to be enough to achieve better outcomes in educational process and make stay within the walls of the school more comfortable.

A possible negativity from a teacher may become an even greater shock for a schoolchild. Animosity or indifference of a teacher, true or seeming, may generally turn a student away from receiving knowledge in any form. In this case, parental involvement is crucial, mainly for finding out the reasons of such attitude (if it really takes place) or to dispel the myth born in the child's head. The release of psycho-emotional stress is mandatory.

Negative atmosphere at home also has a negative impact. Home for any person, and for the little one much more so, should be a fortress, behind the walls of which one can hide all the lacks: lack of confidence, lack of fortune, lack of sociability, lack of capacity, lack of knowledge. In the benevolence of home, a child gradually overcomes all school problems. Two important worlds - school and home - are closely linked on a subtle psychological level. It is one of the challenges for teachers and parents to strengthen this link rather than destroy.

The third cause of underperformance may be the extent and intensity of school workload. The question of adequacy and mandatory nature of the content of primary school program was not covered by our study, so we will take it as a given. A child brings home a whole bag of homework, but not all adults are able to rationally plan the work. At the same time, we do place

such requirements on a child who is just beginning this arduous journey to education. It is a very rare occasion that a primary schoolchild is able to independently organize the reasonable planning by time and volume of the material offered for homework. In this case, the help of parents is an objective necessity.

Another cause we would like to highlight is the child's individual characteristics. We would like to focus on only two extreme cases – slow and hyperactive children. Slow children experience higher stress when their speed of reading is checked, when formulating an answer to a question, when performing tasks of the type "Who is faster?", not to mention the lessons of physical education. Stressful situations lead to negative results in any case.

It is quite difficult for a hyperactive child to sit through the lesson without distractions. Such a child needs to be in motion all the time, to switch between different activities, to change position of the body, to change the setting, which cannot always be provided by the educational process. This is a reason of low attention which leads to the poor performance.

4.2 Methodical Preparation of Parents

Proceeding from the stance of teachers on the need for parental assistance in the educational process, we would like to consider the possible ways to provide it. Often parents, unaware of it, are guided by the statement of Ferdinand Porsche, the founder of Porsche: "If you want to do something well, do it yourself." Indeed, it is easier to do it yourself than to explain to a child the material they do not understand. Making it easier for themselves today, parents are more of a hindrance than help to their children tomorrow: the incomprehensible material entails a whole lot of unsatisfactory scores and, more sadly, unabsorbed material in the absence of fertile soil on which the new knowledge could take root.

Other parents are trying to put the onus of responsibility for the whole process of learning on a child. But if even an adult knows little on how to approach the problem, is it worth expecting something extraordinary of a little person? Parents start throwing phrases "Were you daydreaming during the lesson?", "Didn't your teacher explain this to you?", "Sit and think!"

Why is it easier for parents to do so? The answer is obvious – they just can't duplicate the function of a teacher for their child, because they can't carry it out properly. On the other hand, they don't want to look ridiculous and try to take on this role that is incomprehensible to them.

In order to make the role of a teacher clear to most parents, so that they could provide qualified assistance to their children who have not grasped the material during the lesson, a methodical lecture course for held for the adults in some classes during the academic year. In each year of study at primary school (grades 1-4), two classes took part in the experimental work: an experimental class (EC) and a control class (CC). In the experimental classes, teachers held special parent-teacher meetings twice a month to explain the Russian language and mathematics content that was in the teaching plan for the next two weeks. Special emphasis teachers placed on the intricacies of each concept under consideration with account of children age (specifics of the class) and the discipline (specifics of the subject).

Of course, not all parents were enthusiastic about the methodical lecture course. Many negative comments were received: "You want to put everything on our shoulders", "Then what is the role of a teacher at school?", "If I wanted to become a teacher, I would enter a pedagogical university", etc. It was agreed that parents could attend the lectures upon their own discretion; teachers did not insist on the presence of parents. Overall, 116 parents attended the lectures.

The lecture course was arranged as follows. Three days before the upcoming meeting, the teacher sent to the WhatsApp group a

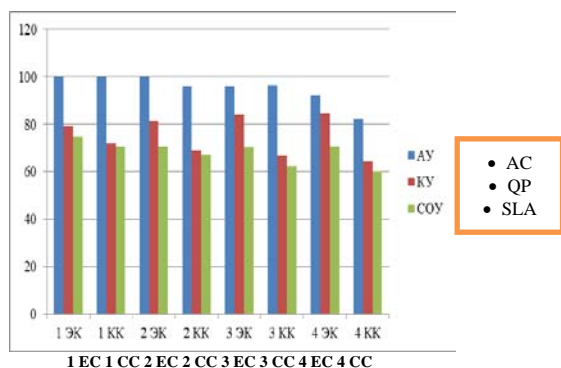
list of topics on Russian language and mathematics to be revised during the next lecture. During the lecture, the teacher explained the language and mathematics content to the parents, the same as at the lesson for students. The motivational and game elements used in the lessons with junior schoolchildren were omitted, and the acquired knowledge was not checked. However, the peculiarities of each specific topic were always highlighted, along with the difficulties experienced by children, the common mistakes of students, the methods to avoid or minimize the errors. At first, parents were quite reserved, but after a while, the number of questions asked to the teacher increased, and, most importantly, parents began to offer their solutions to the difficulties arising in the learning process. The composition of parents who attended the lectures changed over time, but gradually a certain core of listeners was formed.

At the end of the school year, in the experimental and control classes in all schools that took part in the experiment, tests in Russian language and mathematics were held. Absolute Performance (AP), Qualitative Performance (QP), and Student's Learning Achievements (SLA) were compared across children of the same year of study.

The following formulas were used for calculation: 1) AP = (number of "fives" + number of "fours" + number of "threes") x 100% : Total number of students; 2) QP = (number of "fives" + number of "fours") x 100% : Total number of students; 3) SLA = (number of "fives" x 100 + number of "fours" x 64 + number of "threes" x 36 + number of "twos" x 16 + number of "failed" x 7) : Total number of students.

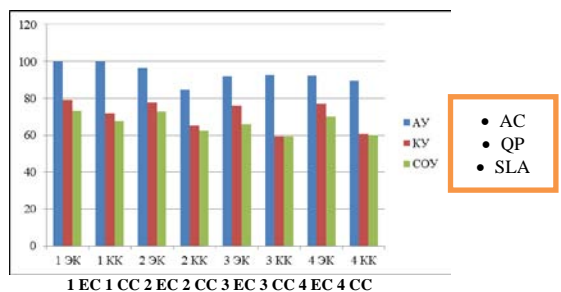
The results of tests in Russian are presented in Diagram 1.

Diagram 1 Results of Russian Language Tests



Results of tests in Mathematics are presented in Diagram 2.

Diagram 2 Results of Mathematics Tests



No sensational results were yielded by this experimental research, but the experimental classes demonstrated better results in the quality of obtained knowledge. Most importantly, parents understood how difficult and meticulous the daily work of a teacher is. The adults who attended the methodical lecture course shared their experience of communicating with their children, pointed out that sometimes it is enough just to slightly push a child in the right direction, indicate a minor flaw to him/her, revise a part of the rule or algorithm, and the further work

becomes much smoother and more productive. All you need to know is in what direction to proceed, and what to accentuate.

5 Conclusion

Thus, analysis of scientific literature, systematization of material concerning the improvement of the performance of primary schoolchildren and processing of the data obtained experimentally led us to the following conclusions.

The school has to tackle a complex and vital task of organizing the educational process. No matter how well the school classes are equipped, no matter what modern technologies are used, no matter how the teacher training is improved, a child cannot thrive without parental support. Due to their psychological profile, some children need quite a great deal of time to fully understand the studied material, one lesson is not enough for them, and they need multiple revisions and repetitions. In order for parents to be able to provide the required assistance, they themselves need to complete at least a minimal pedagogical course. Parents will get the support from teachers who have the capability stemming from their pedagogical competence to outline the main directions of work, to highlight the nuances of each topic under study, and to place emphasis appropriately.

In no case do we attempt to put the onus responsibility for the educational process on parents. The teacher at school is and will play the central role in the educational process in the future. It is simply a matter of creating a comfortable psychological environment in the family, where the parent is not a censor, but a kind helper and a skillful mentor.

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Primary Paper Section: A

Secondary Paper Section: AM, AN

PRACTICE-ORIENTED TASKS CONSISTING IN ORGANIZING A LESSON IN THE FORMAT OF PROJECT ACTIVITIES TO STRENGTHEN THE PROFESSIONAL COMPETENCE OF FUTURE LANGUAGE AND LITERATURE TEACHERS

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Abstract: This study seeks to identify the most effective ways to strengthen the professional competencies of philology students of a pedagogical university based on the requirements of WorldSkills Russia to the competence "Primary and Secondary School Teacher". The goal pursued by the authors is to identify the specific components of a practice-oriented task for philology students consisting in organization of a lesson in the format of project (research) activities in order to strengthen the professional competencies of future teachers of Russian language and literature. Theoretical (analysis of scientific and methodological literature, generalization and systematization of pedagogical experience) and empirical methods (observation, designing, modeling) were used in the research. The result of the research are the materials that may be used for developing practice-oriented tasks consisting in a lesson organized in the format of project activities.

Keywords: practice-oriented tasks, professional competences, philology students, pedagogical university, WorldSkills standards, project activities.

1 Introduction

The use of practice-oriented tasks has been recognized as a fundamental principle of education, by means of which the basic requirement to a modern graduate, i.e. the readiness to apply the received knowledge and skills in professional activities, is met. The high potential of such tasks for building strong professional theoretical knowledge and practical skills of future specialists, as well as to develop creative abilities through the search for non-standard solutions in a professionally significant situation of communication, is apparent.

Designing a lesson in the format of project (research) activities of students as a practice-oriented task stands out among other methods to strengthen professional competence of future language and literature teachers, because it offers vast educational and development opportunities due to integration of various educational technologies (Kashkareva et al., 2018).

Training philology students to develop practice-oriented tasks of this kind with a focus on the lesson's specific components as per the scenario and particular aspects of pedagogical communication in a real-life lesson is relevant for finding efficient ways for strengthening professional competences of future language and literature teachers (here we mean the PC-1 competence (ability to interact successfully in various situations of pedagogical communication) that should be developed with reliance on professional standards governing professional activities of graduates (Federal State Standard of Higher Education, 2015).

2 Literature Review

The specific features pertaining to the development of practice-oriented tasks as a type of learning assignment in a pedagogical university are examined by researchers in their pursuit of efficient ways to strengthen the professional competences of students.

The scientific literature describes in sufficient detail the results of research on various aspects of the practice-oriented approach

to the professional development of students in a pedagogical university. Contemporary authors deal with the general issues related to revealing the features inherent in the practice-oriented approach to learning and developing the models for its implementation within an innovative pedagogical university (Shukshina et al., 2015; Shukshina et al., 2016a, 2016b; Shukshina et al., 2017; Kudashkina et al., 2018; Zhukova et al., 2019a, 2019b; Buyanova et al., 2019; Kashkareva et al., 2020), along with the more particular issues in an attempt to find ways for improving the profession-oriented practice as a type of educational activity (Shukshina et al., 2018; Parshina et al., 2019; Bakulin et al., 2019), to assess the level of practice-oriented competencies of a student of pedagogical university (Vardanyan et al., 2018).

Good results were yielded by researchers in identifying the potential of different practice-oriented learning assignments for further improvement of didactic training of future teachers (Kolova & Vrublevsky, 2016; Eremkina & Tukaeva, 2016; Shukshina, 2016; Kadakin et al., 2017; Kevbrina & Malyavina, 2017; Belova et al., 2019).

In examining the features peculiar to practice-oriented tasks, the authors pay great attention to organizing project and research activities as a variety of learning assignments of this type, which holds a huge potential for the development of both subject and meta-subject competencies of students (Belova & Kiryanova, 2017; Kashkareva et al., 2018).

Of particular interest in terms of embracing the potential of learning assignments of this type for fostering and assessing professional competencies of pedagogical university students are the findings of authors who explore the usefulness of WorldSkills standards for improving higher education (Chikunova, 2016, 2020; Smolina, 2017; Shkabura & Lysikova, 2017), as well as the intricacies of designing and applying practice-oriented tasks with a focus on the competence "Primary and Secondary School Teacher" in line with international standards for the professional training of students at higher education institutions (Shukshina & Kasko, 2018; Zhukova et al., 2019a, 2019b).

3. Research Methodological Framework

In order to achieve the main goal of the research, which is to identify the specifics of the most effective combination of components in a practice-oriented task for philology students consisting in organizing a lesson in the format of project (research) activities based on the WorldSkills requirements, a range of methods was used. The method were selected with account of the research objectives, such as finding the most effective ways to strengthen the professional competence of philology students of pedagogical university based on the WorldSkills Russia requirements and revealing the potential of project activities for effective preparation of students for their future profession.

When developing the conceptual framework of the research, methods of analysis of scientific and methodical literature, generalization, systematization of material on the problem of developing practice-oriented tasks as a way to strengthen the professional competencies of future language and literature teachers were used. In order to identify and address difficulties related to the development of practice-oriented tasks, the methods of observation and criterion evaluation were used in the course of expert evaluation of demonstration lessons in the format of project (research) activities at the Second WorldSkills Russia Qualifying Championship "Young Professionals 2019" among universities, held from 19th to 23rd of June, 2019 on the premises of the Mordovian State Pedagogical University named after M. E. Evseviev. Design and modeling were used for structuring the practical stage of research seeking to identify the

most effective combination of components in the scenario of a lesson involving project activities with prediction of its communicative aspects in real-life situations of pedagogical communication.

4 Results and Discussion

During exploration of intricacies associated with developing practice-oriented tasks to strengthen the professional competence of philology students of Mordovian State Pedagogical University named after M. E. Evseiev, the experience of participation in the Second Qualifying Championship Worldskills Russia "Young Professionals 2019" among universities on the competence "Primary and Secondary School Teacher" was used. Observation of demonstration lessons in the format of project (research) activities for schoolchildren, expert evaluation of the contest participants in terms of the above competence, consulting in the capacity of a compatriot allowed to formulate the main guidelines for the development of a lesson in the format of project (research) activities.

The purpose and objectives of a lesson in the format of project (research) activities that are generally aimed at creation of the environment conducive to the effective project activities of students, have predetermined certain requirements for the specific aspects of its planning and realization while taking due account of communicative aspects of a real-life lesson already at the stage of its modeling as reflected in the lesson summary or scenario.

The mandatory components to be included in the scenario of a lesson in the format of project (research) activities are as follows: topic, purpose and objectives, consistency between the planned outcomes and the objectives, activity planning, experimental hypothesis (modeling intention), project or research description, time planning, consistency between the activity plan and the nature of activities, the forms of student activities, special equipment and materials, methods to assess the activity outcomes, level of complexity of an experiment (of research tasks), work in groups (in pairs), tools for the motivation of students, experiment design (activity models), content of tasks, use of ICT tools, differentiation of students' activities, presentation of the outcomes, analysis of the outcomes, presentation of a formal form to record the outcomes, formal tools for making a lesson scenario.

We would like to turn to the communicative aspects of different components vital for organizing project (research) activities, as envisaged and reflected in the scenario for that type of learning assignment.

The *topic* component should imply a possibility of predicting the gradation in communicative aspects of this component presentation in the classroom: the topic may be declared by a teacher, or formulated by a teacher after discussion of the problematic issue with students, or formulated together with students as a result of pondering over (analyzing) the declared problem. Obviously, the last way to present the lesson topic will be the most effective.

The *purpose and objectives* component should imply a possibility of predicting the course of discussion of the problem (question, situation, paradox): the problematic situation is created without indication of the purpose and objectives of a lesson - the problematic situation is created with the purpose and objectives defined by a teacher - the problematic situation is created with the purpose and objectives of a lesson formulated by a teacher jointly with students.

It is most reasonable to have the *activity planning* component that implies a possibility of predicting strategic learning activities: the activity plan is announced by a teacher - the activity plan is created by a teacher together with students - or the activity plan is created by students on their own

The *experimental hypothesis* component (modeling intention) should imply the possibility of hypothesis formulation in the

real-life lesson either together with a teacher or by students on their own (when a situation is created requiring to formulate one or more hypotheses (intentions)).

The next component is the *project or research description* and the main criterion for its implementation is that the description of project (research) activities should reveal the hypothesis (intention). This component of a lesson summary is implemented during a real-life lesson through organization of students' work with an experimental hypothesis (modeling intention) from formulation of a hypothesis (intention) through acceptance (non-acceptance) or refinement of the hypothesis (intention) to the work with several hypotheses (intentions). When implementing this component, it is essential to carefully think it through and ensure a high degree of *students' independence*: from experimenting (modeling) together with a teacher through the independent implementation of certain stages of activity to the full independence of students during the experiment or model implementation.

The consistency between the activity plan and the nature of activities as a component in the scenario is expressed in the detailed reflection of an algorithm of project (research) activities by students. Here, it is important to predict the following: *organization of work with information* (data collection, data collection and processing, or data processing and analysis); *organization of work in groups or in pairs* (formal division into groups, interaction between students in a group (a pair) with a supervisor); *involvement of all students in active project (research) work* (encouraging most students to participate in the active work through the use of special techniques that sustain the interest of students in the undertaken activity and drive student's cognition and emotional engagement).

The *outcome presentation* component involves contemplations on possible ways to report the results: from using a single template suggested by a teacher, or using a template produced in collaborative discussion with students, to presentation of results by students on their own. In addition, it is important to predict the possible ways for arranging presentation, discussion and analysis of project (research) outcomes from presentation of outcomes without discussion, or organization of discussion of outcomes by a teacher to the independent discussion and mandatory analysis of outcomes by students.

Implementation of the components of a lesson in the format of project (research) activities also suggests necessary premeditation over a constructive form of verbal interaction between a teacher and students, with such interaction based on an individual approach to students and encouraging students to reflect on new ways of action and consolidate the obtained results.

Comprehension of the key features of a practice-oriented task intended to teach philology students how to develop a lesson in the format of project (research) activities resulted in creation of materials that can be used by students for developing project tasks of an integrated nature and methodological framework of a lesson.

We would like to present the methodological framework of a lesson in the format of project activities on the topic "My Formula for Self-Determination in Life", which scenario was developed based on the provided recommendations and with the predicted communicative aspects of a real-life lesson with students of 11th grade.

The *purpose* is to create necessary conditions for organizing project activities of students that would stimulate their independent thinking over the choice of life path through interpretation of the concept "self-determination" and responding to a challenge of creating their own formula for self-determination in life.

Objectives of the project activities:

- Develop cognitive skills for independent interpretation of the concept "self-determination" with account of the specific levels in its structure: actual, communicative, common to all native speakers and the level of individual understanding;
- Develop the skill of independent thinking and judgment;
- Develop the skill of solving the problem of self-determination based on the analysis of known circumstances and available information;
- Develop the skill of producing alternative opinions;
- Develop the ability to model the end product of project activity;
- Develop the communicative ability to make informed decisions: to reflect own speech actions in a concise verbal formula expressing the concept "My Formula for Self-Determination in Life" with a clear identification of the formula components;
- Learn how to defend one's point of view;
- Learn how to express one's own individuality;
- Learn how to develop self-control, self-improvement and self-assessment skills;
- Gain social experience by living through situations from real life;
- Show more independence in choosing own path toward self-determination.

Among the most effective *forms of activities* the following were distinguished: project activity, a quest, modeling and presentation of the formula for self-determination in life.

The most useful *technologies*: interactive, critical thinking technology, game, integrative.

Interdisciplinary connections with the following academic disciplines were engaged: Russian language, literature, history, social science, political science, economics, biology.

Among the *planned outcomes*, the following were identified as *personal ones*:

- Developing a conscious attitude to the process of self-determination, and a respecting attitude to the professional activities;
- Developing a positive attitude to the success of famous people;
- Developing the ability to make a choice as a way of self-determination in difficult situations and take responsibility for the choice made;
- Developing the ability to find in history, literature and other fields of scientific knowledge the valid information and grounds for making a choice;
- Developing creative abilities while producing the project's end product, which is a formula for self-determination in life.

The following outcomes were identified as the *metaproject ones*:

- Developing the abilities to process, systematize and present information in different ways;
- Developing the skills to analyze the modeled situations;
- Developing the skills to choose alternative solutions in modeled non-standard situations;
- Developing the skills of dialectic, flexible and systematic thinking in the decisions made based on the analysis of the modeled situations;
- Developing skills of modeling the end product of project activity;
- Developing the communicative skills of speech and text production, and the ability to produce reasoned statements in the format of own formula, and to carry out effective verbal interaction with the quest participants;
- Developing the skills of self-control, self-assessment and self-correction.

The planned *subject outcomes* included the following:

- Developing the skills of philological interpretation of the concept based on the analysis of its structural levels;

- Developing the skill of philological interpretation of the concept using compression for presentation of results in the form of a formula;
- Developing the ability to reflect independent original thinking and individual understanding of the concept "self-determination" in the end product of project activity, i.e. a formula of self-determination in life.

5 Conclusion

The research seeking to explore the intricacies of developing practice-oriented tasks in the format of a lesson with incorporated project activities to strengthen the professional competences of future language and literature teachers resulted in the following conclusions:

1. One of the effective ways to strengthen the professional competence of future language and literature teachers is a practice-oriented task consisting in producing a lesson summary or scenario in the format of project (research) activity.
2. The key to making the scenario of a lesson in the format of project (research) activity effective is that it should be developed based on the Worldskills requirements for the competence "Primary and Secondary School Teacher".
3. When developing the scenario of a lesson in the format of project (research) activity, it is necessary to capture the communicative aspects of its components in a real-life situation that should be predicted already at the stage of planning specific learning interactions.
4. Development of the methodological framework for a lesson in the format of project (research) activity should always include thinking over its purpose and objectives, specific forms and technologies for activity organization, integration capabilities, personal, meta-subject and subject outcomes of the learning process.

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CONCEPTUAL-TECHNOLOGICAL MODEL FOR MUSICAL-PEDAGOGICAL PORTRAYING OF A CHILD IN THE CONTEXT OF MODERN EDUCATION

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Abstract: This paper discusses a problem of modern music and aesthetic education. The system of modern music and aesthetic education is a component of a holistic environment conducive to learning. This research explores key features of the child's personality and helps to reveal the child's creative potential. The fundamental scientific knowledge in the field of pedagogy, music pedagogy, and psychology has been reviewed in this paper. A conceptual-technological model has been developed for musical-pedagogical portraying of a child in the context of modern education. Also the research presents the generalized analysis of the technology for examining the child's personality, which helps to create a musical-pedagogical portrait that is highly useful in managing the process of music and aesthetic education.

Keywords: musical activity, portraying, musical-pedagogical diagnostics, musical abilities, conceptual-technological model.

1 Introduction

The system of modern music and aesthetic education is an important component of a holistic environment conducive to learning. It is apparent that it is in the childhood that all the key features of a child's personality get shape and the creative potential starts to unfold which is vitally important for psychological well-being in the future life.

This research is relevant as in the modern world great importance is attached to studying computer technologies and enhancing information culture, but music education has not lost its value and nowadays much stress is laid upon bringing up a personality capable of perceiving fine examples of musical culture (Medvedeva et al., 2019). For this purpose, it is important to reveal the initial capabilities of a child for learning the world of sounds and harmony, or in other words to explore the creative musical potential and abilities of a student. Modern education has humanistic foundations, and provides the opportunities to unleash the personal talents of students, and follow an individual learning path for the cognition of music. This situation is giving more distinct shape to the requirements for the modern educational system, and therefore our society needs new guidelines in pedagogical and psychological prediction of personal development of a child, because each teacher should be able to create proper conditions for the development of spirituality, the formation of aesthetic orientations in the art of music, the assimilation of socio-cultural norms and national traditions (Nemova et al., 2019).

The ability to achieve the desired outcomes through the educational process in a humane fashion requires good theoretical and practical knowledge, which is even more so in the matters of upbringing. Thus, in order to keep up with the new times, each teacher must develop a readiness for self-knowledge, professional and personal improvement. The problems of exploring a child's personality are among the most important problems of applying psychological knowledge in pedagogical practice. In the present times of social reforms and changes, these problems are becoming especially urgent.

The analysis of individual features of the child's psyche, including musical abilities, is based on the potential of pedagogical diagnostics emanating from the basic knowledge of psychological and pedagogical science about the essence and regularities of mental development in making various

psychological predictions of development and correction. Such reflection on the practices in the design of educational and upbringing work is associated with modeling a student's musical-pedagogical portrait.

In science there are many different approaches to studying the creative abilities of a child. Each of the researchers highlights the importance of diagnostics, pointing to orientation of the music teaching process towards development of the child's personality. Besides, it is common for research practice to model the creative potential of a student, and depict the structural components of their abilities.

In order to develop recommendations for the effective musical-pedagogical portraying of a child, it is necessary to provide an overview of the existing theoretical concepts of personality.

2 Literature Review

Issues related to the study of factors involved in shaping the child's personality are examined in many psychological studies. Russian researchers B.G. Ananiev (1935), L.I. Bozhovich (1966), L.S. Vygotsky (1965), A.G. Kovalev (1963), V.N. Myasishev (1998), N.I. Nepomnyaschaya (2001), K.K. Platonov (1997), S.L. Rubinstein (2012), and D.B. Elkonin (1989) dealing with the problems of personal development emphasize the complexity and multifacetedness of the process of personal development. When exploring the problem of personality, the researchers focused on definition of the leading basis in the structure of personality.

If a personality is viewed as a system of relations, then relations are assumed to be the components of its structure. This concept was substantiated in the workings of V.N. Myasishev (1998), B.T. Malyshev (1951) and other scientists. It is worthwhile to consider the stance of S. L. Rubinstein (2012), who suggested that a personality is a system of internal conditions through the prism of which external influences get refracted. The definition of personality, proposed by K.K. Platonov, says that it is a person as a carrier of consciousness. We should also mention the works that define personality not as an integral person, but rather as a person's social quality (Ananyev, 1935; Platonov, 1997; Merlin, 1986; and others), and therefore do not view personality as a subject of activity. Psychological organization of personality through activity taken in such universal units as integral acts of activity was studied by L.F. Burlachuk (2007).

The time spent as a student has a great impact on teacher's personality: it is then that the perception of a lesson is shaped, the criteria of good and bad teachers are established, and a certain impression of communication between all participants of the educational process is created (Ilaltdinova & Oladyshkina, 2020).

Thus, different theories distinguish different components in the personality structure and different bases for structuring this phenomenon.

3 Research Methodological Framework

The purpose of this research was to develop a model of musical-pedagogical portrait of personality of a modern child from the point of view of a music teacher for developing individual recommendations for musical and aesthetic development of a child based on all manifestations of their individuality in musical activity.

The research objectives were as follows:

- Examine the existing theoretical concepts of personality;
- Determine the major components of a model for musical-pedagogical portraying of personality of a modern child from the point of view of a music teacher;
- Carry out diagnostics of individual characteristics of a child;

- Define the key parameters and basic indicators recognized as manifestations of individual characteristics of a child in musical activity essential for the success of activity.

The following methods were employed in this research:

- Analysis of scientific literature in the field of pedagogics and psychology.
- Method of pedagogical modelling in the process of development a conceptual-technological model for musical-pedagogical portraying of child's personality.

4 Results and Discussion

The theories that explore personality in musical activity are of high interest to us in terms of revealing the structure of creative potential of personality, musical talents and abilities.

Thus, B.M. Teplov (2007) in his studies among the main musical abilities distinguishes the emotional response to musical modes (the ability to perceive sounds as an expression of different phenomena), the auditory perception of music (the ability to depict music in imagination, and create visual images of music), the sense of musical rhythm (the ability to reproduce rhythmic combinations). In addition, B.M. Teplov (2007) viewed musical memory and psychomotor abilities as general musical abilities.

In the researches of N.A. Vetlugina (1968) tone and pitch discrimination and sense of rhythm were defined as the major components of musical abilities. According to some Russian researchers the structure of musicality also includes intellectual components such as musical memory and musical thinking: reproductive and productive.

The analysis of the above views on the structural components of personality of a student learning through musical activity allowed us to identify the following areas of musical-pedagogical diagnostics necessary for proper portraying:

- Defining the individual features of child's personality development through musical activity;
- Exploring the dynamics of child's personality development through musical activity;
- Collecting and analyzing information from various sources (observation, interviews of children, parents, etc.) about the development of child's personality achieved through musical activity, as needed by teachers and parents to make the most adequate choice of appropriate methods of education and upbringing in the field of music. The whole range of tasks in the field of education and youth policy related to work with talented youth and children requires practical solutions to optimize interaction between teacher and gifted children, to carry out the timely diagnostics of giftedness with due regard for the age, social and gender specifics (Ilatdinova & Kisova, 2018).

Diagnostics with a focus on the activity approach draws upon the analysis of activity and for this reason should start with analysis of its objective structures, then proceeding to revealing the structure of activity and mechanisms of its regulation. This is mainly diagnostics of the process of musical activity, which requires such measuring methods that would measure not only the results of changes, but also the process of changing itself. An important conclusion regarding the choice of diagnostic strategy is the requirement to ensure that tasks are as close as possible to real life of a child in the situations of music perception or performance.

The procedure of musical-pedagogical portraying has several stages. In our study, the activities aiming to develop a model for musical-pedagogical portraying of a modern child were as follows:

1. Defining the examination objectives (identifying individual differences of children, determining the key parameters and basic indicators recognized as their manifestations in musical activity, essential for the success of activity).

2. Selecting or developing the adequate research methods (looking for or creating musical-diagnostic tools, which will help a teacher to gain the fullest possible understanding of all characteristics of a child's personality in the field of music).
3. Organizing the examination (creating necessary conditions, identifying the groups of examination participants, preparing the necessary equipment, etc.).
4. Collecting the examination results and assessing the level and degree of manifestation of child's individual differences (creating a musical-pedagogical portrait based on the obtained results).
5. Analysis and interpretation of the results of musical and pedagogical examination (the analysis of facts based on their usefulness and subsequent comments (recommendations) concerning the revealed problems).

According to the theoretical frameworks of the developmental psychology in our country, the leading activity in childhood is play. At preschool age play is a key to development; in primary school, playing ignites the child's motivation for cognition. It is through this activity that such cognitive processes as imagination, figurative thinking, emotional perception, etc., which are crucial for creative development of a child, are boosted. The processes of shaping arbitrary behavior of a person, subordination of motives and purposefulness of actions acquire special importance in the educational institution. The analysis of child's personality as a subject of musical activity has the following directions: distinctions in the perception of music, high awareness in the field of music, musical preferences, experience of musical activity (sense of rhythm, emotional response to musical modes, musical memory). The obtained data, including the results of observation, the yields of musical-pedagogical procedures, as well as information received from teachers and parents, help to reveal the generalized characteristics, child's profile in musical activity, and is used to create a musical-pedagogical portrait of a student.

The activity approach is underlying for upbringing, since personality only develops through activity, and organization is always its integral component. However, it should be noted that new psychological structures in personality emerge in the process of productive activity (play, communication, etc.). Distinctions exhibited by children in activities of different types should be studied in order to optimize the pedagogical process. The process of upbringing built on different activities pursues a primary goal of shaping the arbitrary behavior of personality, achieving subordination of motives and purposefulness of actions.

The method of modelling as a research procedure is widely used in pedagogy. It should be highlighted that in the practice of researching teaching models, the primary focus was on the processes and conditions necessary for the emergence of new cognitive structures, i.e. the processes of personality development. Such approaches found reflection in the work of Yu.K. Babansky (1989), V.V. Kraevsky (Kraevsky & Polonsky, 2001), I.Ya. Lerner (1977), A.I. Uman (Uman & Morozova, 2016) and some other authors.

Thus, A.N. Dakhin (2003) defines the educational model as "a coherent system of relevant elements, including objectives of education, content of education, design of pedagogical technology and education management technology, curricula and educational programs".

The basis of the modeling method is a model as an artificially created object in the form of a scheme, physical structures, sign forms or formulas, which is similar to the object (or phenomenon) under study, but is a simpler and more rough representation and reproduction of the structure, properties, interconnections and relationships between elements of this object (Beshenkov, 2002). In pedagogy, modeling is used as a research technique and as a tool which helps to exert influence on the learning process.

It should be noted that in the works devoted to pedagogical modeling, much less attention was paid to the problems of diagnostics of personality phenomena at the initial stage of learning in order to design a model for exploring students and to build an adequate educational trajectory.

Having analyzed the studies in the field of application of the methods of pedagogical diagnostics in musical activity, we would like to offer the following conceptual-technological model for musical-pedagogical portraying of child's personality.

The developed model consists of five major components. In the model each component is based on the content of the previous one and all of them are interrelated and mutually complementary. The model reveals the content of each component (Table 1).

Table 1 Conceptual-Technological Model for Musical-Pedagogical Portraying of Child's Personality

Model Components	Content of Model Components
Purpose	Defining the examination objectives (identifying individual differences of children, determining the key parameters and basic indicators recognized as their manifestations in musical activity, essential for the success of activity).
Content	Selecting or developing the adequate research methods (looking for or creating musical-diagnostic tools for revealing the following: distinctions in the perception of music, high awareness in the field of music, musical preferences, experience of musical activity (sense of rhythm, emotional response to musical modes, musical memory), which will help a teacher to gain the fullest possible understanding of all characteristics of a child's personality in the field of music).
Technology	Organizing the examination (creating necessary conditions, identifying the groups of examination participants, preparing the necessary equipment, etc.).
Assessment	Collecting the examination results and assessing the level and degree of manifestation of child's individual differences (creating a musical-pedagogical portrait based on the obtained results)
Interpretation	Analysis and interpretation of the results of musical and pedagogical examination (the analysis of facts based on their usefulness and subsequent comments (recommendations) concerning the revealed problems).

Source: authors.

5 Conclusion

Due to the ongoing transformation of the learning process towards individualization and humanization, which implies a free choice of individual learning path by a student, the model for exploring child's personality in musical activity and constructing on this basis a musical-pedagogical portrait of a student holds potential for optimization of the pedagogical process.

The research efforts seeking to develop the model for musical-pedagogical portraying of children were undertaken with a view to applying the research results in practice and integrating them into educational process at educational institutions, and to developing practical recommendations for designing adequate educational trajectories for students. In addition, this research presented the generalized analysis of the technology for examining child's personality, which helps to create a musical-pedagogical portrait that may be highly useful in managing the process of music and aesthetic education.

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SPECIFIC ASPECTS OF SHAPING MUSIC PREFERENCES OF STUDENTS ATTENDING CHILDREN'S MUSIC SCHOOL

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Abstract: This paper discusses a problem of aesthetic education of children. The topic of this paper is closely linked to the categories of aesthetics, as preferences in the field of music are referred to the competences of aesthetics as a branch of science. At this stage of development of such branches of science as aesthetics, sociology, psychology and pedagogy, there is not yet a single way to identify and study musical preferences providing truly accurate results, we believe it necessary to look into specific aspects of exploring musical preferences through the prism of aesthetics. This paper analyzes the opinions of different scientists on aesthetic education: in the field of philosophy, pedagogy and psychology, sociology of culture, culturology, musicology. The research also explores such phenomena as aesthetic education, interest and proactive attitude.

Keywords: aesthetics, education, preferences, music school for children, music and aesthetic education, students.

1 Introduction

Today, we see the rising attention to the problems of theory and practice of aesthetic education as the most important means of shaping an attitude to reality, means of moral and mental education, or in other words the means for developing all-round, spiritually enriched personality.

This research is relevant as according to state documents and laws, the primary goal of school education is the all-round development of a child as personality and the highest value of society; among its objectives the aesthetic education takes the pivotal role - it enables enrichment of cultural potential of future citizens based on cultural, historical and aesthetic achievements of the Ukrainian people, its traditions and culture; acquisition of the values of global music culture, universal human achievements. A necessary prerequisite for improving the effectiveness of aesthetic education of students is the knowledge and account of the laws of aesthetic development and propensities, which drive the aesthetic perception of the surrounding reality and works of art by a person. The music and aesthetic preferences are indispensable from these propensities. The study of the problem of shaping music and aesthetic preferences is one of the important aspects to the aesthetic education of a person, which is explained by existence of the variety of aesthetic objects, which perception is impossible unless an individual chooses to do so.

Our research is closely tied to the categories of aesthetics, as preferences in the field of music are referred to the competences of aesthetics as a branch of science. While realizing that at this stage of development of such branches of science as aesthetics, sociology, psychology and pedagogy, there is not yet a single way to identify and study musical preferences providing truly accurate results, we believe it necessary to look into specific aspects of studying musical preferences through the prism of aesthetics. That is why we intend to study musical preferences together with such phenomena as education, interest, proactive attitude, etc.

Aesthetic education of children is a complex and long-term process interwoven in the cultural life of society: on the one hand, it reflects cultural progress, on the other hand, catalyzes the development of culture, making a huge contribution to the emergence of new spiritual values, and therefore is an important driver in the development of human personality.

2 Literature Review

The problem of aesthetic education and formation of music and aesthetic preferences garnered the attention of philosophers (Borev, 1988; Kolesnikov & Markov, 2017; and others), sociologists (Aza, 1993; and others), culturologists (Gnatenko, 2000), and psychologists (Vygotsky, 2005; Teplov, 2007; and others).

Special attention to the issues related to music and aesthetic education was paid by educators. Thus, N. Antonets (1979), V. Butenko (1980), B. Brylin (1978), L. Koval, I. Sukhorukikh (2016), G. Padalka (1970), V. Sukhomlynsky (1983), O. Rudnitskaya (1998), K. Ushinsky (1968) analyzed the basic principles, forms and methods of music and aesthetic education, described its qualitative characteristics and essence in their works. Special attention to the issues related to music and aesthetic education was paid by educators.

The above mentioned educators and psychologists analyzed the basic principles, forms and methods of music and aesthetic education, and described its qualitative characteristics and essence.

The theory and methods of various directions in music and aesthetic education were enriched by B. Asafyev (1973), O. Apraksina (1983), N. Vetlugina (1968), G. Grodzenskaya (1960), G. Padalka (1970), Yu. Yutsevich (1988) and others.

Many researchers in the field of aesthetics noted that music and aesthetic preferences of an individual reflect their liking or disliking for certain objects. When studying the aesthetic ideal, Y. Aliyev (2012) viewed aesthetic preferences as the needs of personality. I. Domogatskaya (2003), D. Kimarskaya (1997), indicate that musical and aesthetic preferences represent a combination of abilities, knowledge and personal experience that feed the development of emotional and sensual sphere of personality in the process of artistic and aesthetic activity (Domogatskaya, 2003).

3 Research Methodological Framework

The major research purpose was to look into the specifics of exploring the musical preferences of those children who attend music school.

The research objectives were as follows:

1. Reveal the essence, clarify the content and provide scientific rationale for the notion "musical preferences" of students attending children's music school (hereinafter CMS).
2. Determine the criteria and indicators reflecting music and aesthetic preferences of children attending CMS.
3. Describe the levels of music and aesthetic preferences of CMS students.

Research object was the music and aesthetic education, which predetermined the research focus on the specifics of exploring music preferences of children aged from 12 to 15.

Research subject was the specifics of content, methods and ways to reveal the music preferences of CMS students.

Research methods included analysis of scientific literature in this field and systematization of references.

4 Results and Discussion

Substantial role in the development of adolescent's personality is played by music and aesthetic preferences which interfuse the person's whole life. An ability to sense and experience aesthetics in the surrounding world is an indication of the free civic-mindedness. Embarking on the research concerned with shaping music and aesthetic preferences of adolescent students, first of

all, we should review the key notions used in the research: "aesthetic education", "music and aesthetic education", "aesthetic preferences", "music and aesthetic preferences of adolescent students".

The origins of the notion aesthetic education and aesthetic sense date back to ancient times. The essence of aesthetic education, its objectives and goals kept changing from the time of Plato and Aristotle to the present day. There exist many definitions for the notion "aesthetic education", we will delve into some of them. In the modern world great importance is attached to studying computer technologies and enhancing information culture, but music education has not lost its value and nowadays much stress is laid upon bringing up a personality capable of perceiving fine examples of musical culture (Medvedeva et al., 2019, p. 62).

According to Yu. Yutsevich (1988), "aesthetic education means developing the ability to purposefully perceive and feel, correctly understand and estimate the beauty of the surrounding world: nature, social life, work, art; the targeted efforts implemented through relationships between its participants, with a teacher directing the process".

In the aesthetics dictionary edited by M. Ovsyannikov (1983) "aesthetic education" is defined as the development of one's ability to perceive and transform reality according to the laws of beauty in all spheres of activity; a purposive system for effective raising of a person capable from the perspective of aesthetic ideal to perceive and assess aesthetics in life, nature and art, and to create "the second nature" (p. 24).

Based on the definition proposed by Yu. Yutsevich (1988, p. 176), we believe that aesthetic education is a purposeful activity aimed to develop the ability to perceive, understand and aesthetically assess the facts, phenomena, processes in the real world based on the knowledge and practical skills in a certain kind of art. Formation of aesthetic feelings, tastes, field of interests and needs, preferences of a personality, occurs through artistic and emotional development of surrounding reality.

The discussion above suggests the following key attributes characterizing the essence of aesthetic education: first, it is the process of purposeful influence; second, it is intended to develop the ability to perceive and see beauty in art and life, and assess it; third, the goal of aesthetic education is to shape aesthetic tastes and ideals of a person; fourth, it gives a spur to independent creativity and creation of beauty.

Let's discuss now the definition of notions "aesthetic preferences" and "music and aesthetic preferences of adolescent students". Thus, V. Druzhinin (1988, p. 238) highlights that aesthetic preferences are the objects that are most "convenient" for processing by the internal mechanisms of vision and hearing. In fact, they appear based on positive assessment, i.e., we may get to love something what we like.

Musical and aesthetic preferences represent the variety of tastes. Reasonable, in our opinion, is the opinion of O. Rudnitskaya (1998, p. 175), who closely links the music and aesthetic preferences to the artistic needs of an individual and defines them as a person's interest in artistic values essential for comprehending or creating artistic phenomena. According to G. Padalka (1988, p. 14), music and aesthetic preferences signify the presence of personal interests that help to identify the musical and aesthetic attitude of a person to the surrounding reality.

The analysis of literature has shown that music and aesthetic preferences of adolescent students get shaped in the process of aesthetic education through: aesthetic activity, daily routine, and by gaining music and aesthetic experience.

Means of aesthetic education include communication with peers and adults, cultural and educational events, community service. The sources of aesthetic education are school, social environment, information sources, art, nature, family. All these components are bonded and interconnected. So, the general

concept "Aesthetics", embodied in aesthetic education, under the influence of the conditions of aesthetic education (aesthetic activity, daily routine, music and aesthetic experience, work) through the means of aesthetic education (communication with peers and adults, cultural and educational events, community service), powered from the sources of aesthetic education (school, social environment, information sources, nature, art, family) shapes the aesthetic consciousness. Aesthetic consciousness, in turn, determines the music and aesthetic perception, which is split into sensual preferences and aesthetic feelings, these components determine music and aesthetic interests and needs serving as the foundation for developing value orientations or attitudes. Value orientations or attitudes predetermine the capacity for aesthetic assessment, and all these components are structural units in shaping music and aesthetic preferences of adolescent students.

Music and aesthetic preferences of CMS students mean an inclination or elective orientation of an individual towards certain aesthetic activity in music theory and practice. Personal achievements of an individual in the process of perception of musical pieces and aesthetics in the real environment, as well as in the performance of music. They represent the hardpan for shaping personal aesthetic taste and testify to its presence. They reflect the personal choice of an individual (Parunov & Sizova, 2018, p. 54).

According to O. Rudnitskaya (1998, p. 134), music and aesthetic preferences play a special role in cognitive and creative activities. The criteria for their assessment encapsulate emotional-motivational, cognitive-operative, and value-orientation characteristics. Each characteristic is distinctive by its inherent attributes.

Music is a language of communication between different peoples, which is well understood and which helps children to feel what is good and beautiful, to become smarter and more mature. As a kind of art, music may have an impact on a child only when it is somehow related to the child's needs. As our research shows, at school age this need consists in an attempt to participate (albeit to the minimum extent) in various events (when children associate themselves with the characters of a musical piece, literary text, etc.). Igniting this need in junior students contributes to their spiritual development through artistic and aesthetic theme games in music literature classes (for example) and after school hours. Each teacher should be able to create proper conditions conducive for the development of spirituality and aesthetic orientations in music art, for assimilation of socio-cultural norms and national traditions (Nemova et al., 2019, p. 59).

A necessary prerequisite for this important process is to ensure understanding (appropriate to the age) of existential concepts: what is beautiful and disgusting, good and evil, morality and immorality, dignity and humiliation. It is music that holds the greatest potential to unleash the freedom of spirit and unchain the soul by awakening the emotions. The sharper the child's inner hearing is, that is the ability to feel the subtle movements of one's soul, their shades, the more favorable the soil is for the perception of feelings embodied in artistic images.

For revealing how adequate the perception of a musical piece is, after listening to music we ask students to depict on paper the emotions inspired by music (portrait of the composer, season, some certain event, etc.), which helps to find out whether:

- children are passively listening to a musical piece, and have no associations whatsoever;
- children are demonstrating associative imagination spurred by music perception, which is an integral part of an act of music cognition.

Often the associations born by imagination are based on sound imitation in music. They may be triggered by musical sounds resembling birds' chirping, babbling brook, noise of the wind, clap of thunder, etc.

The shaping of musical perception as the linchpin of musical culture is inconceivable without connection between music and life. Therefore, it is important to ensure that child not only perceives but also lives through the content of a musical piece, feels its mood. It should be remembered that a child seeks independence, wants to express and convey what he or she feels, sees, hears, and not what is prompted. The use of free games for this purpose awakens imagination, encourages children to be creative, develops their imagination, allows them to express their aesthetic impressions and share their thoughts. All this in combination not only invokes a general positive attitude of children towards music, but also spurs logical thinking, awakens their creative imagination, improves their speaking skills, and therefore contributes to the development of their musical culture.

Among the social and daily-routine factors that influence all of the above, we would like to highlight the following:

- Family and education context in the family;
- The proximal circle of peers, i.e. mates and friends;
- Relationship between a child and religion;
- Access to information on the Internet;
- Personal interest in cognitive activities ignited by musical and aesthetic preferences.

5 Conclusion

Music as a kind of art is one of the most powerful tools to inculcate universal spiritual values in children by engaging their own inner experience, and inducing inner emotions. It becomes a way to express and shape children's attitude to all phenomena of being and to themselves.

The media and the Internet play a substantial role in the context of music preferences of children attending music school.

The incurred life experience which allows music school students to build their own picture of the world based on musical impressions, and thus to shape their own musical taste.

The mass media with its information affluence which is rather complex for a child to navigate through, literally pour down on children, who are not yet psychologically or emotionally resilient, the information flow which they are not yet able to evaluate (due to the lack of experience) and filter to get the truly relevant information.

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Primary Paper Section: A

Secondary Paper Section: AL, AM

DEVELOPMENT OF STUDENT'S SCIENTIFIC POTENTIAL AS A PIVOTAL COMPONENT OF FUTURE SPECIALISTS' PROFESSIONAL COMPETENCE

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Abstract: The relevance of this research is associated with the preeminent role played by the system of professional education in the development of the modern Russian state and society. The objective of the research conducted consisted in identifying and substantiating the role of student scientific potential as the pivotal component in professional competence of the future specialists. The dialectical approach has enabled the authors to objectively analyze all factors and conditions underlying the successful functioning and development of Russian professional education system. The necessity of updating university students' creative potential is substantiated. Materials of the research are of interest both in terms of further scientific investigation on this line and in terms of their use in educational practice of academic training.

Keywords: students, academic research work, system of education, world community, sociocultural outlook, scientific potential.

1 Introduction

The selected research problem deals with the development of student scientific potential as the pivotal component in the future specialists' professional competence. Its relevance is determined by information technology processes and trends in the world community setting the outline for the future civilization. It is also driven by the increasingly important role for the system of professional education to play in the social and economic, sociocultural development of any state and society. Finally, it is associated with the requirements the modern times pose for specialists, regardless of their focus area and profile: they have to possess a high creative potential relying on the scientific framework.

This standpoint is confirmed by analysis of the world scientific literature where works published on the said problem occupy not an insignificant part. The analysis has shown that issues related to cultivating student scientific potential as the pivotal component in professional competence of the future specialists of any focus area and profile have attracted the attention of well-known researchers for a long time. This is not surprising at all, as the problem of high-quality professional training of the future specialists depends on social progress processes and trends directly (i.e., on the established paradigm of the way human life is organized in the 21st century; on the powerful sociocultural and information outlook of the contemporary world; on the ongoing technological advance in all spheres of the human community; on the world globalization processes, etc.).

The modern scientific literature is actually inundated with various concepts, theories, provisions, and approaches related to organizing professional training at higher school. Analysis of numerous scientific works has shown that the efficient solution for the problem related to developing student scientific potential as the pivotal component in professional competence of the future specialists, regardless of their focus area and profile, is still far from being completed. Although modern professional education gets rather controversial estimates sometimes, nevertheless, many authors share the idea that the system of professional training of specialists at higher school needs consistent improvement. Both foreign and Russian researchers discuss this problem range. This circumstance reinforces the

authors in adhering to the selected research line as the correct one.

2 Literature Review

Let the principal scientific focus areas be identified that are related to the problem of this study, to some extent or another:

- *academic research work of bachelor and master degree students at higher educational institutions* (Gavrinn & Rebysheva, 2015; Beschasnaya & Shemchuk, 2018; Tamochkina, 2018; et al.);
- *scientific research activities as the pivotal competency for graduates of postgraduate programs* (Aleksandrov, 2018; Filippov, 2018; Chigisheva et al., 2017; et al.);
- *competence and competency as an issue of concepts and terminology in modern education* (Demchenkova, 2011; Kostrova, 2011; Bogacheva, 2012; Shaimova & Abdurazakova, 2013; Grigorov et al., 2017; Guzanov et al., 2018; et al.);
- *the competency-based approach and its place in the system of modern education* (Zimnyaya, 2006; Yarmakeev, 2010; Nagornova et al., 2018; Pevneva & Tabashnikova, 2019; Solovieva, 2019; Khakhonova, 2019; et al.);
- *collection and analysis of data on scientometric indicators of the employees* (Kvelidze-Kuznetsova et al., 2019; Strielkowski & Chigisheva, 2018; et al.);
- *pedagogy and psychology of professional activities* (Belozertsev et al., 2004; Tabashnikova, 2018; Shvatskiy, 2020; et al.);
- *key competencies for Europe and assessment thereof* (Hutmacher, 1997; Deardorff, 2006; Freidheim, 2012; et al.).

The said authors note that the modern era keeps setting yet new requirements for people, their professional knowledge, abilities, and skills. This has to translate not only into elaborating competencies within the system of professional education, but also in general – into its innovation development.

Analyzing Russia's existing system of professional education, B. N. Guzanov, O. V. Tarasyuk, and S. A. Bashkova (2018) note in their monographic study "Profile-specific competencies of vocational pedagogical university students": "In modern Russia, the relevance of the issue of training personnel within the system of professional education is governed by two principal factors. First, the personnel training level is not up to the structure of needs of the labor market. Second, the structure and content of professional education is being upgraded" (p. 10).

Analysis shows that this concerns the scientific aspect to a greater extent. So, Russian authors A. A. Beschasnaya and O. N. Shemchuk (2018) write: "Although the international opinions are united in realizing that higher professional education has to correspond to the current situation at the labor market, the system of higher education possesses another important content-related component. This is preparation and performance of scientific research. The said requirements are orchestrated by changing demands of the society, the needs of searching for new technological solutions in both the industrial and humanitarian spheres" (pp. 24-25).

A. S. Gavrinn and L. V. Rebysheva (2015), too, note that it is difficult to envisage the modern Russian education upgrade process without such a component as the system of ensuring conditions for the future specialists' creative development at educational institutions. Manning the future scientific and technical elite from the student community is an essential social and economic task and a condition of the country's progressive development.

In their joint monograph "Professional competencies at higher school", A. Yu. Nagornova, L. G. Milyaeva, E. N. Bavykina, et al. (2018) reasonably opted for the standpoint dealing with the necessary innovation development of Russian education. Discussing the role of science in improving specialists' professional level, they consider it important to single out the following aspects in professional training: knowing the theoretical content of a given domain, possessing a worldview, a capacity for forecasting, knowing the essence of scientific research (goal-setting, reflection), recognizing one's direct mission, wishing to learn much, especially the ability to word one's standpoint.

Ultimately, analysis of sources on the said problem has shown that efficient functioning and development of higher professional education largely depend on the way students' creative activities are organized and they are introduced to practical and scientific activities within their future profession from the first year of studies. So, researcher O. A. Tamochkina (2018) writes correctly about the fact that cultivating the creative potential in higher educational institution students is a prerequisite for their further creative self-fulfillment in the future profession. This also means this process contributes to improving the quality of professional training at higher school.

Foreign researchers dealing with this focus area also note the existence of the problem associated with the development of innovation education, its correspondence to the modern times, and the necessity of upgrading educational competencies. So, back in 1996, a report was presented at the Symposium Berne (Switzerland) saying that an entire set of related issues underlie the question of key components. Both teachers and politicians have to take into account long-established curricula, teaching methods, and school conditions of the system of education (Hutmacher, 1996).

Many Western scientists are more concerned about questions associated with internationalization of education, the extent to which the intercultural competence corresponds to standards and requirements of the time, identification and assessment thereof (Deardorff, 2006; Freidheim, 2012; et al.).

3 Research Methodology and Methods

In terms of methodology, this study relies on dialectical comprehension of the essence of social phenomena and processes under analysis. Meanwhile, the systemic, axiological, ontological, and comparative culturological approaches are taken into account when assessing the way Russia's higher professional education functions and develops. Fundamentally, this study is based on scientific works (concepts, theories, and statements) of well-known Russian scientists having won recognition both in time and in social practice, and it is mostly analytical in character. *The objective of the research is* to identify and substantiate the role of student scientific potential acting as the pivotal component in professional competence of the future specialists. Its tasks are as follows: to identify principal factors on which the efficient development of the Russian higher professional education depends; to find out and summarize standpoints currently available in science that deal with understanding the importance of university student research activities; to substantiate the necessity of updating students' creative potential in the educational process of higher school. *Methods of the research include:* philosophical comprehension of social phenomena and processes in their systemic integrity; social and philosophical modeling of the subject under study; systemic analysis, synthesis, comparison, contrasting, and generalization of the scientific material on the research problem.

4 Results and Discussion

4.1 Factors Determining the Efficient Development of Higher Professional Education in Russia

Analysis of existing philosophical and scientific literature discussing social phenomena and processes in the development of the society, its institutions, and structures has allowed

identifying the most important ones that determine the efficiency of functioning for higher professional education. In this case, they generate some causes hindering the development of the system of Russian higher professional education. Let three principal groups of factors be outlined that are the driving force and energy behind either advance or regression of the society and its institutions.

1. *Political factors.* Political instability, first of all, in the country's internal policy, affects functioning of all regions and settlements of the RF and instills lack of confidence about the future in citizens of the country. Due to these factors, the national educational policy cannot be elaborated and pursued efficiently; nor can the effective administration be formed both for Russia's entire system of education and for its higher school system. Political instability also makes it impossible to elaborate solid methodological framework for Russian education to develop on, with meanings and values of Russian culture taken into account.
2. *Economic factors.* They generate social tension in all subjects of education, preventing them from fulfilling the main and further educational programs and from organizing and conducting profile scientific research as far as necessary. These factors interfere with the policy of active academic exchange with leading universities of Russia and foreign countries; relevant assessment of work of the academic teaching staff (ATS) is hindered, too. Because of the said factors, they fail to organize student science efficiently and the scientific and technological support required for the educational process – up to challenges of the era, among other things.
3. *Social factors* (social and political, managerial, personnel ones, etc.). They generate a high level of dissatisfaction in the ATS of the country's universities with the educational policy pursued by the Ministry of Science and Higher Education. Social factors also cause pessimistic sentiments as for personal career growth, professional well-being, and improvement prospects for the situation with the management system of Russian higher professional education. This is associated with the impossibility of complete creative self-fulfillment in working with young students, the high status of a Russian professor being lost in modern Russia, and so on.

4.2 Current Scientific Standpoints on Understanding the Importance of Research Activities of University Students

Scientific literature contains rather numerous materials addressing the development of scientific potential in students as the pivotal competency of higher educational institution graduates. The irreversibility of powerful trends in sociocultural and information technology processes taking place in the modern world community is understood and recognized. Proceeding from this, most authors share the viewpoint that it is the scientific constituent that acts as the necessary (profile) basis in professional training of the future specialists in virtually any focus area (Gavrin & Rebysheva, 2015; Filatova, 2015; Aleksandrov, 2018; Beschasnaya & Shemchuk, 2018; Tamochkina, 2018; et al.).

A group of Russian authors (Bezruchko et al., 2018) have attempted to identify the following clusters of competencies of the nearest future:

1. *Ability to interact and co-operate with others.* It makes up the first and largest cluster of "competencies of the future".
2. *Thinking and problem-solving.* This cluster ranks second in size, incorporating 15 competencies.
3. *Aptitude for learning and openness to the new.* This one rounds out the above top three, respectively.
4. *Innovation and creativity.* This set of competencies implies first of all braveness, readiness for experimenting creatively and making mistakes.
5. *Digital knowledge and skills.* This group includes programming, the knowledge of fundamental robotics, and the ability to understand and use new technologies.

6. *Awareness and self-management.* This involves the ability to control one's attention, find meaning in work and life, resilience, the ability to build one's own plans and to understand oneself in general.

The said authors note that "these six clusters encompass around 80% of "competencies of the future"... They are no individual skills to be "leveled up" quickly, but they are elements of one's personality".

As it can be seen, specialists have to seamlessly integrate the professional and the personal within themselves in the nearest future. According to the authors, this requires elaborating the new educational paradigm, new methodological framework in organization and fulfillment of the educational and upbringing process at higher school.

Alongside this, in spite of the most diverse estimates of the nearest future, one thing is clear: this future is completely bound with science and higher education, according to the genius insight of the great Russian scientist V. I. Vernadsky (1991).

Modern Russian researchers are also convinced of the necessity of updating the educational and upbringing process in the higher professional education, orienting it to building up the future specialists' research competency. L. B. Filatova (2015) expresses quite a clear opinion about this: "Academic research work is a professional activity, so it is important to consider the process of staged and consistent cultivation of specialists' research competency during their studies at higher school and postgraduate training" (p. 48).

O. A. Tamochkina (2018) notes, too, that training of highly creative specialists is unthinkable without involving creativity, creative self-fulfillment, and building up students' creative potential in conditions of higher school.

Discussing the future specialists' level of preparation for activities in the information technology society, A. S. Gavrin and L. V. Rebysheva (2015) are convinced that the said specialists have to possess not only the required total of basic and special knowledge, but also certain skills of creatively solving practical problems; they also have to continuously upgrade their qualification and quickly adapt to changing conditions. All these qualities have to be shaped at higher educational institutions by means of students' active participation in academic research work. The latter gains increasingly high importance at the present time and turns into one of the principal components in professional training of the future specialists.

Analysis of the array of scientific materials concerning the student science development problem allows making the following conclusion. In conditions of modern Russian higher educational institutions, professional training of the future specialists, regardless of their focus area and profile, requires the consistent and focused state policy. This policy has to be aimed at training the future specialists for scientific activities in their professional life. "In the modern conditions, the role of the state in developing science and education is a prerequisite for building up the spiritual, intellectual, scientific and technical, social and economic progress of the Russian society and state, as well as for maintaining its national security" (Gavrin & Rebysheva, 2015).

4.3 Necessary Update of Students' Creative Potential in the Educational Process of Higher School

The authors have carefully analyzed approaches presented in scientific literature concerning the functioning and development of modern higher professional education. In particular, they focused on the role of student scientific potential in professional training of the future specialists. This analysis has shown that despite the researchers' most diverse methodological standpoints, most of them agree that

- in its functioning and development, the modern system of higher professional education is driven both by general,

inherent in the world community processes and trends and by its own country's particularities (economic, geographical, sociocultural ones, etc.);

- in spite of the upgrade and a number of reforms consistently organized and conducted, Russian system of higher professional education currently fails to meet the requirements of the modern times;
- among the principal factors and conditions determining the efficiency of professional training of the future specialists within the system of higher school, the issue of enhancing their scientific potential during professional training at universities requires imperative solution.

Although practice related to developing the creative potential of all educational process subjects at higher school has become dramatically relevant in the modern times, nevertheless, many researchers note the said potential level is insufficient. They believe that at Russian universities, this is the case in both students and the academic teaching staff, so their creative potential has to be cultivated on.

O. A. Tamochkina (2018) points out that building up the creative potential in higher educational institution students is a prerequisite for their further creative self-fulfillment in the future profession. This is why this process contributes to improving the quality of professional training at higher school.

V. N. Kormakova (2015) writes: "One of the important constituents of working with the future specialists at higher educational institutions is to include them into scientific research activities opening up broad opportunities for stimulating the learners' personal creative potential".

Researchers R. K. Seryozhnikova and O. Yu. Smachnaya (2015) share the firm standpoint expressed as follows: "...It is essential to look for ways to promote students' revealing their personal creative qualities as much as possible, based on taking into account their distinction. ...This implies rethinking the essence of the upbringing process at higher educational institutions in a qualitative manner. Meanwhile, the process has to be oriented to cultivating the experience of creative activities, emotional and value-based attitude to the world, which manifests itself in updating the individual creative potential" (p. 193).

Thus, the development of students' creative potential within educational process of higher school can be categorized with confidence as one of the priority tasks concerning professional training of the future specialists in the modern Russia.

5 Conclusion

Results of the research conducted enable the authors to word the following statements considered as findings:

1. Russia and the world community form the united space for mankind to survive and develop in, with all its processes and emerging trends making up the basis for all states and national communities of the planet Earth to function and evolve upon. Regardless of the harsh political antagonism witnessed in the world politics, one can speak of the fact that currently, one country's successful progress causes all the rest ones to improve, too. This is where the world globalization effect manifests itself. At present, any country develops successfully only if its system of education, in particular, higher professional school, is efficient. In their seamless integration, the principal factors (*political, economic, and social*) determining the efficient development of Russia's higher professional education create the necessary conditions for its scientific, economic, and social breakthrough in the 21st century.
2. Understanding how important science is for the development of the early 21st century human civilization leads to a positive change in the public consciousness of Russia's scientific and educational community. They have come to realize the fact that the scientific and technological advance of Russia is only possible if the priority in professional training of the future specialists within higher

education is given to the scientific constituent. This circumstance makes Russian scientific and educational community ratchet up their efforts searching for the efficient support to be provided for the research constituent in terms of methodology, practices, and technologies (considering the said constituent within the process of the future specialists' professional training in conditions of universities).

3. Having to update students' creative potential within the educational process of higher school is a phenomenon and practice of paramount importance for the development of Russia, for its competitiveness at the world market. Efficient inclusion of students into scientific research activities demands, first of all, revising the methodological framework for professional education, which implies the following measures:
 - a broad set of academic research work lines and activities for higher educational institution students have to be organized, starting with their first year of studies; meanwhile, in mastering the future activities profile, the said research activities have to be a compulsory unit;
 - highly efficient mechanisms for involving students into R&D have to be designed and implemented into the educational process of universities, taking into account specific features and capacities of the latter; similarly, performance assessment for student research activities to cover the entire period of learning (awards, scholarships, recommendation for admission to postgraduate studies, etc.) has to be elaborated and implemented;
 - efficient material and technological support has to be developed; this is about extensively involving the academic teaching staff into both supervising student research activities and assessing them.

The results of this research are of both scientific and practical importance; they can be used in studies of this focus area and in organizing student research activities at higher educational institutions.

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Primary Paper Section: A

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RESEARCH WORK ON DESIGN PROJECT FOR ACTIVATING COGNITION IN STUDENTS

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Abstract: This paper examines the problems of cognitive activation of students in the course of research-based learning by design projects. The paper describes the stages in cognitive activation by means of developing a design for thematic exhibition of installations; the opportunities for acquiring a functional research skill as a universal way to cognize the surrounding world through a variety of activities; development of a personal standpoint based on the knowledge obtained by self-study. The convincing evidence is provided that the cognitive activities during research work on a design project are boosted if the project topic is relevant, much in demand, arouses high emotional interest, requires cognition for perceiving and processing information, and engagement in the creative activity.

Keywords: cognitive activity, cognitive abilities, activation, research-based learning, exhibition of installations, design project.

1 Introduction

The research-based learning is a highly appreciated form of learning and an effective tool for promoting a creative approach to the modern life. One of the most important goals pursued by educational institutions today is to raise a researcher knowledgeable in the modern research methods, capable to deal with problems in a creative way and to replenish the knowledge by self-study. This is especially important given the impact of globalization and digitalization on the research process (Strielkowski & Chigisheva, 2018).

The encyclopedic dictionary on philosophy defines a term "research" as "a process of generating new scientific knowledge and one of the forms of cognitive activity. The inherent characteristics of research are objectivity, replicability, evidence and accuracy" (Panov et al., 1983).

A distinctive feature of the research-based learning of students is its focus not on obtaining a scientifically objective result, by rather on developing functional research skills, or in other words a universal method to cognize the surrounding world, facilitate cognitive activity and promote a personal standpoint based on the knowledge and skills gained through self-study.

The work on a design concept of a thematic exhibition organized by the educational institution fosters the inclusion of students in research-based learning and project activities, which help not only to unleash the creative potential of every student, but also to boost their cognitive abilities.

The relevance of this research is heightened by acceleration of all processes occurring in the modern life and the growing information affluence, which requires from the system of education to create favourable conditions for boosting cognitive skills of students and developing their ability for full participation in society in the shortest possible time, in other words to search for the methods and tools to speed up perception and processing of information.

2 Literature Review

The cognitive activation of students is the topic which is dealt with by such scientists as Bogoyavlenskaya D.N. (1962), Shadrikov V.D. et al. (1990) and others. Shadrikov V.D., Anisimova N.P., Korneeva E.N. (1990) believe that the learning process drives cognition and expansion of knowledge. L.S. Vygotsky (2008) asserts that intellectual development is

more vigorous when something new is produced as a result of independent activity, i.e. creativity.

Bogoyavlenskaya D.B. (1962), Korobov E.T. (1990) view cognition through creative activity as a meaningful, goal-directed process aimed at studying and researching the possible ways for improving the activity.

Fialko A.I. (2015) clarifies that the process of cognition directed at studying different objects and phenomena yields an understanding of their interrelations, with concentration of attention on what is most important. G.I. Schukina (1979) notes that the cognitive activation of students requires creation of certain conditions that would give rise to the intrinsic motivation for inclusion in the process of cognition. According to Tolmacheva G.V. (2015), at the core of active cognition lies high interest in the undertaken task. Ksenzova G.Yu. (2000) asserts that a strong motivation for cognition in the research activity is its connection with practice.

Grimovskaya L.M. (2020) explores the development of cognitive abilities through project activities, including such "components as goal setting, work with information, processing of obtained data, presentation and application of results in practice" (p. 6). E.N. Perevoschikova (2020) notes that collective designing helps to solve complex problems: "allows us to combine efforts and learn how to distribute functions, communicate, and develop a team strategy to achieve a goal" (p. 3).

The authors Zimina E.K. and Lagunova M.V. (2012) define design approach as "an artistic and technical analysis, development, creation, and transformation of a material item as a complex object, broken down into components from the perspective of an item and from the perspective of a human, in order to meet the human needs to the fullest extent possible and achieve the aesthetic perfection of the world of things" (pp. 136-139).

3 Research Methodological Framework

The research purpose was: to explore the impact of research work on design project for an exhibition of installations on the cognitive activation of students.

The research objectives were as follows:

- Clarify the essence of a definition of cognitive activity and describe its key characteristics;
- Analyze cognitive activity of students at each stage of research work consisting in the development of exhibition design and its implementation;
- Carry out a questionnaire survey of students for assessing the impact of research work on the design project for an exhibition of installations on the cognitive activation of students.

This paper was based on the following research methods:

- Theoretical-methodological: analysis of psychological and pedagogical, methodological literature, systematization, consolidation, comparison;
- Empirical: observational (direct and indirect observation), diagnostic (questionnaire survey, assessment and study of the results of cognition in the course of research-based learning).

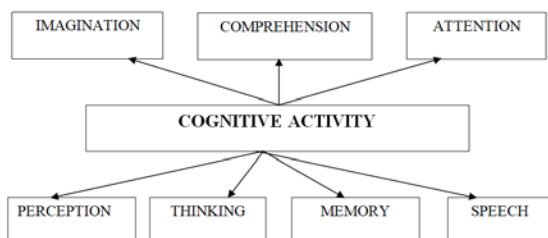
Experimental basis of research was the educational space in Nizhny Novgorod Art School, State Budgetary Educational Institution.

4 Results and Discussion

The mental components involved in cognitive activity catalyze such important processes in students as motivation for active learning, self-development, self-study.

The cognitive activity is enabled by mental processes. The structure of activity directed at cognition of the surrounding reality is shown in the chart below created by the authors of this paper (Figure 1).

Figure 1 Mental Processes in Cognitive Activity



Source: authors

The cognition process becomes much more successful if a student has interest in the undertaken task. The student's assertiveness in cognitive activity may be defined as a quality of personality directed at understanding a certain subject matter and finding ways for achieving the outcome pictured in imagination.

The cognitive activity helps a student to gain diverse knowledge, skills and abilities; expands the world outlook and develops moral qualities; unlocks cognitive capacity, distinctive qualities, assertiveness, cognitive interest, reveals hidden capabilities of a student; encourages search and creative activity.

For cognitive activation of student, the primary focus shall be on maintaining their stable interest, developing their intellectual abilities and mental determination. There are several important elements that control this plane of human's life, such as skills, abilities and habits (Klimov, 1986).

The cognitive activity is expressed in newly acquired skills and abilities and in many cases in abandoning unproductive habits.

Cognition is a complex procedure by means of which students progress from having no knowledge to obtaining knowledge, from spontaneous discoveries made through the lived experience and from information references to a system of active cognition powered by creativity.

Through cognitive processes that are incorporated in activity pursued by a human, various information is obtained contributing to better understanding of the surrounding world for its further transformation, the goals are set and the plans are built, the content of future activity is identified, its stages and necessary behavior are contemplated, the future results are analyzed (Ksenzova, 2000).

Cognitive activity of students is based on the level of their cognitive abilities which is predetermined not only by the innate qualities, but also depends on the education and upbringing received the the family and in the educational institution (Shadrikov et al., 1990).

A salient feature of cognitive activity is that the process may involve different amount of invested efforts, assertion and independence, the behavior may also vary: it may be imitative or creatively searching, which has an impact on the final result (Schukina, 1979).

Here, since all students differ in their level of cognitive abilities, a teacher should focus on the main stage of cognitive activity.

Continuous nature of the process of cognition was noted by such authors as Yurchenko T.V. and Lagunova M.V. (2011), who distinguished the following stages in this process: focusing

students' attention on the goal of cognition; selection of the methods for rendering impact on the end result; constant monitoring of the process and ensuring its integrity for achieving a desired result.

A teacher determined to spark the students' interest to the cognitive activity should be guided by certain objectives and motives.

The objectives are as follows: exploring something new and yet unknown, finding connections between the unknown and the known, developing new solutions, explanations, subjects, non-standard approaches, maintaining interest in finding solutions to practical and intellectual problems (Petrova et al., 2020).

The motives for cognitive activity include different states of mind inducing a person to obtain information about the surrounding world: an urge to explore the surrounding world and a desire to accommodate interests and appease curiosity of students.

The cognitive activity is implemented through exploration of the objects of cognition. Cognition is an intensive reflection and perception of reality in human consciousness, the course of events and the process of obtaining new knowledge. Research-based learning is driven by an intentionally inspired cognitive creative activity of students, which is characterized by initiative, purposefulness, assertiveness, motivation and consciousness. The expected outcome of such activity is the development of cognitive motives, research skills, individually meaningful knowledge and methods of work that are new for students.

Research activity may be seen as an indispensable requirement for the development of skills in watching, observing and exploring the surrounding world.

It is important to pay due regard for the age-specific psychophysical capabilities of students, only then the research work will be truly captivating, may last long without causing tiredness, which will have a positive catalyzing impact on cognitive activity, and will help students to develop their own point of view on the explored problem (Ksenzova, 2000).

Researching may be effective when it is on a voluntary basis only. The aspiration to study and analyze something appears when the subject under study is interesting and appealing to the student.

In the research work, major focus is on the following considerations:

1. Purpose and objectives of the students' research activity should correlate with exploration of the history of emergence and evolvement, specific features of the item under scrutiny; particular understandings about the item under scrutiny, etc.
2. The needs and motivations underlying the students' research work contain cognitive motives, as well as social motives. Such motives include fulfillment of personal duties, a desire to be responsible, to get approval for successful work, motivation to self-education.
3. The objects of the students' research work are artificial, social, fantastic objects, objects of inanimate and animate nature.
4. The mandatory subjects of the research work should be a student – a teacher, a group of students, several pairs of students, a whole group.
5. The means of the students' research work may include internal (acquired skills of research work and cognitive skills) and external (new material, various devices and tools) sources.
6. Results of the students' research work may include new skills and new knowledge, emergence of cognitive motivations.

The research work on the chosen topic should contain the following stages: formulating a topic, setting the purpose and

objectives, producing a plan and selecting definite ways of work, finding necessary information, carrying out various experiments and surveys, obtaining the results and analyzing own work.

A salient point in research activities is the connection with practice, with direct examination of the surrounding reality and application of the obtained theoretical knowledge in practice. The emphasis on the lived experience of students during their studies may become a strong motivation for cognition (Ksenzova, 2000).

When proposing a topic, it is important to make sure the proposed problem is relevant, to identify the most promising lines of research, and to accommodate the interests and propensities of students.

The research supervisor should make students aware of the requirements to the work, help them to determine the range of questions pertaining to the chosen topic, to draw up the action plan, render assistance in the selection of literary references and research methods.

Scientific studies concerned with design of educational space have their specificity, the main goal of such studies is to help students gain subjectively new knowledge in the field of design by performing tasks with the unknown result.

Studies in the field of design of educational space may proceed in two directions, depending on the pursued goal:

- the goal of the research has a specific practical orientation: creation of a design concept in the form of a design sketch (prototype model), accompanied by research and analysis of the project specifics, study of analogs, materials to be used, etc.,
- the purpose of the research may consist in systematization, identification of regularities, clarification of processes in culture, or a particular industry, that affect the design of educational space, on the appearance of new stylistic, shape and color solutions affecting the learning.

In research-based learning involving development of design it is important for not only the theoretical part, but also the practical part to be of the research nature, since exploration of the problem in between the educational space and human activity (the process of learning) constitutes a basis for the search of a conceptual idea (Sherbakova et al., 2020).

It should also be noted that student's research in the field of educational space design takes place in the environment shared with other participants of the educational process who are also interested in the result of his/her activities, which allows to conduct research, analyze and draw conclusions not only based on personal impressions and through personal interpretations, but also by involving other participants of the educational process showing interest to this subject, who may indirectly become participants of the research by mastering teamwork skills.

Different teamwork models may be applied within the same project to obtain better results of the research.

In the course of a pedagogical experiment to boost cognitive skills as a key driver of research-based learning, 14 students of Nizhny Novgorod Art School, State Budgetary Educational Institution, of the 1st and 2nd years of study were asked to develop a design project for an exhibition of their own creative works "Combinatorial Voluminous Structures". These works were created by students as part of the elective course "Environmental Design". Let us take a closer look at how the research and learning of students on this topic were organized.

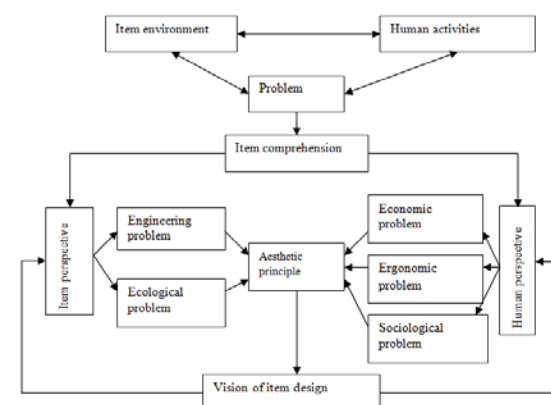
The research process in the field of design includes the following main stages: pre-design scientific research and creative development of the design concept.

In elaboration of a design solution, work at each stage should be carried out in accordance with the structure of the design approach (Zimina & Lagunova, 2012).

Structure of the design approach proposed by the authors of this paper (Figure 2) indicates the scope of knowledge in different areas that a student should have to create design for an exhibition of installations, in order to solve:

- Engineering problems;
- Environmental problems;
- Economic problems;
- Sociological problems;
- Ergonomic problems;
- Aesthetic problems.

Figure 2 Structure of a Design Approach to Item Transformation Activities



Source: authors

The students in their pursuance of the design vision as a solution to the stated problem learn methods of analytical and project activities, improve their researching skills, learn the principles of design approach to transformation of educational space in the search for a design solution.

Drawing on the age-specific psychophysical capabilities of students, it is important to make the research work rational and exciting, and then it may last long without causing tiredness, which will have a positive catalyzing impact on cognitive activity, and will help students to develop their own standpoint on the explored problem.

A salient point in the research activities is the connection with practice, with direct examination of the surrounding reality and application of the obtained theoretical knowledge in practice.

As part of work on the design project for an exhibition the cognitive activation was provided at the preliminary consultations, where the project goal, objectives, working hypothesis, general strategy of the pre-design research were defined, different sources of information were recommended on the history of exhibition activity, emergence of traditional and modern types of exhibitions.

The *intermediate consultations* served to support the students' motivation for active research-based learning. Students were offered to independently study the process of organizing thematic exhibitions of installations; to plan the stages of the design project for a thematic exhibition of installations, to formulate the conceptual idea of exhibition of installations through the heuristic search for a design solution, to consider structural aspects central to space organization, to consolidate the general vision of exhibition installations, to produce the prototype model of an exhibition space.

The *final consultation* was held to discuss the results of research, possible ways to present the results and material to be included in presentations.

In the course of the research work on the design project, the students themselves found out that designing is always the work with a special emotional mood, which most effectively affects such components of cognitive activity as perception, thinking, memory, attention, imagination and comprehension.

Design of combinatorial voluminous structures from modular elements for an exhibition of installations became the result of a search for new compositional solutions based on the study of modular structures in folk art, finding and revealing the harmonious coherence in elements by using the artistic design techniques, which has expanded the students' idea of the design capacity of folk art when developing design of the thematic exhibition.

The work resulted in the translation of emotionally felt idea of the exhibition of installations into reality and the proposed design for combinatorial structures from modular elements, which transfigured the space of educational institution into a coherent whole.

The design approach to a finding a design solution for the exhibition of installations confirmed that the students need knowledge in different areas, as it is required to solve various problems: engineering, environmental, economic, sociological, ergonomic and aesthetic.

Upon completion of the project, the students were offered a small questionnaire with the following questions:

1. What aroused your greatest interest during research work on the project?
2. How can you use the experience you have gained?
3. Which research stage did you enjoy the most?
4. Did you develop any new character traits while working on a design for exhibition?

The answers of students allowed us to verify that the students' research work inspired their great cognitive interest in such a field of environmental design as "exhibition activity", it was captivating for them to learn different types of exhibition equipment, traditional and modern ways of organizing exhibition space, etc. Students noted that they also learned to "state a problem", "carry out an analysis" of already created design objects, "analyze the obtained results" and this may be helpful for them in the future both in their studies and in professional activity. The most enjoyable for students was the discovery of new knowledge, as well as the creative process of organizing an exhibition itself. Students noted that they have gained self-confidence and validated that this profession was a right choice for them.

5 Conclusion

The conducted research revealed that the work on design of a thematic exhibition triggers cognitive development of students provided that: the exhibition topic is relevant and much in demand; arouses high emotional interest to the stated problem and the search for the conceptual idea, requires cognition in the course of information perception and processing as part of creative activity.

Design approach to the development of exhibition design indicates the scope of knowledge in different areas that a student should have to create design for an exhibition of installations in order to solve engineering, environmental, sociological, ergonomic, economic and aesthetic problems.

The search for a design solution embracing combinatorial structures from modular elements for exhibition had a direct impact not only on the development of artistic taste and visual thinking, but in general on cognitive activation of students in the course of work on the design of structures for an exhibition on a particular topic.

It has been determined that the work on the design for a thematic exhibition has an activating impact on the cognitive development

of students when they explore key specifics of exhibition and design activities.

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Primary Paper Section: A

Secondary Paper Section: AM, AN

TRAINING CREATIVE PERSONNEL AS PART OF THE ARTS EDUCATION DEVELOPMENT IN MODERN DAYS

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Abstract: This paper explores a problem of training creative personnel as part of the arts education development in modern days. Particular attention is drawn to the relevance of this problem in view of the current trends in the development of education. The authors overview the key lines of arts education development in various spheres of pedagogical process. The government has underlined that the key priorities in development of arts education today are dictated by the need to enhance the value of culture and arts in the Russian education; preserve and develop institutions offering the arts education in the field of culture and arts; train highly qualified personnel; encourage creative skills through the training programs used by educational institutions.

Keywords: arts education, creative personnel, a system of professional arts education, development trend, culture, art.

1 Introduction

At the present stage in development, traditional views on the content and methods of education are constantly revisited, challenged and refined in practice. The issues and problems of arts education are being discussed at the state level to date. The state policy is geared towards establishing a streamlined structure of pedagogical activities in the field of arts for developing a pool of specialists of certain artistic profile. In the process of education huge attention is paid to the in-class and out-of-class training, independent learning and non-learning activities, as well as scientific endeavours (Lisovsky, 2014).

This research is relevant since the arts education as an important element of the educational space in high social demand, requires special attention for improving new forms and methods of artistic and aesthetic education and raising spiritual, moral and cultural personality on the basis of artistic values and state standards that meet the requirements of modern society. For this reason, identification of the ways forward to achieve a higher quality of training for creative personnel in the field of arts education in step with the modern requirements remains one of the urgent tasks of high strategic importance.

The national wealth of Russia consists of such important elements as its culture and traditions, arts and the process of artistic creation itself, society and cultural heritage. Therefore, arts education and arts as such in their interaction are aimed at ensuring a high level of professionalism and competitiveness, as well as preservation of cultural and historical heritage of the country's multinational population, whose history encapsulates many interesting traditions, crafts and other interesting areas appealing to creativity. Arts education seeks to combine different aspects of pedagogy and methods of teaching, as well as to encourage and provide an outlet for creative skills and abilities (Petrova et al., 2020; Sizova et al., 2020).

2 Literature Review

Such scientists as B.T. Likhachev (1983), S.M. Vishnyakova (1999), O.V. Saldaeva (2008), E.P. Olesina (2005) in their research define the concept of arts education, which they view as a process of gaining knowledge, skills and abilities in the field of arts. Also, according to many Russian researchers, arts education is not strongly affected by social and economic transformations,

since it exists as an aesthetic ideology that, like creativity itself, may have a different impact on different people. But as part of the system of education the arts education holds certain potential, and not many are capable to modernize it to a uniform set of rules and laws, because the creative process is individual for each person. That's why contradictions arise in relation to the system of assessment (Lisovsky, 2014).

S.I. Kolbysheva (2020) in her research emphasizes the role of arts education, which, first of all, is to create favourable conditions for artistic communication, because the internal resources in the field of art are not enough for solving this problem, as well as to create the cultural environment fertile for pedagogical strategies directed at accelerating the process of instilling artistic values.

The analysis of studies in the field of arts education by such scientists as T.S. Komarova (1979), L.G. Savenkova (2011), B.P. Yusov (2002), etc. bring to the fore their reflections on the value of arts pedagogy and arts education for overcoming global problems and contradictions of present days, the insights on the most effective use of arts in education.

At the present stage arts education is characterized by changing educational needs of the society and the labor market and by expanding information opportunities. Therefore, practical and theoretical knowledge, which includes the knowledge of specific methods, is subject to constant modifications in order to keep up with the state standard, which requirement is to raise highly competitive individuals of a new breed capable to make decisions in various circumstances based on innovative and creative ideas, and education focus shifts towards information technology and various operations with information (Azarov, 2008).

As noted by L.N. Turlyun and A.G. Stepankaya (2020), the modern communication technologies, primarily the Internet, provide ample opportunities for interactions between participants in the art process.

3 Methodological Framework of Research

This research was necessitated by the existing contradictions between the acute need of our country in creative personnel due to a special role played by the arts in social life and the modern requirements to the system of arts education.

The research purpose was to analyze the system of modern education in artistic education institutions and set out a strategy for building the innovative system of arts education.

The research objectives were as follows:

- Analyze the present-day artistic education in Russia and reveal the problems;
- Explore the system for training qualified specialists;
- Determine a strategy for arts education development at the current stage in order to solve the problems existing in the system of arts education today.

For accomplishing the objectives pursued by this research, a combination of theoretical-methodological (analysis, synthesis, ascending from the abstract to the concrete, inductive-deductive approach, scientific modelling) and empirical (observation) research methods was used.

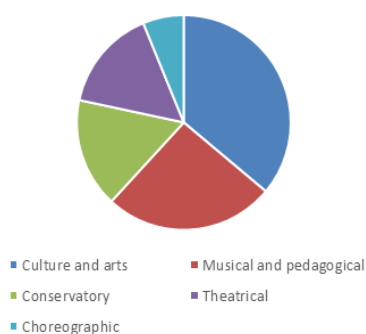
4 Results and Discussion

The talent pool of future specialists in the field of arts is build in the higher education institutions. Federal State Educational Standard of Higher Education is intended for training future specialists capable to work in educational institutions in such professional fields as research, education management, pedagogics and cultural enlightenment. Thus the graduate should

be able to carry out not only upbringing and education and develop general culture of personality, but also boost the development of students as subjects of educational process through arts, apply various teaching techniques, methods and tools, and make an effective use of information and communication technologies (Zrelykh, 2016).

Each Russian university has its own requirements for the content and structure of the study program intended to ensure professional training relevant to the needs of the Russian labour market. However, a question of professional development of educators in Russia has become urgent, as such development implies knowledge in arts, practical skills in certain activities, as well as methods and ways to implement pedagogical process (Lisovsky, 2014).

Figure 1 Educational institutions of higher education under the auspices of the Ministry of Culture of the Russian Federation in 2019



Source: author's own processing

An inextricable element of the system of professional artistic education is a network of educational institutions for qualification upgrade and advanced training of staff: courses, training centers, qualification upgrade departments at universities. This systems helps to ensure adaptation of specialists engaged in the field of culture to new socio-economic context, evolving information society and the market of cultural, recreation and educational services (Aleksandrova, 2011; Petrova et al., 2020).

Today, the modern society and state are in the dire need of creative personnel who should not only hold necessary high qualifications and strive for continuous creative development, but also possess such qualities as stress resistance, creativity and ability to solve complicated non-standard problems in any circumstances. Therefore, the main goal of arts education is to encourage an individual to continue self-development throughout their entire life for achieving professional self-fulfillment and tolerance towards cultures of other nations, and for creative transformation of own life (Markova & Narkoziev, 2019). Changes in the society's expectations bring about new requirements and set new directions for the development of arts education:

1. National arts education should be consistent with certain phenomena promoting globalization, economic and social improvements in the society;
2. The modern arts education, including national cultural environment, should tilt toward the European, as well as global educational space;
3. A system of education in the field of arts should promote creative independence, as creativity is subjective;
4. More stringent standards for bringing up individuals with a developed sense of aesthetics;
5. A revised understanding of the purpose of pedagogical efforts in the field of arts education, its forms and methods due to the development and introduction in the pedagogical practice of new information and other innovative technologies, and use of creative non-standard activity models (Anchukov, 2004).

Among such non-traditional pedagogical models related to the arts education are the electronic courses, webinars and live streaming. Their benefit is equal access to education regardless of location, when the necessary information is in free access any time. In the field of arts, such electronic platforms may be used, for example, in such areas as calligraphy, watercolor, drawing in pencil, training in various graphics programs, visualization programs, etc. Another important advantage of this learning mode is the swiftness in provision of information. It means that information provided on such platforms does not get out of date, as opposed to the books, as it is regularly updated via the Internet. It is also noteworthy that the structure of content offered by electronic courses corresponds to the academic program for the same discipline in the state artistic education institutions, which means that the learning process has become more flexible, and the teacher may focus on the most intricate sections.

In the modern society, an important role belongs to mass media, the field of arts is not an exception in this regard. This role is getting even stronger, since artistic and aesthetic education develops in the direction that requires robust communication between the leading specialists in this field. As far as artistic and aesthetic education is concerned, due to an easy access to information the mass media has become the channel for exchange of best practices among parents eager to unleash the creative talents of their children. The periodicals are devoted to global culture, youth creativity, moral and spiritual education, support for the youth projects within the frames of state contests, modern youth subcultures, professional training and creative professions. Depending on the age of target audience, they publish pieces of children's literature, along with other interesting and educating content. Some periodicals give recommendations for parents on how to recognize the creative abilities in their children, and encourage their development, and provide information about educational institutions, creative centers and digital education platforms (Zrelykh, 2016).

The state and society are highly concerned about the considerable loss of general prestige of teaching in the art schools for children, which weakens the creative potential of these educational institutions. Among the main causes are low salary, unfair hour requirements, discrimination in the pension schemes, and other.

Therefore, one more problem is observed in the system of artistic education which is manifested in the lessening of interest of professors and teaching staff of universities and secondary professional educational institutions to science, and the low publication activity.

Since the powerful scientific school has always been a guarantee for proper training of future staff in the field of arts, the conducted research revealed the problem existing in the system of artistic education related to the falling interest of teachers to science, the observation and examination of statistical data helped to reveal that the regular staff of the Department of Arts, Crafts and Design of the Kozma Minin Nizhny Novgorod State Pedagogical University (Minin University) comprised of 10 people includes: 0 Doctors of Science; 4 Candidates of Science and 6 persons having no degree. The numbers indicate that only 40% of the department staff is engaged in science, which is the smaller part of the team.

Proceeding from the principles of management, which in many respects streamline the pedagogical activity in the arts education space, the main vectors for development of a model of innovative arts education have been defined and the key milestones in its creation have been identified. They are associated with:

1. Organizing scientific conferences, publication of scientific papers, arranging internships on the basis of educational institutions;
2. Adopting strategies for the development of arts education (introduction of new creative directions and competent

distribution of resources of an educational organization or institution);

3. Needs and demand in the labor market for art specialists;
4. Monitoring the quality of education;
5. Developing new educational programs and their incorporation in the educational process.

The innovative arts education should develop:

1. Non-standard pedagogical creative ideas, forms and methods of work in the arts learning process;
2. Vigorous activity for development of advanced teaching forms and technologies in the field of arts;
3. Revised criteria for assessing scientific, educational, creative and innovative activities in the system of artistic education (assessment criteria should be based on the principle of subjectivity, since in expressing creativity each person has their own aesthetic vision of activity);
4. Demand for creative professions in the labor market (Antipov, 2017).

Modern scientific knowledge is determined by close ties with the innovative scientific discoveries in various fields of pedagogy, psychology, philosophy, history of arts. In today's world the credit should be given to the various technologies that facilitate the process of knowledge transfer. The government also promotes the rapid introduction of technologies into the educational space not only for teachers, but also for children. The creation of information educational platforms based on test assignments which purpose is to prepare students for the Uniform State Exam and the Basic State Exam has already been funded by the government in collaboration with the private sector (Ilaltdinova & Oladyshkina, 2020; Kurbatova & Zaytseva, 2020). But as for the problem of involvement of educational institutions of culture and arts, art schools and other creative state institutions, here the question of such institutions commitment to the interaction under the scheme "ministry-school-university" becomes even more acute. At present, for admission to higher education institutions of the creative profile the state began to take into account along with the results of the USE, the scores of the entrance exams on those disciplines that are not mandatory within the Unified State Exam.

At the current stage in the arts education a special role belongs to the portfolio of creative works as the manifestation that a particular creative skill has been successfully acquired. The policy of higher education institutions encourages the creation of professional portfolios, and when a student's personal account is created on the electronic platform, all the necessary tools are provided to ensure that applicants could add new works to their portfolio, which could be accessed not only by them, but also by their potential employers.

Also in the arts education, project-based learning is increasingly gaining in popularity. Project-based learning is aimed at creating certain project, through targeted research in the area of interest for the project, the analysis of relevant literature, creation of sketches and calculation of ergonomic indicators. The creative potential in this approach is that it boosts the imagination, which is generating new images, conceptions and ideas. Therefore, project-based learning in the arts education helps to develop non-standard thinking to solve complex, non-standard problems (Gladyshev, 2018).

The state and society are highly concerned about the present-day challenges in the professional domain, as since recently the general prestige of teaching in the art schools for children has been declining, which weakens the creative potential of these educational institutions. Among the main causes are low salary, unfair hour requirements, discrimination in the pension schemes, and other.

5 Conclusion

The strategy for development of arts education at the present stage is seen as the synthesis and interaction of arts with various pedagogical solutions and methods, which will allow to build a

favourable artistic and aesthetic environment for the formation and further development of an active creative personality. The educational programs are also constantly undergoing changes to incorporate personalized approaches and new technologies of teaching a particular art discipline within the educational institution.

Thus, state-led transformations should be directed at:

1. Developing and implementing non-standard pedagogical forms and methods of work in the artistic pedagogical process;
2. Transition to the modern integrated interactive study programs of modular structure;
3. Elaborating advanced learning modes and teaching approaches in the field of arts;
4. Promoting wide use of teaching methods appealing to the arts with reliance on the modern technologies in education;
5. Developing criteria for assessing research, learning, creative and innovative activities in the system of arts education;
6. Ensuring effective dissemination of innovative practices, including electronic learning resources and dedicated websites;
7. Boosting demand for creative professions in the labor market;
8. Encouraging professors and teaching staff to make scientific publications in the journals included in the Russian Science Citation Index, listed by the State Commission for Academic Degrees and Titles, Scopus and others.
9. Enhancing the performance of educational institutions which offer professional retraining and qualification upgrade courses for teachers of arts disciplines, and creating new profiles of training and programs for retraining cognizant of new trends in the development of the system of arts education.

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MUSIC IN THE LIFE OF YOUTH: RESULTS OF SOCIOLOGICAL SURVEY

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Abstract: This paper presents the results of a sociological survey carried out in 2019 on the topic: "The Role of Music in the Life of Youth" on the basis of the laboratory devoted to the problems of modern family at the Minin Nizhny Novgorod State Pedagogical University (N-300). The use of a quantitative sociological method, namely a SPSS Statistics 21 package, allowed to find out: the main factors affecting musical preferences of youth; the musical preferences of youth; the attitudes of young people to the Russian national song traditions; the attitudes of young people to karaoke; the existence of family musical traditions; the role and place of music in the life of youth; the attitudes of young people to the song genre, etc.

Keywords: music, values, youth, inculcation of values, everyday life, mentality, spirituality.

1 Introduction

Globalization in economy, politics, culture and everyday life slowly but surely destroys visible boundaries between countries and continents, representatives of different nations, confessions, etc. Due to the rapid scientific and technological progress, music has gained international prestige among young people.

Boys and girls with headphones have already become the common thing. They mainly listen to music, some listen to audio books, texts of lectures. The latter are clearly in a minority in relation to the former. Overall, as revealed by numerous sociological studies, listening to music in the youth cohort becomes one of the leading forms of leisure. Thus, the study of youth' musical preferences is one of the urgent problems in music sociology, youth sociology, and arts history.

The music in the life of young people became especially important in the 20th century. It became the subject of intense attention of musicians, philosophers, psychologists, and sociologists. Music reflects the emotional spirit of the time, becomes sound representation of thoughts and moods dominating the era. In the 20th century, it served as a youth voice in the age of social upheaval ("sexual revolution" in Europe, "perestroika" in Russia). It is virtually impossible to force young people love certain music, they choose it according to their inner state of mind. Society faces a great challenge: how to develop young people with the help of music, how to understand their moods, thoughts and feelings? The pursuit of answers to these questions strengthens the relevance of this research on the musical preferences of youth through a sociological survey.

2 Literature Review

The fundamental research of T. Adorno "Sociology of Music" (2008) was a valuable input to our study. This writing explores the links between music as the art and the audience, and analyzes the existing types of listeners. The work of Adorno (2008), which appeared in the mid 20th century, has not lost its relevance today, first, because the types of listeners described therein are found in the modern society as well, and second, because Adorno (2008) views music as the art that reflects the spirit of the time.

We have also relied on some psychological studies, such as the paper authored by A. D. Andreeva "The Idea of Childhood through the Eyes of Parents of Modern Schoolchildren" (2019). The study highlights the connection between sociocultural

stereotypes of parents and their influence on the future of the younger generation, including in relation to the inculcated system of values. The author appeals to the category of "the idea of childhood" embedded in the minds of parents, which, in our opinion, is also applicable to the problems we seek to explore. A. D. Andreeva (2019) points out that from the point of view of some parents "...childhood should be exclusively "nutritious" and useful: intensive development and high-quality education will give the child a good start..." (p. 11), but warns against manifestations of parental perfectionism.

A study into the causes of young generation passivity undertaken by M. M. Basimov (2019) and presented in his paper "Psychological Causes Behind Youth Reluctance to Participate in Political Life" proved to be useful for us. The researcher states that: "In educational institutions, the process of socialization of students is regulated by a number of national, departmental, regional, municipal, and school programs for education and socialization of students. These programs... however, are of little use in building the competence of young people in politics". This is the probable reason why young people are so reluctant to explore cultural spaces new to them.

Many studies indicate that young people are the indicator of a process of values transformation, and as a result, their "cultural navigation" becomes more complex. Thus, Yu. A. Zubok and V. I. Chuprov (2018) write that the modern "Sociocultural space ... exhibits contradictory trends..." (p. 137), meaning alternating youth departure from and return to traditional values.

P. E. Okuneva and A. N. Medvedev (2018) in their paper investigate the role of vocal singing in reinforcing moral and aesthetic values among young people. The mechanisms for transmitting intergenerational socio-cultural experience within a family are discussed in the paper by O. A. Nemova (Nemova & Semusheva, 2020; Nemova & Svadbina, 2020; Nemova & Kartasheva, 2019), G. M. Tanieva and V. P. Kozyrkov (2015). The questions of encouraging interest in music through everyday interactions between parents and children are explored in a collective monograph: "Private Life in a Family: In Pursuit of Harmony and Meaning" (Svadbina et al., 2017).

3 Research Methodological Framework

The main purpose of this paper was to analyze the musical interests and preferences of the present-day students based on the empirical evidence.

The research objectives were as follows:

1. Identify the role of a family in shaping the musical preferences.
2. Examine the musical tastes and preferences of the present-day students. For this purpose, conduct the comparative analysis of musical tastes of students referred to the group of "professionals" (those who chose music as a future profession) and the group of "non-professionals".
3. Investigate the problems of preserving Russian family musical traditions (playing music instruments at home, visiting musical performances, performing Russian folk songs, and so on).
4. Reveal the attitudes of young people to music and song genre, and their role in human life.

In 2019, on the basis of the research laboratory devoted to the problems of a modern family at the Minin Nizhny Novgorod State Pedagogical University (hereinafter the Minin's University) (laboratory headed by O. A. Nemova) a sociological survey "The Role of Music in the Life of Youth" was organized and carried out: The data was collected through a questionnaire survey (N-300). The research covered students of the Minin's University of the second and third years of study (89.3%) and students of Balakirev's Nizhny Novgorod Music College (10.7%), the sample included 39% of males and 61% of females.

The main focus of Balakirev's Music College is training of professional musicians. Most students surveyed in the Minin's University were from the Department of Social and Technical Services Management, in other words these were students whose professional preferences are not related to music.

The research used a quantitative method of questionnaire survey, with subsequent data processing with the SPSS-21 software.

4 Results and Discussion

In order to understand the role of a family in shaping musical preferences, the respondents were asked a question "Whose impact on your musical preferences was the biggest?". The respondents had to choose one answer out of five options ("parents", "relatives", "classmates, co-workers", "friends", "mass media, radio, TV, newspapers, Internet, etc."). The biggest impact on the musical tastes comes from parents and relatives (38.0% and 4.3%). Quite a significant role in the process of musical socialization is played by the opinion of friends (28.7%) and mass media (25.3%). Therefore, in musical socialization the impact of family and the immediate circle is the highest.

Answers to the question "Which music is listened to in your house?" were as follows: 65.3% listen to pop music at home, 16.3% listen to classical music (predominantly students of Balakirev's college), 6.3% listen to rock music, and 2.7% listen to jazz. 9.3% answered that in their houses music does not sound at all.

The look at the problem from the perspective of "professionals" and "non-professionals" revealed that for music college students the impact of parents is stronger than for students of the Minin's university (93.8% vs 12.7%). Apparently, parents' love for music and the continuation of traditions of listening to music (especially classical music) in the family affected not only musical tastes and preferences of young people, but also, as a result, determined their professional choice.

The popularity of light pop music among young people indicates lowering of the "music bar" in the general musical culture of Russians. Those products that are now called "mass music culture" have nothing in common with Russian national traditions. For the most part it is copying of not the best samples of Western pop culture (Chebotaev & Fedoseev, 2008).

The tradition of home music performances was spread not only in the pre-revolutionary epoch, but also in Soviet times, namely: singing romances and bard songs to the guitar, singing songs at a feast table, playing harmonica in Russian villages, student, army, camping songs, youth song contests, and so on. The results of the survey revealed that many of the respondents enjoy singing in karaoke, many have musical instruments at home, but the tradition of joint music performances, which once was popular in Russian society, seems to be fading away. What does this suggest? Probably, that everything that is "offline", genuine and real-life in the age of high technology is, unfortunately, relegated to the background. Thus, for example, live interactions between people (which has already been many times raised by sociologists, psychologists, teachers, etc.) are overtaken by chats, social media, Skype, Viber, etc. Certainly, the technological advances and new devices have brought comfort into our lives and reduced the time and distances for quick communication. However, at the same time they have deprived us of something else, deeply rooted in our culture and life, representing traditions, indispensable for a man, and have caused transformations in our human, cultural and aesthetic concepts. Thus, once a popular genre for intimate home performances was a romance, or a Russian romantic song. As evidenced by the history of Russian music, domestic singing of romantic songs (romances) was an integral part of everyday life of Russian society (not only nobility, but also petite bourgeois and people belonging to different social classes) in the 19th century.

Meanwhile, even prominent Russian musicians, teachers, and performers admit that the tradition of singing romances recedes into the past.

Vladimir Fedoseev (Chebotaev & Fedoseev, 2008), when answering a question about the key distinction of music perception by Russians, emphasized that: "Russia is a lyrical figure. This is manifested in the traits of our national character - a desire to be close to each other, kind heartedness, mutual help, readiness to share the sorrows of our nearest. The ability to enjoy and admire nature, works of art, music, group - both feast-table and choral - singing, the ability to understand and accept the soul of another nation ... These are all lyrical phenomena" (Chebotaev & Fedoseev, 2008).

Reading the memoirs, including letters and recollections of Russian emigrants, describing the Russian life at the turn of 19th and 20th centuries, one becomes convinced: representatives of the Russian urban intelligentsia once had good skills in playing musical instruments, held chamber evenings at homes and played in ensembles. There are a lot of examples, including the classic ones. Below is just one fragment from a work which heroes are non-professional musicians who nevertheless spend all their time playing the piano, and become participants of string quartets, sing, and perform at home concerts: "Dima started performing Chopin's scherzo, (...). The impression of his playing was inexpressible, he was a genuine accomplished musician. It was hard to describe with words. Music has always had a strong effect on me, I could enjoy it tirelessly. It evoked the memories of my father, my childhood years, when I got with my feet into the corner of the sofa and literally held my breath to listen to it. Sounds carried me away into the mysterious, unknown world... And now, having closed my eyes, I could not listen without excitement, my father played this scherzo, I played, but when Dima performed it, though familiar, it sounded somewhat differently: the new conveyance of some phrases was captivating and touched new strings of perception. I was captured by this novelty, elegance of performance..." (Ishmenetskaya, 2015).

Musical national traditions have deep historical roots. The everyday and festive culture of the Russian people is unthinkable without dancing, music and singing (Okuneva & Medvedev, 2018). The song accompanied the working life and holidays in all segments of Russian society. Meanwhile, the study revealed that the tradition of joint music playing and songs singing in the family circle, is gradually fading away. To the question: "Do you have so-called 'feast-table songs' performed in your family on holidays?" only 24.7% of respondents gave a positive answer, while 75.3% replied negatively. Predictably, the group of "professionals" maintain the traditions of festive singing more often than the "non-professionals" (50% versus 21.6%).

We view the gradual erosion of the best family musical traditions common to everyday and festive life of Russians as a negative social phenomenon, since music is not only the guardian of the Russian mental code and character, but, at the same time, a mechanism for intergenerational cohesion and transmission of intergenerational values.

In the age of technological progress, karaoke singing becomes increasingly popular. One of the hypotheses behind the study was an assumption that young people continued the tradition of joint family music performances through the use of new technologies, i.e. the karaoke. However, this hypothesis was not validated. Only 21.7% of respondents sing karaoke at home, 78.3%, respectively, are not doing this, showing indifference to the music as such, despite technological innovations. A group of "professionals" are still more likely to sing karaoke songs as compared to "non-professionals" (50.0% versus 21.6%).

The tradition of family attendance of musical evenings (subscription or other concert events) is becoming a thing of the past. So, to the question "Does your family have a tradition of joint family attendance of musical evenings (subscription events or other kinds of concerts)?" was answered in the affirmative only by 17.0% of the total pool of respondents. "Professionals",

as compared to their less engaged peers, attend city music events twice as often (31.3% versus 15.3%).

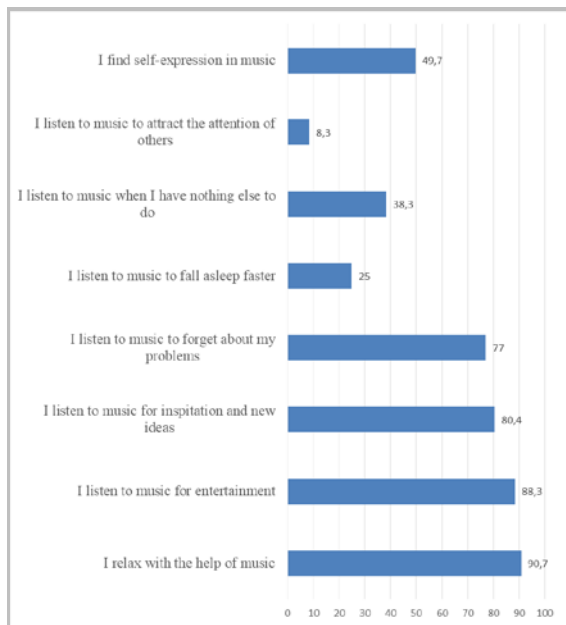
The tradition of family attendance of musical evenings (subscription or other concert events) is also departing into oblivion. So, to the question "Does your family have a tradition of joint family attendance of musical evenings (subscription events or other kinds of concerts)?" was answered in the affirmative only by 17.0% of the total pool of respondents.

What kind of events most attract young people as family leisure activities? Those who answered the previous question positively were offered another question "Which concerts or music performances do you prefer attending with the members of your family?". 21.0% of respondents attend popular music concerts, 18.7% attend opera and ballet performances, 17.0% attend classical music concerts, and 7.0% attend performances at the operetta theater.

What is the situation with preserving and disseminating the tradition of family music performances in the "post-perestroika" time, the era of liberal-market relations? The research results are not optimistic: to the question "Does your family have a tradition of family music performances?" only 5.7% of respondents answered "Yes, very often", 5.3% - "quite often", 34.0% - "sometimes", and 55% - "never".

The study found that the majority of respondents (90.7%) use music to relieve emotional tension, to relax, to get aesthetic pleasure, to have fun (88.3%), to get inspired (80.4%), to forget about everyday problems (77.0%). 49.7% of the respondents admitted that music is a means of self-expression for them. 38.3% of students fill their spare time with music, and listen to music when they have "nothing else to do". A quarter (25%) of respondents noted that music helps them to cope with insomnia, which in itself is surprising. While only 8.3% of the survey respondents use music to show off, in order to attract other people's attention (Fig. 1).

Figure 1 Functional Purposes of Music Among the Youth, %

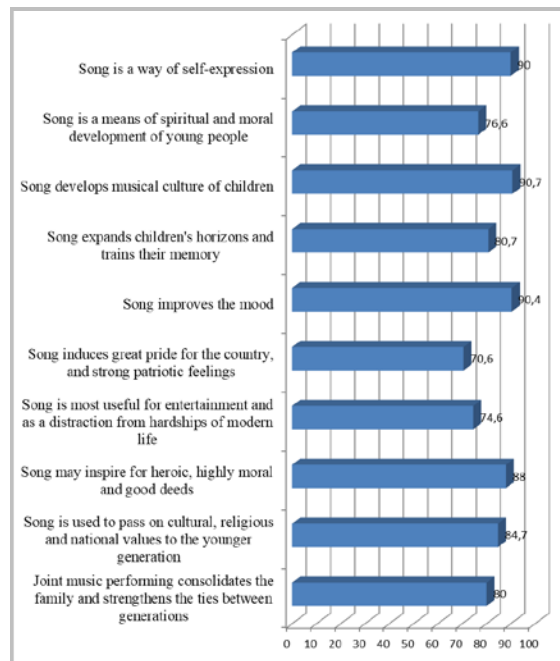


Source: author's own processing

Revealing the attitude of youth to the song genre and the joint family music performances was one of the core objectives of this research. The respondents were also offered some statements with agree-disagree answer options (on a scale from "strongly disagree" to "strongly agree"). Respondents' answers were as follows: song develops the musical culture of children (90.7%), song improves the mood (90.4%), song is a way of self-expression (90%), song may inspire to great, highly moral and

good deeds (88%), song is a means of passing cultural, religious and national values on to the younger generation (84.7%), etc. Significantly fewer respondents (74.6%), compared to the previous statements, see the song only as a form of entertainment and a way to get distracted from everyday routine. Highly illustrative is the youth attitude to the song as inducing the feeling of pride for homeland, and strengthening the patriotic feelings. 70.6% of respondents agree with this statement. The authors believe that the topic of patriotism as such is unfortunately disappearing from the modern song genre (See Fig. 2).

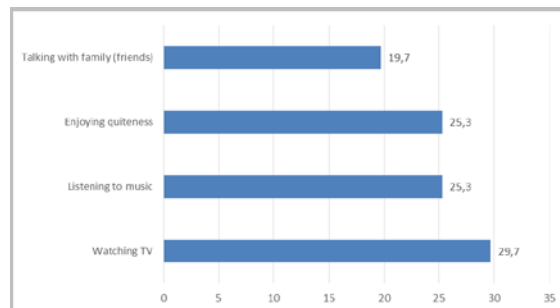
Figure 2 The Role of a Song Among the Youth (Total of answers "Somewhat Agree" and "Strongly Agree"), %



Source: author's own processing

One of the hypothesis behind the research was an assumption that during the mealtime all youngsters prefer watching TV. This hypothesis was validated only partially (See Fig. 2). As an activity during the mealtime watching TV was chosen by 29.7% of respondents, listening to music by 25.3%, enjoying quietness by 15% and talks with family and friends by 19.7% of respondents (See Fig. 3).

Figure 3 Respondents' Activities During the Mealtime (breakfast, lunch and dinner), %



Source: author's own processing

In reality, only a third of the surveyed students watch TV when eating. This indicates the general trend of decline in TV viewing among the youngsters. In the experts' opinion, the reason of aging of TV viewers is the intergenerational "digital gap" which resulted in overtaking of television by other home leisure activities. The youth pivoting towards the Internet has become the objective reality. The same TV programs may be viewed on

the Internet at the convenient time, and the modern youth eagerly benefits from this possibility.

5 Conclusion

Summing up the results of these research, we have drawn a conclusion that though music is every day present in the life of every person, the traditions of joint family music performances, attendance of music performers' concerts and collective singing around the feast table during big celebrations are sinking into oblivion beyond retrieve. This social fact testifies to the erosion of bonds between generations which began in the 1990s (Nemova & Kartasheva. 2019). Today we are witnessing the thinning out of a delicate fabric of cultural intergenerational bonds, which may further lead to a loss of the national mental code.

The lack of general music education and development of music taste has aggravated into the national disaster. Practicing musicians are sounding the alarm bells regarding the reduced number of hours of singing in childcare centers and schools, and less often do the music teachers play music instruments themselves. Audio recordings and other types of electronic musical accompaniment have become widespread. In the USSR almost every institution had its own choir, but today in the age of commerce and market relations, it is becoming an extreme rarity and unaffordable luxury.

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Secondary Paper Section: AL, AM

VALUES AND MEANINGS: CONTEMPLATIONS ON PATRIOTISM IN MUSIC

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Abstract: This paper looks into the value of patriotism as a sociocultural phenomenon, its dynamics and manifestations in the music produced by Russian musicians and composers. In this research the authors rely on a sociocultural approach and the theory of everyday life. The methodological framework for this research includes general scientific methods: analysis and synthesis, induction and deduction, dialectical and comparative-historical methods of research. Three trends having transformational impact on the value of patriotism in the post-perestroika time have been identified: devaluation and distortion of the heroic facts from the Russian history; destruction of a mechanism for intergenerational transmission of patriotic values; the policy of double standards in the patriotic development of the youth. In their contemplations on patriotic motives in the Russian musical art, the authors trace their evolution from composing in the 19th century to the music created in the 20th century.

Keywords: patriotism, youth, transmission of values, music, everyday life, aberration, "two Russias drifting apart".

1 Introduction

The nostalgia for the Soviet past and the care-free childhood in the pioneer and komsomol movement is evidently felt in the creative aspirations of Russians translating into songs, videos, collage photo and videos, which are circulating on social media (Children of USSR – Nostalgia for adolescence. Great song; We had the best childhood ever), etc. The role of Russia, its current status and standing are more and more often becoming the hot topic of public discourse and kitchen-table conversations. Thus, by comparing nations with one another and searching for the unique national traits and distinctive national mental code, the patriotism comes to the fore and the urge arises to understand own national identity in the chaos of the modern multiculturalism.

The relevance of this research is stemming from a strong intention to comprehend national values, in particular, the value of patriotism in the current sociocultural reality.

Observations show that in the recent decades two opposed trends have emerged in the Russian society: on the one hand, a determination to revive the values of the bygone Soviet epoch, and on the other hand, a deliberate abandonment of the recent past with its ideology and transformation of cultural standards oriented towards the values of the western society. These trends become most pronounced, fiercely clash and intersect in the dimension of values, traditions and meanings somehow correlating with the notion of "patriotism". This has ignited the authors' strong interest in this topic. Among the triggers for this research was a desire to explore the evolution of patriotic moods and motives from the historical perspective, and an effort to scrutinize the manifestations of patriotism from various angles - in everyday life, in the worldview dominant in the society, as well as in the arts. We have chosen the musical art as the best illustration.

2 Literature Review

The literature review for this research includes the works of the below named authors. The content and essence of Russian patriotism are explained in the works of a philosopher from Nizhny Novgorod A.A. Terentyev (2018).

The problems of patriotism and the role of music in the education of patriotic feelings were described by the Russian thinker I.A. Ilyin (Vorokhobov, 2020).

Transformational processes in the Russian society, as illustrated by the family as the primary institution of society, are explored in detail by a family scientist from Nizhny Novgorod T.V. Svadbina (2000).

The worldview attitudes originating from national images and ideas that correlate with the notion of "patriotism" and promulgated in Russian music are discussed in great detail in the monograph "National Myths in the Russian Music Culture: From Glinka to Scriabin: Historical and Sociological Essays" by E.V. Lobankova (2014). This study served as a stepping stone for the authors in its part immediately concerned with the evolution of patriotic motives in the creations of domestic composers.

In the study of the musical heritage of the 20th century, the authors also benefited greatly from the book of memoirs about D.D. Shostakovich of Krzysztof Meyer "Shostakovich. Life. Creativity. Time" (1998). The fragment in which Meyer reflected on Shostakovich's Symphony No.7 catalyzed our reflections on the patriotic motives concealed in this music, as well as on the more universal, eternal meanings manifested therein. Some ideas of domestic composers of the 20th century regarding patriotism and values of their culture in line with the application of the source studying method were taken from publicist texts and articles devoted to the works of I. Dunaevsky (Model, 2020), V. Gavrilin (Shevarov, 2019) and Yu. Shevchuk (The homeland – DDT, 2013).

In general, the significant role of music and its potential for development of children is discussed in the papers of Z.I. Tyumaseva (Tyumaseva et al., 2020), O.A. Nemova (Nemova & Svadbina, 2020; Nemova & Kartasheva, 2019; Nemova & Semusheva, 2020), etc.

3 Research Methodological Framework

The look at the mundane world represents a methodological position of authors, as the everyday life is the melting pot where the people's morals, typical patterns of behavior and actions, values and objectives, attitude to the homeland and the state get shaped and solidified (Svadbina et al., 2017). The purpose of this paper is to examine patriotism as a sociocultural phenomenon in the modern Russian society, as well as to explore patriotic motives in the Russian musical art. For accomplishing the stated purpose, it is necessary to address the following objectives:

1. Analyze patriotic themes in the musical art in retrospect;
2. Examine the "Russianness" in the domestic musical traditions;
3. Trace the evolution of patriotic ideas in the modern Russian music.

The research methods included: analysis and synthesis, induction and deduction, dialectical and comparative-historical methods of research, as well as the observation method. In the part of the paper where an effort is taken to analyze patriotic motives in the Russian music, the authors relied on the methods common for the source study tradition (the use of biographical documents, diaries, feature articles, containing the statements of composers about their life and work), as well as the principles of musical comparativism, based on the identification of "authentic" through comparison with foreign culture traditions in the musical scores.

4 Results and Discussion

In the post-perestroika stormy years, Russia headed for westernization, which was initially contradicting the Russian national traditions and mental code. T.V. Svadbina (2000) in her

monograph meticulously revealed the impact of liberal-market and socio-economic experiments on most Russian families, and their ultimate implications.

In this paper, we will present the analysis of patriotic themes in the musical art being the most popular kind of art among the youth, and therefore, the most effective means for transferring the patriotic ideas. Here it should be noted, however, that young people tend to favour the most the music of "the third layer", the informal music culture, i.e. rock and pop music, bard songs, etc. However, this layer, as well as everything else in arts, does not appear out of nowhere, and inevitably absorbs much of what has been created in the field of academic art. The musical classic is conspicuous in terms of patriotic ideas: the domestic composers have quite often turned to patriotic motives throughout the lengthy history of Russian music existence. However, some important semantic shades and nuances in the composers' interpretation of the notion "patriotic" deserve particular attention. This notion was sometimes understood as an equivalent to "Russian", "national" and "folk" (directly originating from the music folklore with the authentic folk roots), and even as spiritually Russian coming out of the religious soil: each interpretation depended on the specific context where the particular opus was born.

Thus, in the domestic music of the 19th and 20th centuries the Russian national idea was one of the markers providing an insight into the composers' searches. E.V. Lobankova (2014) muses over this in her monograph "National Myths in the Russian Musical Culture. From Glinka to Stryabin". The author referring to the words of pianist A.V. Lyubimov "We ... have always been some kind of facilitators of religious and spiritual constant" (p. 8) has written: "National ideas of the epoch when expressed and interpreted in a musical dimension had a huge impact on self-determination of the society, thus becoming an important instrument of social transformation" (p. 9). The same author states: "In the works of Russian musicologists devoted to the Russian music, the problem of national themes is touched upon quite rarely. While other ethnic cultures have received scientific coverage within the new approaches developed in the sciences studying a man by the end of the 20th and beginning of the 21st centuries, the questions of specificity of Russian music are still confined to the boundaries of the Soviet ideas which have a pronounced ideological coloring" (p. 13).

The debates around the problem of "Russianness" in the Russian musical tradition and - especially - the perception by today's society of the motives inspired by the idea of patriotism and love for the homeland and for the compatriots do not fade away. Today such discussions are led at substantial scientific forums, in print publications and on social media. It is difficult to disagree with E.V. Lobankova (2014) that the ideological component once strongly influencing the perception of art and the assessments of contemporaries, has become a cause of rejection of the art works carrying the patriotic idea (which is especially relevant to the compositions of the 20th century), but it is also difficult to argue that some time ago it was exactly through the Russian idea that the domestic music reached the pinnacle of success. There are many well-known vivid examples. For example, the Soviet mass song of the Stalinist era today is perceived not just as a hallmark of this era, but as a symbol of an optimistic attitude towards the world, going through a life full of anxiety, but still perceived as an absolute value in itself. In a note dedicated to the creative life of Isaac Dunayevsky, one of the leading figures of that time, L. Modell (2020) wonders: "One hundred and twenty years after his birth. More than a century. An eternity of time. So how is it possible that even young people today know this composer? And remember him ("Wide is My Motherland", "You are Still the Same", "Once There Lived a Captain"), but not his son Maxim Dunaevsky, who was also a famous composer? Although other very good composers of the late Soviet period have long been in the oblivion....". Answering this question, the author notes that: "There can be two possible reasons for this. The first one is that Dunayevsky's music is often perceived as something truly authentic, "folk", i.e. relevant to the mental code of the Russian culture. Not aware of the authorship,

even today people sing Dunayevsky's songs during celebrations... The second reason may be that the work of Isaac Osipovich Dunayevsky is inextricably linked with the era of I.V. Stalin. And recently the epoch of "a strong arm" has been exalted for some reason as if in an attempt to afford a new meaning to this period in the country's life" (Modell, 2020). Thus, this observation brings attention to two previously expressed ideas: the ideological component in the evaluation of music and the fact that the motives found in this music are of the utmost value to the people, a very broad spectrum of nation, as coinciding with the genuine ideals of the people.

Many Russian songs, patriotic in spirit and conception, sprung from many years of military hardships which our country endured over its long history. Many wars broke out in the 20th century, but perhaps the most memorable and prominent samples of musical art, from the point of view of interest to us, were born by the Great Patriotic War. Two of them are a paradigmatic illustration: S.S. Prokofiev's cantata "Alexander Nevsky" and D. Shostakovich's Symphony No. 7 "Leningrad". It is well known that the musical stylistics and the musical language of these works reflected adherence of the composers to the traditions established by the classics in the 19th century (in particular, M.I. Glinka and A.P. Borodin). The musical dramaturgy of these opuses descended from the well-known opposition: "our forces, Russians, defenders of the Motherland" - "the enemies causing Motherland destruction and death". Here we mean the antinomy of the Russian, national origins of the musical themes that characterize Nevsky's army (with their obvious intonation resemblance to wartime hymns) and alien Latin, Western European origins of the musical samples of the Teutonic Knights (one of their main characteristics is the Latin chorale), accentuated by "grinding" instruments and dissonant harmonies. For understandable reasons, in Prokofiev's cantata this collision of "Russian" and "Latin" themes may literally be seen (as this music was originally created as a sound counterpoint to the painting of S. Eisenstein).

The first (and main in the cycle) part of Shostakovich's "Leningrad" symphony has drawn attention for its similar quality. The main theme, melodious in nature, written in cheerful major, and the secondary song-like theme in the first part depict "the peaceful life" of Soviet people, after which the famous theme of invasion storms in, which is primitively vulgar with a repeating rhythmic pattern (as opposed to the free melodic pattern of the preceding themes), mechanically sounding even in piano, resembling the banal verses of chansonsettes. Krzysztof Meyer (1998) writes the following about this music: "This caricature, frankly grotesque theme has long been the most popular melody ever written by Shostakovich.... The first part had the strongest impact on the listeners. Its dramatic development had no parallels throughout the entire music history, and an additional ensemble of brass instruments introduced at a certain point in time, which together make a gigantic group of eight French horns, six trumpets, six trombones and one tuba, increased the richness of sound to unprecedented levels" (p. 237).

It was Shostakovich's stroke of genius, he managed to depict the vulgar evil at the moment of its fierce onslaught, the evil, sweeping away everything on its way, which made his Symphony No. 7 one of the most famous compositions in his heritage, and in general in the music of the 20th century. Here we should talk not only and not so much about the reflection of the patriotic idea (even though at the time of writing it was not in doubt to anyone), but also about some universalism of the composer's idea: Shostakovich depicted not only the essence of fascism, but evil as such, as some eternal phenomenon that exists in the world.

Probably, it is through the prism of such universalism that the "Russian theme" should be approached when analyzing the works of another prominent figure in the Russian music of the 20th century, G.V. Sviridov, as well as the continuer of his traditions, V.A. Gavrilin. In their music, the patriotic and authentically Russian is overlaid with the higher meanings,

spiritual ideas that have always distinguished Russian national consciousness - with what is called the bleeding heart for the Motherland, its fate, its present and future. Gavrilin wrote it in his diary: "More and more often it seems to me that the music has died. From the cradle - to dollars. But it means death. Comfort me. Tell me: it's not the yet, is it?" (Shevarov, 2019, pp. 4-5). On another page of the diary: "A huge number of new temples and monasteries did not rescue the Russian morals. Master did not give a ruble. The art will not help either, if the whole society is only craving for the earthly good" (Shevarov, 2019, pp. 4-5).

What V.A. Gavrilin pondered over in his diaries is the present-day reality of show business producing music for momentary entertainment, driven by the idea of art commercialization, achieving popularity with the public and quick profits. Does this mean that in the field of "non-academic music" the motives of "love for the native ashes" cannot be found at all? Of course it does not. Moreover, paradoxically as it is, this layer too has its own "classical samples". Among them, in particular, are musical-poetic, stylistically rigid and expressive lyrics of the song "Motherland" by the popular rock band DDT. In fact, the lyrics of this song emerged from the post-perestroika "Sturmer" moods, which dominated the youth culture in Russia at that time. The author of one of the articles devoted to this song describes how Yuri Shevchuk, the leader of the band, created it: "The musician composed it in 1989, when he lived in a small village where his mother took care of his grandmother in her last days. Yuriy had just read Boris Pasternak's novel "Doctor Zhivago". The novel stroke Shevchuk so much that he wrote the words of his future song "literally on his knee". Discussing in various interviews the meaning of his song "Motherland", Yuri Yulianovich repeatedly recalled the phrase "Loving the Motherland does not mean kissing the birches" and quoted Nekrasov: "He, who lives without sorrow and pain, he does not love his Motherland". That's how very concisely and at the same time instantly clear the leader of the DDT band explained what he wanted to convey to the listener and why he used the epithet "ugly" for the motherland, though he himself finds this epithet terrible" (The homeland – DDT, 2013).

Returning to reflections on patriotic motives in the Russian popular and pop music, let us recall another heyday of mass song - the end of the 20th century, 1960s-1980s, a period, nostalgia for which is particularly strong today (social media and TV projects bring to life the videos with songs written by Pavel Aedonitsky and performed by Larisa Mondrus, music by Alexandra Pakhmutova to poetry by Nikolai Dobronravov, and her other songs performed by Muslim Magomayev, etc.). Nowadays television industry, which produces an unprecedented number of series and various media projects, purposefully promotes the Soviet cultural heritage, which is today called the "golden fund". Probably, this yearning for "the Soviet musical romance" of the era of Komsomol construction, the Baikal-Amur Mainline and the Moscow Olympics is explainable: the people, immersed in the world of market and business, are longing for the simple human feelings, which include love for the homeland (not necessarily for the country or - the more so - for the state, but for their native land, favorite places, quiet joys), and this finds the immediate reflection in the need to revive the forgotten Soviet past with its warm human songs and movies, with the little joys of everyday life. One of such projects, timed to the 75th anniversary of the Victory in the Great Patriotic War, the International Music Festival "The Road to Yalta", was conceived as a celebration of the Soviet patriotic songs, associated with the music of the war era and war songs. The organizers of the festival formulated one of its major goals as "preservation of historical memory". And this means that the listener's interest in the music of this kind, the music that glorifies the belonging to the Motherland, involvement in its great deeds and historical milestones (in this case, this involvement was also demonstrated by representatives of other states and peoples), has not vanished, but there is an obvious distortion between the craving of ordinary people for such music, their desire to listen to it and perform it and the apparent disregard of this desire by the organizers of cultural life and space, the lack of such music on

the air (except for special, anniversary dates) and in the ordinary life and work.

It turns out that we are again confronted with the effect of "two Russias drifting apart". Thus, from one extreme, which was the ideological bias that was observed in the musical culture of the Soviet epoch, the society, if not quite reached yet, but risk to reach another extreme, perhaps, no less dangerous, the extreme of spiritual emptiness.

5 Conclusion

Drawing evidence from the analysis of musical art in the 20th and 21st centuries, we have come to a conclusion that the need for patriotic themes in the song genre has not slackened and in many ways even got stronger among ordinary citizens, which is manifested at the so-called grassroots level, in the people's desire to sing Soviet songs on family holidays, in the circle of friends, etc.

However, the authors of this paper are seriously concerned about the phenomenon of "two Russias drifting apart," i.e. the gap between the officially promoted, glossy patriotism, which is declared rather than adhered to by the official elite of our state (politicians and businessmen), and the true patriotism, which is felt by the majority of Russians, free from high income and material wealth. In the future, this contradiction may have tremendously negative effects, such as disbelief in political slogans and programs imposed on people from the top, unwillingness to pay taxes, to serve in the army, etc.

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CREATING A MASSIVE OPEN ONLINE COURSE: OPPORTUNITIES FOR DISPLAYING TEACHERS' PROFESSIONAL COMPETENCE

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Abstract: The paper describes the experience of creating a massive open online course from the viewpoint of the opportunity to employ one as a criterion for demonstrating teachers' professional competence. The paper details approaches to the concepts of professional competence and enriching information educational environment existing in the Russian tradition. It also illustrates opportunities for actualizing the cultural and humanistic function of education as a social institution. The authors of the paper share the results of conducting questionnaire surveys and interviewing the academic teaching staff who have a hands-on experience of massive open online courses and are engaged in designing them. The survey results offer an insight into the teachers' attitude to pedagogical potential of the MOOC being implemented and to developing MOOC as a technological process demanding high professional competence from teachers.

Keywords: massive open online course, professional competence, functions of education, the educational environment, communicative competency.

1 Introduction

Russia's educational policy relies on the basic principles detailed in the Federal law "On education" (2012). The following problems should be considered the priority ones at the regional level within the system of education for the nearest two or three years. First, new federal state educational standards have to be implemented for both higher and school education, and consistency and integration of the "school – higher educational institution" system has to be ensured. The upbringing potential and social humanitarian trend of the educational process have to be enhanced. Another priority is the higher role of syncretic integrated knowledge. Finally, polycultural individuals having a clear national identity must be cultivated (Akvazba et al., 2018).

The cultural and humanistic function of education consists in its performing the function of a tool for broadcasting culture, value-based behavior and communication. By acquiring these in the process of pedagogical interaction, students adapt to the changeable environment in which the society exists and gain the opportunity to learn developing their own subjectivity, i.e., they gain the skill of self-awareness and self-development (Akvazba, 2003).

As it is the area of the Russian Federation which is in question, according to the law "On the state language" (2005), Russian is the state language for all citizens (regardless of their national affiliation). This conditions the necessity and obligation to adhere to the standards of using linguistic means stipulated by the law.

At present, when speaking about language as a nation's cultural code and perceiving it as a means of capturing the mentality, people's culture, and way of thinking, one faces the problem of globalization and integration of the world space, the repercussions of the world telecommunication revolution. What comes as a consequence of this is the oral and written speech mixed up.

It should be noted that the Russian language can be an independent subject to be learned at an educational organization, on the one hand, while on the other hand, it is the principal tool for mastering the educational programs, too. As a rule, educational organizations carry out the main professional educational programs in their state language, in Russian for this case. However, higher educational institutions teach citizens of other states as well, in the Russian language at that, which renders the problem of studying Russian as a foreign language relevant.

In the process of performing their cultural and humanistic function, educational organizations have the following pedagogical tasks to complete. First of all, individuals' inherent value must be realized, and they must be recognized as subjects of the academic and upbringing process. Next, the creative nature of activity, the necessity of students' self-revelation and self-development must be understood. Finally, the social humanitarian culture must be developed in individuals as a set of qualities, namely, the unity of their internal moral essence and external behavioral expression, communicative subjectness.

The subjects aimed at developing the universal competency (which in the latest federal state educational standards approved is worded as "UC-4 – students can perform business communication in the verbal and written form in the state language(s) of the Russian Federation and in a foreign language") are usually termed "Russian and speech culture" and the "Foreign language", with some variations to the course names.

In the world of rapidly developing technologies, the conventional approach in the domain of didactics gradually fades into the background, while the trend of transforming the approach to teaching techniques manifests itself in all subjects at all levels of education. This is exactly how the principal urge of the age of information is met – the continuity of education, making the "lifelong education" principle relevant (Akvazba et al., 2020).

2 Literature Review

The concept of competency incorporates the total of interrelated personal qualities (knowledge, abilities, skills, modes of activity) that are set in relation to a certain circle of objects and processes and required for high-quality productive actions toward them. When one possesses the necessary competencies, this state of one's development is characterized by the term "competence" (Kuzibetskiy & Rozka, 2010, p. 12). In pedagogical practice, professional competence implies having the competencies the content of which depends on the functional needs of pedagogical practice, i.e., "this is the total of knowledge and abilities determining the effectiveness of work, ... a combination of personal qualities" (Vvedenskiy, 2003, p. 32) that are important for teachers in terms of their occupation. So, professional competence is an integrative characteristic uniting such concepts as "professionalism", "qualification", and "professional particularities". Making the content of the concept more specific, one can say with confidence that teachers have to possess a number of key competencies and subject-specific pedagogical ones which will enable them to successfully perform the process of teaching and refining students (Batyreva & Chebotar, 2004, p. 4).

The following competencies can be referred to the key ones for teachers: the general cultural one, the social worldview one, the information and communication competency, and the personal self-improvement one. Among the principal subject-specific pedagogical competencies, there are the following most significant ones. First, these are the communication and speech competency (it ensures the teachers' speech literacy and optimum teacher-to-student, subject-subject interaction) and the subject and information one (having the current basic and state-of-the-art knowledge and abilities in the subject taught). Next, this is the operational and methodological competency – the ability to select, design, and effectively apply practices and technologies. Another important subject-specific pedagogical competency is the social regulation one (it involves efficient teaching, control and assessment activity, successful planning and managing of the educational process).

It is the level of having the total of the above competencies that is the teachers' professional competence level.

An open online course in the format of MOOC (massive open online courses) (Solodov et al., 2018, p. 433) is a course intended for digital learning and including video lectures, additional study materials, presentations, and test assignments which are related in topics. Such courses ensure continuous communication of all participants of the academic process at forums via the specialized online education platform. It is also one of the results of teachers' academic and methodological work at higher school.

A. V. Khutorskoy (2008, p. 154) believed the educational environment to be a condition for the development of personality. V. A. Yasvin suggested that the learning environment was a system of influence and a condition of developing individuals according to the principal pattern set (Pashchenko, 2013, p. 11).

The very term "massive open online courses" (coming from English and abbreviated as MOOC) implies the open-access Internet-based courses with interactive participation, one of the most efficient embodiment forms of distance educational technologies (Gushchina & Mikheeva, 2017, p. 120). Over a very short period of time, online courses have won incredible development (Solodov et al., 2018, p. 434).

Much attention is paid to the problems of determining teachers' range of functions in carrying out MOOC, or, more exactly, in preparing and developing them. So, J. Ross, C. Sinclair, J. Knox, S. Bayne, and H. Macleod (2014) analyze the roles of teachers within MOOC which they believe to be essentially different from teachers' functions in conventional training. Depending on the MOOC type, teachers can be instructors, content supervisors, moderators of studies, or facilitators (Guardia et al., 2013, p. 58).

A number of works discuss practical aspects of MOOC development (Solodov, 2016, p. 218), among them: opting for the most expedient and relevant course type; considering the key factors – didactical, technical, and administrative ones. They deal with pedagogical and methodological constituents of the online courses, too, taking into account the requirements set for them in the 21st century: relying on the critical thinking and cooperation principles, continuous self-education, and team work ability (Guardia et al., 2013; Soltovets et al., 2019; Chigisheva et al., 2016).

The term "pedagogical design" was suggested by developers of the project "Informatization of the system of education" as an umbrella concept for denoting the field of pedagogical science and practice which addresses the questions of developing study materials, forming the learning environment, and building an efficient academic process. In social and pedagogical thought of the West, this domain is detailed in the following concepts, for example, instructional design (the development of study materials), learning design (the academic process development), learning environment design (the way learning environment is elaborated), and so on (Aleksandrova, 2020). However, for this paper, it is more expedient to speak exactly about the pedagogical design – as the process of creating MOOC is characterized and considered as a tool for actualizing pedagogical competence of higher education teachers.

3 Research Methodological Framework

The principal objective of this research was to identify the attitude of the pedagogical staff to the process of developing MOOC as one of the tools for actualizing teachers' professional competence. The research was conducted in summer 2020.

The tasks of this research included, first of all, finding out if the teachers had an experience of using MOOC in educational activity and an experience of creating their own MOOC (as members of the working group). Second, they involved determining if the teachers rated designing MOOC as an opportunity for professional growth or practice of their professional competence. Third, the authors identified the range of issues which the teachers face when creating MOOC.

Based on Industrial University of Tyumen (IUT), the process of creating the massive online open course "Russian as a foreign language" is underway. It is supervised by the head of the department of intercultural communication, candidate of sciences in philology, associate professor Svetlana Davidovna Pogorelova. They commenced developing the course early in 2020, but due to the COVID 2019 pandemic, the process of shooting was postponed and resumed only after the restrictions were lifted. The contributors' working group consists of 9 teachers, associate professors of IUT holding academic degrees, ranks, and diplomas of professional training in the course being designed. They feature a vast experience in teaching profession, too.

The object of the research was the working group of the MOOC designers and the academic teaching staff of IUT. The subject of the research was the attitude of the academic teaching staff to the MOOC and the process of its development as an opportunity for employing teachers' professional competence.

The authors conducted interviews of the academic teaching staff of the university numbering 50% of the personnel (the sample included the total of 1100 people from the Institute of Service and Branch Management, the Institute of Transport, the Construction Institute, the Institute of Geology, Oil and Gas Mining, in equal shares). They also interviewed designers of the MOOC (9 developers – teachers of the intercultural communication department).

The principal research method – the quantitative one – was questionnaire survey. The questionnaire contained a number of items. 1) What is MOOC? 2) Have you got any experience of working with MOOC as a student or teacher? Please specify what exactly or explain why if none. 3) What virtual educational environments and virtual services do you use in the process of working with students? 4) What virtual educational environments and virtual services seem the most convenient to you? 5) Please evaluate the pedagogical content of the MOOC you have used in your work. 6) In your opinion, are MOOC a form of actualization of pedagogical competence?

The second, qualitative method of the research was interviewing the developers. The interview contained the following lines to be discussed. What for are MOOC designed? What problems have to be solved by the MOOC? What must the pedagogical content and pedagogical design of MOOC be like? What difficulties have you faced when developing the MOOC and what prospects can you see?

4 Results and Discussion

The questionnaire survey has shown that: for holding classes with students in the distance mode during the COVID 2019 pandemic, the teachers extensively use digital messengers (Viber, WhatsApp), vk.com, e-mail, youtube.com, skype, and open educational Internet resources (MOOC, Open education platform of IUT). However, it is the educon system that remains the basic one for them.

Resources used for providing digital learning are the University's educational environment (educon) and open education platform. The use of Coursera (4%) and the "Open education" National platform (7%) amount to a small percentage only, i.e., they are applied as additional resources.

All higher education teachers are aware about the existence of such educational resources as MOOC; they understand what these are and have an experience of using the courses in their educational practice. Some teachers tried studying at MOOC themselves (38%), while others used the recommended MOOC during the pandemic extensively, as additional tools for boosting students' activity, too.

The higher school teachers consider MOOC designing and the opportunity of working with various MOOC as a form of materializing their professional competence (according to 96% of the respondents), with 4% giving no straightforward answer,

although noting MOOC as a positive phenomenon in the educational environment.

As a result of interviewing the MOOC working group, the authors have summarized the principal interview lines as follows.

The objectives of creating open online courses in the format of MOOC are: to improve the University brand awareness; to promote the University's educational programs both at the Russian and the international levels; to enhance accessibility of education regardless of the students' location; and to increase the quantity of Russian and foreign course participants at the University.

When designing an open online course in the MOOC format, a number of stages can be singled out, according to the developers. So, the procedure is as follows. First of all, the MOOC program is developed. The script is written for the advertising video clip (the promo video). Next, the pedagogical blueprint of the course is elaborated. Text, graphic, and other study and methodological materials for creation of the MOOC are prepared and handed over for appraisal by experts. After that, the advertising video clip is recorded, and so are video lectures. The recorded lectures are viewed and checked for errors with the video editor. Once these steps are completed, all materials of the MOOC are handed over to the Platform operation specialist. Finally, the exclusive rights transfer contract is signed.

The developers note that the course has to rely on week-to-week planning, and its sections have to be formed according to the principle of configuring materials studied within one week (or several weeks) together.

Materials of each week have to be decomposed into sections and subsections, with each subsection including one or more pages, and each page containing at least one component.

Each subsection has to be aimed at achieving certain constituents of the training goals. Within each week, there has to be at least one subsection component ensuring the assessment of training results achieved so far.

Each subsection has to contain at least one component ensuring interaction between the students.

All developers share the opinion that the overall credit value of the course has to be 2 (72 hours) to 6 (216 hours) credit points. The duration of the course can range from 10 to 16 weeks inclusive, and for the course participants, weekly academic load cannot exceed 22 hours. The teaching methods and the course structure have to be optimized for reducing the students' workload, provided that the results of training are achieved.

The methods and means of training used within the course have to allow for the unlimited increase of the quantity of students without an essentially higher labor intensity of supporting the course and without the course authors' direct participation in working with students.

No compulsory participation of students in synchronous events has to be provided for by the educational technology applied.

The course may include mutual checking of works or students' team work.

The course can use the following page components: lectures, practical training, and assignments. With regard to this, lectures are video lectures accompanied by multimedia materials. When compiling a lecture, logical units (video clips) of 5-15-minute duration have to be singled out that are going to be watched by the course participants daily within a week. Practical training can be presented as solving problems, debates, creative projects, working in virtual laboratories, etc.

All video lectures have to be accompanied by subtitles. Whenever interactive components are used, an alternative option

has to be provided for people having health limitations to achieve the results of training and to have them assessed.

The algorithm for calculating the final mark on the course has to be determined, too.

Difficulties which course designers face can be of both organizational and methodological nature.

First of all, they refer to availability of the work time resources, inventory, equipment, and specialists. Next, shooting schedules have to be set up. In particular, the very shooting and editing of the working materials have to be matched with availability of teachers engaged in the academic process being carried out (meanwhile, each has his or her own timetable to keep to). Finally, there are difficulties associated with the specific nature of the course (Russian as a foreign language implies capturing national and cultural specific features of the subject).

Among the methodological difficulties, they note scripting the actions, elaborating the pedagogical and informative (subject-related) content, and selecting easily visualizable examples and illustrations. Alongside this, requirements for the recommended language of lecture material presentation have to be met: scientific lecture texts (the academic discourse habitual to the modern higher education teachers) have to be transformed into the popular science ones, texts in the "accessible" language.

5 Conclusion

Given the total informatization of the society and implementation of professional standards into practice, what is required from teachers is not only proficiency in information and communication technologies, but also the ability to organize the academic and upbringing process at the innovation level. When grasping the current situation at the modern market of educational services, teachers become active participants of the intellectual online courses.

The new innovation development vector for the specialist training system is set by the informal learning in the format of MOOC. It is oriented to maximum use of technical and software capacities of the contemporary information technologies, network and mobile interaction services.

Massive open online courses can be extensively used in the process of training students coming from other states and for providing adapted educational programs to students having health limitations.

MOOC ensure the formation of the required cognitive environment and they are aimed at solving the following problems. First, all students have to be given equal opportunities for self-education and choosing learning algorithms, i.e., for identifying their individual paths of acquiring the new knowledge, necessary skills and abilities, further training. Meanwhile, teaching the course content has to be provided with the required information resources in an accessible and convenient digital form. Opportunities must be available for bringing into life the innovation pedagogical ideas to organize students' project and research activity within the selected study course. In particular, conditions have to be formed for replacing the authoritarian scientific supervision style (the conventional pedagogical system of training) with the democratic style adopted in the new educational environment where modern digital communication means are used. There must be incentives, too, for students to cultivate their personal intellectual qualities and abilities aimed at searching for the required information and transforming it into knowledge.

In designing MOOC, special attention is paid to such practical questions as opting for the most expedient and relevant course type, taking into account the key factors – didactical, technical, and administrative ones, the structure of principal elements, pedagogical and methodological constituents. Guided by the requirements set for online courses in the 21st century, course

designers rely on the critical thinking and cooperation principles, continuous self-education, and team work ability, too.

When developing a MOOC, teachers have the opportunity of materializing and enhancing their key professional competencies: the general cultural one, the social worldview one, the information and communication one, and the personal self-improvement competency. According to the authors of this paper, most importantly, they actualize and enhance the subject-dependent pedagogical competencies, too (the communication and speech one, the subject and information one, the operational and methodological one, the social regulation one, and the control and assessment one).

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THE POLICY OF DEVELOPING SOCIO-HUMANITARIAN KNOWLEDGE IN THE SYSTEM OF HIGHER SCHOOL

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Abstract: The transition of Russian society from the industrial to the post-industrial one has resulted in the views on the contemporary system of education getting transformed. The objective of this empirical study was to find out students' attitude to social and humanitarian subjects, to identify any difficulties in learning them and prospects of rendering technical education more related to the humanities. The paper details the content of the socio-humanitarian knowledge concept, its components, and the specific features of basic social and humanitarian subjects. Meanwhile, studying the subjects promotes fashioning the worldview constituent of personality in higher school students, as well as their relevant competencies. Analysis of theoretical and methodological aspects of the problem under study is represented by the range of diverse viewpoints on the importance of socio-humanitarian knowledge.

Keywords: system of education, humanization, socio-humanitarian knowledge, academic motivation, educational process.

1 Introduction

With the upgrade process being underway for the Russian system of education, the Russian society undergoes its transition from the industrial to the post-industrial one. So, fashioning students' competencies solely with study subjects of their principal professional educational program is challenging enough (Akvazba et al., 2017, p. 62).

It is important to bear in mind that in the contemporary society, the role of the information environment incorporating the entire total of various information sources is increasing. It is the states which are creating and developing their information industry the most extensively that become the most successful in transformations and economic growth. This is what determines the new development stage of such countries which got termed the "information society" owing to the up-to-date society inherent in them (Chelysheva, 2013, p. 12).

In its turn, this system can produce scientific information while building an environment for communication networks and information technologies to freely develop in. Thus, it provokes the society to create the united information space (Akvazba et al., 2018, p. 396). In this situation, scientists speak about a new intellectual technology forming. Meanwhile, the accessibility of information is not the same for each subject, which generates the information inequality (Akvazba et al., 2019a, p. 310). Education is exactly the subject which can respond to challenges of the contemporary society and contribute to leveling out the information inequality (Hofman-Bergholm, 2018, p. 19). At present, the specialists' professional preparation level is to a greater extent determined by the volume of knowledge and skills that are essential for presenting any information in a technically correct way (Fedotova & Sulenko, 2008, p. 45).

Currently, the official scientific and technical policy of the RF does not give precedence to socio-humanitarian sciences (Yurevich, 2004, p. 3). However, one cannot underestimate the contribution of humanitarian and sociocultural subjects into the development of culture and worldview in students majoring in engineering and technology (Baranova, 2012, p. 131). In its most general form, human development can be defined as both the process and the result of people's socialization, i.e., their learning and reproducing cultural values and social standards, as well as self-development and self-fulfillment in the society they live in. This is exactly what the unit of social and humanitarian subjects ensures (Mudrik, 2013, p. 113).

In the modern global economy, a positive result depends on initiative, competencies, and the professional training level. When having the freedom to act, it is critical for one to know how one can use this freedom in an ethically correct way, adhering to the accepted standards of business relationships (Saat et al., 2012, p. 269).

2 Literature Review

The processes taking place in the system of education give evidence about the transformation of the system of higher education; its essence is to train students in field-specific professional qualification areas. Meanwhile, the system of higher education has always been oriented to training highly-skilled graduates who can adapt in the changing world quickly, who possesses a broad outlook and fundamental knowledge (Mamalyga et al., 2015, p. 218).

As M. V. Gabdulhakova (2019) writes in her research: "For functioning in his daily life, academic and professional activity successfully, man, as a subject of his own life, has to adapt not only to the uncertain daily life conditions, but also to the nature of his activities in general (in particular, to the academic activity at higher educational institutions)" (p. 45). The fact is doubtless that in conditions of persisting globalization processes, on the one hand, deglobalization trends manifest themselves in the sphere of production, trade, scientific and cultural cooperation quite distinctly, on the other hand (Globalization 2.0, 2017, p. 27).

Higher educational institution graduates have to possess competencies incorporating the knowledge of the essence of these processes, an ability to analyze them, make relevant conclusions from the standpoints of the civic spirit and patriotism, and know the practices of their reference and regulation in small and large collectives (Lapuzina et al., 2018, p. 110). Proceeding from the said standpoints, the knowledge of political and social studies becomes as relevant for education as ever.

The authors agree with the opinion of T. A. Novolodskaya and V. N. Sadovnikov (2008, p. 32) who note that interaction of natural sciences and humanities gains more and more weight in the forum of knowledge. Such standpoint is supported by many scientists of higher school, because "engineers perceiving nothing but technical ideas can only replicate the equipment, but they are unable to create anything entirely new, significant" (Vasiliev et al., 2002, p. 24).

Socio-humanitarian sciences play an important part in the development of the society and maintenance of its ideology. The founder of social studies, A. Comte (Davydov, 2008, p. 17) believed that "The society not knowing how it functions is doomed to crises and inhibition of the technical advance. In fact, the expedient intensification cannot be performed in the society without knowing the essential characteristics and laws ensuring its life activity as an integral organism" (Valeeva & Gafurov, 2017, p. 342).

The morals of the society is another important factor the formation of which is ensured exactly by socio-humanitarian sciences (Song et al., 2010, p. 175). Predisposition to studying certain subjects is considered to depend on particularities of thinking. At present, it is common to speak about a special type of engineering thinking. However, the obvious fact cannot be denied, either, that in training of the future engineers, the humanitarian constituent is of the decisive importance. Then again, just like it is in the upbringing of people and citizens as such (Shamalo, 2015, p. 24).

Psychological particularities and the type of thinking have to be referred to some of the important difficulties in cultivating socio-

humanitarian knowledge in technical degree students (Akvazba et al., 2019b, p. 115).

When trying to learn the new information, students of engineering programs do not limit themselves to the formal coincidence of several significant attributes and properties. They start verifying the coincidences according to the secondary attributes, too, and it is only after this in-depth analysis that they make conclusions, remember the information and learn the material under study (Mankova, 2015, p. 119).

Absorbing information requires the developed memory, while acquiring knowledge requires the ability to work with information and mastering the information processing methods, which is especially relevant for the modern higher school (Ermolaeva, 2011, p. 66).

At higher school, the traditional form of developing competencies is lecturing. Scientific knowledge is a rather complicated phenomenon, with the non-formalizable constituent playing an immense role in it. So, M. Polanyi put forward the "tacit knowledge" concept, and based on his research, such well-known educational tools as the "organizational learning" concept of I. Nonaka – H. Takeuchi and I. Tuomi's concept of "corporate knowledge" have been developed. The "tacit knowledge" is the element of the educational process which renders information to knowledge, and lectures are the direct tool of this process (Nazmi, 2018, p. 42).

During lectures, the information obtained is comprehended individually, learners mobilize their internal comprehension resources, but they do it under the teachers' supervision (Škerienė & Augustinienė, 2018, p. 5).

Having become "joint parties" to lectures, the students acquire knowledge and change themselves in reality (Lukyanenko, 2018, p. 58). They develop the entire range of general cultural, general professional, and special professional competencies they need for the successful professional activity.

3 Research Methodological Framework

As evidenced by the results of sociological research works (Baranova, 2012, p. 131), the interest in taking up humanities decreases in students of technical specialties, because they perceive these subjects as the additional, completely non-compulsory load which is not important for their further professional establishment. It is in technical sciences, so-called STEM and practice-oriented ones, that the students see practical meaning and significance. Having studied sociological research on the problem range under analysis, in particular, the works by E. V. Baranova (2012), A. V. Yurevich (2004, p. 13); T. A. Novolodskaya, T. N. Sadovnikov (2008, p. 11), the authors conducted the questionnaire survey of students majoring in engineering and technology.

The objective of this empirical study was to identify the students' attitude to social and humanitarian subjects, find out difficulties in mastering thereof and prospects of humanitarization of technical education.

The principal research tasks set by the team of authors are as follows: studying theoretical and methodological approaches to the problem of cultivating socio-humanitarian knowledge in conditions of technical higher educational institutions; describing the principal ways for humanitarization of engineering education; conducting the research aimed at identifying the list of preferred humanities and academic motivation tools.

The experimental study implied diagnosing the students' level of perception of social and humanitarian subjects and readiness for learning them.

The base for exploring the way the process of fashioning socio-humanitarian knowledge in engineering degree students by means of pedagogical discourse is organized was Industrial

University of Tyumen – one of the basic technical higher educational institutions located within Tyumen region. The control group was represented by students of different sexes (40% – female students, 60% – male students) aged 17 to 20 and having entered the university in 2018. The total sample consisted of 142 students who had social studies and political studies on their curriculum, alongside philosophy, history, and legal studies. The group consisted of students training in programs "Business informatics" (43 people), "Electrical equipment and power generation" (21 people), "Safety of technical processes" (26 people), "Automation of technical processes" (16 people), "The technology of transportation processes" (22 people), "Construction of the unique buildings and facilities" (14 people). The survey was conducted in autumn 2019.

The object of the authors' researcher attention is the process of cultivating socio-humanitarian knowledge in the students majoring in engineering and technology. Its subject is the organization conditions of this process, with specific features of the above educational institution and its orientation to searching for efficient knowledge acquisition tools taken into account.

When compiling the questionnaire form for the survey, the authors took into account three following aspects: the students' preferences in choosing social and humanitarian subjects for learning; substantiation of their preferred choices (reason and academic motivation for studying them); and the role of the covered subjects in developing the students' personal interests and their professional establishment.

4 Results and Discussion

The authors of the paper conducted a survey for finding out the opinion of students getting their education in engineering specialties as for the expedience of teaching the socio-humanitarian cycle subjects and compiling the list thereof. The students' opinion on the requirements of competencies developed by the said subjects in engineers' practical activity and graduates' social life was surveyed, too.

In the paper, the results of studying the opinion of students of technical higher educational institutions are given.

It is taken into account that the students have the socio-humanitarian cycle subjects on the curriculum of their first year. Regrettably, at this age period, the students are not yet able to organize their educational process efficiently: to distribute time correctly, to prioritize, and to adapt to the system of education which differs from the school one and which is new for them. This is why the quantity of in-class work hours is very important, as it can affect the level of humanitarian knowledge essentially. However, at engineering higher educational institutions, the volume of in-class work in social and humanitarian subjects is minimal.

The data of the survey have shown that the following social and humanitarian subjects are the most preferable for the students of engineering programs: legal studies (80,5% of choices), social studies (76,3% of choices), psychology (74,1% of choices), philosophy (60,3% of choices), and political studies (55,3%).

Meanwhile, the male students prefer political studies, legal studies, social studies, and philosophy to a greater extent, while the female students – psychology and legal studies.

In most cases, the first year students opted for learning legal studies and psychology, the second year ones – for social studies, psychology, and political studies, while the third year students – for philosophy, psychology, and political studies.

The fact draws attention to itself that 80,2% of the respondents consider having social studies to be very useful for their personal and professional development, with 76,5% of the students noting that social studies has had a positive influence on them in building up their civic stance. As a result of studying socio-humanitarian sciences, 75,9% of the learners have started to be

interested in the current events in their region, country, and the world.

As a result of the study, the students' preferences have been identified as for the expedience of teaching the socio-humanitarian cycle subjects. The list thereof has been compiled up to the requirements of competencies developed by the said subjects in engineers' practical activity and graduates' social life. Engineering and technical focus areas of training are known to be chosen by the applicants who have the synthetic or analytical mode of thinking, and, as a rule, no special interest in humanities.

Nevertheless, the authors of the paper believe teaching of social and humanitarian subjects has to be expanded both in the list and in the quantity of hours.

There is no doubt that the possession by graduates majoring in engineering and technology the full-fledged humanitarian and social competencies will contribute to the successful interaction with their peers in the professional sphere, career advance, and the comprehensive development of personality.

First of all, this involves keeping the socio-humanitarian constituent in the content of higher education at engineering and technical training programs, because it is an important condition of the students' successful adaptation to social changes of their life activity, given the contemporary educational space. It is essential for their future professional activities, too, most notably, for those related to communication.

The socio-humanitarian cycle subjects ensure the link between theoretical, methodological, and practical aspects of the process of learning, as they demand updating the syncretic thinking and using the interdisciplinary relationships.

The knowledge accumulation process in the field of social and humanitarian sciences goes on; however, this information becomes known to a narrow circle of specialists only. On the one hand, this is fairly logical and natural. Meanwhile, for example, it hinders the process of developing students' legal or political culture, which on top of that depletes the pedagogical discourse of higher school.

At present, it is considered that humanitarization of engineering education can be achieved through teaching a number of subjects, in particular, philosophy, history, cultural studies, social and political studies, legal studies, psychology, pedagogy, etc. It is difficult to choose some especial priority ones from the listed subjects. Anyway, reducing the quantity of general cultural and general professional competencies, uniting them, has cut down the diversity of socio-humanitarian subjects. These factors also resulted in the smaller quantity of in-class hours for teaching the said subjects allotted by the curricula of engineering and technical focus areas of training.

5 Conclusion

The efficiency of the socio-humanitarian constituent in engineering education can be ensured by its continuous nature and by integrating the social and economic, social and psychological, communicative components of the general education content (the subjects providing for general cultural and general professional competencies) with professional subjects. Meanwhile, these subjects have to be integrated at the levels of convergence (synchronization), interaction and interference (synthesis). The said efficiency can also be ensured by organizing social practice for students, during which their social experience is reproduced and their communicative component is enriched.

For making it easier for students majoring in engineering and technology to perceive the learning material, presenting it as diagrams can be helpful, with text fragments gradually introduced into the lecture material after that.

So, it is better to word the assignments of the practical part of both in-class and independent work and suggest them for completing in the format of tables, figures, and diagrams. This will enable the students to more efficiently acquire the learning material and develop the required socio-humanitarian competencies.

Among positive factors helping enrich subjective social experience in the higher school students, there is organization of their emotional experience of social situations which are important and close for them. Some other positive factors are the extent of their participation in solving relevant social and political problems, their awareness of the scale and social importance of these problems, and subjectness of their stance in socially oriented practice. Similarly, the students' activity content has to be saturated with questions of the socio-humanitarian domain solved using their up-to-date engineering (technical) thinking as necessary.

Successful professional development of the students, especially of the junior year ones, depends on their teachers' taking into account the specific features of individual particularities of their adaptation to the changing conditions of life. At present, technical complexity of production means is increasing continuously, which requires particular attention to engineers' professional intellectual qualities, as well as to their creative abilities and broad thinking. These cannot be developed with special subjects only, editing socio-humanitarian knowledge out.

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COMMUNICATIVE SPACE OF MODERN EDUCATIONAL ORGANIZATION

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Abstract: The paper describes the stages of reforms taking place in social pedagogical knowledge and upgrade of the RF education system within the context of influence these processes have on the principal subjects of the educational space — teachers and students. The paper presents the authors' view on bringing into life the theory and practice of organizing the process of focused communication at educational organizations. The authors describe modern practical methods of teaching subjects, the conventional and the innovation ones. The integrated and interdisciplinary approach has enabled the authors to make a number of conclusions which are of practical importance for organizing the process of learning. The suggested paper makes its contribution to exploring the contemporary state of education.

Keywords: education, educational organization, communication technologies, communicative processes, communicative and activity-based approach, language competence.

1 Introduction

Education is one of the most significant social institutions; its basic function is to build up and develop individuals, perform social mandate, and ensure the quality of human potential (Akvazba et al., 2017).

At present, with the RF upgrading its modern system of education, the role of educational organizations as the decisive factor in fashioning individuals who adhere to morals of and are keen on working for the society becomes especially important (Akvazba et al., 2015; Akvazba & Medvedev, 2016; Federal Law "On Education in the Russian Federation", 2012).

The principal focus areas of Russian education are designed to meet the strategic objective: training the graduates of educational organization to be prepared for withstanding the fierce competition at the labor market (Akvazba et al., 2019).

It is language that is one of the most important tools for man to learn the world around him with (Weber, 1990).

The objective reality gets captured and structured in language, and the communicative reality is created by means of keeping it updated (Kuznetsova & Babaeva, 2018). It should be noted that the contemporary state language policy of the RF considers preservation and maintenance of the balanced linguistic situation to be one of the priority problems.

The social institution of education is intended to solve these issues. However, currently, many countries of the world experience a severe crisis in their systems of education (Chuprikova, 2003). So, at present, Russia's system of the contemporary engineering education witnesses two opposite trends: on the one hand, education gets de-humanitized, while on the other hand, employers need the applicants for engineering jobs to have an extensive humanitarian education.

2 Literature Review

The cultural and humanistic function of education consists in its performing the function of a tool for broadcasting culture, value-based behavior and communication (Akvazba, 2003).

The following can be referred to cultural and humanistic functions of educational organization:

1. It forms a special upbringing environment contributing to revealing one's creative individuality;
2. It creates conditions for one's self-development and revealing one's spiritual and moral potential;
3. It ensures opportunities for one's self-fulfillment;

4. It develops capacities and abilities of students enabling them to overcome trials of life.

One of the key problems of the present-day communicative space is to raise people's general communicative culture in the new conditions of the contemporary educational environment (Vikulova & Ghedgafova, 2018, p. 43).

The atmosphere of educational organization has to foster positive motivation of getting an education as a means for moral and ethical, cultural and historical, intellectual, worldview and professional development of personality.

Within the space of higher educational institutions, communication can be subdivided into the internal one (hierarchical, vertical, and formalized – between the subjects of education) and the interpersonal one (performed at the "horizontal" level) (Kuznetsova & Babaeva, 2018).

It is important to bear in mind that generation of a thought begins with singling out the thought object and ascribing a characteristic feature to it in terms of a certain tense and person. In linguistics, this is called predication (Yurchuk, 2004). Acquiring the predicative category is associated with mastering various types of linguistic knowledge. It is on grasping both the objective (content-related) and the operational constituents of linguistic knowledge that the development of linguistic thinking and formation of the linguistic intuition depend. A. N. Zhdan and M. M. Gochlerner (1972) refer the following knowledge to the objective predication knowledge capturing the content-related aspect of the predicative category:

1. modal and temporal correlation of sentences-utterances with the reality;
2. the formation of predicative syntagmas;
3. regularities of building sentences-utterances.

Meanwhile, they refer the following kinds of knowledge to the operational one:

1. the algorithm for identifying the modal and temporal correlation of the utterance with the reality;
2. identification of the sentence type according to its structural scheme;
3. methods for generating the predicated and predicating utterance components; the algorithm for building a sentence-utterance according to the set model.

Objective expression forms of students' knowledge are their skills manifested in various types of speech activity. However, it has to be borne in mind that abilities and skills are only a form for objectification of knowledge and they cannot be equated with knowing a language (Baranova, 2012; Suleimanova, 1996). Knowing a language implies making use of functions of the language in full. With regard to this, for example, when studying a second language, the abilities assessment problem becomes especially relevant, as they must be assessed proceeding from the efficiency of using them in actual communication.

The system of cultivating language competence, presenting language material at classes depends on the objectives and stages of learning. It implies a certain sequence of acquiring predicative means; in its turn, this is determined by the relevance and priority in terms of students' communicative needs and didactic expedience (Kozhemyakin, 2017).

It is frequently the case that learning according to the traditional technique results in acquiring the objective and some operational knowledge which finds its objectification in an ability to recognize grammar categories and perform linguistic actions. Meanwhile, it does not help build up the ability to freely use the absorbed knowledge in the speech communication practice for achieving one's own communicative objectives.

The communicative and activity-based approach employed in teaching language subjects allows learning real-life communication in the language under study, because in this case, it is the speech activity that is the object of training (Zakirova, 2001).

When acquiring a language, if studying foreign language is in question, one needs to learn grammar regularities first of all for the following:

1. to understand foreign speech correctly;
2. to build one's own utterances in a way that is relevant to the communication situation and the communicative task, which implies selecting the required grammar forms and structures.

The strategy of learning a language as a communication means determines the proportion of objective and operational knowledge. The linguistic concept of language category is formed by stepwise acquisition of its structural elements in their functional aspect. What is enabled first of all is the opportunity of expressing the speaker's speech intentions in particular communication situations (on certain topics), with correlation of the language situation with the temporal reality taken into account (Agmanova, 2002; Dridze, 1984; Chigisheva et al., 2016).

Reading, literacy, general cultural background, the ability of working with various texts are an essential condition of people's professional and sociocultural activity (Saiganova & Sklemenova, 2019, p. 366).

In cognitive structures, knowledge is captured as multiple associations, properties, and relationships of the reality as ways of obtaining and transiting from some data to the other, more abstract data, to generalized representations (Jakobson, 1996; Chigisheva, 2015).

The universal mind development vector – from the general to the particular, from the integral to parts, to its fractional elements, to global differentiation – is studied by N. I. Chuprikova (2003).

The current situation in upbringing the contemporary generation (this concerns especially the representatives of "borderline" subcultures) within the context of global issues of these times can be associated with the factor of orienting to the development of the morally healthy society. In its turn, this is related to identifying and eliminating any factors affecting recurrent crime and prevention of anti-social behavior (Akvazba et al., 2018).

3 Research Methodological Framework

The principal objective of this research was to characterize the process of focused pedagogical communication within the educational space of higher school.

The authors had the following tasks to complete: detailing the specific nature of communicative processes in the educational organization; describing the principal tools, efficient methods, techniques, means, and forms of creating and maintaining the enriching communicative environment in the educational organization.

The research object was the pedagogical discourse of the educational organization (namely, pedagogical space of Industrial University of Tyumen), its subject – communicative processes carried out in the educational environment.

The authors have opted for the qualitative methods of research: analyzing documents and interviews of the academic teaching staff. In the process of interviewing, they intended to compile the conceptual descriptive characteristic of the pedagogical environment or pedagogical discourse of the University, as well as to gain an idea about the communicative competency formation process as viewed by the teachers.

The authors have analyzed regulatory documents pursuant to which the educational process is performed at Industrial University of Tyumen (Federal State Educational Standards,

principal professional educational programs, working programs, control and measuring materials, curricula and schedules of the academic processes). They have scrutinized the experience of the academic teaching staff, too. The sample included 100 teachers ensuring the educational activity of configuring the so-called "communicative competency" in students of Industrial University of Tyumen: the full-time ones of the bachelor degree program of years 1-4 (specializing in "Oil and gas technology", "Construction", "Advertisement and public relations") and full-time ones of the master degree program of years 1-2 (training in the same focus areas as the bachelor degree students). The interviewed teachers worked both in the online format during the high-alert mode period within the RF (due to COVID-19) and in the conventional learning mode based on the educational organization at the present time.

4 Results and Discussion

According to the regulatory documents governing the activity of the educational organization, it completes the following pedagogical tasks in the process of fulfilling its cultural and humanistic function. First of all, individuals' inherent value are realized, and they are recognized as subjects of the academic and upbringing process. Next, the creative nature of activity, the necessity of students' self-revelation, self-development, and self-improvement is understood. Finally, the social humanitarian culture is developed in individuals as a set of qualities, namely, the unity of their internal moral essence and external behavioral expression, communicative subjectness.

Analysis of principal professional educational programs, working programs, control and measuring materials, curricula and schedules of the academic processes has shown that the University meets the requirements of the Federal State Educational Standards (Federal State Educational Standards) based on which the RF Ministry of Education and Science controls the activity of educational organizations.

When interviewed, the teachers characterized the pedagogical discourse of the educational organization and its capacities in carrying out communicative processes and forming the students' communicative competency as follows.

According to the teachers, it is goal-setting, the motivation constituent, a clearcut idea of the gradual and finite nature, results tracking down and assessment, attainability of goals, and the knowledge of principal theoretical provisions that are a necessary condition for the intellectual activity to be performed and the mental processes to function.

The teachers identify the following forms of interaction of subjects in the educational process according to the two principal characteristics: 1) ways of partners' interaction, the system of their mutual expectations; 2) new transforming mental structures which enable the students to keep their functional independence in conditions of mastering the new knowledge, modes of action, and the cooperation model interaction.

The teachers note that communicative abilities of the students vary, and they can be developed, just like communicative personality inclinations. One of conditions for the motivation of learning is creation of an enriching speech environment and the use thereof as an efficient tool for fashioning the students' professional culture.

According to all the questioned ones, social humanitarian subjects are required for cultivating the students' syncretic thinking, consistency, and the ability of using all kinds of communication.

The teachers note the following positive aspects of interdisciplinary relationships among the academic subjects. First, they shape an integral view of the world. They provide opportunities for self-fulfillment, self-expression, as well as for teachers' creativity. Alongside this, they contribute to establishing multicultural individuals. The said aspects boost the intellectual potential and image thinking, configure one's

cognitive interest, and build up the abilities of comparing, summarizing, and making conclusions. The interdisciplinary relationships make one's ideas about subjects more profound and expand one's outlook while also enhancing the motivation of learning. What they complete is not the numerous tasks but the tasks as a total. Finally, they broaden the teachers' "scope of vision" in teaching their own subjects and help find new activity prospects.

The interdisciplinary relationships expand the students' outlook and help overcome the subject-specific inertness of thinking. With interdisciplinary relationships, it becomes possible to cultivate such qualities as consistency, awareness, depth, flexibility, as well as to develop meta-subject and personal abilities. In terms of research, direct interdisciplinary relationships of the problem nature take place in case two or more subjects share a research object or some problems considered within different subject approaches.

In spite of the present-day trend of adding special importance to cultivation of engineering thinking within the specialist training system, the relevance of solving the problem of fostering humanistic upbringing and education ideal remains high.

The teachers believe that currently, one of the strategic development lines for the modern general pedagogy is the priority of "subject-to-subject" relationships in the "teachers – students" system. This determines the necessity of creating conditions for using this approach in the practice of teaching, upbringing, and education. Proceeding from this basis, the student personality must be established that is ready for self-perception, self-feeling, self-analysis, and self-development, for living in the society without clashing with the set moral and ethical standards.

The search for ways of fashioning students' personality, self-esteem, self-awareness, and self-development is associated with the necessity of building up new views on the role played by social humanitarian subjects in the process of students' development, their spiritual growth needs.

According to the questioned ones, the above tasks can be successfully completed provided that specific features of the communicative constituent of social humanitarian subjects as the art of word are taken into account: first of all, its moral and ideological essence and its esthetic nature. The communicative interaction produces its cognitive, enriching, and upbringing effect on students in an integral and versatile way. Within the art of word, the upbringing function is inseparable from that of cognition and other social functions. Similarly, within the academic subject, raising a thinking and convinced individual as a process is inseparable from configuring the individual's knowledge about the world, man, art and from developing the individuals' creative, cognitive and reader abilities.

When addressing the necessity of enhancing the importance of the upbringing effect of communicative practices on the students, the authors mean various aspects of the upbringing process outlined in the documents and in the higher school reform: the ideological and political upbringing, the moral one, the labor one, and the esthetic one. Analyzing the topic, problem, idea of the text, the arrangement of characters, particularities of composition structure of the text, the originality of the author's style, the use of artistic means in the work – all these aspects help understand the depth of author's views on the outside world, his or her ideological and moral stance, esthetic creed. They help discover the particularities of the author's creative personality and worldview, too, and identify the author's evaluation of social processes and phenomena, if it is a scientific paper, concept, or theory in question. With regard to this, similarly, the multi-aspect analysis of a scientific work becomes relevant as a means of shaping schoolchildren's humanistic culture, moral and esthetic values, and worldview. Interpretation of texts as a means of upbringing education at practical classes in social humanitarian subjects will become one of the aspects of the modern pedagogical discourse at present-day educational

organizations (both at comprehensive school and at higher educational institutions).

In the contemporary science, the question of choosing criteria of the "extent of upbringing", extent of formation of the worldview, of syncretic thinking remains open. Meanwhile, the psychological and pedagogical aspect is in a kind of dualism with the moral and ethical side. On the one hand, teaching and upbringing rely to the proper extent on the available psychological knowledge, including the knowledge about individual psychological particularities of the students' personality. On the other hand, teaching and upbringing rely on diagnosing which finds out the students' motivation. However, the lack of due theoretical and methodological framework reduces the productivity of work and hinders organization of the communicative competency formation process. Whenever the moral and ethical constituent has to be adjusted with the students, it introduces an element of randomness and spontaneity into organizing and carrying out the study and upbringing process at academic classes in social humanitarian subjects.

Teachers of educational organizations should rely on the following conventional and upgraded educational technologies: cooperation, problem-based learning, communicative technologies, and gaming technologies (operation, imitation, role play games, social drama, drama therapy).

Thus, organization of the upbringing process is complicated by the fact that general pedagogy studies individuals as subjects of educational interaction who can influence the didactic process themselves and who need comprehensive harmonious development. Meanwhile, individuals who have not received proper upbringing (insufficient upbringing) are referred to costs of this process. So, the task of higher school pedagogy is not to bridge gaps of upbringing in students' personalities, but to fashion their professional culture and to improve their deontological culture.

5 Conclusion

In updating communicative practices, making the gaming technologies relevant gains dramatic importance. Gaming, as an activity for academic situations, is aimed at recreating and acquiring the social experience in which self-control of behavior at academic classes is formed and improved. Gaming performs the following functions: entertainment, communication, self-fulfillment, play therapy, diagnosing (self-learning), adjustment (introducing positive changes into the structure of personality), and the socialization function.

The prerequisite for an individual to establish one's own viewpoint as a subject of social life is the individual's participation in various social practices, which has to be ensured in the process of learning.

It is important to remember that at present, a modern educational organization (both comprehensive school and higher school) faces a challenging task. It must ensure configuring and developing the young people who understand and value the democratic principles and who are prepared to adhere to them in their life.

Thus, at Industrial University of Tyumen, communicative practices are carried out along the following lines. The engineering education is rendered more humanitarian by means of introducing social humanitarian subjects into the academic process for building up the communicative linguistic competency. Practice-oriented learning is organized in modules. Learning and upbringing are integrated in the process of building personal development paths. All the pedagogical technologies applied are intended to help students master the abilities and skills of efficient interaction in the professional sphere.

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THE IMPACT OF PSYCHOLOGICAL TRAINING ON PROFESSIONAL MOTIVATION DEVELOPMENT BY PEDAGOGICAL UNIVERSITY STUDENTS

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Abstract: This paper seeks to explore professional motivation of pedagogical university students, and the role of a psychological training in its strengthening. During the research, the diagnostics was run to probe the professional motivation of pedagogical university students, and the program for a psychological training intended to strengthen it was designed and tested to validate its efficiency. The sample included 36 students of pedagogical university. This research relied on theoretical, experimental, diagnostic and statistical analysis methods. The paper depicts the key features of professional motivation of pedagogical university students, the key aspects of a psychological training meant to boost professional motivation of pedagogical university students and the results of its testing. The proceedings of this research may be useful for educators and psychologists in diagnostics of professional motivation of pedagogical university students and for raising psychological competence as concerns its strengthening.

Keywords: motivation, professional motivation, professional activity, psychological training, student.

1 Introduction

Nowadays, a major concern for psychology as a science is the exploration and strengthening of professional motivation. In the structure of personality, the needs and motives have the crucial importance. They are key to determining the major causes of human behavior, revealing the factors inducing certain actions, figure out the best motivational strategies for making particular activities more effective.

Over the last few decades, our country has seen extensive changes in the field of culture, education, society, economy, science and technology. Such changes has had an immediate impact on the value orientation of the modern youth, their life goals, learning and professional motivation. Many Russian researchers point to the continuing transformation of the professional motives of students. It is now taking a different direction, and its structure and content undergo changes.

Psychological studies have revealed the so-called "motivational crisis" experienced at the stage of choosing a professional path. One of the most powerful motivating factors for choosing a profession nowadays is often the financial one, expressed in high wages, the possibility to earn additional income, social guarantees, etc. However, on the one hand, not all fields of professional activity may satisfy the needs of young people, and on the other hand, the level of intellectual and personal development often does not allow to excel in the chosen field of professional activity. In addition, in some cases, students seek to obtain higher professional education not for further advancement in the chosen field, but to obtain a degree. In connection therewith, the problem of professional motivation is important not only for educational institutions, but also for the students themselves, as only having understood own self, one may build a correct trajectory of life and choose a professional path.

Research into the problem of professional motivation in psychological studies has a long-established tradition, but at present the question of identifying effective ways to strengthen professional motivation of pedagogical university students still remains unsettled.

Theoretical analysis of domestic and foreign publications found that the researchers have sustained scientific and practical interest in studying the professional motivation of pedagogical university students. Nevertheless, the analysis of scientific findings and pedagogical practice revealed a number of contradictions: between the demand of educational organizations in specialists who are highly motivated for professional activity and insufficient professional motivation of pedagogical university students; between the need to strengthen professional motivation of pedagogical university students and insufficient measures for its strengthening. For the above reasons, the problem of studying professional motivation of pedagogical university students in today's society and the search for effective ways to strengthen it becomes particularly important.

2 Literature Review

The problem of motivation in psychological studies has a long research history and is associated with many names of foreign (Alderman, 2004; Atkinson, 1981; Elliot & Thrash, 2001; Price & Kadi-Hanifi, 2011) and domestic (Bozhovich, 2001; Ilyin, 2001; Leontyev, 2016; Rean, 1994; Rubinstein, 2015) scientists.

The word *motivation* has a Latin root, it originates from the Latin *movere* meaning 'to move, to set in motion'. Motivation means a desire to achieve a certain success and a willingness to make the necessary efforts to achieve the goal. People are always driven by certain motives. As soon as a person hits the goal and one motive disappears, a new motive appears. Thus, each motive can be viewed as a link in an endless chain of motives that characterizes a person as an active being (Meshcheryakov & Zinchenko, 2009).

The domestic developments in the field of motivation are closely associated with the name of A.N. Leontyev (2016). This problem was deeply analyzed by this author as part of the activity-based approach developed by him. A. N. Leontyev (2016) sees motivation as one of the most important components in the structure of any activity, including professional activity. It induces a person to perform an activity and has an individual character.

In Russian psychology, the most meticulous study of motivation was carried out by L.I. Bozhovich (2001). She notes that motive is the reason for performing an activity. Motives, for example, may be in the form of objects from the surrounding world, thoughts, concepts, emotions, as well as experiences, i.e. anything through which a need may be expressed.

A.A. Rean (1994) understands motive as an inner urge to act in a certain way (work, interaction, behavior) for satisfying a specific need.

N.A. Bakshaeva (2017) analyzes motivation in terms of the initial and basic components of any activity. Motivation is a force that guides an entire complex of activities and performs regulatory and inducing functions in relation to the activity.

Professional motivation of pedagogical university students stems from their desire and determination to obtain professional knowledge and skills, positive attitude to the future profession, and the ability to self-develop. The motivation is influenced by many factors: the life goals of students, the level of their abilities in a certain area, the interest in different areas of professional activity, the values promulgated in society, effective career guidance efforts of teachers and psychologists during school years, and others.

Professional activity is prompted by a whole hierarchy of motives, that may be basically divided into intrinsic motives related to the content of activity and its implementation, and extrinsic motives - coming from external influences and stimuli. The best is a situation when the process of acquiring professional

skills and engaging in professional activity is driven by intrinsic motives. In this case, the hierarchy of motives may include a variety of extrinsic motives - prestige, duty, necessity, accomplishments and others.

L.I. Bozhovich (2001) indicates that cognitive motives contribute to the successful performance of various activities, including learning and professional activities. In this case, the student has the need to obtain knowledge, strives to expand horizons, deepen and systematize knowledge.

At the stage of learning in university, students have vast opportunities for successful academic performance and for acquiring a future profession. In the conditions of university education, the intention is to align motivational sphere with the external environment, so the university student is geared toward connection with the activity (Meshkov & Yashkova, 2018), the practical orientation of education (Vardanyan et al., 2016; Shukshina, 2018) and connection with the context of future professional activity (Vardanyan et al., 2015; Yashkova & Kalimullin, 2015) is growing stronger.

N.A. Pavlova (2005) in her research demonstrated that students whose main motives for learning are cognitive (interest in the process and result of cognition) and professional (willingness to excel in learning the future profession), are not many in number (depending on university profile, location, profession, sex of respondents, etc.).

One of the methods to strengthen professional motivation of pedagogical university students is psychological training, which is conducive to the development of essential qualities and skills such as: purposefulness, perseverance, sociability, empathy, ability to interact constructively, etc. The effectiveness of this method has been proven for both children and adults (Kondratyeva et al., 2018; Vardanyan et al., 2014). In their study Y.V. Vardanyan, L.V. Vardanyan, E.A. Lezhneva (2014) provided theoretical underpinning for the vast potential of trainings in maintaining and reinforcing psychological security of students.

E.A. Lezhneva (2015) in her works presented a comprehensive analysis of the problem of professional development of a psychology teacher, and a training program for building the motivational core of professional strategy of a psychologist.

In the framework of our research, the major work will consist in developing a psychological training program for fostering professional motivation of pedagogical university students, its use in practice based on the principles of psychology and principles of group interaction, as well as in assessing the effectiveness of the probed program.

3 Research Methodological Framework

The research purpose was to explore professional motivation of pedagogical university students, and the role of a psychological training in its strengthening.

The research objectives were as follows:

1. Identify diagnostic methods to study professional motivation of pedagogical university students;
2. Reveal the key features of professional motivation of students of pedagogical university;
3. Design and apply in practice a program of psychological training seeking to strengthen professional motivation of pedagogical university students;
4. Find out the effectiveness of a psychological training program intended to strengthen professional motivation of pedagogical university students.

The study covered 36 third-year students of the Department of Psychology and Defectology at Mordovian State Pedagogical University named after M. E. Evseev whose specialty is psychological and pedagogical education.

For addressing the research objectives, the following diagnostic tools were used: T. I. Ilyina's method "Motivation for Higher Education" (2011), K. Zamfir's method "Motivation for Professional Activity" as modified by A. A. Rean (Ilyin, 2011), T.O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019).

4 Results and Discussion

The analysis of data at the ascertaining stage of research by T.I. Ilyina's method "Motivation for Higher Education" (2011) revealed that for the majority of students (38.9%) the dominant motive is "the acquisition of knowledge". They are eager to acquire new knowledge and deepen the existing knowledge, and are full of curiosity. 33.3% of students are willing to acquire a profession and develop qualities essential for the chosen profession. For 27.8% of students, the primary motivation for higher education is to obtain a degree.

The results yielded by K. Zamfir's method "Professional Motivation", as modified by A.A. Rean (Ilyin, 2011), indicate that the majority of students (44.4%) have extrinsic positive motivation. They believe that the profession they are pursuing will allow them to satisfy their social needs, emphasize that respectful attitude to the professions of a teacher and a psychologist, and classify them as prestigious professions. Extrinsic negative motivation was found in 30.6% of respondents. As usual, they intend to acquire profession due to external factors: parental pressure, fear of failure, etc. 25 % of students have the intrinsic motivation for professional activity. They are interested in the professions of a teacher and a psychologist and are determined to develop the competencies necessary for these professions. This category of students show high interest in the chosen field of professional activity, are focused on the process and the result of learning for obtaining solid knowledge and developing strong skills essential for success in the future profession.

The data obtained with the help of T. O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019) showed that 33,3 % of students are guided by the motives of social significance of work. They chose the psychological and pedagogical field because they believe that the professions of a teacher and a psychologist are socially significant and deserve societal respect. 27.8% of respondents identified the motive of own labour as the dominant one, which demonstrates their interest in the profession they are set to acquire. 22.3% of students are driven by the motive of self-accomplishment in work. 16.6% of survey participants are guided by the motives of excellence in profession. They are willing not only to gain theoretical knowledge, but also to acquire practical skills and abilities for professional advancement.

Thus, students pursuing higher education in pedagogical university are eager to obtain knowledge and skills in the chosen profession. They have an extrinsic positive motivation, most of them are guided by the motives of social significance of the chosen profession and the motives of their own labour.

Taking into account the outcomes of the ascertaining stage of research, the program was developed which intent was to strengthen professional motivation of pedagogical university students. This program was applied in practice in the form of a psychological training. It pursued the following objectives:

1. Widening the perception of own self as a subject of professional activity;
2. Elaborating a strategy of professional development;
3. Strengthening the goal-setting skills;
4. Igniting the need for self-development.
5. The psychological training program consists of 14 sessions, each session lasting 60 minutes.

The program of training intended to strengthen professional motivation of pedagogical university students may be nominally broken down into three interrelated stages.

1. Initial stage (motivation cultivation), the major tasks at this stage include identification and understanding of existing problems, encouraging meaningful engagement in the training and positive attitude of participants, cultivating motivation to achieve collective and individual goals, fostering participants' self-change and awareness of the importance of this process for professional and personal growth.
2. Main stage (motivation comprehension), the purpose of this stage is to unleash the inner potential of all participants, ignite and strengthen their professional motivation, make adjustments to their views on the chosen profession and attitude to professional activity, develop the participants' ability to understand the motives behind their behavior and actions.
3. Final stage (motivation regulation) is intended to reinforce the skills in designing and adjusting a plan for future advancement in profession, apply the obtained knowledge and skills in practice for developing and implementing a strategy of professional development.

The training included different methods and techniques: games, discussions, exercises, self-presentation, creative tasks, elements of art therapy, elements of psychogymnastics, etc.

At the control stage of research, the effectiveness of the program for strengthening professional motivation of pedagogical university students was assessed.

The statistical analysis of data yielded by T.I. Ilyina's method "Motivation for Higher Education" (2011) using Fisher's angular transformation criterion φ^* revealed that the professional motivation of students increased. As educational experiment in the experimental group showed, the number of students willing to learn the profession increased to 50%. The use of Fisher's criterion allowed to find statistically valid differences of $p < 0.05$ (1.917*). There was also a decrease in the number of students focused only on obtaining a degree.

Comparative analysis of data on the motivation for professional activity of students in the experimental group at the ascertaining and control stages of experiment using K. Zamfir's method "Motivation for Professional Activity", as modified by A.A. Rean (Ilyin, 2011), revealed that the number of students with intrinsic professional motivation in the experimental group increased to 50%. The Fisher's criterion helped to find statistically valid differences of $p < 0.01$ (2.341**). At the same time, the number of students with extrinsic negative motivation substantially decreased amounting to 9.1%. The Fisher's criterion revealed statistically significant differences of $p < 0.05$ (1.94*).

Data obtained by the T.O. Solomanidina and V.G. Solomanidin's method "Professional Motivation" (2019) indicated that in the experimental group the number of students driven by the motives of excellence in profession increased to 36.4%. The statistically significant differences for this indicator were found to comprise $p < 0.05$ (1.791*).

Overall, the statistically significant differences were found between the indicators of professional motivation of students at the ascertaining and control stages of the experiment, which validates the effectiveness of the psychological training program intended to strengthen professional motivation of pedagogical university students.

5 Conclusion

Thus, the completed research helped to:

1. Elucidate the notion "professional motivation", describe its key features in studentship years, and explain the need for its strengthening;
2. Develop and test the program for a psychological training with its specific goal, objectives and structure, intended to strengthen professional motivation of pedagogical university students

3. Run the repeated diagnostics of the main indicators, and carry out the statistical analysis of research data for establishing statistically valid differences between explored parameters.

The results of this research may be useful for educators and psychologists in diagnostics of motivation for professional activity among pedagogical university students and for raising their psychological competence and its strengthening.

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PEDAGOGICAL SUPPORT FOR EDUCATIONAL CONCERT TRAINING OF MUSIC STUDENTS AT THE UNIVERSITY

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Abstract: This paper presents theoretical and methodological underpinning for high efficiency of an educational concert, its structure and methods of implementation. The educational concert is viewed as an organizational form of learning based on the competence-focused approach. On the level of learning management, the necessity to explore this problem emanates from the insufficiently elaborated pedagogical support for the educational concert training of music students in a pedagogical university. The practical value of research consists in the described functions of the educational concert. The practical application of the concept "educational concert" consists in coordination of the content space of teaching and upbringing in general education school and pedagogical university based on the characteristics of this integrative organizational form of learning.

Keywords: music student, educational concert, educational concert training, pedagogical university, competence-focused approach.

1 Introduction

Nowadays, the role and functions of pedagogical staff are drastically changing, the requirements placed upon them as the specialists combining high professionalism, adherence to moral and cultural values, and ready to make a tangible contribution to the progressive development of Russian society in the contemporary world undergo qualitative transformations. This demand is addressed within the system of professional training of teachers, including music teachers. Professional activity of music teachers bearing high social value is directed at musical and cultural development of younger generation and organization of various educational and musical activities of students who communicate with the art of music through different music compositions.

Socialization of musical compositions occurs through direct (contact and remote) communication between performers and listeners (the composer participation is indirect) in various organizational forms of learning, in the hierarchy of which the highest level is occupied by the concert. The questions of how effective is the use of concert forms for music socialization in the training of musicians were investigated by A. D. Alekseev (1978), L. A. Barenboim (1974), V. L. Zhivov (2018), S. A. Kazachkov (1990), J. I. Milshtein (1972), and others. The possible applications of concert forms for music socialization in general, specialized and musical-pedagogical education are described in the works of L. G. Archazhnikova (1984), D. A. Dyatlov (2007), T. G. Mariupolskaya (2017), M. S. Oseneva (2014), G. P. Stulova (2013), G. M. Tsy-pin (2001), and others. The authors provide the insight into the concert intended to solve the problems of musical education and upbringing in general and professional education schools; they allow to address a wide range of issues related to the goals, objectives, repertoire, evaluation criteria and requirements for organization of musical activity of students in the form of a concert.

While the contribution of researches with their musical and pedagogical findings is positive, and definitely highly valuable, it should be noted that the problem of a concert is not yet fully solved. The analysis of publications raising the questions of concert effectiveness revealed that in the educational process the concert, first, carries out the function of monitoring and control, and, second, it is dominant aspect is that it features exclusively

students playing music. It should be noted that in this case, the concerts are not systemic, but rather situational in nature, as they are held on a one-off basis. Thus, the current attempts to incorporate a concert in the traditional system of training of children at school and students at university do not result in a radical restructuring of the educational process in the field of music. According to the authors of this paper, it is impossible to succeed in bringing the effectiveness of music education to a new level while relying on the traditional organizational forms and means of education. The innovative approach to organization of concert training should consist first of all in shifting away from the concert performing primarily monitoring and control function to the concert performing educational function, in transforming the concert of a non-academic type into the means of education helping to achieve educational goals and objectives as the main priority. The authors of this paper call this type of concert in music education *the educational concert*. The above reasons render the use of this organizational form of training in general and professional music education effective. This is why this problem is relevant and requires exploration.

2 Literature Review

Today the requirements for graduates of pedagogical universities are formulated not only and not so much in the format of "knowledge", but in terms of methods of activity ("skills", "ability", "readiness"). We are talking about the competence of students as a specific educational outcome (Kobozeva, 2013; Kobozeva et al., 2015; Shukshina et al., 2018; Buyanova et al., 2019). That is why one of the primary aims of professional education is to enrich the content of substantive music teacher training with the concert component, to build the educational concert competence, which includes, in addition to the general knowledge, also the knowledge of specific outcomes of a particular activity, the skills and the ability to use this knowledge in practice at all tiers of educational process. *The authors of this paper consider the educational concert competence as an integral characteristic of professional and personal qualities of a music teacher, the ability and readiness to carry out effective professional activities related to the educational concert for musical development of students by guiding them through and helping them to master various types of educational concert activities, the leading of which is the quadriga of musical roles - performer, listener, teacher, organizer. The need to develop the educational concert competence of a music teacher has arisen from the requirements of the Federal State Standard of Higher Education which sets out the competences that the graduate of pedagogical university should possess, among which the key one is the ability to identify and shape cultural demands of various social groups by using the means of the specialty subject.*

The concert in the reference encyclopedic literature is interpreted as: "a public performance of musical compositions" (Ozhegov, 2014); "public performance by artists following a pre-determined program" (Grand Soviet Encyclopedia, 1971–1978; Romanovsky, 1972); "public performance of music on a program announced in advance by different performers in a specially designated place" (Encyclopedic Dictionary of Music, 1990); "The public performance of music following a program announced in advance by one or more musicians in a specially equipped space" (Encyclopedic Dictionary of Music, 1966).

A complex methodological analysis of concert as a phenomenon was carried out by Dukov Evgeny Viktorovich (2003). This was the first attempt in science, not only on a national, but also on a global scale, to take a holistic approach to understanding concert as a universal form of performing arts existence in the society, reflecting the diverse concert life of society.

Consolidation of the provided definitions and analysis of the scientific literature brought us to a conclusion that concert *in traditional understanding* is a historically evolved organizational form of musical life of a society which by means of a public

performance of musical compositions given by various performers following a certain repertoire program, enables the art communication between its subjects.

Resort to the educational concert as a structure with the new content offering a new form for organizing actions of and interactions between its role participants, has triggered scientific interest to the concepts of organizational forms of training, to the workings which not only define the concept "organizational form of training", but also demonstrate incorporation of organizational forms of training in the structure of teaching and upbringing processes at the institutions of general and professional education (Dyachenko, 1984, 1989; Zagvyazinsky, 1990; Nikandrov & Petrov, 1977; Usova, 1984; and others).

Ibragimov G. I. (1994) in his studies focused on organizational forms of learning, and not only managed to determine the main attribute of the organizational form of learning, which is an internal arrangement of certain content, but also, consolidated numerous features, and revealed their spatial-temporal certainty, including mode, place, composition of students and trainers, sequence of work stages and structure; degree of independence of students; didactic goal.

When justifying examination of educational concert as an organizational form of training, it should be mentioned that the features identified by G.I. Ibragimov (1994) are transformed in the elements of educational concert, the key permanent parameters of which include: a) publicity of music socialization; b) division of participants into different categories including performers, listeners, teachers and organizers whose interaction is central to holding an educational concert; c) arrangement of performed musical composition in a repertoire according to the purposes pursued within a certain segment of training; d) educational artistic communication between participants of a concert using the means of musical art, through which the pursued educational objectives are accomplished; e) adjustability of educational concert to the objective conditions of implementation. The above key parameters of the educational concert predetermine the components of *educational concert training* which is viewed by the authors as a combination of special knowledge, skills and abilities necessary for the educational concert activities and is understood as a process involving multiple and variable subjects participating in the educational concert and its components. The above thoughts expressed in relation to music education represent the scientific novelty of this research.

The educational concert being an organizational form of training as a system integrates both a part of training process and ways of its organization (Danilyuk, 2004). If we consider educational concert as a structural unit of the educational process not only having but using its advanced integrative qualities and vast potential, then the educational concert training may be effective. The concert, analyzed by us through the prism of an integrative organizational form of training, is a new perspective of the scientific research into the category interpreted by us as the educational concert. When incorporated in the educational process, the educational concert obtains a number of distinctive features compared to a traditional concert performance. This relates to the goal, organizational and content aspects of this phenomenon. Based on the foregoing, we do not use "concert" and "educational concert" as mutually exclusive concepts, but rather as categories which despite their differences are interrelated and interpenetrating, facilitate perception and understanding of music, and allow for different types of musical activities. When integrated in the training process, a concert as educational activity continues to perform the diverse range of functions of the musical art, but the focus is shifted toward the functions most important for education: developing, teaching, educational, communicative, aesthetic, creative (Chinyakova, 2012, 2014).

3 Research Methodological Framework

The research purpose was to explore the educational concert as an organizational form of training and to look into the particular

aspects of its application in the training of music students at university. Research objectives were to consolidate the theoretical underpinning for the concert; to identify the distinctive features of the educational concert; to validate the effectiveness of educational concert training of music students at university in an experimental way.

For accomplishing the research purpose we relied on the principles of dialectics (the unity of content and form, the causality of all occurrences in real life), interdependence and integrity in the system "culture - education - society"; the activity-based (Vygotsky, 1987; Rubinstein, 2000; etc.), personality-oriented (Bondarevskaya, 2000; Yakimanskaya, 2013; etc.) and culturological (Kagan, 1996; Rapatskaya, 2010; etc.) approaches; theoretical works devoted to organizational forms of learning (Dyachenko, 1984, 1989; Nikandrov & Petrov, 1977; Usova, 1984; Cheredov, 1987; and others), integrative developments in education in general and in music education in particular, and pedagogical technologies.

This research was held using theoretical (analysis of scientific and teaching methodology literature) and empirical (observation, questionnaire survey, testing, and interview) methods.

4 Results and Discussion

4.1 Content Aspect of the Educational Concert Training of Music Students at University

The educational concert in training of students is considered as a certain educational technology which allows to embrace the time spent on getting prepared for the educational performance, the performance itself and the improvement of experience. In the procedural respect the structure of educational concert includes the preparations stage, the performance stage (educational performance) and the final stage.

The educational performance is the central stage of the educational concert. At this stage, through performance held for the audience and through perception of music and other educational content included in the repertoire, the direct "artistic-educational communication occurs between the concert participants helping to reach the pursued educational goals." (Chinyakova, 2012). Educational performance, as we see it, requires certain preceding (preparations for performance) and closing (generalizing and developing or improving the experience gained in the concert) training, which is implemented via other organizational forms and represents the final stages of the educational concert. The activity of and interaction between the subjects of educational concert enabling the holistic implementation of its all three stages, is interpreted as *the educational concert activity*.

Validation of effectiveness of the educational concert training implies estimation of the key envisaged outcome - the level of educational concert competence of the future music teacher. Analysis of the outcomes of educational concert training requires the identification of components characterizing *the educational concert readiness* and ability of students to implement this type of professional activity representing a combination of knowledge, skills, and professionally significant personal qualities of a specialist. The proposed criteria hinge on the major personal characteristics.

Psychological criterion is connected with the positive motivation for educational concert activity and assumes the use of such indicators as orientation toward musical-cultural cognitive and creative educational concert activity, respectful attitude to the global, national and local musical culture, interests, abilities for music, capacity to feel music and experience emotional responses to music and implemented activity. *Cognitive criterion* requires a sufficiently high level of knowledge about the educational concert, the desire to expand and update the current knowledge, which attests to the solid knowledge of basic theory and methods of organizing educational concerts; cognitive stimulation of students through educational concert activity, the developed educational concert

competence, which indications include: 1 - completeness of theoretical and practical training and readiness of a person for successful implementation of educational concert and professional activities; 2 - attitude to own self as the subject of educational concert and professional activity, strive for the further perfection as concerns educational concerts. *Practical criterion* serves to indicate the presence of professional skills and abilities (verbal-performing, listening, organizational, etc.), which a music teacher should have to perform educational concert activities.

Based on the formulated criteria and indicators, three levels of educational concert readiness of future specialists have been identified: high, medium and low.

The high level characterizes the subject of educational concert activity, who understands its purpose, easily navigates in the theory and methods of organizing educational concerts, finds self-fulfillment in educational concert activity, which determines an overall context of personal educational concert experience.

The medium level is characteristic for the individual who has personal experience in educational concert activity, committed to improving certain elements of own cognitive and practical educational concert activity, and is clear about the ultimate goals of this activity.

The low level is characteristic for the individual who does not realize the essence and importance of the educational concert as an organizational form of learning and takes a formal approach to the educational concert activity. Such person has no interest or need to use this form of education in the future professional life.

The developed criteria and levels of educational and concert readiness of students for implementation of professional activity constituted the basis for experimental work.

4.2 Process Aspect of the Educational Concert Training of Music Students at University

The educational concert training of students was tested within the walls of the Mordovian State Pedagogical University named after M. E. Evseev. The empirical research found that the existing educational concert training is not adequate for students to gain the necessary experience: it is subject-differentiated and leads to the amplifying autonomy of professional development of students, the organizational forms of educational concert training address mainly mono-role tasks while the integrative principle of learning is disregarded.

The results of the pilot questionnaire survey showed that students (160 people) in the majority of cases have no idea about the essence of the educational concert: 39% of respondents describe this organizational form of training in the traditional sense and see the concert only as music performed in the concert hall; 27% point to its hedonistic function (a pleasant time with friends and acquaintances); for 23% the educational concert means a possibility to listen to a pop singer; for 11% the concert represents a way to get acquainted with new music.

The interviews with music teachers at secondary schools, teachers of supplementary arts education, attendance by the authors of various master classes, methodology seminars, competitions, demo lessons, etc. revealed that the problem of educational concert not perceived as an organizational form of training is also common to the musical-pedagogical community at all tiers in the system of education: from preschool education institution to higher education institution.

With the purpose to expand the experimental experience in the explored sphere and to develop the educational concert competence of students, the necessary program and methodological support was developed. This allowed to introduce special courses in the bachelor's degree program ("Fundamentals of educational concert training in the music education", "Organization of educational concert training of students in the music education", "Theoretical foundations and

practice workshop on organizing educational concert training in the music education").

For example, the structure and content of the bachelor's degree course "Organization of educational concert training of students in the music education" (author N. I. Chinyakova) includes two modules: 1 - Theory of educational concert training, which purpose is to explain the essence of an educational concert and key aspects specific to the educational concert training; 2 - Methods of educational concert training, covering the basic technologies for organizing educational concert in the music education and the general educational concert training of students. The main intent of this course was to strengthen the students' knowledge of the theory and methods of organizing an educational concert as a leading structural unit of the innovative technology of educational concert training in the music education. For learning the methods and technology of educational concert students performed creative assignments on planning this organizational form of training and fragments of the process of educational concert training. The analysis of the obtained results continued through quizzes that included such questions as follows: "What are the key features of the educational concert training?", "Indicate the types of educational-musical activities facilitated and implemented through the educational concert training", "Describe the educational concert as a means of complex individual-group differentiated training", "Define the key pedagogical priorities of educational concert training", etc.

After completion of the developed training courses, students started using the acquired knowledge, skills and abilities in various disciplines ("Innovative musical and pedagogical technologies in general education school", "Professional musical art in Mordovia", during instrument lessons, etc.), as well as in practice to obtain initial professional skills and abilities, including initial abilities and skills of research.

Another aspect that required the authors; involvement was the dissemination of the experiment findings through methodological and consultative work with university and school teachers on the effective use of educational concerts of various types; and analysis of the actual use of educational concerts in the music education of music students at pedagogical university. The effectiveness of educational concert training delivered by teachers whose mission is to raise the future generation of music teachers was assessed. For this purpose, the interviews and surveys of methodologists and school teachers taking part in the students' pedagogical internships, during which they were supposed to hold educational concerts, were used.

The offered educational concert support for professional training of a future music teacher in the modern university was expressed in transformation of the existing stereotypical approaches to the limited use of didactic potential and diversity of educational concerts, taking into account the individual characteristics of its subjects and actual context for implementation of this form of training.

5 Conclusion

The incorporation of an educational concert in the training of music students at pedagogical university raised important questions related to the need to learn typological classification of an educational concert, methods for shaping content and informational component of an educational concert, the principles for building a concert program with the musical compositions sequenced by gradual increase in the degree of their complexity; integration in the educational process of individual and collective educational concert projects within the frames of which students complete a range of specially developed educational concert assignments helping to build educational concert competence of the future teachers of music in the conditions as close as possible to the future independent pedagogical activity. The conducted research has validated the need to use such organizational form of training as an educational concert in the educational process of the pedagogical university. The presented approach to the organization of

educational concert training of students holds high pedagogical potential that may enrich the music education practices in preschool, general, supplementary and professional education institutions.

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ANTI-CORRUPTION UNIVERSITY EDUCATIONAL ENVIRONMENT: POTENTIAL AND PROSPECTS (A CASE OF MORDOVIAN STATE PEDAGOGICAL UNIVERSITY)

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Abstract: This paper focuses on developing the moral backbone of young people in the modern emotionally intelligent educational environment in order to improve the prevention of corruption. It is proposed to use the experience of the implemented project Development of a Scientific and Methodological Package for Anti-Corruption Education and Integrity Promotion among Youth. The urgency of this paper is high as development of anti-corruption standards of conduct in the educational environment, including higher education, is a national priority of the Russian Federation. The paper analyzes the activities of the Student Anti-Corruption Movement of the Mordovian State Pedagogical University aimed at fostering the standards of anti-corruption conduct among the young generation. The need for action has been dictated by the current scope of corruption leading to the appalling imbalances in the system of state institutions and relationships.

Keywords: educational environment, corruption, emotional intelligence, standard of anti-corruption conduct, volunteering, students.

1 Introduction

Corruption as an ancient and widespread social evil poses a real danger to many important domains of social life, including education. We have to admit that the corrupt mindset in the educational environment (school, university) is the everyday reality we face and its fighting requires the use of a comprehensive approach.

In its National Youth Policy Framework until 2025, the Government of the Russian Federation, cognizant of the pressing worldview challenges faced by the young generation, pays special attention to the fostering of civic nationhood, tolerance and patriotism among young people, as well as instilling the spiritual values associated with the traditional religions of the country. All the above measures in their entirety should serve a common goal of cultivating in the young Russian citizens of what in philosophy is referred to as *'the ethos'*, or the overall worldview based on the core set of guiding beliefs and values.

Therefore, the high relevance of this paper is largely due to the fact that the development of anti-corruption standards of conduct in the educational environment, including higher education, is a national priority in the Russian Federation.

2 Literature Review

The authors were drawing on a large body of scientific literature on the stated problem.

For example, a profound structural analysis of corruption as a historical phenomenon is provided in the works of V. D. Adrianov (2016), M. Yu. Vichuzhanina (2016), B. V. Volzhenkin (1991), L. V. Geveling (2001),

G. N. Gorshenkov (2010), A. V. Manko (2012), and N. Leff (1964).

O. A. Alexandrova (2012), V. G. Astanina (2014), N. Yu. Volosova (2016), and P. A. Kabanov (2014) interpret informational openness and information environment as playing an important role in the fight against corruption.

Legal aspects of the anti-corruption efforts are reflected in the works of E. A. Bykovskaya (2014), D. Yu. Kamyshanskaya (2017), A. V. Koval (2018) and S. M. Kochoy (2018). The psychological aspects of the analyzed social evil are discussed in the works of O. V. Vanovskaya (2009), A. L. Zhuravlev and A. V. Yurevich (2012).

This study relies on the works of I. I. Bikeev, P. A. Kabanov (2019), T. B. Kachkin and A. V. Kachkin (2010), N. A. Lyubkina (2017), A. Ya. Minin (2019), and D. A. Povnoy, G. T. Kamalova (2011) looking into various aspects of corruption prevention and anti-corruption policy in the system of education.

In addition, the authors of this paper used the materials of their collective monograph "Anti-Corruption Educational Environment: Theory and Practice" (2020), which describes a multidimensional approach to creation of the anti-corruption environment in educational organizations in Russia and abroad. The main emphasis in the indicated monograph is on the prevention of corrupt practices in the educational environment through inculcating the firm moral values among the youth.

3 Research Methodological Framework

The purpose of this paper is to explore sociocultural and legal aspects of the anti-corruption educational environment. The stated purpose gave rise to the following objectives: to assess the impact of the National Strategy for Upbringing of Children in the Russian Federation through to 2025 on the modern educational environment; to reveal the meaning of the term *emotional intellect of the educational environment*, inter alia through explanation by the team of authors of how the project "Development of a Scientific and Methodological Package for Anti-Corruption Education and Integrity Promotion among Youth", was implemented.

The research sources included different laws and regulations related to the anti-corruption policy. The methodological foundation for the research was constituted by the general philosophical tenets for cognition of being such as the principle of objectivity and regard for the multifactor nature of the explored phenomenon (in this particular case, the prevention of social evil of corruption in higher school); synergetic approach accommodating the variative nature of the historical process; a systematic approach treating the explored phenomenon as an integral complex of interrelated elements, or as a system; deductive (inference from general to specific) and inductive (inference from specific to general) methods.

4 Results and Discussion

The National Strategy for Upbringing of Children in the Russian Federation through to 2025 declares that the core values in the value system of the Russians are the family and patriotism (2014).

The above priorities have not emerged out of nowhere, but derived from the historically established moral values of the multi-national Russian population. In the modern conditions, the need is apparent for a moral backbone, the worldview identity, as well as a common ideology - what is commonly referred to as the national idea. At the same time, today we have to admit that many of Russian youngsters are far from traditional values, severely undermined not only by the decades of persecution of

religion in the Soviet times, but also by the ideological vacuum of the "dashing nineties," which created an atmosphere of immorality and cynicism in society.

Such "eternal" psychological phenomenon as the all-or-nothing thinking of adolescents, which is sometimes combined with social infantilism in a bizarre way, also play a role.

In this regard, a researcher O. M. Guseynov (2015) had to conclude that infantilism and escapism are inherent in a large part of today's Russian youth.

Such a distorted worldview based on indifference (or even contempt) to the traditions and values of own country, creates a fertile soil for various deviations, including corruption.

Therefore, the modern educational environment should be properly designed to confront such destructive phenomena and processes.

Researchers from Tatarstan, G. T. Balakaeva, G. K. Akhmetova, S.Zh. Zeynolla (2016), introduced a term *emotional intelligence of the educational environment*, explaining that only those educational organizations that are capable to train successful graduates will be in high demand. As concerns the discussed topic, they emphasize that effective integration into society will hinge on the ability to manage own emotions and emotions of others.

Therefore, it is essential for ensuring observance of the anticorruption prohibitions to build solid moral foundations and instill fear of the imminent accountability for any forms of corruption in the context of the modern emotionally intelligent educational environment. Since often the major hurdle to unveiling the corruptive practices is their deeply latent nature, the preventive measures aimed at minimizing the risk of young people developing a tolerating attitude to corruption in the conditions of educational organization are becoming ever more important.

Within Project 19-1-020253, Development of a Scientific and Methodological Package for Anti-Corruption Education and Integrity Promotion among Youth, supported by the Presidential Grants Fund, the authors of this paper developed a practice-oriented model of training young teachers based on the standard of anti-corruption conduct in the emotionally intelligent educational environment (Prevention of Corruptive Conduct in the Youth Environment, 2020).

This project was fueled by a deep commitment of the grant team to make a valuable contribution to the implementation of the National Anti-Corruption Plan for 2018 to 2020, approved by Presidential Decree N 378 (2018) of June 29, 2018, as well as the Action Plan for Anti-Corruption Education for 2019 to 2020 approved by Government Decree N 2884-r of December 21, 2018 (2018). The project team carried out a comprehensive historical-legal and psychological-pedagogical analysis of the problem of establishing a standard of anticorruption conduct. The obtained results were incorporated in the educational process under the basic professional education program in the field of training 44.03.05 Pedagogical Education (course program, practical textbook, methodical recommendations for teachers, monograph). The implemented work was mainly targeting the problem of the lack of scientific and methodological support at disposal of young teachers to meet the requirements of FSES SGE from May 17, 2012 (2012) to the academic performance in the Law subject under the basic educational program as concerns embracing by students of the standard of anti-corruption conduct.

Another popular trend in modern Russian society is volunteering. As a result of the joint participation of teachers and students in the project, a group of activists of the Student Anti-Corruption Movement (SAM) of MSPU named after M. E. Evseviev was set up. It should be noted that one of the important accomplishments of the SAM anti-corruption volunteering team was a gradual increase in the number of

young people willing to take part in the anti-corruption quest games Together Against Corruption, flash mobs Together We Can Do It, competitions in Anti-Corruption Installations, Anti-Corruption ABC and History of Corruption in Persons, held in the schools of Mordovia.

The strategic goal of this work is to train socially responsible personnel for the system of education and, in general, to build the human capital of a new kind for the socio-economic sphere of the region.

This project was implemented by MSPU in partnership with other universities and research centers from the Russian Federation (Chuvashia, Saratov region) and abroad (United Kingdom).

The research conducted by the project team also helped to identify certain legal gaps in the anticorruption regulation of public relations. According to the authors of this paper, the chaotic development of anticorruption legislation in Russia, which resulted in a huge number of new regulations, will be ineffective unless it gets streamlined and systematized and uses more precise formulations and definitions. For example, currently effective Federal Law N 273 On Combating Corruption provides a very limited explanation of the concept of corruption causing difficulties in practice (2008).

Besides, anticorruption legislation is built on a cross-sector basis, where the key strut is a federal law, but a significant portion of important regulations are laid down in by-laws, which diminishes their legal force. Here it should be noted that the FSES of the secondary general education, approved by Order of the Ministry of Education and Science of the Russian Federation of May 17, 2012 N 413 (2012), stipulates a requirement for a student's portrait formulated as "showing respect for the law and order". As for the basic academic performance in the Law subject, here the developed basic legal thinking and adherence by a student to the standards of anti-corruption conduct are assumed. However, the federal standard FSES HE of December 4, 2015 N 1426 in the field of training 44.03.01 Pedagogical Education (2015) contains no mention regarding development of such competence in a future teacher. Fixing this gap will undoubtedly have a positive impact on the organizational and methodological support of professional pedagogical practices and will solve the problem of the lack of competent specialists capable to carry out a mission of minimizing the risk of young people developing a tolerating attitude to corruption in the modern emotionally intelligent educational environment.

The basic concepts, regulations, principles, rules and standards of anti-corruption conduct and professional ethics applicable to officials should be adapted to the context where pedagogical staff operates. In this case, engagement in professional activities implies not only performance of job functions, but also adherence to certain ethical and moral standards imposed by the profession. The historically established professional division of labor has led to certain public morals in society, which are now commonly referred to as the professional ethics.

Moral requirements to the professional activity of an individual had to be fixed in writing in order to establish the specific forms of social responsibility. Today, quite common is the attitude of a person to other people directly depending on his or her individual discretion which, often, cannot be controlled by any other means than through the establishment of a moral standard that is restrictive or preventive in nature.

For ensuring the effectiveness of anti-corruption efforts in a personality-centered school, it is necessary to take into account the counterbalancing, strengthening and stabilizing feedback, built on the spiritual and moral upbringing of the youth. It is important to collect feedback via different channels: operational meetings at different levels of management of the educational organization, discussions, brainstorming, interviews, observation of the process, the result of anti-corruption activities and especially multifunctional express monitoring, which implies

anonymity in receiving, analyzing and storing the results of anti-corruption efforts.

5 Conclusion

Thus, the urgent need for fostering an anti-corruption educational environment is caused by the problems of social and economic degradation of society undermined by the destructive effect of corruption, as well as the lack of attention from the researchers to the historical-legal and psychological-pedagogical aspects of establishing the anti-corruption standards of conduct in the youth environment, securing the leading role of education and upbringing in inculcating the civic virtue in youth (Decree of the President of the Russian Federation, 2018).

Mordovian State Pedagogical University named after M. E. Evseev encourages various forms of cooperation between teachers and students in the area under discussion.

Firstly, it engages students in developing the standard of anti-corruption conduct by organizing anti-corruption contests, olympiads, discussion clubs, volunteer movements, projects, etc. Thus, the Rector of this university supported the idea of establishing a student anti-corruption movement "MSPU SAM" by signing Order N 1865 on July 15, 2019 (Official website of MSPU named after M. E. Evseev). A strong negative attitude towards corruption is being instilled in young people not only at the university level, but also at the level of general educational institutions and facilitated by the anti-corruption efforts of volunteers in schools across the Republic of Mordovia. In this regard, illustrative is the work of SAM volunteers in school mediation services that in the emotionally intelligent educational environment is focused on addressing the conflicts of any complexity. Thus, future teachers in addition to transferring the knowledge about new forms, technologies and methods of conflict resolution, also increase the effectiveness of social, psychological and legal assistance in the event of such conflicts. As a result, future teachers acquire valuable skills of pedagogical conflict management.

MSPU SAM is coordinating its action plans with the university's structural subdivisions, other educational organizations of the Republic of Mordovia, the Ministry of Education of the Republic of Mordovia, the Department of Youth Affairs of the Ministry of Sport, Youth Policy and Tourism of the Republic of Mordovia, the Commission on Coordination of Anti-Corruption Efforts in the Republic of Mordovia, the Human Rights Ombudsman in the Republic of Mordovia and public organizations, thus maximizing the efficiency of anti-corruption initiatives among youth.

The student anti-corruption movement MPSU SAM is geared towards establishing a standard of anti-corruption conduct among the younger generation based on a zero tolerance approach to corruptive practices and is open to cooperation with various children and adult communities in the city, the Republic and throughout Russia, which found support and recognition within the frames of the All-Russian Contest of Youth Projects "My country - my Russia".

It is important to highlight the key pillars of anti-corruption environment as distinguished by the authors, such as: anti-corruption education, anticorruption enlightenment, anti-corruption propaganda and anti-corruption awareness of students in educational organizations.

It should also be noted that when implementing anti-corruption requirements related to the prevention or resolution of conflicts of interest in scientific and educational organizations, it is essential to conduct informational and explanatory work on anti-corruption legislation of the Russian Federation.

Our research shows that in the area of education, the best educational practice is the instilling of an intolerant attitude towards corruptive conduct among students and a strong opposition to all forms of corruption.

In general, the need for action has been dictated by the current scope of corruption leading to the appalling imbalances in the system of state institutions and relationships caused by this social evil.

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SOCIALIZATION OF CHILDREN AND ADOLESCENTS THROUGH SUPPLEMENTARY EDUCATION BY MEANS OF ART

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Abstract: The relevance of this research stems from the need to ensure positive socialization of children and adolescents leading to internalization of models and norms of social behavior through performed activities. A special role in the socialization of children and adolescents belongs to the supplementary education which creates optimal conditions for their engagement in socially meaningful activities. In connection therewith, this paper seeks to identify the theoretical and methodological foundations of socialization of children and adolescents by means of art. The methodological pillars included complex, dialectic, contrastive-comparative, logical, hypothetic-deductive approaches.

Keywords: socialization, children, adolescents, supplementary education, art.

1 Introduction

A special place in the shaping of personality belongs to *socialization* by which a person attains development and self-development throughout life through interiorization and reproduction of certain models and norms of behavior.

An important aspect of human life is his interaction with society, and social development begins upon his gradual introduction into the surrounding world. A person enters a particular social environment and an established system of social relations by learning the norms, values and rules of behavior of the society he was born into. Otherwise he will never become a full member of the society, will not be able to understand the surrounding world and respond to it appropriately.

The socialization of children and adolescents critical to the successful integration of an individual into society and to early vocational guidance (Antonova et al., 2019) is today gaining in importance, because society needs socially active and responsible members who are capable of engaging in positive and socially significant endeavours. The socialization of a person in adolescence is particularly crucial, as it is in adolescence that self-reliance and independence, self-determination, and communication with peers come to the fore.

Nowadays the problem of *ethno-cultural socialization* of children and adolescents is highly relevant. It is a process of transmitting to a person the culture of the ethnical group to which he belongs and teaching him about the cultures of other ethnical groups in order to shape a multicultural person who will successfully exist in a multi-ethnic and multicultural space (Rooijen, 2003), will have an ethnic identity (Gaitanides, 1994), and ethno-cultural tolerance (Gorshenina & Yakunchev, 2014).

A special role in the socialization of children should belong to the supplementary education of children which is "a type of education which is directed at satisfying all educational needs of a person in intellectual, spiritual, moral, physical and/or professional development, and which does not imply transition to another level of education" (Federal Law on Education in the Russian Federation, 2012). The Concept for Development of Supplementary Education for Children (2014) states that "supplementary education becomes a leading channel of socialization which helps a person to adjust to changes".

2 Literature Review

The term 'socialization' was coined by an American scientist F.H. Giddings (1897) back in 1887. In his book *Theory of Socialization*, he defined socialization as '... the development of a social nature or character of an individual, preparation of the human material for social life'. Based on the analysis of a multitude of different socialization concepts, two approaches may be distinguished that differ in understanding of the role played by an individual in the socialization process. The first one is a subject – object approach. This approach suggests that the individual remains passive in the process of socialization, and views socialization as a process of human adaptation to society (Durkheim, 1982). T. Parsons (1961) believed that a person "absorbs" general values by communicating with "significant others". As a result, he learns generally accepted norms, which become part of his motivational structure, his internal urge.

The second one is a subject – subject approach. Ch. Cooley (1922) stated that a person's sense of self grows out of society's interpersonal interactions in the family, with peers and neighbours. The self-identity is developed through summing up "all reflected selves". According to G. Mead (1934), a person in interactions with other people is taking the role of the other, seeing own self as the other sees him and making a judgement of own self from their perspective, and then acting according to the judgements of "a generalized other".

In the domestic philosophical and socio-psychological science the term "socialization" has been in use since 1960s. An important contribution to the study of the process of socialization was made by I. S. Kon (1980), A. V. Mudrik (2005) and others.

Socialization is the process of acquiring and reproducing cultural values and social norms (Mudrik, 2005). Socialization is "the process of acquisition by an individual of social experience, a certain system of knowledge, norms, and values that will enable him to become a full member of society" (Kon, 1980). L. Mardakhaev (2008) regards socialization as a process, condition, manifestation and result of social formation of an individual.

According to N. Smelzer (1988), the socialization has two major *goals*: to facilitate the interaction between people on the basis of social roles and to perpetuate the society through transmission of its beliefs and patterns of behavior to new members.

Anything that has either direct or indirect effect on a person is referred to as *socialization factors*. The American scientist U. Bronfenbrenner (1970) distinguished four groups of socialization factors: microsystem is a person's immediate surrounding from the moment of birth; mesosystem represents relationships between different areas of life that have a high developmental impact; ecosystem has a mediated effect on social development and rearing of a child; macrosystem is a normative regulator of the human development environment. Leisure activities play a special role in the socialization of children (Vasenina et al., 2018) due to their power to instill spiritual values and attitudes.

The orientation to socialization in supplementary education is meticulously explored in the works of V. A. Berezina (1998), Golovanova V. P. (2017) and others. As researchers note, the priority areas and activities in the system of supplementary education for girls are arts, especially music and vocals (50.9%), choreography (30.9%) and applied art (29.1%) (Berezina, 1998).

This data attest to the importance and necessity of socialization of children and adolescents through supplementary education by means of art, which is a complex multi-tiered pedagogical process directed at organizing socially meaningful, culture promoting and developing activities for children by appeal to the

artistic culture in institutions of supplementary education (Karpushina et al., 2019).

Supplementary education of children by means of art as a factor of effective socialization of children and adolescents plays an enormous role in instilling love and respect for hometown and big motherland, in the "cultivation and use of positive values and attitudes" by all participants of the educational process (Glanz & Nikiema, 2011), which is important for raising a Russian citizen, a socially responsible person, a representative of certain ethnic group and the world (Karpushina, 2012). In the current sociocultural situation, the institutions of supplementary education should become a place where cultural consciousness is strengthened and positive cultural identity is developed (Seeberg & Minick, 2012).

3 Research Methodological Framework

The research purpose was to identify the theoretical and methodological foundations for socialization of children and adolescents through supplementary education by means of art. The research objective was to identify pedagogical foundations for socialization of children and adolescents through supplementary education by means of art.

The methodological pillars included complex, dialectic, contrastive-comparative, logical, hypothetic-deductive approaches, theoretical analysis of scientific literature, generalization, systematization and classification of research results.

4 Results and Discussion

Pedagogical foundations for socialization of children and adolescents through supplementary education by means of art include the goal, the objectives, the principles and the content.

The purpose of children and adolescents' socialization through supplementary education by means of art is to raise an individual geared towards civic participation with an active approach to life, socially valuable qualities, age-appropriate sociocultural awareness, capable of effective interaction and cooperation with people, interethnic and intercultural communication, and of taking socially responsible, useful and robust actions.

The objectives of socialization of children and adolescents through supplementary education by means of art are:

- Inculcate in children and adolescents the sense of nationhood, patriotism, responsibility, independence, value orientations, facilitate the civic participation and active approach to life, promote socially responsible conduct, humane attitude to other people, ethnic groups and their cultures, instill a desire to communicate, interact and cooperate with people and different cultures;
- Impart to students the universal human, ethical and fundamental values and sociocultural norms;
- Transfer to children and adolescents the culture of the ethnic group of their belonging and teach them about cultures of other ethnic groups, promote respect for different cultures (ethnic, religious, etc.), provide an overview of everyday life, history, traditions of the ethnic groups residing in the region, the country, the world, provide information about composers, artists and writers who creatively transform ethnoartistic traditions in their heritage, performers of folk music, promote acquisition of knowledge on musical folklore, verbal-poetic and decorative-applied art of ethnic groups;
- Transmit sociocultural knowledge to students, play a facilitating role in gaining of social experience by them;
- Include students in socially responsible, valuable and robust actions, including volunteering, in different communication models and cooperation.

Socialization of children and adolescents through supplementary education by means of art is guided by the following pedagogical principles:

- *Humanism* (acceptance of universal human values as the guiding principle in life, humane attitude to others, respect for all humans, creative self-expression, self-discovery, self-development in culture and society);
- *Cultural congruence* (development of a person based on the values of culture, both global and national culture);
- *Ethnoculturalism* (focus on the objectives of ethno-cultural education and socialization, building the civic and ethno-cultural identity, instilling patriotism, tolerance, developing the capacity for inter-ethnic and intercultural communication, interaction and cooperation through transmission of the values of traditional culture of native ethnic group and other ethnic groups, acquisition of ethnocultural knowledge, skills, ethnocultural experience enabling the development of an ethnocultural and multicultural person, a citizen of Russia and the world) (Karpushina, 2012);
- *Tolerance* (showing interest in and respect for other people, nations and cultures);
- *Interaction and cooperation* (focus on communication, mutual understanding, mutual assistance, seen as the cornerstone of life);
- *Integrity, unity and continuity of education and socialization of the younger generation* (ensuring the interweaving of education and socialization for students of all ages, in the curricular and extracurricular activities, with the involvement of various subjects in these processes - students, teachers, parents, etc.).

In the course of socialization of children and adolescents through supplementary education by means of art, *the sociocultural awareness* of students is raised. It includes:

- Appreciation of the native country, hometown and big motherland, and civic solidarity;
- Readiness to accept and respect people having different views, belonging to different cultures and ethnic groups, a respectful attitude to different mindset, outlook, way of life, history, art of another nation or community; ability to see what is common in different cultures and nations, i.e. the universal values;
- Knowledge of social and cultural norms and rules of communication; knowledge of the core aspects of culture of own ethnic group and other ethnic groups living in the region, in the country and in the world;
- Ability to be humane, tolerant and socially responsible, ability for inter-ethnic, intercultural communication, exchange, cooperation and interaction;
- Willingness to apply knowledge about the fundamentals of the culture of communication, norms and models of behavior, to take socially responsible, valuable and robust actions, including volunteering;
- Ability to solve various sociocultural tasks in various non-standard communication situations.

The content of socialization of children and teenagers in supplementary education by means of art should be developed based on the *sociocultural experience* accumulated by society, including the experience of social relations, communication and interaction between people, ingrained in the public consciousness in the form of sociocultural knowledge, ideas, models and norms of behavior, types of sociocultural activities in certain cultures.

When delivering the content of socialization to children and teenagers through supplementary education by means of art, students will accumulate *personal sociocultural experience* - the result of cognitive and practical activity, as expressed in the synthesis of sociocultural and cultural knowledge, ideas, concepts, types of sociocultural activities, experience of emotional and value-based responses to reality and socially responsible and sociocultural creative activities. Thus, the content of socialization of children and adolescents through supplementary education by means of art embraces:

- *Experience of emotional and value-based responses to reality* (ingrained emotional and value judgements about the sociocultural reality and attitudes to people, ethnic groups, and different objects of culture);
- *Sociocultural and cultural knowledge* (knowledge about models and norms of behavior, methods of communication, social roles, types of sociocultural activities, interaction and cooperation, knowledge about cultures of different ethnic groups and civilizations, etc.);
- *Types of socially responsible, valuable and robust actions* (a combination of skills and abilities, which allow to achieve a meaningful practical result for society, multi-ethnic and multicultural environment, develop the adequate behavioral models contributing to the atmosphere of harmony and mutual trust);
- *Experience of socially responsible and sociocultural creative activity* (special sociocultural experience that is different from the knowledge, skills and abilities learned based on the patterns existing in society).

Scientific and methodological support for the socialization of children and adolescents through supplementary education by means of art includes *methods, forms, and pedagogical conditions*.

The socialization of children and adolescents through supplementary education by means of art implies the use of different methods: *developing a sense of identity* (creating situations conducive to development, using the method of success, persuasion, using positive role models, heuristic conversation, problem-value conversations), *organizing the developing activities and providing the experience of social behavior* (socially significant project, research project, method of problem situations, role play, participation in social events), *stimulating the developing activities* (method of instructions, encouragement (diplomas, certificates, memorable prizes, competition, game), *control, self-control and self-assessment* (observation, test, participation in the demonstration event, examination, defense of portfolio) (Baranova, 2020).

Of particular importance in the socialization of children and adolescents through supplementary education is their participation in social events - visits to boarding schools, meetings with veterans, giving concerts for children from orphanages, and so forth.

The method of projects is used for socialization of children and adolescents through supplementary education by means of art. The use of the method of projects allows students to channel the efforts of students towards search for information of high social importance. Projects may be devoted to the culture of their own ethnic group and other ethnic groups across Russia and the globe, for example, the project theme may be "Lyrical Songs of the Ethnic Groups of Our Region", "Toys of the Ethnic Groups of Our Region" (Karpushina & Sokolova, 2012).

Role play and business games are widely used as part of the supplementary education for children by means of art. In addition to being an entertainment, the game also contributes to successful social adaptation. The game may include modelling of various sociocultural situations. It is recommended to play *games* aimed at the spiritual and moral development of students, promoting humane and tolerant attitude to each other and to representatives of other ethnic groups.

Socialization of children and adolescents through supplementary education by means of art involves the following forms, such as conference, social campaign, flash mob, concert, meet-the-artist session, traditional demonstration concert, festival, excursion, weekend hobby clubs, Olympiad, competition, evening of recitals, production of social advertising, collective creative endeavour (CCE).

Socialization of children and adolescents through supplementary education by means of art is subject to the following pedagogical conditions:

- Creating an educational environment of social, ethno-cultural and multicultural tenor in supplementary education institutions;
- Organizing volunteering campaigns in order to encourage students to engage in socially valuable and robust actions;
- Running the club "We are Together!" facilitating students' skills of communication and interaction between each other using such methods as discussion, role play, situation modeling, and retrospective analysis of real-life situations;
- Encourage students, teachers, administration, and parents in significant sociocultural activities;
- Embracing the potential of digital pedagogy in socialization of children and adolescents through supplementary education.

5 Conclusion

Thus, it should be stressed that the socialization of children and adolescents through supplementary education by means of art should be consistent, drawing on the sociocultural reality, modern educational needs, based on the identified goals, objectives, and principles (humanism; cultural congruence; ethnoculturalism; tolerance; interaction and cooperation; integrity, unity and continuity of education, socialization of the younger generation), the content (experience of emotional and value-based responses to reality; sociocultural and cultural knowledge; types of socially responsible, valuable and robust actions; experience of creative socially responsible activities), the forms (conference, social campaign, flash mob, concert, meet-the-artist session, traditional demonstration concert, festival, excursion, weekend hobby clubs, Olympiad, competition, evening of recitals, production of social advertising, collective creative endeavour (CCE)); methods (creating situations conducive to development, method of success, problem-value conversations, socially meaningful research project, method of problem situations, role play, participation in social campaigns, method of instructions, encouragement, competition, defense of portfolio), pedagogical conditions.

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Primary Paper Section: A

Secondary Paper Section: AM, AO

TRANSFORMATION OF RESOURCE DISTRIBUTION PROCESSES DRIVEN BY DIGITAL TECHNOLOGIES

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Abstract: The paper looks into the key characteristics of transformation of the resource management processes for the companies. A mechanism has been elaborated for resource management based on digital technologies to support the companies' business development programs. The new approaches are proposed to intercompany cooperation aiming to create digital models for managing business development. A system is proposed for intercompany cooperation in digital economy intended to facilitate effective decision making for prudent distribution of resources. Among the identified major challenges is the low efficiency of the procedural framework guiding the distribution resources. It has been demonstrated that the use of digital technology becomes the main benefit of close coordination of all resource sources at all levels of management.

Keywords: resource substitution, resource potential, transformation, digital economy, modeling, quality of resources, control over resource management.

1 Introduction

The transformation of resource distribution processes is associated with the creation of new nano-resources and having resource sources assigned to specific consumers (Zhiltsova & Sukhodoeva, 2011b). Resource flows between company departments and the resource market require robust regulation. Here the departure from the consumer demand becomes possible in the direction of novel resources, as high mental abilities of employees drive the creation of substitutes for conventional resources and become a powerful source for building and replenishing the company resource base. Administrative control is required both over development of and trade in resources. Therefore, not only the resource substitution plan, but also control over the quality of supplied resources become central to the regulation framework. The highly capable human resources in the field of resource management enable the implementation of digital business development programs. The companies get an opportunity to considerably shorten the time for business plans implementation due to the use of digital technologies.

Regulation of the resource base of a company should be based on the transformation of processes for coordination of all resources within the region at large and of their respective sources (Roganova et al., 2019). For example, companies from different industries operating in Nizhny Novgorod region have different sources of resources. Natural resources serve as raw materials for metallurgy, fuel sector, are used for production of construction materials and in agriculture. The key resource for machine building plants is iron ore, while the sewing enterprises need textiles. The range of the required resources is very broad and depends on the type of manufactured products. They are supplied domestically from Nizhny Novgorod region and from neighboring regions. In certain cases, enterprise location is based on strategically crucial considerations. Thus, the shipbuilding industry needs access to waterways, and defense enterprises are mainly located in large cities with the higher human capital.

The resource potential of the region should be embraced not only to ensure the supply to the companies of raw materials essential for their development, but also to prevent the deficit of resources of proper quality (Belyakova & Fokina, 2019). However, quality control is the company's own responsibility. The above considerations are critical not only for determining the structure and quantity of resources, but also for anticipating the future demand. Substitution of resources and introduction of substitutes

in the market are taken into account when creating digital programs for business development. The creation of high-quality resources should satisfy the goal of ensuring import substitution and spurring the development of domestic industries. In the elaboration of digital programs for business development the vital point is to improve access to the rare resources and the degree of their criticality.

2 Literature Review

The Strategy for Socio-Economic Development of Nizhny Novgorod Region till 2035 (2018) at the initial stage of its implementation falling on the years 2019-2020 envisages Transformation of the Region Management System as one of the three major priorities.

Regional differentiation by the level of development does not allow for standardization of the resource potential across territories. This is due to the heterogeneous resource potential across regions and the structure of the resources themselves. The use of digital technologies in manufacturing increases differentiation as concerns distribution of available resources. This has been raised by I. P. Dovbiy and O. A. Amirova (2013), who point out that in the digital economy, the resource management will be effective only subject to its proper realization. When technological paradigm changes, development in the regions undergoes transformations: from subsidized to coordinated.

The Decree of the President of the Russian Federation dated May 7, 2018 N 204 On National Goals and Strategic Objectives of the Russian Federation through to 2024 (2018) declares that the use of the benefits provided by the digital technologies for transformation of management processes will result in the use of high-quality resources. There are new powerful factors contributing to this process, which bring us closer to the desired outcomes. Thus, O. V. Gartovannaya (Gartovannaya & Dzhaginova, 2015) believes that nowadays the main focus of economists is on the effective supply of resources to enterprises and industries in general, as well as on the transformation of this process. In this paper, the authors describe a comprehensive resource management system for the companies.

According to the researchers, the main drivers of transformations in the resource management processes include:

- Increasing market competition in the field of resources;
- New weaknesses in the resources themselves;
- Capacity of regions to adjust to new resource markets (Sukhodoeva et al., 2015);
- Resource management in the regions with different development programs and mindsets of regional leaders;
- Tighter regulation over distribution of resources due to cutting down of government investments;
- Growing inequality of regions in their relationships with the country leaders;
- Global trends in the resources market have a positive impact on the resource trends in the regions;
- Concentration of resources in leading regions which have certain advantages as regards the resource potential (Sukhodoev et al., 2017).

The unique features of regions do not become clear immediately: enterprises of various modifications operate across industry sectors, but their homogeneity does not remain constant over time. This is attributable to the following reasons (Sukhodoev et al., 2017):

- There is no methodological framework for optimizing resource potential;
- The metrics of resource potential have not been identified yet;

- The region lacking administrative structure for growing resource potential and using the available resources;
- The lack of structure of resource potential critical for the development of each separate company and region as a whole.

Authors such as S. M. Nikonorov, S. V. Solovieva, K. S. Sitkina (2020), Zh. V. Smirnova, K. A. Kochnova (2020), A. V. Ponachugina, Yu. N. Lapygina (2019) in the age of digital economy believe that for sustainable development of regions not only resource management processes but also macroeconomic trends need transformation. The digital transformation is viewed as an essential condition for the development of the Volga macro region, and the existing economic models require updating. The experiment was carried out for balancing, on the one hand, the digital and economic factors for improving city management practices across Volga region, and on the other hand, the needs of individuals and legal entities. The referenced work presents the study of theoretical and methodological questions of transformation, as well as socio-economic foundation for achieving sustainable development across cities of the Volga region with reliance on digital technologies (Nikonorov et al., 2020).

Creation of new resources pursues the goals that are more technological: development of new types, exploring their unique properties and satisfying the market demand. In order to meet the development goals, the resource market should be extended and the consumer confidence in new resources should be built (Zhiltsova & Sukhodoeva, 2011a). The building of intellectual resource potential is a less difficult challenge due to its reproducibility. It includes a coherent system of relations for developing and creating innovative resources. The intellectual abilities of individuals allow to offer new developments to the companies that are ready to produce new nano-resources based on the improved substitutes. Consequently, the intellectual resource is used for revealing the relationship between the innovativeness and uniqueness of the sources replenishing the reserve fund in the resource market.

These sources may be domestic or external. Suppliers with large reserves are determined based on the input information. The technology for exploring the possible sources of reserves assumes probing of alternative mechanisms for creation of nano-resources: to produce or to purchase. The major applications of reserves are investigated concurrently with the market research, and signing of supply agreements is a final stage. Presently, there exist objective prerequisites for developing a new digital mechanism for effective management of the resource base in the region.

Based on the domestic and global experience, a new model should be created for managing the resource sources across different territories, allowing for the most efficient and long-term use of resource potential (Sukhodoeva & Coe, 2014).

For optimizing the use of various sources of resources, the companies need completely new organizational structures. The main contributors to such new structures include:

- Changes in the production and engineering facilities of the companies based on nano-technologies;
- Transformation of the structural policy for resource management on a scale of the company and the region as a whole;
- Most beneficial conditions for using domestic sources of resources;
- Changes in the potential resource requirements due to the targeted programs for development of the regions;
- Matching potential resource requirements with actual capacity to source needed resources;
- Shift in actual resource requirements towards replacement with analogs and substitutes.

In addition, it should be noted that along with appearance of substituted sources of nano-resources, changes also occur in the digital agenda of the companies.

3 Research Methodological Framework

The research purpose was to identify the trajectories for transformation of resource management processes based on the digital technologies.

The research objectives were as follows:

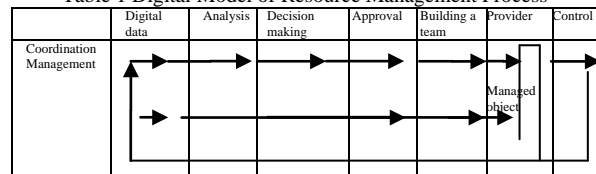
1. Develop a resource management system having in its structure both the company resources and resources of the digital environment.
2. Identify the reasons for using new digital technologies in the manufacturing system attributable to the rising differentiation in resource base distribution.

The methodological framework of research was constituted by the general research methods, such as analytical, sociological methods, methods of experiment, logical and statistical analysis, systemic and imitation modelling.

4 Results and Discussion

A digital model of resource management has been proposed which allows not only top-down but also bottom-up delegation of powers. Therefore, there is a need in a new approach to building and regulating the resource potential of companies, cities and regions. Consequently, the digital mechanism for creating the reserve fund of resources becomes unbiased, transparent and relevant to the needs of modernity for its reformation and transformation (Table 1).

Table 1 Digital Model of Resource Management Process



Source: compiled by the authors

The resource transformation of the management process may be defined as a socio-economic mechanism of management, which is a complex combination of connections and relations with regard to distribution of the resource sources and building of the resource potential. This mechanism involves different subjects and requires new organizational forms of their interaction, as well as properly organized production processes driven by the digital technologies.

This model facilitates informed decision making at all levels of management based on the available reserves and allows the use of most advanced consumption methods (High Openness of China as a Guarantee of Progressively Improving Living Standards, 2018). The top-level leaders assess the possible drivers of resource potential with the lowest cost of reproduction, for ensuring the sufficient quantity, proper quality and best price of unique resources. A forecast of resource potential and trajectories of its development is made. Further, the resource market is regulated by introducing a mechanism of substitution with analogues. Alternative sources are identified and a hierarchy of strategic partners is drawn up. The informational low-level leadership performs modelling of actual resource demand across administrative agencies and particular companies. Resource supply options are assessed: internal production or outsourcing. Development and implementation of any digital technology is subject to the human resources possessing required expertise and the financial capacity (Sukhodoeva et al., 2015).

The development of a new mechanism for transformation of resource sources management is based on the theory of interregional differentiation, which makes it possible to justify authority at the regional level in the distribution of resources, to reveal contradictions between different levels, to justify their distribution not only among regions but also among the companies (Sukhodoev, 2016). The effectiveness of new digital

technologies becomes evident in the long-term planning. This is manifested in the interrelation between sources at all territorial levels, which is contingent on a single methodological mechanism for resource distribution. It should prescribe methods and modes of action for distribution bodies and define their interactions in relation to resource distribution.

Resource management starts with the study of a special range of digital technology tools necessary for development of any and all companies within a particular territory (on a scale of region). The digital tools need optimization in the part of identification of negative implications of their use. The monitoring is based on standard indicators of statistical accounting for resource potential metrics. The resource potential of an enterprise may be strengthened by decreasing resource costs, reducing resource intensity and saving secondary raw materials.

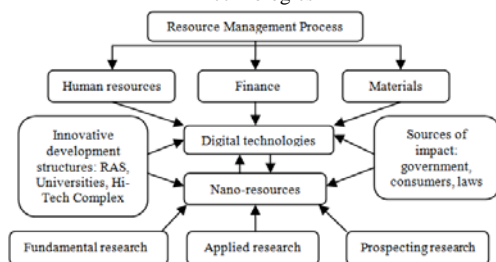
The intellectual potential of human resources may result in the new ideas of substitutes for conventional resources and become an impetus for growing the resource potential of companies at large (Roganova et al., 2018). Administrative control is required both over development of and trade in resources. Therefore, not only the resource substitution plan but also the control over supply become central to the regulation of resource flows and application. The resource management based on the digital technologies make it possible to implement innovative programs in digital economy. The companies get an opportunity to considerably shorten the timeframes.

The use of digital model for resource management is the key to implementation of national programs. S. V. Orekhova (2017, p. 3) notes in her research that in the modern context of resource scarcity in the Russian economy, it is crucial to identify priorities and major factors that have impact on the companies. Transformation of resource management processes in the companies becomes the main focus in elaborating the mechanisms for sustainable development of the companies. This study helped to systematize different approaches to interpreting the nature of resources. The substantive exploration by the authors of the current resource problem resulted in their proposal of a resource management system which structure encompasses both enterprise resources and digital network resources.

Within the framework of the national project "Digital Economy" some developed megacities already have certain components of the reviewed system, such as information infrastructure, digital public administration. Continuing this research topic, O. O. Smirnova concludes that "as a rule, the regional level is underrepresented in the current industry programs. These documents lacking specific proposals for territorial development complicates the development of good synchronized plans and strategies for socio-economic development of the Russian regions" (Roganova et al., 2018, p. 108).

Transformation of processes aimed at the supply of new resources assumes creation of new nano-resources and the use of certain digital solutions (Digital Economics: Trends and Prospects of Business Transformation, 2019). Resource flows between company departments and the resource market require robust regulation (Figure 1). Here the departure from the consumer demand becomes possible in the direction of novel resources.

Figure 1 Mechanism of Resource Management Digital Technologies



Source: compiled by the authors

Coordination of the resource base of a company should be based on the interplay between all resources within the region at large and their respective sources (Belyakova & Fokina, 2019). The resource potential of the region should be embraced not only to ensure the supply to the companies of raw materials essential for their development, but also to prevent the deficit of resources of proper quality. However, quality control is the company's own responsibility. The above considerations are critical not only for determining the structure and quantity of resources, but also for anticipating the future demand. Substitution of resources and introduction of substitutes in the market are taken into account when creating business development programs.

The substitution of resources should satisfy the goal of ensuring import phase-out and spurring the development of domestic industries (Zhiltsova & Sukhodoeva, 2011a). In the elaboration of business development programs the vital point is to identify how accessible the rare resources are and the degree of their criticality. Regional differentiation by the level of development does not allow for standardization of the resource potential across territories. This is due to the ununiform resource potential across regions and the structure of the resources themselves. The use of new digital technologies in manufacturing increases differentiation as concerns distribution of available resources. The new powerful factors include:

- Increasing market competition in the field of resources;
- New weaknesses in the resources themselves;
- Transformed capacity of regions to adjust to new resource markets;
- Resource management in the regions with different development programs and mindsets of regional leaders;
- Tighter regulation over distribution of resources due to cutting down of government investments;
- Growing inequality of regions in their relationships with the country leaders;
- Global trends in the resources market have a positive impact on the resource trends in the regions;
- Concentration of resources in leading regions which have certain advantages as regards the resource potential.

The unique features of companies become evident over a certain time span: in addition to changes in the corporate organizational structures, the goals are set for implementing development programs within various territorial entities. The creation of a new model range of businesses is not an ongoing process, which results in the diversity of decisions made even within one industry sector. This is attributable to the following reasons:

- There is no methodological framework for optimizing resource potential;
- The metrics of resource potential have not been identified yet;
- There is no administrative structure for growing resource potential and using the available resources;
- The lack of structure of resource potential critical for the development of each separate company and region as a whole.

The use of digital tools depends on the particular field of their deployment. As practice shows, mainly two types are used based on the information distribution space: online or offline space. For attracting potential clients, the necessity arises to create a specific range of management methods and tools powered by digital technologies for each type of information space.

5 Conclusion

Transformation of resource distribution processes requires the use of a range of digital technologies. Coordination of resource potential of the companies based on the digital technologies may be carried out via multiple channels. The main challenge for the companies is to find appropriate channels for reliable two-way communication and the most optimal sourcing system.

1. In practice, digital technologies are often used to access different communication channels in order to search for

- resources. Digital technology includes the tools for consumer communication with resource providers through special digital channels such as: smartphones, computers, tablets, TV, radio, digital screens.
2. The digital technology may also be implemented in offline channels in the form of the links to electronic resources and QR codes. The digital resource technologies imply a personalized approach. It becomes crucial to know the needs, preferences and interests of potential clients in the new types of resources.
 3. Today the most extensively used is the targeting technology, which messages reach many clients and which remains the main means of interaction for them. The audience of this channel is the largest and its costs are minimal. Targeting allows to bring additional potential consumers and to maximize the profit from the creation and sale of nano-resources. The symbiosis between content and digital solutions in such operations proves to be the most efficient; it is also recommendable to assess the quality of this interaction.
 4. The creation of a digital system for resource management implies the use of mutually complimentary online and email tools for resource studies. Only on that basis it is possible to roll out a client-oriented initiative for promotion of new resources.
 5. The system for transformation of resource management processes with the help of digital technologies becomes the scaffolding for the concept of resource creation and distribution. It is based on the assumption of optimal environment for the activities of municipal and other administrative bodies in cooperation with business entities operating in the region. The digital model of the economy is destined to ensure the development of high-tech production companies by embracing the qualitative resource potential of each single enterprise.
 6. The digital mechanism for managing the resource sources has largely resulted from the increasing competitiveness among the resources themselves and the investments in the quality of products. Improved manageability on a regional scale and at the company's level results in higher budget funds and coordinated distribution of resources within the territory.
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EXPLORING THE SOCIOCULTURAL PORTRAIT OF CHILDREN LEADING NOMADIC LIFE WITH THEIR PARENTS

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Abstract: The paper deals with elaborating the sociocultural portrait of children leading nomadic life with their parents, based on life strategies, basic and instrumental values. Proceeding from the substantiated theoretical and methodological framework, the concept of life strategies has been identified for both children, teachers, and parents leading nomadic life. The said life strategy concept relies on individuality, initiative, activities, the value of life, as well as on personal qualities and properties that are essential for nomadic life. According to results of the research, life strategies, basic and instrumental values have been found to be the principal basis in elaborating the sociocultural portrait of children leading nomadic life with their parents.

Keywords: education, nomadic life, sociocultural portrait, indigenous small-numbered peoples, life strategies, basic values, instrumental values.

1 Introduction

In the contemporary sociocultural situation, attention is focused on sociocultural changes and processes related to creating the new sociocultural portrait of children, their life strategies, basic and instrumental values.

In these conditions, scientific research work on education of children leading nomadic life with their parents has been conducted.

In 2019, FSBSI "Scientific Research Institute of National Schools of the Republic of Sakha (Yakutia)" studied the historical and sociocultural prerequisites of functioning of nomad schools (Nikitina & Fedorov, 2020). Scientific approaches to organizing education for children in places of their traditional residence (Fedorov & Nikitina, 2020). Models have been developed describing education for children leading nomadic life with their parents. The researchers have also studied the contemporary condition of the system of education designed for children of indigenous small-numbered peoples of the North, Siberia, and the Far East of the Russian Federation leading nomadic life with their parents. For this, questionnaire survey was conducted for the participants of educational relationships coming from 26 regions of the Russian Federation where indigenous small-numbered peoples of the North, Siberia, and the Far East of the Russian Federation reside. According to the survey results, educational needs of the regions have been identified, and so have their ideas about organizing educational activities in nomad kindergartens and schools located in places of traditional residence and economic activity of the small-numbered peoples. Based on the analysis, methodological guidelines have been developed for the Ministry of Education of the Russian Federation on organizing education of children of indigenous small-numbered peoples of the North, Siberia, and the Far East of the Russian Federation leading nomadic and (or) semi-nomadic life with their parents.

Practice shows that in Russia's individual subjects, families need to educate their children in conditions of nomad camps. Currently, what is essential is to get a new vision of children's education in nomad camp areas up to the contemporary sociocultural realia of life.

Proceeding from the above, in relation to the sociocultural development of the population of the North, let it be noted that the problem of searching for the new scientific and theoretical grounds and conceptual provisions backed up by basic and applied research has become urgent. For solving the posed problem, the sociocultural portrait of children leading nomadic life with their parents has to be elaborated relying on life strategies, basic and instrumental values. Alongside this, theoretical and methodological framework has to be determined;

based on it, the concept of life strategies related to the sociocultural portrait of children leading nomadic life with their parents has to be developed.

For solving the problems found, it is expedient to analyze scientific approaches to elaborating the sociocultural portrait of children leading nomadic life with their parents, and to work out the toolkit for the research. Meanwhile, the sociocultural portrait has to be developed proceeding from life strategies, basic and instrumental values.

2 Literature Review

The problems of life strategies have been studied by a number of Russian and foreign researchers (Abulkhanova-Slavskaya, 1991; Fromm, 1998; Adler, 1997).

Pedagogy borrowed the idea of life strategy from other domains of science, and the concept "life strategy" is interpreted in a variety of ways.

In Russian psychology, the concept "life strategy" was most extensively explored by K. A. Abulkhanova-Slavskaya (1991). She identifies three attributes of life strategy "in choosing the direction, method of living, solving life controversies of the "I want vs. I have" kind, and discovering something new for oneself in achieving one's life goals and plans. It involves creating conditions for self-fulfillment through creativity, too, "creating values of one's life, combining one's needs and life in the form of its special values" (p. 6). In this context, the authors consider K. A. Abulkhanova-Slavskaya's scientific viewpoint (1991) more acceptable for this research, because life strategy is fulfilled while bearing in mind a person's individuality, his or her active stance. It also implies "the value of life consisting in the person's interest, involvedness, satisfaction, and new search as a method of living, individual life strategy, when they are determined by the very person" (p. 6).

Among various scientific approaches, E. P. Rubtsov's opinion (2010) deserves special attention; he emphasized that life strategy is "a kind of one's forward-looking orienting system for one's life world, incorporating conscious and behavioral characteristics that are essential and sufficient for forming and fulfilling the future life". Similarly, let the views of V. R. Tsylev (2015) on the content of the life strategy concept be noted. He defines it as "a system of a person's sociocultural ideas about the person's own life, including value-based priorities, future-oriented plans, and ways for accomplishing them; they make up one's way of life as such and manifest themselves in one's daily practices" (113-128 pp.).

Works by a number of researchers deal with an important constituent of one's life strategy – a need of self-fulfillment. Self-fulfillment acts as the effectiveness of personal growth; it is understood as a process of one's getting accustomed to higher levels of knowledge and one's active self-fulfillment in life (Abulkhanova-Slavskaya, 1991; Dermanova & Korostyleva, 1997; Kormakova, 2009; Kudinov, 2007).

"One person can identify his or her life line, professional prospect successfully from the outset. Meanwhile, another one can see several prospects, self-fulfillment lines for oneself, so one wants to try oneself in various spheres first and choose the main focus area only after that. This is what life strategy about in different people" (Abulkhanova-Slavskaya, 1991). And this is exactly why the contemporary school has to grant its students as many platforms for self-expression as possible.

The said important circumstances have enabled the authors to outline key reference points in their research. They are aimed at self-fulfillment of an individual, the individual's conscious development in the spheres of spiritual, moral, esthetic, emotional, intellectual, and overall physical activity when interacting with the reality around the individual.

When studying personal life strategies, it is E. Fromm's (1998) work "To have or to be?" describing two principal ways of human existence or life strategies that is of the greatest interest. E. Fromm's book "To have or to be?" (1998) discusses the problem of life strategy which gains special sound and importance in conditions of the modern times. The problem is associated with the human need of transcendence (experience, feelings, understanding, mind), of creativity, and catering to both trends (i.e., "having" and "being") between correspondence to social demand and creative self-fulfillment, the development of human uniqueness, viewing them as the end result of life strategy.

Another important constituent of life strategy is discussed in studies of the foreign scientist A. Adler (1997). He used the concept of life style, "an integrated style of adapting to life and interacting with it" (p. 158). According to the researcher, life style is fulfilled when completing the principal tasks of life, such as love, friendship, work, that are determined by the conditions of living.

Thus, it is noted that foreign researchers approach the understanding of life strategies from the standpoint of describing the principal directions while also speaking about the presence of an integrated life style. In the said aspects, it is the personality and its individual particularities that are the main point, which is of no small importance in creating the sociocultural portrait of children leading nomadic life with their parents.

Summing up the above, it can be stated that "according to the author, upbringing an active life stance in children and their learning the methods for constructing their own life are a compulsory constituent of the upbringing system the contemporary school features". This is so because currently, "the society is most of all characterized by two attributes, uncertainty and changeability, and socialization of today's children occurs in radically different conditions than that of their parents. Meanwhile, the parents themselves do not have a quite clear idea, either, as for what exactly goals life is going to make their children face in the future" (Zhigulina, 2015, 430-432 pp.). Among factors that influence students' constructing their life strategies, it is family that proves to be the principal constituent. Children have experience its influence from their early years, as they are the most sensitive to it. It is family that predetermines children's life path to a greater extent. For children, parental support, independence, active participation and organization, motivation, and communication lead to the internal wishes, intentions, and aspirations prevailing in children.

In terms of the content, life strategies represent an individual's orientation to certain basic values first of all (Abulkhanova-Slavskaya, 1991; Kormakova, 2009; Shaposhnikov, 2008).

As of today, it is abundance, freedom, justice and equality, and the good that act as the principal basic values of the society. They are defined as follows. "Abundance" is considered to be the availability of means for convenient life (food, clothes, accommodation, and material security of a family). "Freedom" is represented by the expedience of acting up to one's own wishes and needs while adhering to the standards and rules set in the society. Such basic values as "justice and equality" are formed in the process of distribution of material and spiritual assets. Finally, "the good" is interpreted as the assertion of humaneness, responsiveness, mutual respect, and striving to do good for people.

The above basic values characterize some personal qualities and individual particularities that are important in elaborating the sociocultural portrait of children, teachers, and parents leading nomadic life.

The variability of approaches studying basic and instrumental values enrich them considerably and allow singling out the principal elements of basic values: universal human, cultural, and individual. These elements help create the model of sociocultural portrait of children leading nomadic life, with the particularities of each person considered, regardless of their sex,

age, social and religious belonging, and according to their cultural traditions and traditional values (*universal human values*), the unique and original culture of the peoples (*cultural values*), individuality and personal particularities (*individual values*).

It is these basic values that are inherent within the need of, interest in, and aspiration to beauty, harmony, manifesting originality, uniqueness, learning the world and oneself, evoking in oneself a wish to create, invent, design, and produce something entirely new. Taken together, they will help model the sociocultural portrait of personality for both children, teachers, and parents, leading nomadic life.

Discussing the content-related aspects of life strategy, I. V. Lashuk (2014) defines basic values as "the meaning of life; they are subdivided into groups of values based on identifying the premise "For what do I live?": for one's cause (this is the group of self-fulfillment values); for oneself (the group of human well-being values); for the close ones (the group of values associated with the "people of the small circle"); for others (the group of values "based on other people's opinions")" (215-231 pp.). So, I. V. Lashuk's conceptual approach (2014) presents an all-round characteristic of basic values; it provides the scientific basis, too, for creating the sociocultural portrait of children, teachers, and parents leading nomadic life. Alongside this, the principal factors of basic values are especially important in this study, such as "For what do I live?" – for having an exciting job, for being professional in one's work, for personal well-being (physical, spiritual, social), and so on. Certainly, basic values act as a kind of centerpiece around which the structure of personal values is organized (Plotnitskaya, 2008; Sozontov, 2007, 129-146 pp.). The latter determine life strategies, life goal, correct behavior, needs, interests in the process of learning – as well as instrumental values of behavior types, such as courage, bravery, leniency, sincerity, love of truth, determination, persistence in work, and so on.

All the above ideas, attributes, factors, and circumstances pertaining to life strategies enable the authors to speak about the scientific approach to elaborating the sociocultural portrait of children, teachers, and parents leading nomadic life. In a way, these are a marker of the sociocultural development of Northern and Arctic regions of the Russian Federation.

3 Research Methodological Framework

The objective of the research consisted in analyzing scientific approaches to elaborating the sociocultural portrait of children leading nomadic life with their parents (with their life strategies, basic and instrumental values borne in mind), developing the research toolkit, and testing it out.

Tasks:

- to study conceptual approaches to elaborating the sociocultural portrait of children leading nomadic life with their parents, relying on life strategies, basic and instrumental values;
- to determine theoretical and methodological framework for the sociocultural portrait of children leading nomadic life with their parents;
- to develop research toolkit for creating the sociocultural portrait of children leading nomadic life with their parents;
- to organize and conduct the survey among children leading nomadic life with their parents.

Methods of the research included analysis of scientific literature, survey.

The survey was conducted in March 2020. The research base was the vacation time school "Arctic" (Yakutsk). The respondents were 50 children of indigenous small-numbered peoples of the North (studying at grades 5-11), with 50% of children coming from nomad families and having the experience of nomadic life among them.

4 Results and Discussion

Analyzing the scientific literature and the results of a number of discussions on the research topic has enabled the authors to outline the following theoretical and methodological framework, or foundations, for elaborating the sociocultural portrait of children, teachers, and parents leading nomadic life:

- *The sociocultural approach* determines personal life strategies and individual particularities, active stance, as well as life values of children, teachers, and parents leading nomadic life. On the other hand, it describes their personal qualities, properties, initiative, responsibility, interest, enthusiasm, method of living, and individual strategies of nomadic life that are aligned with the principal trends of the society in which indigenous small-numbered peoples of the North live. This approach details the specific features of nomadic life, nomad family, traditional economic activity, nomad school, nomad kindergarten, and the community for transforming and integrating the traditional and contemporary sociocultural and educational environment in conditions of nomad settlements;
- *The civilization approach* creates the sociocultural, educational basis and grants the opportunity of studying the originality, uniqueness of nomadic life of indigenous small-numbered peoples. In line with this approach, the originality of nomadic life of children and teachers of nomad educational organizations ensures personal life strategies aimed at public-spirited activities, spiritual and personal development, and social self-fulfillment;
- *The activity-based approach* is the educational basis of life strategy for children and teachers leading nomadic life. This approach is determined by individual originality and creative activity which manifest themselves in conditions of nomad camps as creative uniqueness (i.e., a constructive attitude to one's own nomadic life), passive individuality (being determined by the influence of some external circumstances), and active typicality (here, efforts are focused on accomplishing the universally accepted goals, values, and traditions). Individual life strategies are aimed at activity-based self-fulfillment;
- *The synergetic approach* addresses life strategies relying on self-organization and personal self-fulfillment of children, teachers, and parents leading nomadic life, with certain methods used for that. Conditions are created for self-fulfillment through productive activity which results in a particular output (manufacturing parts of housing, sleds, etc.). They also elaborate individual educational paths, which is important in conditions of nomad settlements when cultivating new habits and behavior patterns.

Determining the theoretical and methodological framework is related to "ensuring accessible education in areas of nomad camps, establishing children's personalities (in terms of the world view and values), their individualization (learning oneself), passing on the time-honored experience, material, cultural, and spiritual traditions of their peoples. This is also associated with a better quality of social life of the communities, higher performance of their work, and professional guidance for children in various spheres of life activity (Fedorov & Nikitina, 2020).

Proceeding from the theoretical and methodological framework, the authors have determined the concept of life strategies as applied to children, teachers, and parents leading nomadic life. So, the basis of one's life strategy concept includes individuality, initiative, activities, and values of life, as well as personal qualities and properties that are essential for nomadic life. The specific features of the life strategy concept of children, teachers, and parents depend on the nomad family's activities, nomad way of life, traditional economy management, and their social initiative. The result provided by the life strategy concept of children, teachers, and parents leading nomadic life is determined by the originality, creative uniqueness, individuality, and active stance, within which they perform actions aimed at fulfilling the universally accepted goals, values, and traditions of

the nomad people. Moreover, the life strategy concept in children, teachers, and parents is aimed at socially important activities, spiritual, personal development, and three types of self-fulfillment: the activity-related one, the social one, and personal self-fulfillment. Activity-related self-fulfillment manifests itself in children, teachers, and parents leading nomadic life self-expressing in various activities (reindeer herding, fishing, sewing clothes, hunting, applied decorative arts, foraging, and so on). Social self-fulfillment acts as a humanitarian mission in organizing and participating in social and economic, social and political, and public-spirited activities. Personal self-fulfillment rebounds for children's spiritual growth and development of personal potential. In other words, personal self-fulfillment is formed and manifested in life situations in conditions of nomad camps. It incorporates such qualities as responsibility, courage, inquisitiveness, industriousness, persistence, initiative, resourcefulness, creativity, morals, etc., with each of them being sociocultural to various extents.

Thus, the theoretical and methodological framework and the life strategy concept detail the scientific and methodological foundations for modeling the sociocultural portrait of children leading nomadic life with their parents. First of all, they have the nature of human values, i.e., the axiological nature. Namely, "indigenous peoples of the North live in areas of traditional settlement of their ancestors; they keep their traditional pattern and way of life, economy management types, their original culture and language" (Ivanova, 2019).

Relying on the results of theoretical analysis, as well as considering life strategies, basic and instrumental values, the authors developed the research toolkit for creating the sociocultural portrait of children leading nomadic life with their parents.

In March 2020, the authors conducted the local study (survey) of children, based on the vacation time school "Arctic" (Yakutsk). The survey covered 50 respondents – children of indigenous small-numbered peoples of the North (studying at grades 5-11), with 50% of children coming from nomad families and having the experience of nomadic life among them.

The following preliminary findings have been obtained as a result of the local study.

Firstly, most students note they treat their native home, settlement, reindeer pastures, fishing areas, the traditional work of reindeer herders and fishers in a very responsible and careful way. It has been found that the students associate their life strategies with various professions, including specialities that are essential in conditions of nomad camps (reindeer herder and farm machinery operator, fisher, fish biologist, veterinarian, agriculturist, livestock specialist, economist, lawyer, and so on).

Secondly, the students identify the following values as their basic ones: work, family, nature, the traditional knowledge, and healthy way of life, which are maintained in the nomad pattern of life, family traditions, and are passed on from generation to generation.

Thirdly, it has been found that in conditions of nomad camps, the students prefer such instrumental values as responsibility (sense of duty, ability to stand by one's word), rationalism (ability to think sensibly and logically, make well-considered, rational decisions); self-control (self-possession, self-discipline); bravery in defending one's opinion, views; inflexible will (ability to get one's own way, to face difficulties head-on); tolerance (to other people's views and opinions, ability to forgive others their mistakes and fallacies); open-mindedness (ability to understand another one's viewpoint, to respect other customs and habits); honesty (love of truth, sincerity); efficiency (industriousness, performance), sensibility (responsiveness).

Fourthly, some questions related to achieving the desirable end result (terminal values) were posed. As the students' answers show, they give the prevailing importance to the nature, nomad family, traditional economy, pasture lands, nomad routes, and

fishing areas. They have not opted for a life of comfort, but they prefer the vast expanse of nomad camps.

5 Conclusion

As a result of the research, theoretical and methodological framework and the concept of life strategies have been identified for elaborating the sociocultural portrait of children leading nomadic life with their parents. Research toolkits have been developed based on scientific and methodological approaches and the said concept in the topic being explored.

The obtained preliminary results of the local study have enabled the authors to find out that life strategies, basic and instrumental values are the principal basis in elaborating the sociocultural portrait of children leading nomadic life with their parents.

For gaining a more complete picture of the research, other personal and individual qualities and properties of children leading nomadic life with their parents have to be found out. The research must be based on life strategies, basic and instrumental values, as well as behavior models and sociocultural competencies and involve children from other regions. Namely, alongside the Northern and Arctic areas of the Republic of Sakha (Yakutia), the said regions where children of nomadic families and indigenous small-numbered peoples of the North, Siberia, and the Far East of the Russian Federation reside include Yamal-Nenets and Nenets autonomous districts, Taimyr Dolgano-Nenets municipal area of the Krasnoyarsk territory, and Amur region.

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CORRECTION OF EMOTIONAL-VOLITIONAL SPHERE IN MENTALLY RETARDED PRESCHOOLERS WITH AUTISTIC SPECTRUM DISORDERS USING ELECTRONIC EDUCATIONAL RESOURCES

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Abstract: Underdevelopment of the emotional-volitional sphere in mentally retarded preschool children with autism spectrum disorders (ASD) causes significant social adaptation challenges for them. It has been proven that the effectiveness of interventions for enhancing the emotional-volitional sphere may be improved by the use of electronic resources that are seen as a highly promising tooling for developing the emotional-volitional adaptive skills of children with ASD, but there are no focused studies to support these assumptions in relation to the mentally retarded preschoolers with ASD. The paper reflects the results of the extrapolation of A-Spectrum game complex into the context of enhancement of the emotional-volitional sphere of mentally retarded preschoolers with ASD and provides scientific evidence of its pedagogical potential.

Keywords: emotional-volitional sphere, intervention, mentally retarded preschoolers, autism spectrum disorders, electronic educational resources.

1 Introduction

The term *emotional-volitional sphere* is mainly used in the applied research in studying the regulation of certain activities in certain conditions and is defined as the human characteristic reflecting the content, quality, and dynamics of his emotions and feelings, including the ways of their regulation. The emotional-volitional sphere of mentally retarded children with the autism spectrum disorders (ASD) is characterized by certain peculiarities arising from the concomitance of two "nuclear" deficiencies. According to the researchers, the distinctive feature of such children in the "triggering" of volition is the lack of intentions and motivation, and high suggestibility. In general, their activity is characterized by a lack of arbitrary regulation of behavioral acts, rapid satiety and impulsiveness. Emotions are superficial, diffusive, and weak; and not always commensurate with the situation. As a rule, child's emotional reactions and behavior are unpredictable even in familiar everyday situations. The complexity of the emotional-volitional disorders in this category of children requires special approaches to the interventions from psychological and pedagogical support specialists.

At the current stage, the psychological and pedagogical support for mentally retarded preschool children with ASD is marked by a certain contradiction: the urgent need to improve the efficiency of special education by introducing innovative educational tools, including electronic educational resources on the one hand, and insufficient domestic experience in this field, the limited use of innovative resources designed to support the indicated process and the lack of developments directly relating to this category of children with special needs, on the other hand. One of the ways to address this contradiction can be the analysis of collective experience accumulated by the professional community in the use of similar resources based on proper methodological foundations and developments. Consequently, the search for promising tools in the area of informatization-digitalization of support for people with disabilities should be carried out in the format of a targeted research aimed at unveiling their potential for work with mentally disabled preschool children with ASD. Thus, the need to identify the potential of the A-Spectrum game complex - the only electronic educational resource in Russian language available for children with ASD today - for enhancement of the emotional-volitional sphere in mentally

retarded preschool children with ASD heightens the relevance of this research.

2 Literature Review

Many researchers underline that the problem of development of emotional-volitional sphere is compounded in case of persistent and severe underdevelopment of cognitive and personal sphere. Organic lesion of the cerebral cortex in the intrauterine and early periods have a negative impact on the development of emotional-volitional sphere (Lebedinsky et al., 1990; Ogunde, 2018). Such children experience severe changes in the emotional-volitional sphere leading to the autonomy of basal emotions, their undifferentiation, limitation, and instability. The children with organic brain disorder were found to experience the reduced range of feelings and the extreme expressions of fun, joy, and sadness (Shipitsyna, 2005; Kisova & Komkova, 2019).

Mental retardation may be concomitant with any other form of atypical development. In considering cases of concomitant impairments - mental retardation and autism spectrum disorders - scientists tend to believe that each of the deficiencies in the multiple disorder gets amplified (Sturmey, 2002; Matson & Shoemaker, 2009; Lakhan, 2013; Morozov et al., 2016; Schuengel et al., 2019).

The researchers note that even with the mental development disorder of a general type, every child with ASD has profound individual distinctions, including the emotional reactions. The feelings shown by mentally retarded preschool children with ASD are flat, with two extremes of pleasure and dissatisfaction, characterized by instability, low differentiation, arising in response to a strong irritant, while actions of such children are imitative and follow a certain pattern. In most cases, the children belonging to the category under study predominantly experience self-centered emotions manifesting in a high appreciation of only those people who are significant and liked by a child (Joseph & Ittyerah, 2015; Gordeeva, 2018; Cibralic et al., 2019; Chaidi & Drigas, 2020).

Scientific papers emphasize that the volitional sphere in mentally retarded preschool children with ASD is severely underdeveloped. As a result, they have difficulties in controlling their behavior and actions. Their actions are impulsive. Such children do not show initiative, cannot subordinate their actions to the demands of adults, the group to which they are a part, do not set and are not willing to achieve the goals (Ageranoti-Belanger et al., 2012; Karpushkina & Vasyutina, 2019; Zolotkova & Tsypliyakova, 2019).

Individualization is the centerpiece in special education for such children, and their educational trajectories need constant adjustment. In order to perform any task, or any activity, preschoolers need constant support from an adult, the guidance and encouragement motivating a child to achieve the end result, and to finish what was started (Shipitsyna, 2005; Semago, 2017; Evlampieva, 2017; Nikolskaya et al., 2019).

When reviewing possible approaches to positive interventions in the emotional-volitional sphere of mentally retarded preschool children with ASD, close attention should be given to information and communication technologies. Information and communication technologies are an indispensable part of the system of education, a tool for building the society of a new breed (Lavrentyeva & Melnikova, 2016). In the field of psychological and pedagogical support for children with health limitations, some experience has already been gained in the use of information and communication technologies for special education purposes (Arhipova & Sergeeva, 2015; Concepcion, 2017; Arkhipova et al., 2017; Arkhipova & Shemyreva, 2018). In the recent decade, the integration of information and communication technologies in education and socialization of

individuals with ASD is an urgent theoretical and practical challenge, which is in many ways tied into the specifics of their psychophysical and personal development (Mintz et al., 2012; Whyte et al., 2015). There is a certain number of web resources with information on autism, therapy methods, including video games that can help to develop necessary skills in children with ASD. Most of these resources are in English, such as <http://iautistic.com/>; <http://autism-apps.com/>; <https://autismapps.wikispaces.com/>; <http://learningworksforkids.com/>, there is also a Russian-language resource: <http://autism-info.ru/>. The resource <http://do2learn.com/> offers a few simple games for children with ASD: The Feelings Game allows to explore emotions of different people; The Facial Expressions helps a child to learn how to recognize different facial expressions by selecting and changing the position of the human face parts [<http://do2learn.com/games/facialexpressions/face.htm>]. It should be noted that the use of virtual reality tools and electronic educational resources in the development of emotional and social adaptation skills in children with ASD is presented at the most promising in the English-speaking sector (Ploog et al., 2013; Ip et al., 2018; Kumazaki et al., 2019).

One of the first Russian-language electronic educational resources is A-Spectrum, which offers interactive games for children with ASD (Mineeva O. & Mercibo) (Program and Didactic Complex of Games for Children with Autism A-Spectrum: Methodological Recommendations, 2020). This resource is a selection of specialized games that can be used in the work with children of different ages and having different level of development. It can be used in work with children unable to understand the speech of others, unable to speak, and when autism is concomitant with intellectual disability, and sensory impairment.

Summarizing the above, it should be underlined that mentally retarded preschoolers with ASD have severe emotional-volitional impairments, which can be tackled only through individualization of remedial action using electronic educational resources as the effective tools.

3 Research Methodological Framework

The purpose of the research was to extrapolate the A-Spectrum game complex into the context of intervention for enhancing the emotional-volitional sphere of mentally retarded preschool children with ASD and to identify its pedagogical utility for the targeted interventions in the indicated field. For achieving the stated purpose, the following objectives were established and addressed: theoretical underpinning of the use of the A-Spectrum game complex for enhancing the emotional-volitional sphere of mentally retarded preschool children with ASD; and testing, consolidation and discussion of the obtained results. The research was based on such methods as: theoretical - analysis of scientific literature and pedagogical phenomena reflecting various aspects concerned with the use of electronic resources for correction of the emotional-volitional sphere of mentally retarded preschool children with ASD; empirical - generalization, systematization and interpretation of pedagogical experience in this field (both own and collective accumulated by the whole pedagogical community); pedagogical design; comparative analysis and synthesis of empirical data based on the testing results of the A-Spectrum complex. The research was conducted on the basis of Kindergarten of Compensating Type N 91 in Saransk. Eleven children aged five to six participated in the research, four of them have intellectual underdevelopment and early infantile autism, and seven children have intellectual underdevelopment with autism symptoms. All children participating in the ascertaining experiment have a major defect, mental retardation (F-70 according to ICD-10), which is complicated by disorders in the emotional-volitional sphere.

4 Results and Discussion

4.1 Theoretical Underpinning for the Use of the Game Complex A-Spectrum to Enhance the Emotional-Volitional

Sphere of Mentally Retarded Preschoolers with ASD and Its Testing

For revealing the specifics of the emotional-volitional sphere of mentally retarded preschool children with ASD at the preliminary stage of experimental research, the following methods were used: Emotional Faces (N. Ya. Semago, 2017) and Study of Understanding the Emotional States of People in the Picture (Yu. A. Afonkina, G. A. Uruntaeva), adjusted to the typological and individual peculiarities of the research participants.

Analysis of the data obtained by observation found significant deviations in the development of emotional-volitional sphere of mentally retarded preschool children with ASD. The majority of children had difficulties expressing their emotions and feelings about what was happening, and were superficial and showed lack of differentiation. Self-aggression, negativism, heightened anxiety, and mistrustfulness were observed in children's behavior. The preschoolers demonstrated the low sense of self-protection and the threshold of emotional discomfort in their relationships with the outer world. In the play activity, along with the observed energy, children found it hard to understand the adult's instructions and differentiate the emotional state of people around them by their gestures, body movements, and facial expressions, which is the main reason for inertia and inadequate emotional responses. All this has a significant impact on the emotional state, which disorder is associated with increased excitability and irritability. Children have low motivation for play, and insufficient volitional regulation, which leads to the lack of initiative, high suggestibility, and passivity when performing productive activities.

While 54.5% of mentally retarded preschoolers with ASD communicated freely when getting down to the diagnostic tasks referred to above, the rest of the children needed a preliminary conversation to get prepared for the tasks. Some preschoolers (36.4%) had great difficulties recognizing emotions, down to complete impossibility to identify certain emotions, despite the vivid realistic pictures offered to them. Some children (36.4%) reacted inadequately to the proposed pictures, showing self-aggression, focusing for too long on certain parts of the face, mainly teeth. Preschoolers assessed a face with teeth as wicked, even though it was a smile. When working on the task, 9% of children demonstrated high distractibility and restlessness, they were wandering around the room aimlessly, then got back to the task again. Qualitative characteristics: mentally retarded preschoolers with ASD have heightened anxiety, lack of imagination, in most cases, they are unable to adequately identify the emotional state, and have difficulties in recognizing emotions. Some children could only differentiate emotions with the help of an adult. It was especially difficult for them to repeat emotions depicted in the photographs, most of them failed this task.

The obtained diagnostic results served as a basis for designing the intervention targeted to overcome the revealed problems.

In the course of research, several intervention modules were designed, their content was tailored to the specific needs of such children as concerns their emotional-volitional sphere and was based on technical capabilities of the electronic educational resource A-Spectrum. The electronic educational resource A-Spectrum was adjusted to meet the research purpose. The positive features of the computer game complex A-Spectrum for children with autism spectrum disorders deserve to be mentioned. It strengthens the motivational readiness of children for classes; offers specialists a wide range of settings for varying degree of complexity to take into account the individual characteristics of children; and develops basic skills (watching and seeing, listening and performing, understanding and choosing) that cannot develop in the children of this category in the appropriate sensitive period without external assistance.

The first intervention module sought to train children's skill of visual perception of different emotional states and their comparison with a reference. We used a series of Perfect Match

games directed at matching the identical emotions by integral and differential attributes, their movement in space contributed to a clear visual representation of the demonstrated emotional state.

The next module of intervention targeted the skill of recognizing sounds characteristic of certain emotional expressions (laughter, crying; growling, hissing, purring, etc.). This module included a combination of games for comparing sound and image of a certain emotion (Hearing-Seeing-Guessing) which engage auditory-speech memory and auditory predictions.

The skill of naming an emotion (name-skill) and the skill of reproducing an emotion (echo-skill) were developed within the third module. This module was implemented based on such techniques as commenting (Guess the Action game), observation and commenting (Kitty-Kitty-Mew), matching the emotional state and its name (Word Trapper game), repetition of sound strings (Tick-Tock-Sounds game). The use of the ABA therapy elements helped to drill the skill of naming and reproducing an emotion consisting of the name-skill and the echo-skill.

Another intervention module strengthened the skill of distinguishing different emotions and behaviors based on their functions, attributes and categories (different behavioral acts, situations with moral bearings). It engages complex perception, analysis, synthesis of emotional states and behavioral patterns in the simplest everyday situations based on interactions within the adult-child and peer-peer dyads.

For measuring the effectiveness of intervention, the post-intervention check was held, which confirmed positive changes in the development of the emotional-volitional sphere of the experiment participants, as evidenced by higher qualitative and quantitative results after targeted intervention with the use of an electronic educational resource A-Spectrum.

4.2 Consolidation and Discussion of the Obtained Results

The great benefit of the A-Spectrum electronic educational resource is the continuous tracking of the task success analytics for each participant. Results are provided in the graphs showing the history of child's victories in each game over a certain time interval. The analytics of qualitative task performance indicators allows to see the dynamics of task success in the games over a chosen period of time, and improvement or decline in the quality of game tasks performance. Each point on the graph represents the ratio of correct actions to the total number of actions in the game. All games (those that ended with victory and those that were not completed) are taken into account. Also the graph shows the time (average or total) spent on successful passing of the game over a chosen time interval. The analytical data allows to build an individual trajectory of intervention tailored to individual features of each participant.

However, the organic brain lesion in the children leading to persistent intellectual disorders, compound underdevelopment of speech in combination with dysontogenesis of distorted type significantly reduced the effectiveness of intervention. Tasks targeting the children's ability to compare the image of an emotion and its verbal denomination turned out to be especially challenging. Games that required engagement of the auditory-speech memory and the auditory prediction capabilities to cope with the tasks, in most cases, caused strongly negative reactions of preschoolers. Complex perception, analysis, synthesis of emotional states and behavioral patterns, even in everyday situations well familiar to the child, were almost impossible. The intervention focused on enhancing the skill of distinguishing emotional and behavioral expressions by their functions, attributes and categories, and of recognizing different behavioral acts and situations with moral bearings consumed a considerable amount of time but yielded little success. It can be argued that the process of special education requires from a special education teacher constant adjustment of the employed methods and content, use of individualized approaches and creation of the most optimal conditions to implement the appropriate intervention. After two months of regular targeted intervention

sessions, the low dynamics was observed in 30% of children. The overcoming of stagnation became possible through multiple repetitions of the same material, delayed introduction of new elements into the process of education, and constant consolidation of the learned skills.

However, in general, we may assert that the implemented intervention had a positive impact on the emotional-volitional sphere in mentally retarded children with autism spectrum disorders, helped to address some distortions in the perception of emotional expressions, to broaden the children's understanding of emotional states and people's feelings, and helped children to learn adequate behavior patterns in the simplest everyday situations. Therefore, the use of a specialized electronic educational resource for more effective intervention to enhance the emotional-volitional sphere of mentally retarded preschool children with ASD yields positive results.

5 Conclusion

The conducted research ascertained that the enhancement of emotional-volitional sphere of mentally retarded children with ASD may become more effective with the targeted intervention relying on the A-Spectrum game complex as one of its powerful resources. Its adjustability to the research purposes makes it possible to strengthen the children's skills of recognizing and reproducing various emotional states, which helps them to adequately interact with peers and adults in common everyday situations. The implemented intervention is unique in that it used thus far the only Russian-language electronic educational resource taking into account age, typological and individual characteristics of such children.

The materials produced by the authors may be useful for the psychological and pedagogical support specialists working with this category of preschoolers with special needs in their research and practice.

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MORAL COORDINATES WITHIN INTERSUBJECTIVE WORLD OF MODERN YOUNGER GENERATION: RESULTS OF THE PHENOMENOLOGICAL ANALYSIS

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Abstract: This paper presents the results of a phenomenological analysis of an intersubjective world of modern Nizhny Novgorod schoolchildren based on their assessment of the spiritual and moral qualities, the motivation for actions and deeds of the generation of their ancestors who took part in the Great Patriotic War (WWII). Both general scientific methods and special research methods were used in the research, namely, the qualitative sociological method of a phenomenological analysis. A theoretical overview is given of the central idea in Alfred Schütz's concept of intersubjective world. The empirical basis of the research included 300 essays of schoolchildren, which were chosen for the contest within the city interactive event The Victory Project, dedicated to the celebration of the 75th anniversary of the victory in WWII. The research revealed that modern schoolchildren, despite knowing about their legendary ancestors only from the words of their closest relatives, honor the memory of their great grandparents.

Keywords: phenomenological analysis, schoolchildren, generation of ancestors, patriotism, Great Patriotic War (WWII), intersubjective world, family.

1 Introduction

In the year of celebration of the 75th anniversary of victory in the Great Patriotic War, much is said about the need to instill in the younger generation a sense of patriotism and love for the Motherland. Victory Parade, TV programs, movies and books about the war, rare meetings with the war veterans play an important role in telling the young people the story of their nation. However, in the authors' opinion, the vivid look into the history of own country by learning the past of own family, through memories shared by the relatives about the events of those years are much more conspicuous and convincing arguments than some abstract and distant, i.e. "alien" examples. Activation of search activities inside the families to study their own history, information about the heroic deeds of their ancestors who took part in the Great Patriotic War is an important educational task in the overall process of fostering the educational environment in the city. Participation in the search and submerging into everything that occurred at that time become the best teacher for the modern younger generation. Children, who by the example of their relatives, know about the hardships of the war, about the atrocities of the Nazis in the occupied territories of our country, about the tragic price of victory in the Great Patriotic War for the Russian people, will never participate in the neo-fascist movement, will never vandalize the tombs and monuments of the veterans of the Great Patriotic War.

Thus, the relevance of this research is stemming from the need to explore the spiritual and moral world of the modern schoolchildren for revealing what is their common knowledge of the historical past of the generation of ancestors, brave soldiers and homefront workers of the Great Patriotic War.

2 Literature Review

The foundations of the phenomenological analysis were laid by E. Husserl (2004), who drew the attention of scientists to the need to return to the "natural setting", i.e. the space where the ordinary people live and think, rather than philosophers or phenomenologists. According to E. Husserl (2004), the scientists' eyes should be turned not to the "pure" consciousness, but to the consciousness of an ordinary person, his intersubjectivity. Alfred Schütz (2003), developing E. Husserl's

ideas (2004), continued his research into the "life-world", i.e. the world of common people, their experience of ordinary everyday life. The choice of qualitative methodology in this research was predetermined by the need to analyze biographical materials in the form of schoolchildren's essays. Their essays contain both biographical data and emotional assessment of the events, actions, and desires of the generation of ancestors participating in the Great Patriotic War. The essays depict the life-world of a single family and show the moral guidelines set by great grandparents. Thus, we believe that A. Schütz's qualitative methodology (2003) best serves the purpose of our study of schoolchildren's perception of the generation of ancestors participating in Great Patriotic War.

O. A. Nemova, A. A. Chervova, O. A. Sizova, T. Yu. Medvedeva, A. V. Khizhnaya, D. Yu. Vagin (2020) in their work analyze the intergenerational transmission of musical preferences between different age cohorts.

M. V. Zharkova (2017) presented the experience of fostering educational environment in the city through boosting the activities of public organizations.

We have also found some valuable insights for our research in the work of A. D. Andreeva (2019) on developing a mental image of childhood in the parents of modern schoolchildren. M. M. Basimov (2019) revealed the key psychological features of political culture and political activity of modern youth.

3 Research Methodological Framework

Research purpose was to identify the moral coordinates of the intersubjective world of the modern younger generation of schoolchildren based on their assessment of the life and activities of the generation of ancestors who took part in the Great Patriotic War.

The main objectives of the research are as follows:

1. Give an analysis of the intersubjective world of the family.
2. Conduct a phenomenological analysis of schoolchildren's perception of the generation of ancestors who took part in the Great Patriotic War.

In general, the research employed both general scientific methods (analysis and synthesis; induction and deduction, comparative-historical and dialectical methods) and special, namely, the qualitative methods of sociological research (a method of phenomenological analysis).

The object of our research were schoolchildren (aged from 7 to 17 years), who participated in the contest of essays dedicated to the veterans of WWII.

The subject of the study are spiritual and moral phenomena in the intersubjective world of modern schoolchildren as revealed based on their assessment of the life-world of the generation of ancestors who participated in WWII.

The empirical basis of the study included 300 essays written by Nizhny Novgorod schoolchildren for the interactive contest The Victory Project, which passed the competitive selection first at the level of schools, then at the level of the city districts and then were posted in the public domain on the website of Chkalov's Palace of Children's Creativity (The Victory Project).

4 Results and Discussion

In each family, a unique life-world, consisting of unique family values, rules and habits, is formed as a result of daily interactions. In fact, the family life-world is a product of both individual social creativity and collective creativity of family's previous generations.

4.1 An Intersubjective Family World as a Methodological Basis for Phenomenological Analysis

A human perceives the intersubjective world as a world existing objectively, i.e. independently of him, created long before his birth. Participants of family communication through daily interactions create the systems of knowledge about the intersubjective world, which are constituted and passed from generation to generation. This knowledge is created and acquired through primary socialization in the so-called "we-group", i.e. the family. "We-group" is a problem-free space, where due to the common system of mutual understanding the flow of communication is smooth. Joint celebration of solemn dates, housekeeping, care for incapacitated family members, tragical occurrences and joyful events, legends and myths, stories from life, family legends, funny and embarrassing memories, all this constitutes the intersubjective world of a person. Thus, the intersubjective world of the family is built by many generations of the family and forms part of the all-Russian intersubjective world, which is commonly called the mentality. Despite the unique character traits of each person, unique family values and traditions of a single family, there is a common mental space shared by all representatives of a single ethnos, people, and nation, which facilitates mutual understanding. Therefore, the intersubjective world is a product jointly created by the entire Russian society.

Accordingly, in a family, the commonality of the intersubjective world becomes a good soil for mutual understanding between spouses, generations of parents, great parents, children, and the nearest and distant family circle. The harmony of intrafamily relationships directly depends on the commonality of the family's intersubjective world, which is an aggregate of common thoughts, intentions, dreams, desires, motives behind actions, etc. The sociocultural world of a family is a unique breeding ground for the younger generations, where children learn to build family relationships, get knowledge of the culture of relations between a man and a woman, acquire specific musical and artistic preferences (Nemova et al., 2020).

The stock of everyday knowledge is determined by the biographical situation. In the process of socialization, children typify and systematize everything happening around them, which in the future will form the core of their individual knowledge. The younger generations consciously and unconsciously learn to assess the surrounding world, typify everything happening around them and create a value (axiological) scale, i.e. deciding for themselves what is most and least important for them, what is right and wrong, honest and dishonest, beautiful and ugly, pleasant and unpleasant, etc.

As children grow up, their biographical situations also change, and as a result, the first order constructs undergo changes as well, as they gain new experiences, knowledge, skills and abilities, the overall experience expands and the typification process is accelerated proportionally. Knowledge and experience obtained from the out-of-family environment (educational institutions, working environment, surrounding society) are the constructs of the second order. So, the second order constructs include ideal types of scientific, economic, social and political concepts. Then, the life-world of a human is a construct of common, everyday, mystical, religious, professional, political and social knowledge. The society as a whole is at the same time an object and a subject of the intersubjective world, i.e. we all create it and under its influence we all are changing.

4.2 Phenomenological Analysis of Schoolchildren's Perception of the Generation of Ancestors Who Took Part in the Great Patriotic War

The scientific attention to the essays of schoolchildren written in the memory of their distant great grandfathers who took part in the Great Patriotic War was spurred by a strong determination to reveal the moral coordinates within the intersubjective world of the modern younger generation. It is important to understand which values are highlighted by the modern schoolchildren in

the spiritual and moral world of their legendary great grandparents, what is the attitude of modern schoolchildren to the events of WWII and whether great grandparents are role models for the modern youth.

This research presents the findings of a phenomenological analysis of the essays written by schoolchildren for a contest The Victory Project in nomination The Book of Memory and Glory, initiated by the Department of Education of the Nizhny Novgorod City Administration. The scientific, methodological and organizational aspects of this project were dealt with by the Palace of Children's (Youth) Art named after V.P. Chkalov (under supervision of N. V. Panov) and the City Research and Practice Laboratory for Upbringing and Family Issues (under supervision of N. N. Belik).

On the website of the Palace of Children's (Youth) Creativity named after V.P. Chkalov a virtual interactive "book of memory and fame" was created, which consists of more than 300 essays written by schoolchildren as a tribute to their legendary relatives who fought in the Great Patriotic War or made their contribution to the victory as the homefront workers. Below we cite some extracts from the analyzed essays (The Victory Project).

We may see from the essays of schoolchildren that they draw knowledge about their legendary ancestors mainly from the stories of their parents, grandparents. Most children start their narrations in the same way as Momonov Roman, a 9th grade student, did.

Momonov Roman, 9th grade: "Much to my regret, I have not known in person my great grandfather, the grandfather of my mother Kruchinin Vladimir Ivanovich, born in 1913, the participant in the Great Patriotic War, he died long before I was born to this world".

In this regard, a phenomenological analysis of the attitude of modern schoolchildren to the events of those years becomes particularly important. Not knowing their great grandfathers and great grandmothers alive, children derive knowledge from the memories of their immediate circle: parents and grandparents. Accordingly, for family members, knowledge about the past of their great grandparents is important and valuable information that is preserved and transmitted from generation to generation.

Khorova Ekaterina, 11th grade: "I saw my great-grandfather during his life, he showed me his awards, but he never liked speaking about the war, in such moments there always were tears in his eyes. My great-grandmother told me about his acts of heroism" (The Victory Project).

For a family group, the events of those distant years are important and significant, worthy to be preserved in the memory. Here we see a collective selection of spiritual and moral values significant for the family, which constitute a spiritual and moral "matrix" for the intersubjective world of the family.

The young people today are getting more and more exposed to the effects of the mass consumerism (de Graaf et al., 2016). Contrary to the trends of the time, children emphasize that their great grandfathers were not interested in stockpiling possessions, material wealth or personal gains, but were driven by a feeling of deep love for their Motherland and desire to protect their loved ones from enemies.

Vorobieva Daria, 10th grade: My great grandfather was not destined to live to the victory day, to take his wife and children in his arms. He was not destined to see his grandchildren and great grandchildren. He perished in the terrible battles in the Eastern Prussia near Kenigsberg. A peasant from Ryazan lying in the soil of Prussia! Was my grandfather, an ordinary gunman, thinking about strategies and politics? I doubt this. Most probably, his thoughts were with his home and family. He knew that his way home goes through Berlin, and only the victory could bring him home" (The Victory Project).

School students also pay attention to such moral and ethical qualities of their ancestors as kindness, responsiveness, love for the close ones, mutual help and assistance, sense of justice, appreciation of family lifestyle.

Erefenin Nikita 11th grade: During the war, she (great-grandmother, author's note) went through terrible hardships, which made her character tougher and left an undeletable mark on her life. But even this could not prevent her from being a kind, responsive, noble and humane person shining her light and warmth on others. I am very proud of my great grandmother (The Victory Project).

The best spiritual and moral qualities continue to form the core of the national mental code and are passed on from generation to generation as being significant. The memory of the courageous acts of veterans on the battlefield is lovingly kept by their children, grandchildren and great grandchildren. Awards and medals, memorable award sheets, death notices and letters from the front are carefully passed on from generation to generation.

Urutina Anastasia, 10th grade: "On January 22, 1945, in the battles for the village of Piplovenki, acting in the advance guard, my great grandfather destroyed from a machine gun 12 German soldiers and 2 officers, who put up persistent resistance, and thereby ensured the rapid advance of our units. In the battles bringing final defeat to Hitler's Germany, my great grandfather proved himself as a worthy, devoted son of his socialist homeland" (The Victory Project).

Children highly appreciate the remarkable endurance of those who were forced to go through all the hardships and difficulties of the wartime. Tremendous resilience, self-sacrifice, and resourcefulness of the Russian soldier are appreciated all over the world to this day.

Anastasia Sukhanova, 11th grade: "During the war, Sergei Alexandrovich Paikov showed himself to be a brave and determined man, capable of extraordinary thinking and decisions in difficult moments. It is only owing to such people that our country defeated fascist Germany. Courage and patriotism, strength of spirit and moral firmness, self-sacrifice and compassion of the defenders of the Motherland are worthy of the deepest respect and admiration" (The Victory Project).

One of the important mental traits of Russian society is the value of hard work. Through persistent constructive labor, the Russian people have created an authentic culture unique in many respects. Schoolchildren note that their ancestors were also demonstrating this value. It should be especially underlined that children draw a comparison between their great grandparents and themselves. Actually, they assess the behavior of their peers, which has a high educational value.

Kashnikova Margarita, 2nd grade: When the war started, she (grandmother - author's note) was 11 years old. At that time she lived in the village. To the west, there was a tower, she went there every day and brought hay. In addition to hay, she gathered crops from the fields, knitted socks that were delivered to soldiers. She worked 12 hours a day at her young age. She could also be picking potatoes all day in the cellar without seeing the daylight (The Victory Project).

In almost every essay, in conclusion schoolchildren write that they are not only proud and admire the exploits of their glorious ancestors, who had to go through the ordeal of war, but also want to be like them, to take the best features of their character and behavior. This is the essence of the mechanism for intergenerational transfer of experience.

Blokhin Victor, 11th grade: My grandfather is my life teacher, he can always give me precious advice that helped me out so many times before. I am immensely grateful to him for everything! In conclusion, I would like to say that each person should have a hero to be proud of. After all, having such close people, a person will always be able to find the right path in life, will always be able to ask for help and advice. I am sure that my grandfather

also had his own hero, who helped him to become a decent man. I hope that all people on the planet have such heroes next to them and will always keep them in their hearts!" (The Victory Project).

Schoolchildren are also concerned about existential problems, in particular, of the fragility of human existence. Thus, many children write that if their great grandfather or great grandmother had not returned from the war, the bloodline would have ceased to exist and they themselves would not be born to this world.

Smyslova Julia, 8th grade: "She sees her staying alive (great grandmother – author's note) as the greatest award. It has been 75 years since the victory in the Great Patriotic War. These tragic pages of history will forever remain in our memory. The tribute we owe to the people who have not returned from the battlefield, and those who managed to go through these years and live many more years, does not let us forget about them. After a long arduous way to the victory, in the hard post-war years my grandmother managed to bring up 6 children, 13 grandchildren and 10 great grandchildren. I am proud of her being such a strong person and that I am her great granddaughter" (The Victory Project).

Since the schoolchildren's essays are the informal biographical sources, the analysis of these works also requires non-standard, i.e., not quantitative research methods.

The choice of qualitative methods, namely, a phenomenological analysis, is rooted in the need of a thoughtful emotional reading.

More than 2000 essays were submitted to the city contest in nomination The Victory Project, and as a common thread running through all works without exception is the children's boundless pride in their relatives who suffered the horrors of the Great Patriotic War. There was not a single work with the words of criticism or condemnation with regard to the behavior of veterans and homefront workers of the Great Patriotic War. Without exception, all the works are imbued with a sincere attitude to the heroic events of that era, children's delight and admiration for the life and work of the generation of ancestors, a firm desire to be like their relatives, to take the best features of their character. In addition to the narration itself, the essays of schoolchildren contain factual material about their close relatives, the visual evidence of children's heartfelt attitude (scanned photos, letters from the frontline, award sheets, death notices, awards and medals, etc.).

5 Conclusion

The phenomenological analysis of the contest essays written by schoolchildren helped us to reveal the following phenomena in children's perception of the generation of ancestors who went through the hard years of the Great Patriotic War:

1. Spiritual and moral qualities of ancestors are more important for schoolchildren than the piling of material possessions. The great grandchildren take a particular note of such qualities inherent in their ancestors as kindness, responsiveness, love for the close ones, mutual help and assistance, a sense of justice, always putting family front and center, industriousness and patriotism.
2. Children highlight the fact that the generation of WWII veterans did not like to talk about the war, but that their families keep the memory of their heroic deeds that are a matter of pride for all generations.
3. In each essay, the children's message is that they would like to be like their legendary ancestors and inherit their best character traits and behavior.

The practical utility of the study is the possibility of applying phenomenological analysis to assess the effectiveness, relevance, value and significance of certain city-level contests among the representatives of youth.

The phenomenological analysis of school essays has shown to the contest organizers the value of such events and contests for

strengthening intergenerational ties, reviving the best family and national traditions, cultivating and strengthening a deep feeling of pride for the ancestors who have defended the native land in the face of mortal enemy, and for inculcating the true patriotism.

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FOSTERING INFORMATION CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract: This paper deals with the problem of fostering the information culture of future primary school teachers. The notion "information culture" is explained, the findings of foreign studies are explored and summarized. The empirical evidence with regard to strengthening the information culture of students of Mordovian State Pedagogical University named after M.E. Evseviev is analyzed. It is argued that the active use in educational process of the academic disciplines and internships with the upgraded content developed by university allow to train highly competitive graduates demanded in the labour market, meaning that the professional training of a modern teacher should be revolving around fostering their information culture.

Keywords: information, information culture (IC), pedagogical university, future teachers, electronic educational resources (EER), primary school teacher.

1 Introduction

The modern life demands knowledge, skills, abilities and competences which seem extraordinary within a traditional paradigm. The new opportunities emerge for truly free and boundless communication; the unchaining of human resources leads to the discovery of new intellectual perspectives. Information becomes the driver of human's wellbeing. It would be impossible to process, analyze and use it without the information technologies, which in turn may hold some lurking dangers: the knowledge becomes nominally virtual leading to possible manipulations with human's consciousness. The individual may become an insatiable consumer of information, while the educational space, and consequently the society, move towards the global market of information services. The existing threats call for the urgent creation of a new mindset and worldview based on the information culture (IC) in each member of the society.

For the above reasons, a concern for building the IC is justified, along with the sorely needed assessment of a possibility to use the modern information technologies in education, and development of the text competence (as an element of language, speech and communication competence of students).

Educational process is forward looking: those who are junior schoolchildren today will tomorrow manage the settled information system. An important part of education improvement efforts is preparation of a primary school teacher for fostering in junior schoolchildren the elements of IC.

In this context, education plays the leading, yet most challenging role: inculcating in students the culture of a new kind - the information culture. Being in constant interaction, different types of inner culture spur a person's growth as a personality and as a professional. The distinguishing feature of pedagogical activity in all times was and remains responsibility for its result, quality and level, which are identified not so much by direct measurements over a certain time, but rather indirectly based on the prospective forecasting. This explains the constant tightening of requirements placed upon representatives of the pedagogical profession (Vershina & Kuznetsova, 2019).

The qualitative accomplishment of professional goals requires from the students pursuing training in the field of Primary Education the knowledge of techniques, methods, methodologies and technologies of teaching and educating junior schoolchildren and skills of organizing own research efforts. The effectiveness of scientific research endeavors is largely predicated upon the

level of IC of a future teacher. Therefore, the professional training of modern teachers should be revolving around the information culture.

2 Literature Review

The foreign researchers most often understand information culture as computer literacy (Tyner, 1998). As Khan Abdul Wahid (2006) noted: "To be information literate you need to know why, when, and how to use all the wide range of information sources and formats and think critically about the information they provide... In the long-term, a vigorous information literacy campaign may result in the emergence of an information culture". Mike Sandbothe (2000) believes that information culture is "the foundation for Internet-based teaching that bids defiance to the basic traditional assumptions on the nature of knowledge and teaching".

Information literacy is quite often interpreted as a digital competence of educators (López-Belmonte et al., 2019) and learners (Lopez-Gil & Garcia, 2020), the term *information competency* appears in the works of other scientists (Horton, 2007).

As the analysis of scientific studies suggests, the above concepts are closely interrelated, which is why the researchers often use them interchangeably as synonyms: IC is defined by the foreign authors as the basic computer literacy and as an element of professional competence.

Present-day researchers in their definitions approach IC from different perspectives. In the 1980s I. Ya. Lerner (1981) made an attempt to describe the concept of information culture from a pedagogical point of view, noting that the information culture of an individual is integral to their general education culture. IC is represented as a chain of interrelated general academic knowledge and skills essential for effective digestion of various information. This idea is embedded in the Federal State Standard of Primary General Education in the form of metadisciplinary requirements (including universal learning activities) that ensure the development of key competencies (FGOS NOO, 2009). Basically, these skills or universal learning activities can be referred to the IC content. It includes the ability to handle information of adequate content, including its generation, critical evaluation, transmission, memorization and transformation.

The most exhaustive description of approaches to the study of this concept is provided in the paper authored by M. A. Antonova (2014) who explored how the IC evolved, analyzed how representatives of different sciences define this concept, and distinguished several components of IC. According to the scientist, "information culture is one of the components of a personality that is associated with the social nature of a human and is an extension of human's creative abilities, characterizes his worldview, systematizes his knowledge and skills, and helps him to take care of his information needs independently".

According to S. M. Konyushenko (2004), the development of IC depends on the level of human abilities; should this process be oriented towards development of the necessary abilities, the level of information culture will be higher.

E. V. Shirshov (2017) interprets the IC as "the achieved level of organization of information processes, the degree to which human needs in information communication are satisfied, the efficiency of creation, collection, storage, processing and transfer of information".

Information culture in the broad sense may be defined as an array of principles and mechanisms that enable interaction between ethnic and national cultures, and their amalgamation in the common experience of mankind; in the narrow sense it refers to the optimal ways of handling and presenting information to the consumer for addressing theoretical and practical problems; the mechanisms for improving the technological means to better

produce, store and transmit information; the improved system of education preparing a person for the effective use of information tools and information itself (Kravets & Kukharensko, 2015).

The analysis of scientific literature showed that the existing interpretations of IC are not contradicting each other and are mutually complimentary. Views of foreign scientists on the need to strengthen computer literacy and information competence attest to the importance of fostering the IC among students of pedagogical universities. "The society constantly undergoing inevitable transformations dictates the same requirements for dynamic modifications in the modern educational paradigm: "Educational outcomes must meet the needs of the new society. The teacher's skills in the current situation are assessed against the highest possible scale of knowledge, skills and abilities forming the foundation of professional competence" (Vershina et al., 2020). The urgency of determining the effectiveness and potential of pedagogical education for raising information awareness among students was underlined by E. A. Barakhsanova, N. P. Olesov, L. V. Popova, A. I. Danilova, N. S. Dyachkovsky (Barakhsanova et al., 2020).

When analyzing IC as part of the general culture, it should be borne in mind that this part is peculiar. On the one hand, it is knowledge helping a person to navigate the information space. On the other hand, it is a qualitative characteristic of student's information activity concerned with receiving, transmitting, storing and using information.

Speaking about the efforts to foster information culture of a primary school teacher, we shall note that resorting to various information and communication tools and technologies boosts the ability of students to navigate the data deluge, to exchange the information using the electronic means of training and education; to acquire practical skills of handling various kinds of information. In other words, a teacher should be prepared to use modern teaching technologies at the lessons, including information technologies. Such lessons hold ample opportunities for: improving the quality of training, igniting interest to the subject matter, strengthening students' information, language and communicative competence, skills of critical thinking, IC, making the lesson more engaging, rich in information and relevant to the modernity.

In the concept promoted by new educational standards the importance of building IC of teachers and students is clearly underlined.

Primary school is the bedrock for further education, at this stage of school education the initial IC skills are cultivated: the use of various methods for searching, collecting, processing, analyzing organizing, transferring and interpreting information in accordance with the communicative and cognitive goals and technologies of teaching; including the ability to enter text using the keyboard, to record in a digital form the measurable values and analyze images and sounds, prepare and deliver a speech using audio, video and graphic aids; abide by the standards of information filtering, ethics and etiquette. Effectiveness of fostering the primary schoolchild's IC depends on the information literacy, information competence and professional readiness of a primary school teacher to embrace the computer technologies.

3 Research Methodological Framework

The purpose of this research was to showcase the possibilities to foster the information culture in the process of training future primary school teachers. The stated purpose predetermined a range of objectives: give a definition of the concept *information culture*; reveal the potential of academic disciplines taught at Evseev's MSPU for preparing the future primary school teachers; facilitate the development of IC in students. The following research methods were used: theoretical analysis, generalization and interpretation of scientific data, study and consolidation of pedagogical experience, method of pedagogical designing (planning, modeling and conduction of classes),

classification, synthesis, generalization, analysis of empirical data.

4 Results and Discussion

Modern teachers should have a developed information culture as part of their professional culture. Information culture of a teacher is a type of the professional IC, forming part of the personal IC pertinent to the field of pedagogical activity, representing a fusion of information outlook and information competence as transferred into the educational process, defining the quality of informational-educational products and directed at developing the IC of students. The leading role in meeting this challenge belongs to a system of education, which redesigning and content update should result in developing a personality with strong IC.

The guidelines for organizing the work aimed to foster the IC in future primary school teachers are laid down in the Federal State Standard of Higher Education (FSS HE) in the field of training 44.03.01 Pedagogical Education. Thus, FSS HE in the field of training 44.03.01 Pedagogical Education sets out the key competences that a graduate needs to have a developed information and research culture, in particular: UK-1 (ability to search for, critically analyze and synthesize information, apply a systematic approach to solve the outstanding tasks), UK-4 (ability to carry out oral and written business communications in the official language of the Russian Federation and foreign language(s)), OPK-1 (ability to carry out and optimize professional activities in compliance with the existing regulations in the field of education and standards of professional conduct); OPK-8 (ability to design teaching activities with reliance on special scientific skills and research results) (Federal 3++).

The provisions of these documents became the guiding principles underlying the design of curricula for bachelor's and master's degree courses that address the requirements of standards for fostering IC and skills of research based on the content of theoretical disciplines and practical training, providing for writing and defense of a graduate qualification work. Each of the mentioned educational activities requires the higher level of students' IC.

The fostering the IC of a future primary school teacher at Evseev's MSPU occurs in the context of studying various disciplines. The use of electronic learning resources has proven to be effective for fostering the IC in future primary school children. "In the design and content of professional training of a future teacher the crucial role belongs to the subject methodology education... The methodology training of future bachelors of science is built upon the knowledge of modern methods and technologies of education, on the one hand, and the ability to apply them in professional activity, on the other hand. The array of modern technologies in education rightfully includes multimedia technologies being effective tools with high educational potential... A pedagogical university graduate should be ready to create, transform and adjust information and communication learning environment to facilitate acquisition by students of certain components of the educational content" (Babina et al., 2020).

In the context of the IC fostering, a significant role belongs to the development of the text competence of students. The philological cycle subjects assume the studying of texts of different styles and genres, the learning of skills necessary to work with the text information (production and analysis of texts, text transformation, plan, title, brief outline, quotes). Students learn the skills of planning cognitive activities and building information models, searching for information and processing it (how to choose the language means appropriate for the speech situation, learning text creation rules, gaining knowledge about language, speech, ethical and communicative norms, the ethics of using quotations and references). Students independently make presentations, develop video lessons using the electronic resource Electronic Designer of Methodology Puzzles, work with an interactive board; Internet sources, skill drillers, that contribute to the development of their IC.

The ICT and Media Literacy discipline aims to develop the ability and willingness of future primary school teachers to use the ICT. The objectives of the discipline include creation of conditions favourable for developing the ability to use information and communication technologies for navigating the modern information space, for developing the ability to independently build the information space for learning and future professional activities; for acquiring and using the new knowledge and skills with the help of information technologies.

When studying the discipline Pedagogy, the future primary school teachers learn the rules of work with information sources, EBS, the sources database, with the requirements to the selection and design of the list of references, master the methods of referencing, abstracting, reviewing, summarizing, learn how to work with primary sources.

One of the ways to develop the IC is to strengthen the teacher's ability to organize the students' work with textbooks. Analyzing school textbooks, students come to a conclusion that the programs of academic subjects target the development of the basic skills of work with information. In an epoch of wide ranging integration of digital educational resources in school practice a textbook becomes not only the carrier of new information, but also the means of organizing the learning activity of students.

The training of future primary school teachers involves the extensive use of electronic textbooks, training manuals, tests and drills at all stages of educational process from goal setting to final outcomes, focused on fostering the information competence of students (Babina & Vinokurova, 2019).

For improving the level of IC, a system of tasks has been developed that covers all types of practical training. The purpose and objectives of the educational introductory practice are aimed at fostering the information competence as the bedrock for IC of future primary school teachers. Students gain experience in preparing documents of professional nature using ICT and develop the skills essential for the IC: developing professional ethics and speech culture; defining an effective model of communication; improving the skills of making the best use of methods and techniques helpful in studying and systematizing the educational content; developing the ability to glean the language and information facts and analyze the materials pertinent to the communicative situation; developing communicative competence; improving all kinds of speech activity; learning the technical and software tools and methods of their use in work with documents of professional nature; getting the knowledge of how to benefit from the network professional communities; unveil the great possibilities of information and communication technologies for the better implementation of professional activities in order to meet the educational needs of students.

The forced shift to distance learning from April 2020 required an immediate revision of all learning programs, assessment tools, tasks of work placement internships. The students embarking on the work placement in the remote format perform the following tasks: prepare a detailed lesson flowchart embracing the EERs (video format, except for tests) consistent with the curriculum of the learning programs for each primary school subject. EERs should be prepared by each student personally without infringement of copyright or other license rights. The lesson flowcharts are made to cover one topic or section to be studied during the internship. The reporting materials include: a detailed lesson flowchart; EER containing a video explanation/consolidation/control of the studied topic; EER containing an interactive game to the lesson; EER containing an electronic test to the lesson. Depending on the subject specifics, the tasks can be modified, for example, a literary reading lesson can be complemented with the EER providing a video biography of the author, depiction of his works, film based on this author's book. Lessons in fine arts, technology, music may include a step-by-step video demonstration of the production process.

In the period of distance learning, among its pros both teachers and students noted that the use of EERs facilitates formal and informal communication which in turn strengthens the information and communication culture of the educational process participants (Onete et al., 2011; Chigisheva et al., 2016; Soltovets et al., 2019).

5 Conclusion

Mordovian State Pedagogical University named after M. E. Evseev has accumulated positive experience in the fostering of the IC in future primary school teachers based on the disciplines and internships included in the curriculum for the field of training 44.03.01 Pedagogical Education, training specialty Primary Education.

The updated content of the aforementioned disciplines and types of practical training, their effective and wide-ranging use in the educational process allow to foster the information culture of future primary school teachers, to prepare highly competitive graduates demanded in the labor market.

Nowadays, when the whole planet is confronting a dangerous virus and students and schoolchildren are forced to shift to distance learning, the developed information culture becomes crucial both for teachers and students.

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Primary Paper Section: A

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OPPORTUNITIES FOR UPGRADING EDUCATIONAL PERSONNEL'S QUALIFICATION THROUGH DISTANCE LEARNING COURSES IN PHILOSOPHY

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Abstract: This paper seeks to explore the modern education as an institution which goal is to nurture and develop personality, since an important recent trend in the information society has been a new look at the factors of social production, the growing role of human capital and intellectual resources. The research has revealed some major catalyzers of interest to the distance learning: a strive for obtaining significant amounts of information that is evidence based; advancements in education technologies; ample business prospects; personalization of education; a distinct opportunity for building individual learning trajectories, etc. This paper provides a theoretical underpinning for the major structural elements of a modern distance learning model: developing a strong ability to self-directed learning; cooperation; dialogue; proactivity; independence.

Keywords: knowledge, distance learning, personality, modernization, worldview, education, technology, online courses, spiritual and moral development.

1 Introduction

Today in Russia, the distance learning technologies are gaining a particularly strong impetus. Distance learning is the kind of innovation in the system of education. A term distance education has not firmly established in the pedagogical literature, it refers to the distant learning and distant education.

The grim reality of present days with its inherent instability, exacerbating crises and pandemic that has reduced direct contacts between people poses new challenges for universities. Among such challenges is the readiness for an effective interaction with different categories of process participants, including both students and school teachers, in the educational space by means of online technologies. Within a general trend of digitization in education, distance technologies render higher flexibility and greater convenience to the learning process. The society's need for distance learning courses has economic roots due to their lower price and flexibility in location.

Today, distance courses are in high demand not only among students, but also among pedagogical associates who need to upgrade their skills and qualification on a systematic basis. Distance courses offer a possibility to choose the necessary knowledge with due regard for all changes in the standards of education and help to grow professional competence (Buyanova & Gorshenina, 2020). With such modes of learning, educators today have vast opportunities for professional growth and successful self-fulfillment in profession (Herzberg et al., 1966), while for novice educators integration in the professional learning space may become more fluid (Falileev et al., 2018), allowing for skills' enhancement without any disruption to the core activity.

Such learning implies feedback from a tutor delivering online training (Tuninga & Seinen, 1995).

Presently there are many modern online platforms of high convenience that may be successfully used for distance learning such as Mirapolis LMS, Moodle, Teachbase, iSpring Learn, etc. These resources provide opportunities for creating e-learning courses, organizing webinars, conducting tests and exams.

Today many teachers start focusing on improving their style and methods of teaching, the times dictate a need to master new resources and technologies, as in the modern system of education only this approach helps to properly adjust to and navigate in the innovative competitive environment (Vardanyan, 2013). Nowadays, it is possible to successfully combine online and offline teaching techniques. Offline techniques help to provide a learner with the necessary materials, create a multimedia base, and ensure a more complete and thorough absorption of the learning content, while also offering a possibility to check progress through tests (Tregubova, 2015). Educational process centers around a learner and the trajectory of his/her professional development, which further will help the learner to implement his/her potential, be more efficient in the chosen activity, find most optimal ways to solve problems and address tasks (Chekushkina et al., 2016).

2 Literature Review

At the present stage of social development, distance learning is gaining popularity and is becoming an important mode of teaching and learning. It has certain advantages: access to education regardless of geographical location; completion and checking of tasks at a convenient time; a possibility to take several courses at once; no limit on the number of entry points, etc. Such researchers as D. A. Golodok and V. M. Alekseev (2016) highlight the following advantages of distance learning: self-sustained learning during courses; use of modern technologies; positive interactions in the process of learning, etc.

The main purpose of this type of training is to engage trainees in cognitive activities, help them acquire necessary knowledge and skills.

In the opinion of V. L. Shatunovsky and E. A. Shatunovskaya (2020), this system of training helps to understand, study and master the theory and methods of solving standard problems; implement correction, self-assessment and performance self-monitoring. Its effectiveness largely depends on the chosen approach to obtain feedback.

The process of distance learning should be transparent and precise. It requires a teacher's strong commitment to designing, drafting, compiling and creating practice-oriented tasks, tests, controls and exam assignments, etc. The learning and teaching support materials should describe goals, objectives, methods, forms, content, duration of a course, the scope of acquired knowledge, as well as joint activities.

The researchers T. V. Glukhova and L. I. Efremova (2019) have analyzed a term mass open online courses, the history of this phenomenon and presented their own experience in this field. This process was first started in 2011 as several courses offered by Stanford University to over 40 thousand people (Lewin, 2012). To date, there are already dozens of platforms for such learning and thousands of online courses around the world. The authors highlight the main features of online learning, the requirements placed on it, and its various applications.

The main problem associated with the development of distance learning is the use of new methods and technologies of learning. This requires a revision of the methods and the model of education, and modes of interaction between teachers and trainees. Creation and implementation of distance learning courses begins with a thorough analysis of goals and objectives, assessment of capacity for introducing new technologies, etc.

The main elements intrinsic to the distance learning are flexibility, modular structure, location independence, mass scale, sociality, internationality, new information technologies, etc. Distance learning broadens access to educational resources; expands the circle of trainees; reduces the cost of education; allows creating unique educational programs and achieving

higher level and quality of education, social and professional mobility, etc. The positive aspects of distance education include: freedom and flexibility, accessibility, individual pace of learning, swiftness, mobility, use of modern technologies, social equity, creativity, etc. Among the negative aspects is the lack of face-to-face communication. Distance learning requires strict self-discipline, self-sufficiency, consciousness and mindfulness (Vodolad et al., 2010).

Another important challenge is the elaboration of rigorous quality assessment criteria for such training systems that are imperative for their further improvement. Currently, this task is pursued by such renowned researchers as P. Brusilovsky (1996), P. N. Vorobkalov (Vorobkalov & Kamaev, 2008). In their opinion, the major focus should be on a multilayer approach which views the final result of learning as a main criterion, but still does not ignore other important parameters, such as functionality, i.e. the capacity to monitor the learner's progress, user-friendliness, accessibility, versatility of multimedia, design, etc.

When studying the paradoxes of distance learning, D. Akhmetova (2007) defined the main components of a distance learning environment: a personal component, which includes cognitive, communicative, organizational and other skills; an informational component based on huge amounts of information, activities of learners and how much of learning content was absorbed; a professional component implemented through self-reflection, rating scores, self-assessment, observations, incentives, etc.; a social and environmental (institutional) component, which is considered in the context of the system of values, traditions, mentality of the society; a material and technical component, which covers technical issues and communication data channels.

Kh. Kuzmin (2004) underlines that educational institutions using high quality information resources and distance-learning technologies may apply those both in higher education and in the qualification upgrade system. Methodological content of distance learning allows for effective application of new information technologies in the process of qualification upgrade. Distance learning provides opportunities to search for new sources of information. Its characteristic features are: openness, swiftness, invigoration, etc. The courses for qualification upgrade have the following objectives: psychological (change of stereotypes); educational (gaining knowledge on new methods and forms of action); informational (conveyance of professional information); consulting (advisory support); research (looking into latest trends in education, pedagogical experience); introductory (introduction of new educational technologies), etc.

Modernization of education has led to radical changes in the functions of a teacher. The shift in educational paradigm draws more attention to the teacher's personality and facilitates transition to individual creative forms and methods of teaching. A system of qualification upgrade is an activity of social education institutes promoting professional development (Makarova et al., 2003).

3 Research Methodological Framework

The purpose was to explore the value and opportunities of distance learning courses in Philosophy in methodological, value-bearing, activity-centered and communicative aspects of the process of educators' qualification upgrade.

The research objectives were as follows:

- Explore the essence and dynamics of distance learning;
- Analyze content of the course 'The Foundations of the World Religious Cultures' and justify its relevance;
- Identify and describe the major approaches to studying the distance course 'The Culture of Professional Communication of a Teacher', and its practical significance;
- Identify potential opportunities for qualification upgrade of educational personnel through the study of distance learning courses in Philosophy.

The complexity and multifacetedness of the research subject required the use of the following methods:

- A comparative method, through which the knowledge of different types and forms of distance learning is gained;
- An axiological method dealing with the formation of values and motivations of a subject of distance activities;
- A method of system analysis, which yields a holistic understanding of the phenomenon under study.

4 Results and Discussion

After a study of teachers' competence conducted in 2018, which covered 22 thousand teachers in 67 regions of Russia, S. S. Kravtsov noted that the Ministry of Education and the Federal Agency for the Supervision of Education and Science 'should tranquilly analyze the study findings, render help to a teacher, draw appropriate conclusions regarding the system of pedagogical education and qualification upgrade, so that our system of pedagogical personnel training could become one of the best in the world' (Materials from the website of the Federal Service for the Supervision of Education and Science). Half of the teachers failed the tasks related to the foundations of spiritual and moral culture of the peoples of Russia.

The author and developer of a distance course 'The Foundations of the World Religious Cultures' is E. N. Rodina. The course is offered at the Mordovian State Pedagogical University named after M. E. Evseev and is available in the distance learning system of this university on the online platform Moodle.

The goal of 'The Foundations of the World Religious Cultures' course is to help students gain a better understanding of religion as a cultural phenomenon, to reveal the essence of the world religious cultures, to develop students' ability to analyze the relationships between the society, the state, the church and believers, and to spur their willingness to see to the spiritual and moral development of their trainees. This course is designed to help teachers strengthen their professional competence and is aimed at further enhancement of their professional skills and pedagogical culture.

The distance learning course 'The Foundations of the World Religious Cultures' is intended to address this problem and is relevant, since it provides spiritual, moral and civic guidance through appeal to the traditions of the peoples of our Homeland. This is not a theological course, but first and foremost a philosophical one, aimed at a deeper study of specific features of different religions, their exploration in the historical context and systematic study not only of doctrines, but also of their impact on culture in general. The program cultivates appreciation of religious values as an integral part of Russian culture, conveys a modern understanding of the Orthodoxy, its doctrine, psychological, gnoseological roots, distinctions from other branches of Christianity, specific features of the cult. In addition, it seeks to present an insightful assessment of the impact the Christianity has had on Russian culture as a whole through the artefacts, such as architecture, music, literature, paintings, as well as philosophical works. It is also possible to study these phenomena in comparative terms, for example, to find architectural differences in temples of different Christian confessions, differences in the traditions of church music. Special attention should be paid to the studying of icons as an essential element and a subject of special reverence in the Orthodox tradition.

In general, the course covers the main directions of Christianity, the Orthodox and the Catholic symbol of faith, the factors and historical conditions that contributed to the emergence of Protestantism, Old Belief, reveals the features of the Russian Orthodox Church, examines the doctrines of Islam and Buddhism, and explores the main branches within these confessions.

The distinctive feature of the program is its student orientation enabled by the distance learning technologies on the educational

platform Moodle, which offers a possibility to complete the program individually under supervision of tutors in charge of the program. The content of the course includes a series of lectures, such as a lecture on The Theories of Origin of the Religion, which provides an overview of different theories in science on the genesis of this phenomenon, its cultural, historical and social determinants.

The author and developer of a distance course 'The Culture of Teacher's Professional Communication' is E. N. Chekushkina. The course will be offered at the Mordovian State Pedagogical University named after M. E. Evseviev and will be available in the distance learning system of this university on the online platform Moodle.

'The Culture of Teacher's Professional Communication' course is intended to develop practical recommendations and requirements for the conduct of a businessman, provide advice and study the ways for improving relationships between people involved in professional activity. The purpose of this course is to elaborate the moral and ethical rules of professional conduct of a teacher, and compel teachers to abide by the standards applied to the culture of professional communication.

The culture of professional communication is a pedagogical technology of holistic personal development. It facilitates the interioration of values and cognition of own self (Habermas, 1995a, 1995b). The culture of professional communication should be pillared on the humanistic foundation of relationships. This course develops the capacity to analyze the ways for improving relationships in various situations of professional communication, to observe the norms and rules of interpersonal interaction, to manage and regulate the moral state of society and personality (Chekushkina & Rodina, 2015).

The culture of professional communication is vital for continuous and sustainable improvement, for life, for spiritual and moral development of personality and society. The rapid development of an innovative society reflects the level of moral development, the degree of assimilation of morals inherent in the culture, the capacity to rely on values, norms and principles in communication and conduct. Healthy climate of business cooperation is necessary for establishing contacts and achieving success in various fields of social activity and social life. The new requirements put forward by ethics relate to the personality, morality and conduct and have a potential to facilitate business communication and render it more effective. Ethical knowledge is necessary for analyzing moral state of the society and resetting its moral orientations (Chekushkina, 2015).

The culture of professional communication sets norms, principles and rules of conduct; assesses the moral state and life of individual and society; reflects the civility of culture; addresses the demands of social progress. The learning process embraces moral assessments, norms, knowledge and ways for their obtaining in the cultural system.

For a modern teacher, the culture of professional communication is highly important and essential in the relationships with other people. It is important for a teacher to intelligently formulate their thoughts, strive to achieve positive interaction and mutual understanding while solving management tasks in various situations, etc.

We suppose that in studying the culture of professional communication of a teacher three approaches should be distinguished: activity-centered, informational-communicative and axiological.

The activity-centered approach has a definite internal structure and is focused on the completion by a subject of an individual program, achievement of goals, fulfillment of motives and values. It serves as a methodological basis and social-philosophical principle; it provides an opportunity to explore, analyze and explain the essence and content of social structures and processes; it implies the communication of an individual

with other people and plays a key role in the formation of an information and communication space.

The informational-communicative approach revolves around the accumulation, diffusion and structuring of knowledge, values, assessments, and is central to the evolution of integrated cultural systems; it fosters successful communication between cultural subjects, and caters for the adequacy of messages.

The diversity of information resources makes it possible to replenish and catalyze knowledge, to satisfy cognitive interests, to acquire skills for information retrieval, to instill and develop a culture of intellectual work, to strengthen the informational-communicative culture of an individual, to expand the vision and to become a part of the information community (Baudrillard, 1983).

The axiological approach implies self-determination and self-improvement of an individual in the socio-cultural and informational space. It is socially significant and represents a process of norms and values introduction into education. This approach should become a sustainable strategy for the development of modern society based on a conscious choice by an individual of a system of spiritual and moral values.

The distance course "The Culture of Teacher's Professional Communication" includes a system of moral feelings, assessments, attitudes, sympathy, empathy; moral norms, actions, etc.

In addition to the lecture material, the students get competency-oriented tasks that improve the skills of independent work with scientific and educational literature, Internet resources, giving way to systematic approach to the problems under consideration. Such formats of work may include preparation of essays according to a proposed or independently developed plan, compilation of scientific literature, its review, writing abstracts for scientific papers, drawing up plans of presentations on the designated topics. For monitoring the academic progress, such tools may be used as quizzes, tests, and essays.

5 Conclusion

Qualification upgrade boosts self-discipline, self-sufficiency, intellectual and creative abilities, drives professional growth and successful self-fulfillment. Flexibility of distance learning makes it possible to obtain education, profession and qualification corresponding to the capabilities and needs. In our opinion, the distance learning system for qualification upgrade fosters personal and professional qualities, helps to build an individual development trajectory for a teacher able to work constructively and creatively in the changing socio-economic environment. It helps to build an individual trajectory with account of individual differences for achieving desired results in teaching and mentoring; it is meant to facilitate professional self-education and creative self-fulfillment.

The proposed courses are focused on developing the spiritual and moral sphere, and providing cultural, axiological and ethical training.

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