ДИАЛОГ ПОКОЛЕНИЙ: ИЗУЧАЕМ, ОБУЧАЕМ, УЧИМСЯ

Материалы VI Всероссийской научно-практической конференции с международным участием

Часть I

DIALOGUE OF GENERATIONS: LEARN. TEACH. STUDY

Proceedings of the VI All-Russian Research and Practice Conference with International Participation

Part I

Санкт-Петербург
2025

Министерство науки и высшего образования Российской Федерации
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«Санкт-Петербургский государственный университет промышленных технологий и дизайна»
Высшая школа технологии и энергетики

МАТЕРИАЛЫ

VI Всероссийской научно-практической конференции с международным участием

«ДИАЛОГ ПОКОЛЕНИЙ: ИЗУЧАЕМ. ОБУЧАЕМ. УЧИМСЯ»

10–11 апреля 2025 года

Научное издание
2025 • Часть I

Под общей редакцией заведующего кафедрой иностранных языков, кандидата филологических наук, доцента В. В. Кирилловой

Санкт-Петербург
2025

УДК 378.4
ББК 81.2
Д 44

Редакционная коллегия:
кандидат филологических наук, доцент, заведующий кафедрой иностранных языков
В. В. Кириллова (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики);
доктор филологических наук, профессор
Н. И. Полторацкая (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики);
кандидат филологических наук, доцент
С. П. Островская (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики);
кандидат экономических наук, доцент, заведующий кафедрой маркетинга и логистики
А. Н. Назарова (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики);
доктор технических наук, доцент, заведующий кафедрой инженерной графики и автоматизированного проектирования
Н. П. Мидуков (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики);
кандидат технических наук, старший преподаватель
М. А. Мидукова (Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики)
Ответственный редактор
старший преподаватель кафедры иностранных языков *М. А. Васильева*
(Санкт-Петербургский государственный университет промышленных технологий и дизайна, Высшая школа технологии и энергетики)

Д 44 Материалы VI Всероссийской научно-практической конференции с международным участием «Диалог поколений: Изучаем. Обучаем. Учимся» (10-11 апреля 2025 г.). В 2-х частях / Минобрнауки РФ; ФГБОУ ВО «С.-Петерб. гос. ун-т промышленных технологий и дизайна»; под общ. ред. В. В. Кирилловой. — СПб.: ВШТЭ СПбГУПТД, 2025. — Часть I. — 208 с.

ISBN 978-5-91646-440-5

Сборник включает материалы VI Всероссийской научно-практической конференции «Диалог поколений: Изучаем. Обучаем. Учимся» на трех иностранных языках: английском, немецком и французском. Актуальные вопросы педагогики, филологии, экономики, истории, технических и естественных наук представлены преподавателями, аспирантами, магистрантами и студентами различных высших учебных заведений России, Беларуси, Таджикистана и Узбекистана.

Материалы публикуются в авторской редакции. Ответственность за аутентичность и точность цитат, имен, названий и иных сведений, а также за соблюдение законов об интеллектуальной собственности несут авторы публикуемых статей. Организаторы конференции не несут ответственности перед авторами и/или третьими лицами за возможный ущерб, вызванный публикацией статьи.

УДК 378.4
ББК 81.2

ISBN 978-5-91646-440-5

© ВШТЭ СПбГУПТД, 2025
© Коллектив авторов, 2025

Ministry of Science and Higher Education of the Russian Federation

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

“Saint Petersburg State University of Industrial Technologies and Design”
Higher School of Technology and Energy

PROCEEDINGS

of the VI All-Russian Research and Practice Conference with International Participation

“DIALOGUE OF GENERATIONS: LEARN. TEACH. STUDY”

10–11 April 2025

Scientific publication
2025 • Part I

Under the general editorship of Head of the Department of Foreign Languages, PhD in Philology, Associate Professor V. V. Kirillova

Saint Petersburg
2025

UDC 378.4
BBK 81.2
D 44

Editorial board:
PhD in Philology, Associate Professor, Head of the Department of Foreign Languages
V. V. Kirillova (Saint Petersburg State University of Industrial Technologies and Design, Higher School of Technology and Energy);
Doctor of Philological Sciences, Professor
N. I. Poltoratskaya (Saint Petersburg State University of Industrial Technologies and Design, Higher School of technology and Energy);
PhD in Philology, Associate Professor
S. P. Ostrovskaya (Saint Petersburg State University of Industrial Technologies and Design, Higher School of technology and Energy);
PhD in Economics, Associate Professor, Head of the Department of Marketing and Logistics
A. N. Nazarova (Saint Petersburg State University of Industrial Technologies and Design, Higher School of Technology and Energy);
Doctor of Technical Sciences, Associate Professor, Head of the Department of Engineering Graphics and Computer-Aided Design
N. P. Midukov (Saint Petersburg State University of Industrial Technologies and Design, Higher School of Technology and Energy);
PhD in Technical Sciences, Senior Lecturer
M. A. Midukova (Saint Petersburg State University of Industrial Technologies and Design, Higher School of Technology and Energy)
Responsible editor
Senior Lecturer *M. A. Vasilyeva* (Saint Petersburg State University of Industrial Technologies and Design, Higher School of Technology and Energy)

D 44 Proceedings of the VI All-Russian Research and Practice Conference with International Participation “Dialogue of Generations: Learn. Teach. Study.” (10-11 April 2025). In 2 parts / Ministry of Education and Science of the Russian Federation; FSBEI HE “Saint Petersburg State University of Industrial Technologies and Design”; under the general editorship of V. V. Kirillova. SPb.: HSTE SPbGUITD, 2025. Part I, 208 p.

ISBN 978-5-91646-440-5

The collection includes the proceedings of the VI All-Russian Research and Practice Conference with International Participation “Dialogue of Generations: Learn. Teach. Study”, published in three foreign languages: English, German and French. Relevant issues of philology, pedagogy, economics, history, technical and natural sciences are discussed in the articles of lecturers, post graduate students, master’s students and students of different universities of Russia, Belarus, Tajikistan and Uzbekistan.

The proceedings are presented in the author’s edition. Authors of published articles are responsible for the authenticity and accuracy of citations, names, titles and other information, as well as for compliance with intellectual property laws. The conference organizers are not liable to the authors and/or third parties for possible damage caused by the publication of the article.

UDC 378.4
BBK 81.2

ISBN 978-5-91646-440-5

© HSTE SPbSUITD, 2025
© Composite authors, 2025

TABLE OF CONTENTS

PEDAGOGICAL SCIENCES

Begimov H. Kh.
THE STUDY OF THE WORLDVIEW AND THE LIFE OF YOUNGER STUDENTS IN THE PEDAGOGICAL PROCESS OF THE EDUCATIONAL INSTITUTION 13

Bobritskaya Ju. M.
TEACHER-ORIENTED PRINCIPLES OF AN ENGLISH FOR SPECIFIC PURPOSES TEXTBOOK ELABORATION 17

Vashchenko D. G., Sibgatullin R. R.
GAMIFICATION IN ENGLISH LANGUAGE TEACHING 21

Gavrilovsky Yu. S.
MOTIVATION FOR LEARNING A FOREIGN LANGUAGE IN ADOLESCENCE 27

Glotkina L. A.
INNOVATIVE APPROACHES TO TEACHING HISTORY: METHODOLOGIES FOR THE XXI CENTURY 34

Poltoratskaya N. I., Kirillova V. V.
THE INFLUENCE OF THE CONCEPT “COGNITIVE” IMPLEMENTATION IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE AT THE HIGHER EDUCATIONAL ESTABLISHMENTS 38

Kiselnikov I. V.
TRANSFORMATION OF METHODS OF TEACHING MATHEMATICS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION 43

Kombarova V. S., Kurgaeva O. L.
CYBERNETIC PHILOSOPHY IN THE FIELD OF EDUCATION 48

Lesnikov K. S., Namsaraeva Ya. N.
A METHOD OF TRAINING VOLLEYBALL PLAYERS AIMED AT IMPROVING THE LEVEL OF PHYSICAL FITNESS 56

Markova N. A.
MOTIVATION IN FOREIGN LANGUAGE LEARNING. THEORETICAL REVIEW OF RECENT STUDIES 63

Masimov O. M.
SURVEYING STUDENTS USING CARDS 67

Mishchenko A. V., Egorova O. L.
CURRENT TRENDS AND THE ROLE OF THE TEACHER'S PERSONALITY IN TEACHING FOREIGN LANGUAGES 71

Semchuk E. V., Sergeeva K. Ya.
ADULT EDUCATION TECHNOLOGY 76

Solomakha A. D.
DIGITAL TRANSFORMATION OF PATRIOTIC EDUCATION IN THE EDUCATIONAL SPACE 79

Tamgin K. V.
FORMING SCHOOLCHILDREN'S SOCIO-CULTURAL COMPETENCE THROUGH BLENDED LEARNING AND DIGITAL TECHNOLOGIES 84

Antoschkow A. W.
SIMULATIONSMODELLIERUNG IN DER PÄDAGOGIK. VERALLGEMEINERUNG UND KLASSIFIZIERUNG VON SIMULATIONSMODELLEN 91

Katalkina N. A.
BESTIMMUNG DER FERTIGKEIT ZUR ANWENDUNG VON LERNSTRATEGIEN IM FREMDSPRACHENUNTERRICHT IN HOCHSCHULBILDUNG 99

Schwedowa O. W.
INHALT DES DEUTSCHUNTERRICHTS IM HINBLICK AUF DIE STUDENTENGENERATION Z 107

PHILOLOGICAL SCIENCES

Balashov D. S.
COGNITIVE AND LINGUISTIC FACTORS BEHIND COMMON ERRORS IN ENGLISH LANGUAGE ASSESSMENT 113

Kuchigina S. K.
LANGUAGE ASPECTS IN THE WORKS OF DRAMATRISTS OF THE FIRST THIRD OF THE XIX CENTURY (ON THE EXAMPLE OF THE WORKS OF M. N. ZAGOSKIN) 118

Kuchigina S. K.
SOME ASPECTS OF LINGUISTIC FEATURES
OF BUSINESS WRITING 121

Osintseva T. N.
THE CONCEPT OF SUCCESS IN RUSSIAN AND ENGLISH PERCEPTIONS
OF THE WORLDVIEW 125

Safina A. R.
THE ROLE OF CHOICE AND DESTINY IN THE COLLECTIONS OF SHORT
STORIES “THE LAST WISH” AND “SWORD OF DESTINY”
BY A. SAPKOWSKI 130

Poltoratskaya N. I.
SUR L’ART D’ÉCRIRE EN FRANCE AU XVII–XIX SIÈCLES 136

Varzinova V. V.
LE CODE CULTUREL DES COMPTINES FRANÇAISES 141

PSYCOLOGICAL SCIENCES

Ryapolova A. G.
ORGANIZATION OF SOCIAL WORK ON THE ADAPTATION OF PERSONS
WITH VISUAL IMPAIRMENTS 148

Kuzmina A. S., Khakimova Z. R.
STRESS COPING CHARACTERISTICS OF OLDER ADOLESCENTS PRONE
TO INTERNET-ADDICTED BEHAVIOR 155

Partsyna M. A., Sharapov A. O.
THE INFLUENCE OF SOCIAL MEDIA ON THE FORMATION
OF COMMUNICATION SKILLS OF A MODERN TEENAGER 160

Polyakova O. B.
THE ROLE OF SELF-CONTROL IN THE PROFESSIONAL TRAINING
OF STUDENTS 166

Krawzowa S. W.
MULTIKULTURELLE SPRACHLICHE SELBSTVERWIRKLICHUNG ALS
ESSENZ DES BILDUNGSPROZESSES BEIM ERLERNEN DER
FREMDSPRACHEN VON SCHÜLERN UND STUDENTEN 172

HISTORICAL SCIENCES

Vokina O. N.
FORMATION OF THE IMAGE OF THE SOVIET PERSON THROUGH THE CREATION OF NEW COSTUME 177

Smirnova O. A.
LA DIRECTION AFRICAINE DE LA POLITIQUE ETRANGERE DE LA FRANCE AU STADE ACTUEL 182

ART HISTORY

Khristolyubova T. P.
ART IN THE SYSTEM OF SOCIAL COMMUNICATIONS: FUNCTIONS AND MECHANISMS OF IMPACT ON SOCIETY 187

Kosareva E. D.
METAPHYSICAL STILL LIFE IN THE UNOFFICIAL SOVIET ART OF THE 1960s 191

Kurysheva Ya. V., Osintseva T. N.
SPORTS FASHION AND SUSTAINABILITY 196

Christoljubowa T. P.
SELBSTPORTRÄT DES KÜNSTLERS IN DER SOWJETISCHEN KUNST DER 1920ER–1930ER JAHRE 202

СОДЕРЖАНИЕ

ПЕДАГОГИЧЕСКИЕ НАУКИ

Бегимов Х. Х.
ИЗУЧЕНИЕ МИРОВОЗЗРЕНИЯ И ЖИЗНЕДЕЯТЕЛЬНОСТИ МЛАДШИХ ШКОЛЬНИКОВ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ 13

Бобрицкая Ю. М.
ПРЕПОДАВАТЕЛЕ-ОРИЕНТИРОВАННЫЕ ПРИНЦИПЫ РАЗРАБОТКИ УЧЕБНИКА АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ 17

Ващенко Д. Г., Сибгатулин Р. Р.
ГЕЙМИФИКАЦИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ 21

Гавриловский Ю. С.
МОТИВАЦИЯ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА В ПОДРОСТКОВОМ ВОЗРАСТЕ 27

Глоткина Л. А.
ИННОВАЦИОННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ ИСТОРИИ: МЕТОДОЛОГИИ ДЛЯ XXI ВЕКА 34

Полторацкая Н. И., Кириллова В. В.
ВЛИЯНИЕ И ВЗАИМОДЕЙСТВИЕ РАЗЛИЧНЫХ АСПЕКТОВ ПРИМЕНЕНИЯ ПОНЯТИЯ «КОГНИТИВНЫЙ» В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ 38

Кисельников И. В.
ТРАНСФОРМАЦИЯ МЕТОДОВ ОБУЧЕНИЯ МАТЕМАТИКЕ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ 43

Комбарова В. С., Кургаева О. Л.
КИБЕРНЕТИЧЕСКАЯ ФИЛОСОФИЯ В СФЕРЕ ОБРАЗОВАНИЯ 48

Лесников К. С., Намсараева Я. Н.
МЕТОДИКА ТРЕНИРОВКИ ВОЛЕЙБОЛИСТОВ, НАПРАВЛЕННАЯ НА ПОВЫШЕНИЕ УРОВНЯ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ 56

Маркова Н. А.
МОТИВАЦИЯ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ. ТЕОРЕТИЧЕСКИЙ ОБЗОР ИССЛЕДОВАНИЙ 63

Масимов О. М.
ОПРОС УЧАЩИХСЯ ПРИ ПОМОЩИ КАРТОЧЕК 67

Мищенко А. В., Егорова О. Л.
СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И РОЛЬ ЛИЧНОСТИ ПЕДАГОГА В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ 71

Семчук Е. В., Сергеева К. Я.
ТЕХНОЛОГИЯ ОБРАЗОВАНИЯ ВЗРОСЛЫХ 76

Соломаха А. Д.
ЦИФРОВАЯ ТРАНСФОРМАЦИЯ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ В УСЛОВИЯХ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА СОВРЕМЕННОЙ ШКОЛЫ 79

Тамгин К. В.
ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ ПОСРЕДСТВОМ СМЕШАННОГО ОБУЧЕНИЯ И ЦИФРОВЫХ ТЕХНОЛОГИЙ 84

Антошков А. В.
ИМИТАЦИОННОЕ МОДЕЛИРОВАНИЕ В ПЕДАГОГИКЕ. ОБОБЩЕНИЕ И КЛАССИФИКАЦИЯ ИМИТАЦИОННЫХ МОДЕЛЕЙ 91

Каталкина Н. А.
ОПРЕДЕЛЕНИЕ УРОВНЯ ВЛАДЕНИЯ НАВЫКОМ ПРИМЕНЕНИЯ УЧЕБНЫХ СТРАТЕГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ 99

Шведова О. В.
СОДЕРЖАНИЕ ПРЕПОДАВАНИЯ НЕМЕЦКОГО ЯЗЫКА СТУДЕНТАМ ПОКОЛЕНИЯ Z 107

ФИЛОЛОГИЧЕСКИЕ НАУКИ

Балашов Д. С.
ЛИНГВОКОГНИТИВНЫЕ ДЕТЕРМИНАНТЫ ТИПИЧНЫХ ОШИБОК ПРИ ТЕСТИРОВАНИИ КОМПЕТЕНЦИЙ АНГЛИЙСКОГО ЯЗЫКА 113

Кучигина С. К.
ЯЗЫКОВЫЕ АСПЕКТЫ В ТВОРЧЕСТВЕ ДРАМАТУРГОВ ПЕРВОЙ ТРЕТИ XIX ВЕКА (НА ПРИМЕРЕ ТВОРЧЕСТВА М. Н. ЗАГОСКИНА) 118

Кучигина С. К.
ЯЗЫКОВЫЕ ОСОБЕННОСТИ ДЕЛОВОГО ПИСЬМА: НЕКОТОРЫЕ АСПЕКТЫ 121

Осинцева Т. Н.
КОНЦЕПТ «УСПЕХ» В РУССКОЙ И АНГЛИЙСКОЙ КАРТИНАХ МИРА 125

Сафина А. Р.
РОЛЬ ВЫБОРА И ПРЕДНАЗНАЧЕНИЯ В СБОРНИКАХ РАССКАЗОВ «ПОСЛЕДНЕЕ ЖЕЛАНИЕ» И «МЕЧ ПРЕДНАЗНАЧЕНИЯ» А. САПКОВСКОГО 130

Полторацкая Н. И.
ОБ ИСКУССТВЕ ПИСЬМА ВО ФРАНЦИИ В XVII–XIX ВЕКАХ 136

Варзинова В. В.
КУЛЬТУРНЫЙ КОД ФРАНЦУЗСКИХ СЧИТАЛОЧЕК 141

ПСИХОЛОГИЧЕСКИЕ НАУКИ

Ряполова А. Г.
ОРГАНИЗАЦИЯ СОЦИАЛЬНОЙ РАБОТЫ ПО АДАПТАЦИИ ЛИЦ С НАРУШЕНИЯМИ ЗРЕНИЯ 148

Кузьмина А. С., Хакимова З. Р.
ОСОБЕННОСТИ СОВЛАДАНИЯ СО СТРЕССОМ СТАРШИХ ПОДРОСТКОВ, СКЛОННЫХ К ИНТЕРНЕТ-ЗАВИСИМОМУ ПОВЕДЕНИЮ 155

Парцына М. А., Шарапов А. О.
ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ НАВЫКОВ СОВРЕМЕННОГО ПОДРОСТКА 160

Полякова О. Б.
РОЛЬ САМОКОНТРОЛЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СТУДЕНТОВ 166

Кравцова С. В.
ПОЛИКУЛЬТУРНАЯ ЯЗЫКОВАЯ САМОРЕАЛИЗАЦИЯ КАК СУЩНОСТЬ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ ШКОЛЬНИКАМИ И СТУДЕНТАМИ 172

ИСТОРИЧЕСКИЕ НАУКИ

Вокина О. Н.
ФОРМИРОВАНИЕ ОБРАЗА СОВЕТСКОГО ЧЕЛОВЕКА
ПОСРЕДСТВОМ СОЗДАНИЯ НОВОГО КОСТЮМА 177

Смирнова О. А.
АФРИКАНСКОЕ НАПРАВЛЕНИЕ ВНЕШНЕЙ ПОЛИТИКИ ФРАНЦИИ
НА СОВРЕМЕННОМ ЭТАПЕ..... 182

ИСКУССТВОВЕДЕНИЕ

Христолюбова Т. П.
ИСКУССТВО В СИСТЕМЕ СОЦИАЛЬНЫХ КОММУНИКАЦИЙ:
ФУНКЦИИ И МЕХАНИЗМЫ ВОЗДЕЙСТВИЯ НА ОБЩЕСТВО..... 187

Косарева Е. Д.
МЕТАФИЗИЧЕСКИЙ НАТЮРМОРТ В НЕОФИЦИАЛЬНОМ
СОВЕТСКОМ ИСКУССТВЕ 1960-х ГОДОВ 191

Курышева Я. В., Осинцева Т. Н.
СПОРТИВНАЯ МОДА И УСТОЙЧИВОЕ РАЗВИТИЕ..... 196

Христолюбова Т. П.
АВТОПОРТРЕТ ХУДОЖНИКА В СОВЕТСКОМ ИСКУССТВЕ
1920–1930-х гг. 202

УДК 37.013

Begimov Husen Khudoyarovich,
PhD in Philology, Associate Professor,
Tajik State Pedagogical University named after Sadriddin Aini,
Dushanbe, Republic of Tajikistan,
begimovhusen@gmail.com

THE STUDY OF THE WORLDVIEW AND THE LIFE OF YOUNGER STUDENTS IN THE PEDAGOGICAL PROCESS OF THE EDUCATIONAL INSTITUTION

Abstract. The article analyzes and discusses the study of pedagogical attitudes in the process of life of primary school students. Pedagogical communication plays an important role in the activities of any specialist and, above all, in the life of primary school students. Communication is the basis and an important condition for pedagogical activity. Communication of the teacher with students depends on the level of their educational and educative interest, that is, on the validity of teaching. The method of pedagogical communication determines the effectiveness of the assimilation of knowledge, abilities and skills in the required volume, affects the development of interpersonal communication, and creates the corresponding moral and psychological atmosphere of the pedagogical process.

Keywords: education, training, knowledge, skills, relationships, activities, communication, abilities, organization, form, group, students, teachers, educational institutions.

Бегимов Хусен Худоярович,
канд. пед. наук, доцент,
Таджикский государственный педагогический университет
имени Садриддина Айни,
г. Душанбе, Республика Таджикистан,
begimovhusen@gmail.com.

ИЗУЧЕНИЕ МИРОВОЗЗРЕНИЯ И ЖИЗНЕДЕЯТЕЛЬНОСТИ МЛАДШИХ ШКОЛЬНИКОВ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ

Аннотация. В статье анализируется и обсуждается изучение педагогических установок в процессе жизнедеятельности учащихся младших классов. Педагогическое общение играет важную роль в деятельности любого специалиста и, прежде всего, в жизнедеятельности учащихся младших классов. Общение – основа и важное условие педагогической деятельности. Общение учителя с учениками зависит от уровня их образовательного и воспитательного интереса, то есть от обоснованности преподавания. Метод педагогического общения определяет эффективность усвоения знаний, навыков и умений в необходимом объеме, влияет на развитие межличностного общения, создает

соответствующую морально-психологическую атмосферу педагогического процесса.

Ключевые слова: образование, обучение, воспитание, знания, умения, навыки, отношения, деятельность, общение, способности, организация, форма, группа, учащиеся, учителя, образовательные учреждения.

The key conditions for the effective educational influence of a team in educational institutions involve organizing activities that provide ample and favourable opportunities for communication among students. The influence on students' communication is part of the group of pedagogical interventions, aimed not just at individual students, but at specific groups within the educational institution – starting from the team to key student groups.

Communication organization is not solely dedicated to the entire educational process, content of the work, or the organization of all collective activities; instead, it is a defining feature of educational institutions within this process. Pedagogical management of communication becomes effective when primary school students are viewed as active participants in collective activities. This collective activity should spark interest and enthusiasm in students while offering opportunities to meet their needs in effective verbal communication [1].

The evaluation of communication organization among students is carried out within the framework of the educational work system, ensuring uniform conditions for all. The distinctive aspects of this system that facilitate communication organization include educational work being theoretically grounded and reflecting teachers' goals. The system is built upon organizing essential student activities and incorporates pedagogical management, self-governance, and self-organization in the educational process. Students' life activities are revealed through abundant opportunities for collective, group, and individual creativity.

An essential tool for introducing content into class life is presenting it as a problem or question that requires resolution. For this purpose, the most informative elements are gathered, classified by types of substitution or incorporated into each element's internal plan. This method of presenting content is intended to stimulate interaction among students as they seek solutions. It proves highly effective in areas of perception and social activity, benefiting students. Another powerful method for emphasizing content is attributing subjective value to it for class members, groups, or individuals. While developing content, particular focus is placed on aspects that make it subjectively valuable for a specific group. Here, the teacher can emphasize the age characteristics or interests of the group members.

In practice, educational institutions primarily organize life into mass, collective, and individual forms. Individual forms suggest communication but, based on studies, primary school students' performance and behaviour change when they work individually in front of peers. In these instances, a mass effect seems effective when classmates engage in similar activities.

Mass forms of life organization, in essence, do not inherently encourage communication between participants. However, experimental studies on class activity organization show that these forms can sometimes boost student participation, while

at other times, they do not. The effectiveness depends on the participants' attitude toward the activity's content. Additionally, mass activity forms allow social interaction, which either hinders or promotes effectiveness, depending on whether it is planned.

Forms that involve mutual student communication during activities, and the development of class relationships, create conditions conducive to communication. An effective communication organization form in the classroom is group work. The distinct feature of a group is that in smaller groups (4-5 people), all members communicate directly with each other. Group work intensifies communication because the group is assigned a specific task, with clearly defined goals that all members must work towards.

Communication within a group is discursive, requiring participants to justify their proposed solutions, quickly respond to incorrect attempts, and coordinate and complement each other. Group communication is productive, with the group's output often surpassing individual work [2].

The formation of groups must consider various factors. It is ideal to combine students with different levels of knowledge in diverse fields. Furthermore, it is important that group members are compatible with each other emotionally, meaning that students who conflict with one another should not be placed together.

When organizing communication within a team, it is important to rely on existing groups of students. This means uniting students who share mutual sympathy and friendships, considering their interests, orientations, and group dynamics.

Collective forms of activity organization indirectly affect free student communication by creating opportunities in extracurricular hours. These indirect influences allow students and peers from other social groups to join various groups. Teachers can involve students in collective activities with other students, creating active participation beyond the classroom [3].

The organization of communication in primary school students' groups involves incorporating perception, activity, and play, which are crucial at this age. Play is the dominant form of communication organization in young students' lives. It is vital to create conditions for communication during play and activities, as this broadens social influences and allows students to take on various communication roles.

For adolescent groups, communication organization focuses on personal development, fostering independence and creativity. The content presented should resonate with adolescents, allowing them to identify with suitable role models. Communication organization must enable real self-affirmation, using various collective forms that meet objective needs.

To effectively organize communication between adolescents and adults, it is necessary to ensure a dual role for students: they should be both leaders of the group and active participants in primary school students' lives. Understanding students' interests, hobbies, and life plans is key to organizing communication for high school students. Communication should allow students to solve significant issues, fulfilling their social needs while keeping in mind trends and models from the media.

The most effective way to organize interclass communication is through complex tasks, offering numerous opportunities for student interaction.

Comprehensive activities reflect complex organization forms that combine various content and activity types.

Communication in the team should provide students with numerous and various opportunities for solving psychological problems at each age stage of personality development. This condition should, to the appropriate extent, determine the content of the life of members of the class and the form of its organization.

Teachers should develop certain norms of inter-regional and interpersonal communication within the team. It is necessary to ensure that these forms are fully consistent with social norms [4].

The implementation of these conditions will help increase students' involvement in intergroup communication, increase the number of students of different ages, the attention of which is primarily aimed at communicating in educational organizations. This helps to involve a certain number of partners in extracurricular communication in internal collective communication.

With a purposeful organization of communication in the team, situations often arise in which aspects of communication of the entire team, a separate group of students or teachers, are surprised.

The circle of communication of the entire class team is limited to the class of the class, which contributes to the emergence of group egoism and, above all, to the consolidation of the social experience of its members [5]. The need to adjust the communication sphere arises when there is no communication between different nominal groups in the class or educational institution (boys and girls, active and inactive, perfectly reading and poorly reading).

The lack of communication between these groups negatively affects the team as a whole, as well as the individual development of its members. The scale of communication between the real groups of students or their interaction with other similar groups in the community can also be limited and should be adjusted [6].

Thus, in the elementary grades there is a need to improve the communication of the collective as a whole with a team of peers, younger and older children, as well as to improve communication between existing groups – active and passive, and the communication of real groups of primary school students is considered normal. Moreover, the purpose of such activities should be deeply understandable and equally important for students of different ages.

Список литературы:

1. Лутфуллоев, М. Национальная педагогика таджикского народа. Сочинение. Том 6 / М. Лутфуллоев. – Душанбе, 2015. – 704 с. – Текст: непосредственный.
2. Рахимов, Х. Педагогика / Х. Рахимов, А. Нуров. – Душанбе, 2020. – 250 с. – Текст: непосредственный.
3. Шарофов, Ш. А. Коммуникация и самосознание / Ш. А. Шарофов. – Худжанд, 2013. – 304 с. – Текст: непосредственный.
4. Бодалев, А. А. Личность и общение / А. А. Бодалев. – М., 1983. – 94 с. – Текст: непосредственный.
5. Зимняя, И. А. Педагогическая психология: учебное пособие / И. А. Зимняя. – Ростов-на-Дону : Феникс, 1997. – 480 с. – Текст: непосредственный.
6. Леонтьев, А. А. Педагогическое общение / А. А. Леонтьев. – М., 1979. – 112 с. – Текст: непосредственный.

© Бегимов Х. Х., 2025

УДК 372.881.1

Bobritskaya Julia Michailovna,
PhD in Pedagogy, translator,
OOO “BLIK”,
Saint Petersburg, Russian Federation,
jmblta@gmail.com

TEACHER-ORIENTED PRINCIPLES OF AN ENGLISH FOR SPECIFIC PURPOSES TEXTBOOK ELABORATION

Abstract. A student, a teacher and educational materials are the tree counterparts of any educational process. Therefore, when elaborating an English language for specific purposes (ESP) textbook for non-linguistic university students, motivation of both students and teachers as well as the requirements of educational programs, students’ knowledge levels, ability to study and cognitive styles should be taken into account. An ESP textbook for the students of information technologies faculties was elaborated according to the principles mentioned above.

Key words: English language for specific purposes textbook, non-linguistic university, teacher-oriented approach.

Бобрицкая Юлия Михайловна,
канд. пед. наук, переводчик,
ООО «БЛИК»,
Санкт-Петербург, Российская Федерация,
jmblta@gmail.com

ПРЕПОДАВАТЕЛЕ-ОРИЕНТИРОВАННЫЕ ПРИНЦИПЫ РАЗРАБОТКИ УЧЕБНИКА АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Аннотация. Студент, преподаватель и учебные материалы являются тремя сторонами любого образовательного процесса. Поэтому при разработке учебника по английскому языку для специальных целей (АЯСЦ) для студентов неязыковых вузов необходимо учитывать мотивацию как студентов, так и преподавателей, а также требования образовательных программ, уровень знаний студентов, их способность к обучению и когнитивные стили. Учебник АЯСЦ для студентов факультетов информационных технологий был разработан в соответствии с вышеизложенными принципами.

Ключевые слова: учебник по английскому языку для специальных целей, неязыковой университет, преподавателе-ориентированный подход.

Educational process is based on three key counterparts: a student, a teacher and educational materials. Hence the task of any educational system is to create a synergy of the three. Teachers and students are invariable values – they meet at a starting point and move forward in cooperation according to a new concept of university

education aimed at the formation of striving for life-long studying and progressing. Despite all the modern opportunities including the Internet and artificial intelligence, the role of textbooks in educational process can not be underestimated. To determine the requirements which should be met when elaborating an English language for specific purposes (ESP) textbook, the main characteristics and demands of a student and a teacher of a non-linguistic university should be analyzed.

Many years of observations, surveys and statistical data collecting allow to characterize the majority of first year students of non-linguistic universities at the lessons of a foreign language as failure-avoiding motivated, their educational activity being at a reproduction level [1], i. e. an activity carried out according to an instruction or pattern. Their ability to study is poorly developed, their knowledge level leaves much to be desired. Hence at non-linguistic universities besides the necessity of bearing in mind the difference in psychological characteristics of students – intro- and extroverts, visuals, audials, kinaesthetics, digitals – and their different motivation and cognitive styles, university teachers have to compensate for all the imperfection of the school period.

The goal of teaching students of a non-linguistic university the English language for specific purposes (ESP) is twofold because: 1. It is an educational process which should be made long-life. 2. It is at a higher school that the foundation of students' future professional activity should be formed with its specific motives and soft skills so highly appreciated nowadays by most employers. Quite often ESP teachers also face the problem of lack of knowledge of their students' future professional activity as well as its language. In case of engineering professions, the schedule discrepancy of the ESP course with the courses in specialized subjects make teachers either avoid professional texts and choose general technical ones or spend a lot of time and effort to master a new profession. There are many articles dedicated to the role of a foreign language university teacher at a non-linguistic university but very few – if any – dedicated to the teacher's personality and motivation. Durable surveys of non-linguistic ESP teachers show that on the whole there can be two types of their motivation: connected with their professional activity and the one connected with their social status and salary (not so big but stable in the past, bigger and stable nowadays). Teachers motivated at finding the most productive individual approach to each student never use one textbook – they always try to create an educational complex and offer their student various kinds of tasks and sources. Teachers whose motivation lies beyond the educational process take a textbook on general technical issues and concentrate mainly on reading and translating texts and doing the exercises offered in the textbook. For students motivated at becoming specialists in the chosen sphere these materials stimulate formal attitude to learning a foreign language at the university. At the faculties connected with informational technologies (IT) such materials prove to be especially demotivating since the overwhelming number of students know both the language of their future profession (as far as everything in IT is in English) and a lot about the sphere itself. The right strategy of a teacher at ESP lessons in IT groups is to "allow students to put you right" and "not to be above letting the students correct your solecisms in the subject" [2, p. 43]

There are two main teaching styles from the point of view of educational

materials: one textbook based style and the style based on an educational materials complex. The second case is a real challenge for a teacher because it either calls for a thorough pre-teaching investigation of each student knowledge, ability to study, cognitive style and motivation sphere or a huge stock of various educational materials.

Overwhelming majority of scientific articles on pedagogics are dedicated to higher education content and personal characteristics of students and students' groups. But we cannot but analyze the third key counterpart of any educational process – the teacher. Like no orchestra can play music without a conductor's guidance, no students' group can make progress and achieve the goals set in educational programs and standards without a teacher's guidance.

Whatever a university teacher's motivation is – professional or financial interest, social status, climbing a career ladder, etc. – still he or she has to face all the problems mentioned above.

All mentioned above makes it possible to formulate the main requirements to an ESP textbook for IT students:

1. The texts should be rather a base for discussion than a source of new information on the students' future specialty. It is very important to stress that texts in an ESP textbook for non-linguistic university students cannot be authentic in the meaning "created by native speakers not for educational purposes" [3, p. 34] or "created for real conditions not for educational situations" [4, p. 193]. They should be methodically authentic – i.e. authentic texts which were methodically treated [5].

2. The textbook should give students an opportunity to build up success-aimed motivation through putting and achieving their personal goals in the conditions which positively influence the motivation: education process should be based on problem solving, optimum difficulty level; progressing from abstract to concrete, students' activity, consecutive modelling of professional activity content [6].

3. Developing soft skills – critical thinking, communication, interpersonal, presentation, problem solving, teamwork – has to be backed up with various tasks.

4. Teachers' need for tasks and exercises allowing to level off students' grammar knowledge should be met.

5. The requirements of the university educationalprogram should be taken into account.

6. Lexical material should be repeated at least five times for students to remember the main words and expressions on each topic.

According to these principles a textbook for IT students was elaborated. All the five units consist of the following parts: a text, homework materials, oral practice, lexical exercises and grammar exercises.

The texts were chosen on the most topical issues connected with IT sphere and correspond either with the content of students' lectures on introduction into specialty or with their future professional activity: portable computers, careers and employment in IT sphere, industrial revolutions, data, computer crimes and face detection.

Homework is to be prepared in the form of presentation in groups which makes it possible to train soft skills.

Oral practice is supposed to give students an opportunity to speak about their computer, train job interview and understand what positions they can get after the graduation and what knowledge and personal qualities they should improve, discuss netiquette and information overload and computer crimes.

Lexical exercises as well as grammar exercises were elaborated so that words and word combinations on the units' topics could be repeated many times.

The expediency of "keys" in students' textbooks has been discussed by university teachers since the old times. Opponents' opinion is that students will just copy the answers. Supporters object to the opinion often saying "it is better to look into keys than to look nowhere". Thus, both opponents and supporters look at the "keys" section from the point of view of a student. If we look at it from an ESP teacher's point of view, then it will become obvious that teachers get an opportunity to level off students' grammar knowledge in any group and work with each student individually to say nothing of students' self-testing and building up success-aimed motivation with the help of self-esteem rising when they can do an exercise and check their result.

Conclusions

In a modern ESP textbook elaboration all the three counterparts of an educational process should be taken into account: a student, a teacher and educational materials. Teachers' motivation and the possibility to solve the problems they face in the ESP course are as important as the motivation and difficulties which non-linguistic university students have to overcome. The analysis of educational programs requirements from the point of view of students' future professional activity helps to formulate the key points in ESP textbooks elaboration and meet the requirements of ESP teachers.

Список литературы:

1. Маркова, А. К., Формирование мотивации учения / А. К. Маркова, Т. А Матис, А. Б. Орлов. – М.: Просвещение, 1990. – 192 с. – Текст: непосредственный.
2. Strevens, P. (1988) The Learner and the Teacher of ESP. ESP in the Classroom: Practice and Evaluation. Ed. D. Chamberlain & R. J. Baumgardner. ELT Documents. Oxford: OUP. 128 p.
3. Азимов, Э. Г., Словарь методических терминов (теория и практика преподавания языков) / Э. Г. Азимов, А. Н. Щукин. – СПб.: «Златоуст», 1999. – 472 с. – Текст : непосредственный.
4. Халеева, И. И. Основы теории обучения пониманию иноязычной речи (подготовка переводчика) / И. И. Халеева. – М. : Высш. шк., 1989. – 236 с. – Текст : непосредственный.
5. Носонович, Е. В. Методическая аутентичность в обучении иностранным языкам / Е. В. Носонович. – Текст : непосредственный // Иностранные языки в школе. – 2000. – № 1 – С. 11-16.
6. Бакшаева, Н. А. Психология мотивации студентов / Н. А. Бакшаева, А. А. Вербицкий. – М. : Логос, 2006. – 184 с. – Текст : непосредственный.

© Бобрицкая Ю. М., 2025

УДК 37.016

Vashchenko Daria Gennadievna,
Lecturer,
Sibgatullin Roman Ravilevich,
Student,
Reshetnev Siberian State University of Science and Technology,
Krasnoyarsk, Russian Federation,
darya.vasche@mail.ru

GAMIFICATION IN ENGLISH LANGUAGE TEACHING

Abstract. The article examines the impact of technology on the learning process, as well as the advantages and challenges associated with the introduction of gamified methods. Special attention is paid to psychological aspects such as students' autonomy and competence, as well as the development of critical thinking and creativity. Successful examples of the use of gamification, such as educational platforms and applications that promote effective learning, are considered. As a result, gamification is becoming an important tool to help create an exciting and dynamic educational environment conducive to successful English language acquisition.

Keywords: gamification, English language teaching, technology, student engagement, educational platforms, motivation, critical thinking.

Ващенко Дарья Геннадьевна,
преподаватель,
Сибгатулин Роман Равильевич,
студент,
Сибирский государственный университет науки и технологий
имени академика М. Ф. Решетнёва,
г. Красноярск, Российская Федерация,
darya.vasche@mail.ru

ГЕЙМИФИКАЦИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. В статье рассматривается влияние технологий на процесс обучения, а также преимущества и вызовы, связанные с внедрением геймифицированных методов. Особое внимание уделяется психологическим аспектам, таким как автономия и компетентность студентов, а также развитию критического мышления и креативности. Рассмотрены успешные примеры использования геймификации, такие как образовательные платформы и приложения, способствующие эффективному обучению. В итоге геймификация становится важным инструментом, помогающим создать увлекательную и динамичную образовательную среду, способствующую успешному усвоению английского языка.

Ключевые слова: геймификация, обучение английскому языку, технологии, вовлеченность студентов, образовательные платформы, мотивация, критическое мышление.

Modern technologies have significantly changed the approaches to learning, and mobile applications for learning English have become an important tool in this process. These applications offer a variety of methods and tools that can both complement and change traditional ways of learning. As a result of their application, students have the opportunity to approach language learning more flexibly, improving their ability to communicate and perceive information. The main advantage of such applications is that they provide users with the opportunity to gain knowledge at a pace convenient for them, which allows each student to organize their time and efforts more effectively.

Mobile applications allow users to learn English anytime, anywhere. This accessibility is crucial in a rapidly changing world where time has become a valuable resource. Students can interact with the app on the bus, in line, or while waiting, making learning more accessible and continuous. This approach can significantly improve the overall language level, as students can add short sessions to their schedule, which helps consolidate their knowledge. This form of learning allows them to focus on learning small topics, which also facilitates the learning process and makes it more manageable [1]. It is important to note that this flexibility contributes to a higher level of motivation, as users can adjust the pace of learning themselves by choosing the appropriate moments for their classes. For example, many students find that it is most convenient for them to study in their free time when they are not busy with other things. Thus, the availability of mobile applications is becoming an important factor that contributes to the growth of interest in language learning.

One of the main advantages of mobile applications is their interactivity. Traditional teaching methods are often based on passive perception of information, for example, through reading textbooks or listening to lectures, while the applications offer a variety of interactive tasks such as games, quizzes, and pronunciation exercises that make the learning process more fun and effective. Game elements, such as the reward system and levels, help to keep students interested and motivate them to continue learning. Thus, students are involved in the process, which contributes to a better assimilation of the material. Interactive tasks can include situations that are close to real ones, which helps students apply the language in practice, improving their communication skills. For example, some applications offer tasks that require interaction with virtual characters, thus creating real language situations. This is especially useful for developing conversational skills, as students can practice pronunciation and intonation without fear of making mistakes in front of other people [2].

In addition, mobile applications can adapt to the individual needs of users.

Machine learning algorithms analyze students' results and offer personalized tasks that match their level of knowledge and learning rates. This allows users to focus on weak points, which contributes to deeper learning of the material. At the same time, traditional methods often involve a unified approach to learning, which may be ineffective for all students. The personalized approach offered by the apps can significantly enhance the quality of learning, taking into account the unique needs and preferences of each student. This approach may also include recommendations for additional learning materials, which contributes to a more complete understanding of the language. For example, based on the analysis of academic performance, the application may offer additional grammar exercises that correspond to the user's current level.

Another important aspect is the ability to integrate multimedia content. Mobile applications can use video, audio, animations and images, which helps to create a more complete picture of the language and culture of the countries where it is used. This multimodal learning contributes to better memorization of information, as different types of perception activate different areas of the brain, improving overall memory and understanding of the material. Visual and audio materials allow students not only to see, but also to hear how the language is used in real contexts, which can significantly facilitate the learning process. It also contributes to a deeper understanding of the cultural nuances and context of the language, which is of great importance for successful communication. For example, learning idioms and cultural phrases through videos helps students better understand how and when to use these expressions in spoken language. In addition, the use of multimedia can make lessons more interesting and diverse, which additionally increases the level of motivation of students.

It is important to note that mobile applications should not completely replace traditional teaching methods. Each of these areas has its own strengths and weaknesses. Traditional methods, such as tutoring, can offer important aspects of communication and feedback that are difficult to achieve within the application. Personal interaction with the teacher allows you to receive instant corrections, clarifications and support, which also plays a significant role in the learning process. For example, a teacher can observe how a student completes assignments and immediately point out mistakes, which contributes to faster understanding. This interaction also helps to create deeper relationships between students and teachers, which can increase students' overall motivation and engagement [3]. Communicating with native speakers or with other students in the classroom can provide an opportunity to practice the language in context, which is an important aspect of learning it.

In addition, there is a risk of dependence on technology. Some students may prefer learning through the app and opt out of deeper interaction with other students or teachers. This can lead to isolation and lack of practice in real situations of

communication in English, which, in turn, can reduce the level of language proficiency. Therefore, it is important to find a balance between the use of technology and traditional teaching methods. Teachers and students should be aware of the importance of collaborative learning and interaction in the classroom, which contributes to the creation of a more enriched educational environment. It is important that applications do not become the only means of learning, but only an addition to traditional methods.

Additionally, the impact of mobile apps on English language learning is also evident in the ability to quickly receive feedback. Many applications allow users to instantly see their mistakes and receive explanations, which significantly speeds up the learning process. Unlike the traditional approach, where feedback can only be received in the next lesson, here students can immediately correct their mistakes and deepen their understanding of the material. This helps not only to quickly assimilate information, but also reduces the likelihood of persistent errors. In addition, many applications offer features that allow users to compare their results with others, which can add an element of competition and additional motivation. This approach can significantly increase interest in the learning process and create a healthy competitive environment.

An equally important aspect is the availability of various resources. Most mobile applications offer users access to an extensive library of educational materials, including texts, audio recordings, and videos. This allows students to diversify their learning experiences and find suitable resources for practice. Moreover, many applications offer the opportunity to communicate with other users, which creates additional motivation and support during the language learning process. Social functions, such as the opportunity to participate in group activities or discussions, help users share experiences and receive advice from peers. This interaction may also include the creation of language communities where participants can practice the language in an informal setting, which is a great addition to more formal learning. Such communities can create a supportive atmosphere in which students feel more confident by asking questions and discussing topics that interest them [4].

In addition, it is worth noting that mobile applications are able to track the progress of users and provide detailed reports on the results. This can help students realize their achievements and set new goals. The opportunity to see how they are progressing in language learning contributes to a higher level of self-control and responsibility for their own learning. Students can see which skills they need to improve and focus on them, making the learning process more focused and effective. Many applications offer users regular surveys that help determine their level of confidence in the material they are studying, which additionally supports their motivation. There is also the possibility of integrating a system of achievement awards, which can further increase the level of student engagement.

Taking into account the above, it can be concluded that mobile applications for learning English have a significant impact on traditional teaching methods. They offer new learning opportunities, make it more accessible and interactive, but they cannot completely replace personal interaction and traditional approaches. The best option is to combine technology and classical learning, which will allow students to effectively develop their English language skills in the modern world. Thus, the integration of mobile applications into the educational process becomes a necessary step to adapt learning to new conditions and requirements. It is important that educational institutions and application developers collaborate by creating programs that combine the strengths of both methods, thereby ensuring the most effective learning for all students.

In the future, it is important to continue to explore and develop this approach in order to maximize the potential of technology to improve the quality of learning and enhance student motivation. Further research may focus on analyzing how different types of applications affect different aspects of learning, such as pronunciation, grammar, or vocabulary. It is also important to take into account the opinion of the students themselves about how they perceive mobile applications and how effective they are in their use. The development of technologies such as virtual reality and augmented reality can also significantly change approaches to learning, opening up new horizons for language learning and communication. For example, using virtual reality can allow students to immerse themselves in a language environment where they can practice language in conditions close to real ones, which can have a significant impact on their confidence in language use [5].

Taking into account all these factors, the future of learning English using mobile applications looks promising. Students have the opportunity not only to develop their language skills, but also to adapt to the new conditions and requirements of the modern world, using technology to their advantage. The main thing is that all these achievements not only replace traditional teaching methods, but also create new opportunities for their improvement and expansion. This requires teachers to be ready for change and open to new approaches, as well as the active participation of students in their learning process. Ultimately, the combined use of technology and traditional methods can lead to a deeper and more comprehensive understanding of English and culture, which is an important aspect of successful communication in today’s globalized world. In addition, developing language skills through mobile apps can be especially useful for people with different levels of education, including those who are learning a second or third language. These apps can serve as support for those who already have basic knowledge and want to deepen their skills, as well as for those who are just starting to learn a language.

Thus, given the importance of mobile applications in English language teaching, they play an important role in the educational process. Their influence on traditional teaching methods cannot be overestimated, and, undoubtedly, they will

continue to evolve, adapting to the needs of students and changing conditions. The use of new technologies opens up new horizons for students, making learning English more accessible, interesting and effective. This synergy of technology and traditional learning promises not only to change approaches to language learning, but also to provide a better understanding of cultural aspects, which, in turn, contributes to more successful communication in a globalized society.

Список литературы:

1. Костнер, Р. Разработка игр и теория развлечений / Р. Костнер; пер. с англ. О. В. Готлиб. – М. : ДМК Пресс, 2018. – 288 с. – Текст : непосредственный.
2. Фадеева, А. А. Элементы современной геймификации при обучении иностранному языку / А. А. Фадеева. – Текст : непосредственный // Иноязычное образование в поликультурной среде: материалы и доклады XXIV научно-практической конференции Национальной ассоциации преподавателей английского языка. – 2018. – С. 178-181.
3. Гольцова, Т. А. Геймификация как эффективная технология обучения иностранным языкам в условиях цифровизации образовательного процесса / Т. А. Гольцова, Е. А. Проценко. – Текст : непосредственный // Отечественная и зарубежная педагогика. – 2020. – Т. 1. – С. 65–77.
4. Решетов, Д. А. Развитие социокультурной компетенции при помощи геймификации в начальной школе / Д. А. Решетов. – Текст : непосредственный // Вестник Московского государственного лингвистического университета. – 2022. – № 3(844). – С. 70-75.
5. Буенцова, А. И. Суть и структура геймификации в сфере образования / А. И. Буенцова, В. В. Левченко. – Текст : непосредственный // Focus on Language Education and Research. – 2022. – Т. 3, № 1. – С. 52-61.

© Ващенко Д. Г., Сибгатулин Р. Р., 2025

УДК 159.922.8

Gavrilovsky Yuri Sergeyevich,
Postgraduate Student,
Kurgan State University,
Kurgan, Russian Federation,
andryushka.maltsev.2017@mail.ru

MOTIVATION FOR LEARNING A FOREIGN LANGUAGE IN ADOLESCENCE

Abstract. The article examines the issues of foreign language learning motivation in adolescence. The study aims to compare the motivation levels of adolescents studying in different educational environments: an urban gymnasium, a rural school, and an online school. The research employed questionnaire-based surveys and statistical data analysis methods. The results indicate that adolescents from urban gymnasiums and online schools exhibit higher motivation to learn a foreign language compared to their peers in rural schools. The findings highlight the crucial role of the educational environment in shaping motivation and emphasize the need for specialized approaches to enhance language-learning interest in rural schools. The study also revealed that parental support and access to modern educational resources play a key role in shaping adolescents' motivation.

Keywords: foreign language learning, motivation, adolescents, educational environment, urban gymnasium, rural school, online school, statistical analysis, educational resources.

Гавриловский Юрий Сергеевич,
аспирант,
Курганский государственный университет,
г. Курган, Российская Федерация,
andryushka.maltsev.2017@mail.ru

МОТИВАЦИЯ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА В ПОДРОСТКОВОМ ВОЗРАСТЕ

Аннотация. В статье рассматриваются вопросы мотивации изучения иностранного языка в подростковом возрасте. Проведено исследование, направленное на сравнение уровня мотивации у подростков, обучающихся в различных образовательных средах: городской гимназии, сельской школе и онлайн-школе. Использованы методы анкетирования и статистического анализа данных. Результаты исследования показали, что подростки из городской гимназии и онлайн-школы имеют более высокую мотивацию к изучению иностранного языка по сравнению с учащимися сельских школ. Полученные данные подчеркивают важность образовательной среды в формировании мотивации и необходимость разработки специальных подходов для повышения интереса к изучению языков в сельских школах. Исследование также выявило,

что поддержка со стороны родителей и доступ к современным образовательным ресурсам играют ключевую роль в формировании мотивации подростков.

Ключевые слова: изучение иностранного языка, мотивация, подростки, образовательная среда, городская гимназия, сельская школа, онлайн-школа, статистический анализ, образовательные ресурсы.

Introduction. Modern society is becoming increasingly intercultural and multilingual due to globalization and the development of information technologies. Proficiency in foreign languages is becoming a key competency necessary for successful adaptation to various socio-cultural environments, professional growth, and personal development. Special attention is given to the motivation for learning foreign languages during adolescence, as this is the period when motivational attitudes and value orientations are formed, which can influence long-term attitudes toward language learning [1].

Research in psychology and pedagogy emphasizes the importance of social and personal factors in shaping motivation for learning foreign languages. For example, R. Gardner, in his work *Social Psychology and Second Language Learning* (1985), highlights the role of social attitudes in successful second-language acquisition, identifying integrative and instrumental motivation as key driving forces [2]. Carol Dweck, in her book *Mindset: The New Psychology of Success* (2006), stresses that motivation for learning, including language acquisition, largely depends on an individual's mindset. People with a growth mindset are more inclined to overcome challenges and succeed in mastering new skills, including foreign languages [3].

Recent studies, such as the work of D. A. Gorlatova (2023), analyze students' motives for learning foreign languages. The author identifies both intrinsic factors (interest in culture, desire for self-development) and extrinsic factors (career prospects, academic requirements) [4]. Experimental research conducted by M. V. Arkhipova and O. V. Zhernova (2023) demonstrates that students' motivation for learning a foreign language in school depends on teaching methods, teacher engagement, and the creation of a supportive educational environment [5].

Moreover, the issue of adolescent motivation for learning foreign languages is actively discussed in pedagogical literature. M. Lamb (2021) points out that during adolescence, it is crucial to consider the emotional and social aspects of learning, such as the need for self-affirmation and the desire to communicate with peers, which can serve as strong incentives for language acquisition.

Thus, motivation for learning foreign languages is a multifaceted phenomenon influenced by social, personal, and educational factors. Understanding these aspects allows for the development of more effective teaching strategies that not only facilitate language acquisition but also contribute to students' personal growth [6].

Research Objective. The objective of this study is to compare the level of motivation for learning a foreign language among adolescents studying in different educational environments: an urban gymnasium, a rural school, and an online school.

Research Methods. Within the framework of this study, the motivation and attitudes of students toward learning English were quantitatively assessed using the

Attitude/Motivation Test Battery (AMTB). This instrument measures key aspects of motivation, anxiety, and attitudes toward the learning environment. The presented tables contain data reflecting the survey results among students from a gymnasium, a rural school, and an online school. The study aims to analyze the impact of the educational environment on the following:

– **Motivational intensity** (the degree of effort students put into learning the language).

– **Attitudes toward learning English** and toward English-speaking individuals.

– **Levels of anxiety** when learning and using English.

– **Evaluation of teachers and English courses.**

– **Instrumental and integrative orientation** (orientation toward practical benefits or personal integration into the language culture).

– **Parental encouragement** as a factor influencing motivation.

Each table presents quantitative indicators based on Likert scales and the distribution of responses depending on the educational environment. These data help identify patterns and differences in student motivation across different school types and determine potential directions for pedagogical improvements.

To achieve the research objectives, the following methods were employed:

– **Literature review**, including an analysis of theoretical approaches to motivation in foreign language learning.

– **Empirical research** using the *Attitude/Motivation Test Battery* (AMTB), developed by R. C. Gardner. The questionnaire was translated and adapted for Russian-speaking adolescents.

Research Results. A total of 84 adolescents participated in the study: 20 students from an urban gymnasium, 42 from a rural school, and 22 from an online school. To analyze motivation, the adapted AMTB questionnaire was used, which included scales measuring various aspects of motivation, such as interest in language learning, motivational intensity, parental support, and language anxiety.

The study results revealed that adolescents from urban gymnasiums and online schools had higher motivation levels for learning a foreign language compared to students in rural schools. The average motivation scores among gymnasium students were significantly higher than those of rural students.

This was confirmed by statistically significant results from the Mann-Whitney U test, as well as by comparing the total ranks of the two groups. Online school students demonstrated higher levels of motivation, integrative orientation, and parental encouragement, as well as slightly lower language anxiety.

Meanwhile, urban gymnasium students exhibited greater interest in learning foreign languages but experienced higher anxiety when using the language in class. Comparative analysis using the Mann-Whitney U test identified significant

differences between the groups. Students from urban gymnasiums and online schools showed higher results on scales measuring motivational intensity and interest in learning the language, whereas rural students scored lower in these aspects (Figure 1).

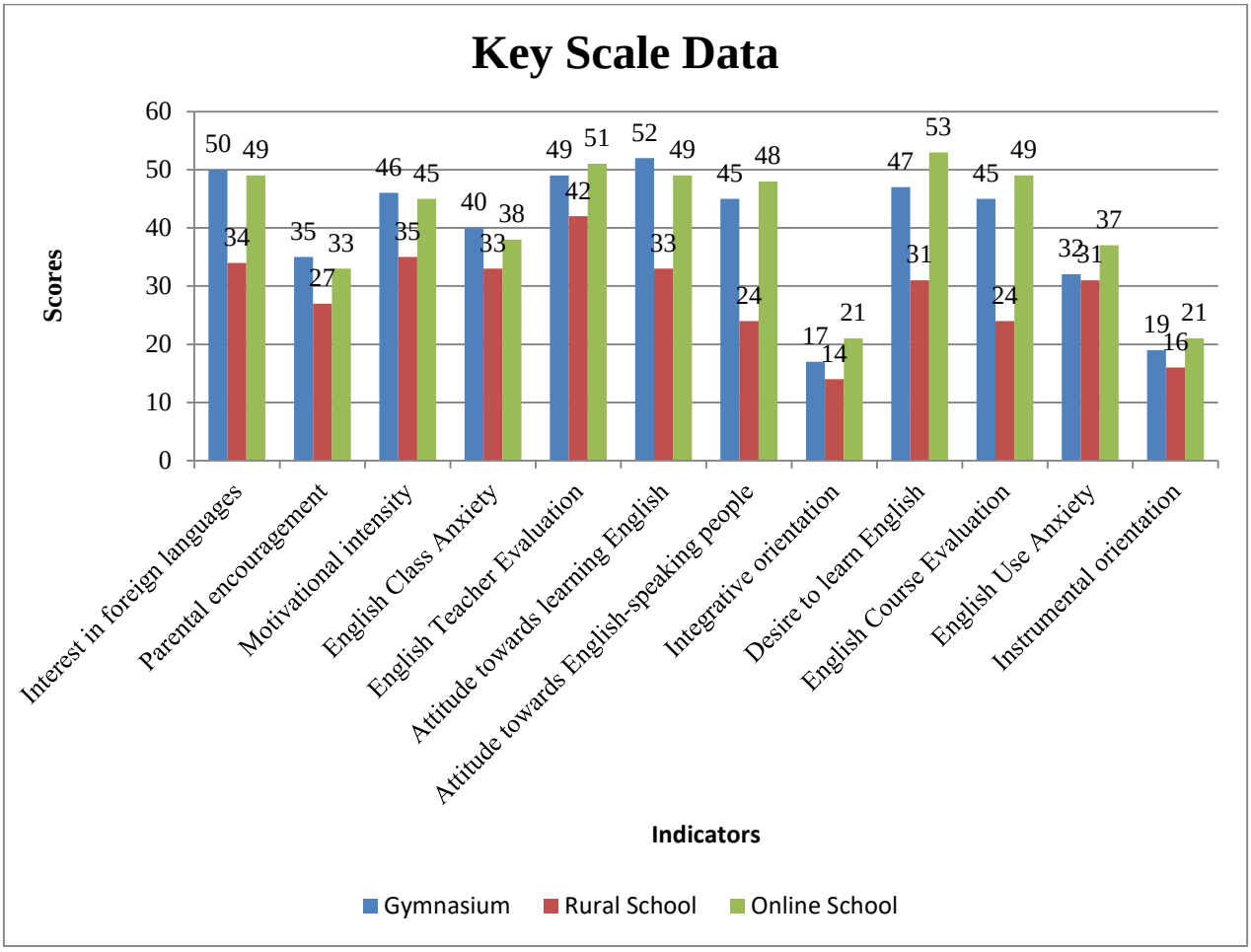


Figure 1 – Key Scale Data

Students from gymnasiums and online schools demonstrate high motivation, a positive attitude toward learning English, and give higher ratings to their teachers and courses. Rural schools show lower results across most scales, especially in motivation, parental encouragement, and course evaluation. Online schools exhibit the highest level of engagement and desire to learn English, indicating a more flexible and personalized approach to education.

Anxiety levels are higher in gymnasium students during lessons, while online students experience more anxiety when using the language in practice.

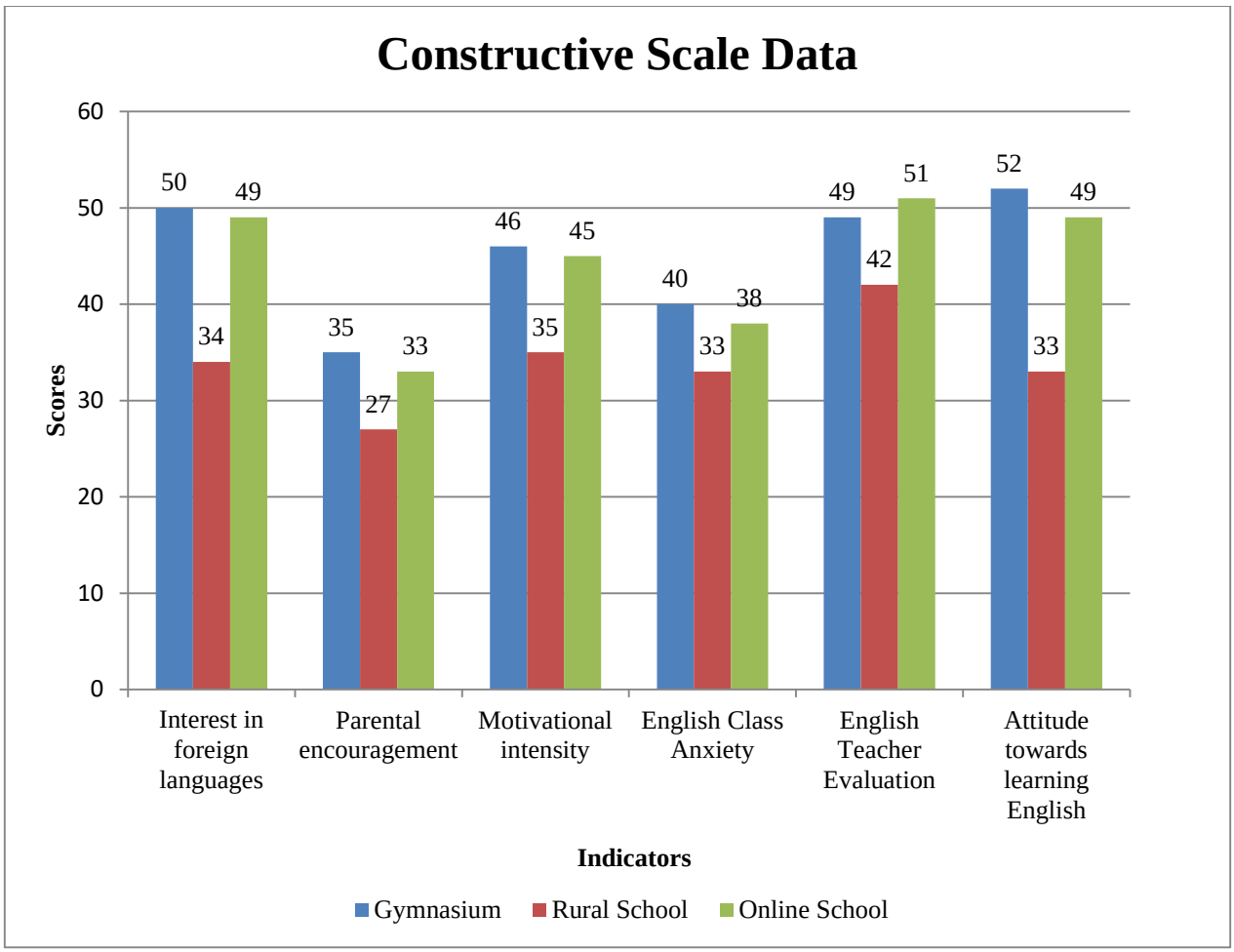


Figure 2 – Constructive Scale Data

Students of online schools demonstrate the highest motivation (desire to learn the language, evaluation of the teacher, integrative orientation). Gymnasium students show strong motivation and a positive attitude, but their level of anxiety is higher. Rural schools have the lowest scores on most scales, indicating the need for additional educational incentives (Figure 2).

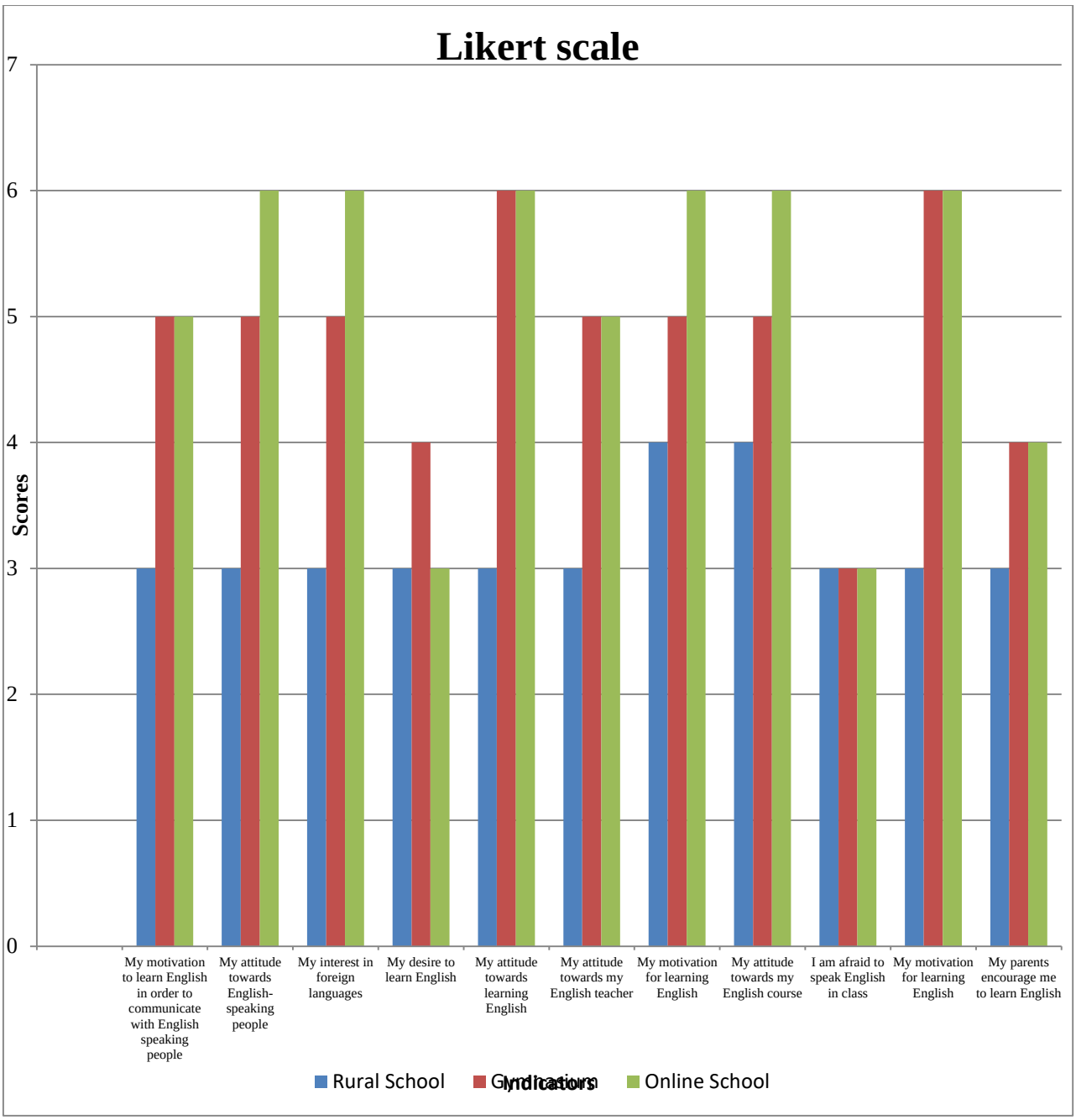


Figure 3 – Likert Scale

Students from gymnasiums and online schools demonstrate high motivation, a positive attitude toward the language and teachers, but online school students show slightly higher anxiety when speaking.

Rural school students have the lowest scores across all scales, indicating the need for additional motivation and support measures (Figure 3).

Thus, the research results confirm the hypothesis that the type of educational environment affects teenagers' motivation to learn a foreign language. Adolescents from urban gymnasiums and online schools show higher levels of motivation, which may be linked to better-developed infrastructure, access to modern educational resources, and parental support.

These findings highlight the need to improve educational conditions in rural

schools and implement effective motivation strategies for students learning foreign languages.

Conclusion. The study emphasizes the necessity of enhancing educational conditions in rural schools and introducing effective motivation methods to encourage students to learn foreign languages. The results can be used to develop educational strategies aimed at increasing teenagers' motivation to study foreign languages in different educational environments.

Список литературы:

1. Мясникова, Л. В. Проблема мотивации подростков к изучению иностранных языков / Л. В. Мясникова. – 2021. – URL: https://www.pedacademy.ru/categories/1/articles/677 (дата обращения: 27.03.2025). – Текст : электронный.
2. Gardner, R. (1985) C. Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold, 208 p.
3. Dweck, C. S. (2006) Mindset: The New Psychology of Success. New York: Random House, 276 p.
4. Горлатова, Д. А. Исследование мотивов к изучению иностранных языков у студентов / Д. А. Горлатова. – 2023. – URL: https://elar.urfu.ru/bitstream/10995/123333 (дата обращения: 23.03.2025). – Текст : электронный.
5. Архипова, М. В. Экспериментальное исследование особенностей учебной мотивации современных школьников при изучении иностранного языка / М. В. Архипова, О. Р. Жерновая. – Текст : электронный // Историческая и социально-образовательная мысль. – 2016. – Том. 8, № 6. – Часть 1. – С. 177-179. – URL: https://www.researchgate.net/publication/313684763 (дата обращения: 23.03.2025).
6. Леонтьев, А. Н. Деятельность. Сознание. Личность / А. Н. Леонтьев. – М. : Политиздат, 1975. – 304 с. – Текст : непосредственный.

© Гавриловский Ю. С., 2025

УДК 378.14

Glotkina Lyubov Alekseevna,
Master's Student,
Kazan State Power Engineering University,
Kazan, Russian Federation
glotkina_lyuba@mail.ru

INNOVATIVE APPROACHES TO TEACHING HISTORY: METHODOLOGIES FOR THE XXI CENTURY

Abstract. Modern history teaching in higher education institutions requires a rethink of methodological foundations, especially in the context of interdisciplinary learning and digitalization of education. The article suggests modern approaches to teaching history, emphasizing its importance for the formation of personality and civic consciousness. Innovative methods based on digital technologies, interactive teaching methods, as well as adapting the course content depending on the profile of students' training are considered.

Keywords: history, innovative methods, digitalization of education, interactive learning, interdisciplinary approach, civic consciousness, critical thinking.

Глоткина Любовь Алексеевна,
магистрант,
Казанский государственный энергетический университет,
г. Казань, Российская Федерация,
glotkina_lyuba@mail.ru

ИННОВАЦИОННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ ИСТОРИИ: МЕТОДОЛОГИИ ДЛЯ XXI ВЕКА

Аннотация. Современное преподавание истории в высших учебных заведениях требует переосмысления методологических основ, особенно в контексте междисциплинарного обучения и цифровизации образования. В статье предлагаются современные подходы к преподаванию истории, подчеркивается ее значимость для формирования личности и гражданского сознания. Рассмотрены инновационные методики, основанные на цифровых технологиях, интерактивных методах обучения, а также адаптации содержания курса в зависимости от профильной направленности подготовки студентов.

Ключевые слова: история, инновационные методики, цифровизация образования, интерактивное обучение, междисциплинарный подход, гражданское сознание, критическое мышление.

History is one of the most important humanitarian disciplines that plays a fundamental role in the formation of personality and civic consciousness. Knowledge of the past helps a person to understand his/her roots, to assess the influence of cultural, political and economic processes on the formation of modern society [1].

The study of historical stages develops analytical mindset, promotes critical evaluation of information and allows to see deep interrelationships between past eras and current reality. This field of science shapes values, fosters patriotism, respect for cultural heritage and tolerance towards other peoples.

History has traditionally been taught with an emphasis on memorizing facts and dates, but this approach often results in low levels of student engagement. In the context of a rapidly changing world and saturated educational programs, a revision of teaching methods is required, which implies adapting the course to meet current educational needs, providing practically relevant knowledge and using interactive, flexible forms of learning for deeper and more meaningful assimilation of material.

One of the priority tasks of modern history teaching is the adaptation of course content depending on the profile orientation of students taking into account the profile orientation of students' training. For the students of technical and applied specialties, where history is a general education subject, the focus should be on the most significant stages of national history. Special attention should be paid to such key events as the Patriotic War of 1812, the First World War, the Great Patriotic War, the Cold War period, as well as the modern stages of the formation of the Russian Federation. This will allow students to form a basic understanding of those historical processes that have influenced the formation of today's society [1]. In addition, it is important to include thematic sections directly related to the future professional activity of students. For example, for students of engineering and energy specialties it is advisable to study the history of energy – from the creation of the first energy systems to the development of modern technologies and international cooperation in this field. Similarly, for students of medical specialties it is possible to introduce modules devoted to the history of medicine, and for economists – courses on economic history.

The difference in the profile of students' training dictates the need for a differentiated approach to the formation of the time frame and assessment system.

For those for whom history is a general education discipline, it is advisable to organize a course lasting one semester. In this format, the emphasis is on familiarizing students with basic historical facts and developing analytical skills to understand historical processes. The form of control does not require strict regulations and can vary from credit to essays, presentations or group project work, allowing students to demonstrate their knowledge without excessive academic pressure.

For future historians and humanities majors, the course should cover a period of at least one year. This format encourages in-depth study of the material and systematic analysis. Assessment in this case can include a comprehensive final paper, course projects, seminar discussions and written exams, which makes it possible to objectively assess the level of mastery of the discipline and stimulate the development of critical thinking.

The modern system of higher education is largely based on the established methods laid down in the past. But now significant technological transformations are taking place, which cover the educational sphere as well [2]. Digitalization of education is not just the introduction of modern technologies into the learning

process, but also a fundamental change in pedagogical strategies and teaching methods [3]. Thanks to these advances, teachers and students have the opportunity to use interactive educational platforms, online courses and multimedia resources, which significantly expands the potential of knowledge assimilation [4].

Key models that enhance learning include:

– Interactive lectures and seminars. Incorporating interactive elements into traditional lectures (surveys, discussions) helps to create a dialogical atmosphere and makes the learning process more dynamic.

– Discussions and debates. Organizing debates on controversial issues of historical interpretation contributes to the development of argumentation, the ability to analyze different points of view and to justify one's position.

– Digital resources and technologies. The use of virtual and augmented reality (VR/AR) technologies provides the opportunity for "time travel", allowing students to visit reconstructed historical sites. Interactive maps, multimedia presentations, podcasts, and online platforms facilitate access to information and promote student independent work [5-7].

The teacher within the framework of innovative approaches acts not so much in the role of a speaker as in the role of a mentor and facilitator of the educational process:

– The teacher should stimulate discussions, create conditions for exchange of opinions among students and direct the discussions towards deep analysis of historical events.

– In the information age, the teacher's role is also to be able to structure the huge flow of data, selecting the best and most relevant sources for study.

– The ability to ask the right questions, stimulate independent research and analyze information is a key aspect of professional training. The instructor must develop students' ability to independently evaluate historical interpretations and come to reasonable conclusions.

– It is important for the teacher himself/herself to be ready to use new technologies in the teaching process. This requires continuous professional development, studying modern educational trends and introducing new tools into the teaching process.

– The teacher should avoid overemphasizing his or her subject and remember that history as a general education course serves for the formation of general cultural competence, not only for academic training.

Innovative approaches to teaching history in higher education institutions represent a necessary response to the challenges of modern education. Flexible adaptation of course content, integration of specialized modules and the use of modern technologies allow not only to maintain the relevance of historical science, but also to make learning more interesting and practical.

In the context of constant social and technological changes, such innovations open up prospects for the formation of citizens with a high level of historical and cultural literacy, capable of making informed decisions based on a deep understanding of the past.

Список литературы:

1. Ус, О. А. Формирование исторического сознания обучающихся в современных образовательных условиях / О. А. Ус, А. А. Мальков, В. С. Гладышева. – Текст : электронный // Научно-методический электронный журнал «Концепт». – 2021. – № 09. – С. 1–12. – URL: http://e-koncept.ru/2021/211061.htm (дата обращения: 16.03.2025). – DOI: 10.24412/2304-120X-2021-11061

2. Актуальные проблемы преподавания истории в различных типах образовательных организаций. Коллективная монография. Ч. 8 / Отв. ред. д. и. н., проф., Л. В. Алексеева. – Нижневартовск : изд-во НВГУ, 2021. – 134 с. – Текст : непосредственный.

3. Напсо, М. Д. Влияние цифровизации на образовательные процессы / М. Д. Напсо. – Текст : электронный // Власть истории – История власти. – 2023. – № 3. – С. 69-76. – URL: https://cyberleninka.ru/article/n/vliyanie-tsifrovizatsii-na-obrazovatelnye-protsessy (дата обращения: 28.03.2025).

4. Коробков, Н. Что такое цифровизация образования и зачем она нужна / Н. Коробков. – Текст : электронный // Skillspace. – URL: https://skillspace.ru/blog/chto-takoe-cifrovizaciya-obrazovaniya-i-zachem-ona-nuzhna/ (дата обращения: 28.03.2025).

5. Суслов, А. Ю. Инновационные методы преподавания истории в современном вузе / А. Ю. Суслов, М. В. Салимгареев, Ш. С. Хамматов. – Текст: электронный // Образование и наука. – 2017. – Т. 19, № 9. – С. 70–85. – URL: https://cyberleninka.ru/article/n/innovatsionnye-metody-prepodavaniya-istorii-v-sovremennom-vuze/viewer (дата обращения: 29.03.2025).

6. Челнокова, Т. А. Современные подходы преподавания истории в высшей школе / Т. А. Челнокова, А. П. Иванова. – Текст : непосредственный // Преподаватель XXI век. – 2018. – С. 131-139.

7. Паскова, А. А. Особенности применения иммерсивных технологий виртуальной и дополненной реальности в высшем образовании / А. А. Паскова. – Текст : электронный // Вестник Майкопского государственного технологического университета. – 2022. – Том 14, № 3. – С. 83-92. – URL: https://doi.org/10.47370/2078-1024-2022-14-3-83-92 (дата обращения: 01.04.2025).

© Глоткина Л. А., 2025

УДК 81

Poltoratskaya Natalia Ilyinichna,
Doctor of Philological Sciences, Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Higher School of Technology and Energy,
Saint Petersburg, Russian Federation,
poltnatal@yandex.ru
Kirillova Victoria Vitalievna,
PhD in Philology, Associate Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Higher School of Technology and Energy,
Saint Petersburg, Russian Federation,
vkirillova@inbox.ru

THE INFLUENCE OF THE CONCEPT "COGNITIVE" IMPLEMENTATION IN THE PROCESS OF STUDYING A FOREIGN LANGUAGE AT THE HIGHER EDUCATIONAL ESTABLISHMENTS

Abstract. An attempt to trace some links between the branches of psychological sciences and the theory and practice of foreign language teaching at the universities is undertaken. The necessity of comprehension and application of some fundamental psycholinguistics notions in the process of foreign language teaching at the universities is considered. The connection with and interrelation of theoretical and practical principles of cognitive aspects and teaching methods are presented.

Keywords: foreign language teaching, cognitive, cognitive abilities, cognitive aspect, cognitive style, cognitive psychology, psycholinguistics, cognitive linguistics.

Полторацкая Наталья Ильинична,
д-р филол. наук, профессор,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Высшая школа технологии и энергетики,
Санкт-Петербург, Российская Федерация,
poltnatal@yandex.ru
Кириллова Виктория Витальевна,
канд. филол. наук, доцент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Высшая школа технологии и энергетики,
Санкт-Петербург, Российская Федерация,
vkirillova@inbox.ru

ВЛИЯНИЕ И ВЗАИМОДЕЙСТВИЕ РАЗЛИЧНЫХ АСПЕКТОВ ПРИМЕНЕНИЯ ПОНЯТИЯ «КОГНИТИВНЫЙ» В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

Аннотация. Предпринята попытка проследить некоторые связи между отраслями психологических наук, теорией и практикой преподавания иностранных языков в вузах. Рассмотрена необходимость осмысления и применения некоторых фундаментальных понятий психолингвистики в процессе обучения иностранным языкам в вузах. Представлена связь использования теоретических и практических основ когнитивных аспектов лингвистики и методов обучения иностранным языкам.

Ключевые слова: обучение иностранным языкам, когнитивный, когнитивные способности, когнитивный аспект, когнитивный стиль, когнитивная психология, психолингвистика, когнитивная лингвистика.

In the 70s, in Russian psycholinguistics, along with the personal aspect, the cognitive aspect of teaching a foreign language was also considered. The cognitive aspect of language learning is determined by the approach to it as a certain kind of human cognitive ability.

The intensification of the process of teaching foreign languages occurs on several levels: didactic and methodological, due to the student's learning activities, and socio-psychological. The cognitive aspect of teaching a foreign language has acquired visible features in connection with the achievements of Russian psychology, which led to the creation of a psycholinguistic model based on a consistent comparison of the studied and native languages. This model created the prerequisites for optimizing learning activities.

Another advantage of using it was that it provided a clearer understanding of the relationship between conscious and less conscious components in speech in a foreign language. Finally, the psycholinguistic model made it possible to correct the recorded differences and systematize the results obtained.

In such a system of views, an important cognitive principle of teaching a foreign language is not only the pragmatic mastery of this language as a means of communication, but also mastering it as a means of opening new horizons in the familiar picture of the world, as well as enriching its former image.

Defining the primary and essential importance of language, the modern German philosopher H.-G. Gadamer insists, "Language is something that mediates any approach to the world" [1, p. 212], and asserts that "being that can be understood is language" [1, p. 208]. In the light of such concepts, language itself is often considered as a kind of complex cognitive skill.

Since the beginning of the 80s of the last century, the connection between the cognitive aspect of the translation process from a foreign language to a native language or vice versa and the body of knowledge about who exactly carries out this translation has become the center of interest for researchers. An attempt was made to move from the actual language to the study of the patterns of the thinking process in order to establish what stimulates the choice of a particular linguistic means. In other

words, it was about cognitive modeling of the translation process, a kind of virtual translation that begins to form in the mind, duplicating the original text.

It should be noted that when developing methods for teaching foreign languages, Russian science avoids a “bias” towards psychology to the detriment of the linguistic aspect. The very definition of “psycholinguistics” reinforces this duality of approach to teaching. Psycholinguistics is designed to provide the teacher with well-developed strategies for language interference and contrastive analysis (with its privileged attention to error analysis) within the framework of contrastive linguistics.

A phrase that has become almost a cliché lately could become a kind of refrain to the “wonderful discoveries” prepared for students when they encounter unexpected discrepancies between their native and foreign languages: “Was that possible?”. The degree of “surprise” depends on the general level of culture, which affects the flexibility of perception. The outstanding linguist L. V. Shcherba, who worked at St. Petersburg University all his life, told his young colleagues how in the 20s of the last century, one of the students of the Faculty of Economics was extremely painfully affected by the fact that the word “table” is feminine in French. The table – and suddenly feminine! Chaos has invaded the established picture of the world…

Current students are not surprised by this, but, for example, they sometimes perceive the rules for the coordination of tenses in European languages studied at the university as some kind of unnecessary and unreasonable complication in comparison with the Russian language. They are very far from admiring the logical and orderly distribution of time flows in these foreign languages, which actually relate to points far apart on the time axis.

In addition, cognitive psychology can help educators understand how students’ cognitive abilities develop over time. For example, Piaget’s theory of cognitive development highlights the different stages of cognitive development that students go through from childhood to adulthood, and how their understanding of the world changes at each stage. This is important for teachers, as it can help them choose teaching methods that best match the level of students’ training.

All these sciences undoubtedly contribute to the study of human consciousness, but cognitive psychology and cognitive linguistics still deserve special interest from the point of view of teaching a foreign language. These sciences study methods that ensure the development of those cognitive abilities that are so necessary when learning foreign languages. The cognitive approach is important and relevant; it takes on a variety of forms depending on the field of knowledge in which it is applied. A foreign language teacher is tasked with contributing to the development of students’ cognitive abilities.

It should be noted that in the 50s–70s another use of the word “cognitive” emerged: psychologists started talking about individual and specific methods of working with information, which were called “cognitive styles”.

The very concept of “cognitive style” became established in Russian psychology in the 70s of the last century. Cognitive styles represent the ways of perception and processing of information about the existing reality by a person conditioned by personal qualities. The specific cognitive style inherent to each individual person forms his intellectual behavior. The benefit of realizing the

strengths and weaknesses of cognitive style, whether it is your own cognitive style or the analyzed style of your students, cannot be overestimated.

In the 80s in Russian psychological science there was a tendency to interpret the concept of “cognitive style” freely and very abstractly. The appearance of works about the evaluative style, the emotional style, the style of personal life, the style of activity, the style of pedagogical communication, the style of self-regulation of activity... can be considered as the evidence of this.

The multiplicity of research aspects, when the most different mental activities are eventually “drawn” to a single, but overly vague concept of “human style”, refers us to the famous aphorism of the French naturalist of the XVIII century J. Buffon: “Style is a person”. Thus, the understanding of style, which only glimmered at the dawn of the formation of a scientific approach to the study of man, having gone through countless clarifications and delimitations, at some point, because of not rightful hyper objectification became demanded by scientific thought.

Against the background of numerous works devoted to the style of intellectual activity, the works of M. A. Kholodnaya stand apart [2]. The features of cognitive style described by her not only confirm the multidimensionality of the concept itself, but also deserve the closest attention. Cognitive style is a stable property of a personality, which, as a rule, guarantees a certain way of intellectual behavior, perception and analysis of a situation.

We can speak about cognitive style as structural features of the cognitive sphere and its organization, as individual-specific ways of obtaining a cognitive product, and as a bipolar dimension within which cognitive style is described by referring to two extreme forms of intellectual behavior. It is impossible to apply value judgments to it, because a representative of each pole has traits that, depending on the situation, intellectual behavior should be evaluated in one case as conducive to successful activity and in the other as detrimental to it.

Cognitive abilities are mental processes that primarily include memory as the ability to store information for long or short periods, attention as the ability to focus on a particular phenomenon, and thinking as the ability to structure information and create new ideas. Cognitive psychology is a field of research that focuses on understanding how the mind processes information, mobilizing memory, attention, and thinking. In education, cognitive psychology plays an important role in understanding how students learn and how to develop effective teaching methods.

One of the key concepts in cognitive psychology that is relevant to education is considered to be the concept of working memory. Working memory is usually understood as the ability to hold information in the mind and manipulate it for a short period. Studies have shown that students with higher levels of working memory tend to perform better academically. This has led to the development of teaching methods aimed at increasing the volume of ‘working memory, such as the use of mnemonic techniques and other memory aids. It has been found that these methods are effective for broader coverage of information in memory and, as a result, for improving students’ overall academic performance.

If it is necessary to facilitate the transfer of information from working memory to long-term memory, then specific techniques have been developed for this case.

However, it would also be a mistake to abandon what has long been in practice, because, from the point of view of philosophy, “language organizes its system as a whole as a dressed repetition due to its highly positive power” [3, p. 350].

Another important concept of cognitive psychology related to education is the idea of metacognition. Metacognition means the ability to think about one’s own thinking. In other words, it is the ability to reflect on one’s own learning process. Research has shown that students who are taught metacognitive strategies (such as how to set goals, monitor their own progress, and evaluate their own understanding) tend to be more successful academically. Metacognitive strategies can also help students become more independent in their judgments, they gain the ability to identify their own learning goals and outline ways to achieve them.

Cognitive psychology is designed to help teachers create a curriculum that takes into account the specifics of working with information specific to specific students. So, if the student’s assimilation of information occurs under the dominance of visual perception and he has a well-developed visual memory, preference should be given to the visual format, and if he has a dominant auditory perception, then the auditory format deserves special attention.

Summarizing all of the above, it seems possible to conclude that there are excellent prospects for further use of the wealth of methods developed by scientists and practitioners in the field of cognitive linguistics and related fields.

Список литературы:

1. Гадамер, Х.-Г. Истина и метод / Х.-Г. Гадамер. – Москва, 1988. – 699 с. – Текст : непосредственный.
2. Холодная, М. А. Когнитивная психология. Когнитивные стили / М. А. Холодная. – Москва, 2018. – Сер. 64. Авторский учебник (3-е издание). – 309 с. – Текст : непосредственный.
3. Делез, Ж. Различие и повторение / Ж. Делез. – Санкт-Петербург: Петрополис, 1998. – 384 с. – Текст : непосредственный.

© Полторацкая Н. И., Кириллова В. В., 2025

УДК 372.851

Kiselnikov Igor Vasilievich,
PhD in Pedagogy, Associate Professor,
Altai State Pedagogical University,
Barnaul, Russian Federation,
kiv@altspu.ru

TRANSFORMATION OF METHODS OF TEACHING MATHEMATICS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION

Abstract. The article examines how digital tools influence methods of teaching mathematics and what prospects are opening up for teachers and students. The historical context of the application of methods of teaching mathematics is reflected. The main changes in methods of teaching mathematics in the context of digitalization of education are indicated.

Keywords: teaching mathematics, digitalization of mathematical education, methods of teaching mathematics, modern educational technologies.

Кисельников Игорь Васильевич,
канд. пед. наук, доцент,
Алтайский государственный педагогический университет,
г. Барнаул, Российская Федерация,
kiv@altspu.ru

ТРАНСФОРМАЦИЯ МЕТОДОВ ОБУЧЕНИЯ МАТЕМАТИКЕ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ

Аннотация. В статье рассмотрено, как цифровые инструменты влияют на методы обучения математике и какие перспективы открываются перед педагогами и учащимися. Отражен исторический контекст применения методов обучения математике. Указаны основные изменения в методах обучения математике в условиях цифровизации образования.

Ключевые слова: обучение математике, цифровизация математического образования, методика обучения математике, современные образовательные технологии.

In recent decades, digital transformation has affected almost all areas of society, including education. Digitalization of educational processes has led to significant changes in the methods of teaching various disciplines, including mathematics. Modern technologies allow using new approaches to learning, making the process more interactive, personalized and effective [1, p. 91]. In this article, we will consider how digital tools affect the methods of teaching mathematics and what prospects open up for teachers and students.

Historical context

Traditional methods of teaching mathematics were based on oral explanations by the teacher, written assignments and solving problems from textbooks. This approach was effective for many generations of students, but it had its limitations. For example, the standardized curriculum did not always take into account the individual characteristics of each student, and the pace of learning could be too fast for some and slow for others.

Digital technologies began to be actively introduced into the educational sphere at the end of the 20th century, but a real breakthrough occurred at the beginning of the 21st century with the development of the Internet and mobile devices. Today, digital platforms, educational applications, and online courses have become an integral part of the educational process, offering new opportunities for learning mathematics [2].

Key changes in mathematics teaching methods

1. Personalization of learning

One of the key benefits of digitalization is the ability to individualize the educational process. Modern adaptive learning systems analyze the successes and difficulties of each student, adjusting educational materials and tasks to their level of preparation. This allows each student to move at their own pace, delving into complex topics or speeding up the passage of material that has already been mastered.

Examples of such systems are platforms like Khan Academy or Coursera, where students can choose courses and modules that match their interests and level of knowledge. In addition, many schools are implementing blended learning programs that combine traditional lessons with the use of digital resources.

2. Interactivity and visualization

Digital technologies have significantly expanded the possibilities for visual representation of mathematical concepts. Mathematical models, graphs, animations, and simulations help to better understand abstract ideas and processes. For example, interactive graph plotters allow students to experiment with different functions and see how changing the parameters affects the shape of the graph.

Platforms like GeoGebra offer powerful tools for creating dynamic geometric models that can be modified in real time. Such resources make learning geometry and algebra more visual and fun.

3. Gamification

The use of game elements in teaching mathematics has become popular due to its ability to motivate students. Gamification includes elements of competition, achieving goals, receiving rewards, and advancing through levels. It helps make learning more interesting and exciting, especially for younger students and teenagers [3].

Apps like Prodigy Math Game turn solving math problems into an exciting adventure where students fight monsters, solve puzzles, and earn points for correct answers. Such games promote the development of logical thinking and increase interest in the subject.

4. Online testing and feedback

Digital platforms provide convenient tools for conducting tests and exams, as well as for analyzing results. Teachers can quickly check students' work, providing them with instant feedback. Automatic answer checking helps avoid errors in grading and speeds up the knowledge assessment process.

In addition, modern testing systems can generate individual sets of questions based on the student's previous successes. This helps identify gaps in knowledge and offer additional exercises to fill them.

5. Access to additional resources

Digitalization has opened up access to a huge number of educational materials, courses, and lectures from leading world universities and teachers. Platforms like YouTube, Coursera, and edX offer free or low-cost courses on various aspects of mathematics, from basic arithmetic to complex disciplines such as probability theory and statistics.

Students can now independently study topics of interest to them, delve into specific areas of mathematics, and gain knowledge beyond the school curriculum. This promotes the development of independence and critical thinking, the formation of worldview guidelines in the digital generation of students [4].

Digitalization of education opens up many opportunities for improving the educational process, but at the same time it gives rise to a number of serious challenges [5]. Here are some of the most significant.

1. Access to technology.

Not all students have equal access to modern devices and high-speed internet. This creates the so-called "digital divide," where some students have more opportunities to learn remotely and use digital resources than others. This problem is especially acute in rural areas and among low-income families.

2. Cybersecurity.

With the increasing amount of data transmitted over the internet, the risk of cyberattacks and information leaks increases. Schools and universities must ensure the protection of students' and teachers' personal data, as well as prevent unauthorized access to educational platforms.

3. Teacher training.

Many teachers face difficulties in adapting to new technologies. They need additional training and support to effectively use digital tools in the teaching process. Insufficient qualifications of teachers can reduce the effectiveness of new methods.

4. Content quality control.

A huge number of educational resources are available on the internet, but not all of them meet high quality standards. It is necessary to develop mechanisms for monitoring and certifying digital educational materials to ensure their reliability and usefulness.

5. Lack of personal interaction.

Distance learning deprives students and teachers of face-to-face interactions, which can negatively impact motivation and engagement. Face-to-face interactions play an important role in developing social skills and emotional support.

6. Technical failures.

Hardware and software problems can lead to interruptions in the learning process. Internet connection problems, application errors, and other technical problems require prompt resolution to minimize time loss.

7. Personalization and differentiation.

Although digital technologies allow for individualized learning, the development and implementation of such solutions requires significant resources and time. It is important to find a balance between mass standardization and a personalized approach to ensure that each student receives the support they need.

8. Ethical issues.

The use of big data and algorithms to analyze student performance and behavior raises questions of privacy and ethics. Clear rules for the processing and storage of personal information must be established to protect the rights of students.

9. Risk of technology addiction.

Excessive use of digital devices can lead to decreased concentration and deterioration of cognitive functions. It is important to find a balance between traditional teaching methods and new technologies to maintain the health and well-being of students.

10. Changing role of the teacher.

In the context of digitalization, the role of the teacher is changing – from a traditional source of knowledge to a mentor and facilitator. Teachers must learn to guide students in their independent learning activities, help them master the skills of critical thinking and self-education.

However, despite these difficulties, the future of digital education looks very promising. The development of artificial intelligence and machine learning will allow us to create even more effective and personalized learning systems. Virtual reality and augmented reality will open up new horizons for visualizing complex mathematical concepts, developing the possibilities of implementing a process approach to teaching mathematics [6].

Conclusion

The digitalization of education has radically changed the methods of teaching mathematics, making the process more interactive, personalized and accessible. New technologies open up enormous opportunities for the development of creativity and independent learning. However, for the successful implementation of these technologies, it is necessary to overcome existing barriers and provide support to teachers and students. Thus, digital transformation represents an important step forward in the development of the educational system, contributing to improving the quality of mathematical education and training a new generation of specialists ready for the challenges of the future.

Список литературы:

1. Тестов, В. А. Методологические особенности цифровой трансформации обучения математике / В. А. Тестов, Е. А. Перминов. – Текст: непосредственный // Трансформация механико-математического и IT-

образования в условиях цифровизации: Материалы международной научно-практической конференции, посвященной 65-летию ММФ. В 2-х частях, Минск, 26–27 апреля 2023 года / Редколлегия: Н. В. Бровка (гл. ред.) [и др.]. – Том 1. – Минск: Белорусский государственный университет, 2023. – С. 144-149.
2. Евсеева, Е. Г. Методологические подходы к обучению математическим дисциплинам в контексте цифровизации образования / Е. Г. Евсеева, А. С. Гребенкина. – Текст: непосредственный // Трансформация механико-математического и IT-образования в условиях цифровизации: материалы международной научно-практической конференции, посвященной 65-летию ММФ. В 2-х частях, Минск, 26–27 апреля 2023 года / Редколлегия: Н. В. Бровка (гл. ред.) [и др.]. – Том 1. – Минск: Белорусский государственный университет, 2023. – С. 90-95.
3. Кисельников, И. В. Особенности цифрового мира в процессе обучения математике / И. В. Кисельников. – Текст : непосредственный // Информация и образование: границы коммуникаций. – 2014. – № 6(14). – С. 287-288.
4. Цапов, В. А. Теоретические и методические основы формирования мировоззренческих ориентиров у цифрового поколения студентов – будущих учителей математики в процессе математической подготовки: монография / В. А. Цапов. – Донецк : ДОННУ, 2021. – 301 с. – Текст : непосредственный.
5. Сафонов, В. И. Использование информационных технологий при обучении математике : монография / В. И. Сафонов ; В. И. Сафонов ; под науч. ред. Г. И. Саранцева ; Федеральное агентство по образованию, Гос. образовательное учреждение высш. проф. образования «Мордовский гос. пед. ин-т им. М. Е. Евсевьева». – Саранск : Мордовский гос. пед. ин-т им. М. Е. Евсевьева, 2009. – 138 с. – Текст : непосредственный.
6. Кисельников, И. В. Процессный подход в обеспечении качества обучения математике в общеобразовательной школе / И. В. Кисельников. – Текст : непосредственный // Мир науки, культуры, образования. – 2010. – № 1(20). – С. 148-151.

© Кисельников И. В., 2025

УДК 37.01

Kombarova Veronika Sergeevna,
Student,
Plekhanov Russian University of Economics,
Higher School of Law,
Moscow, Russian Federation,
kombarova05@mail.ru
Kurgaeva Olga Leonidovna,
Senior Lecturer,
Plekhanov Russian University of Economics,
Moscow, Russian Federation,
kurgaeva.ol@rea.ru

CYBERNETIC PHILOSOPHY IN THE FIELD OF EDUCATION

Abstract. The article examines the integration of the cybernetic approach into the educational paradigm through digitalization, emphasizing its evolution since the 1960s. Based on the principles of managing complex systems, the cybernetic approach is divided into two areas: “first-order” (algorithmic control) and “second-order” (cognitive knowledge construction). Its advantages over synergetics include clear goal setting and connection with government strategies. Authors analyze the principles of cybernetic pedagogy: feedback, decomposition, emergence, as well as the role of AI in education. The need for a balance between technology and the human factor is emphasized, especially in the humanities, where the importance of narrative and critical thinking remains. The risks of distortion of facts with excessive interpretation and philosophical challenges associated with the introduction of AI are noted. The article concludes that it is important to combine algorithmic methods harmoniously with the preservation of subjective cognition for training personnel who meet modern requirements.

Keywords: education, management, cybernetics, artificial intelligence, information technology, government.

Комбарова Вероника Сергеевна,
студент,
Российский экономический университет имени Г. В. Плеханова,
Высшая школа права,
Москва, Российская Федерация,
kombarova05@mail.ru
Кургаева Ольга Леонидовна,
ст. преподаватель,
Российский экономический университет имени Г. В. Плеханова,
Москва, Российская Федерация,
kurgaeva.ol@rea.ru

КИБЕРНЕТИЧЕСКАЯ ФИЛОСОФИЯ В СФЕРЕ ОБРАЗОВАНИЯ

Аннотация. В статье рассматривается интеграция кибернетического подхода в образовательную парадигму через цифровизацию, делается акцент на его эволюции с 1960-х годов. Основанный на принципах управления сложными системами кибернетический подход делится на два направления: «первого порядка» (алгоритмическое управление) и «второго порядка» (когнитивное конструирование знаний). Его преимущества перед синергетикой включают четкое целеполагание и связь с государственными стратегиями. Авторы анализируют принципы кибернетической педагогики: обратную связь, декомпозицию, эмерджентность, а также роль ИИ в образовании. Подчеркивается необходимость баланса между технологиями и человеческим фактором, особенно в гуманитарных науках, где сохраняется значимость нарративности и критического мышления. Отмечаются риски искажения фактов при избыточной интерпретации и философские вызовы, связанные с внедрением ИИ. Делается вывод о важности гармоничного сочетания алгоритмических методов с сохранением субъективного познания для подготовки кадров, отвечающих современным запросам.

Ключевые слова: образование, управление, кибернетика, искусственный интеллект, информационные технологии, государство.

In the contemporary educational landscape, the integration of cybernetic principles through the implementation of information and communication technologies is gradually becoming an integral part of the modern educational paradigm.

The advent of cybernetics in educational settings can be traced back to the 1960s, when this didactic model emerged at the intersection of pedagogy, cybernetics, and psychology. One of the most comprehensive and systematic explorations of cybernetic approaches in education was conducted by the Austrian physicist and mathematician Hans von Foerster, who introduced the concepts of first-order and second-order cybernetics into scientific discourse. First-order cybernetics is concerned with the management of dynamic processes through the use of “trivial machines”, as described by von Foerster [1]. With trivial machines, the Austrian scientist understood such tools that function precisely according to prescribed and prescribed algorithms based on cause-and-effect relationships within the system. Second-order cybernetics is more cognitive in nature: it combines first-order cybernetics and the process of forming certain knowledge (epistemes). With this approach, the emphasis is on the process of constructing knowledge through the use of the latest information technologies through conscious and unconscious algorithmic actions. Thus, the use of information technology does not occur automatically, but consciously and purposefully. Consequently, this leads to the demand for specialists who have a certain mindset and effectively use algorithmic thinking in the performance of their functions.

In the second half of the last century, cybernetics began to interact closely and to some extent compete with a new trend in the educational paradigm – synergetics

[2]. However, it was cybernetics that gained scientific recognition, which allowed it to gain a foothold in scientific discourse and become an integral part of modern science.

The cybernetic approach, including in the field of education, has a number of advantages over the synergetic one: the cybernetic approach initially defines a clearly formulated goal, which the system strives for and around which it subsequently organizes itself. Within the framework of the synergetic model, the goal does not play a primary role in the management of the system: the integration of various elements of the system and their interaction occurs chaotically, depending on the characteristics of the system's self-organization. However, in the process of digitalization of education, the presence of a clearly defined and formulated goal is one of the aspects of the success and effectiveness of its implementation. In particular, the digitalization of education in a cybernetic approach contributes to the achievement of the main goal – to comply with the current state strategy of the state. Without this feedback, the state's activities will be disconnected from the educational system and will develop in parallel from it, and the educational system will function autonomously, which minimizes the impact of educational policy results on other areas: economic, political and social.

Let us delve deeper into the concept of cybernetics. Cybernetics is a branch of science that studies the fundamental principles that govern the operation of complex and dynamic systems. In the context of management, cybernetics refers to the presence of an organized framework that interacts with its environment, transmits and receives data, and responds to changes within the managed system and its external environment. It also involves setting objectives and developing a strategic plan for managing the system. These characteristics are not limited to cybernetics alone, but also apply to educational systems, where successful management depends on having a clear vision of the goals of educational interventions and a detailed plan to achieve them. These goals, in turn, are subordinated to the general strategic objectives of the state.

A distinctive feature of the cybernetic approach in the educational process is the active use of information technologies and mathematical models to form students' competencies. Moreover, this model is not limited only to the computerization of education [2]. The ideas of cybernetics have significantly influenced the prevailing educational paradigm in society, introducing into it the precise meaning of managing a complex dynamic system, as well as justifying the need to apply quantitative measurement methods and the latest technologies in the educational process. The main contribution of cybernetics to the process of digitalization of education is the use of information technologies in combination with the formation of algorithmic consciousness in the student, with the help of which it is possible to formulate causal relationships and apply these algorithms in practice in the political and economic activities of the state.

Since the end of the 20th century, in many developed countries of the world, the need to reform the educational system has been recognized at the state level, since the models and methods of teaching in force at that time did not meet the needs of the public, technological development and the general strategic objectives of the state. To

improve the quality and level of educational services, emphasis was placed on the introduction of the latest information technologies based on the cybernetic model.

The investigation of numerous processes within the realm of cybernetics reveals a remarkable convergence with human behavior and activities, characterized by a shared set of features. The educational process, for example, can be conceptualized as a meticulous monitoring of a student's academic progress, involving the strategic guidance of their endeavors, fostering their motivation, and molding their conduct.

Thus, due to the development of cybernetic pedagogy in the education system, the emphasis has shifted to the need to build a strategy for managing a complex dynamic system, as well as the need to introduce quantitative measurement methods and mathematical models into the educational process. However, the main achievement of the introduction of cybernetic methods in the field of education is the active development and application of information technologies and the formation of appropriate thinking of people using these technologies both during and after training. It is these people who will subsequently form the country's human resources potential, which will be able to realize their competencies, harmoniously integrating into the process of implementing the state strategy of the state.

Cybernetic pedagogy is aimed at the following research:

1. In-depth research into the realm of distance learning and professional development;
2. Comprehensive exploration of the evolution of sophisticated learning systems tailored to specific academic domains;
3. Critical analysis of the creation of innovative hybrid educational platforms driven by artificial intelligence;
4. Investigation into the development and implementation of cutting-edge electronic learning materials;
5. Systematic examination of methods to enhance educational effectiveness by integrating information technology into traditional educational environments;
6. Thorough study of automating administrative processes in educational and scientific contexts.

The basic principles of cybernetic pedagogy include:

1. A critical examination of the pedagogical framework from the perspective of administrative interactions and the exchange of data between the governing and governed components of the system.
2. The refinement of the educational trajectory, the implementation, and subsequent implementation of strategies and methodologies for structuring the educational experience that would maximize the efficacy and efficiency of the educational system's operations.
3. Active use of electronic devices and automated learning systems to manage the learning process [1].

Currently, the main object of research in the field of digitalization of education is the impact of information technology on the cognitive processes of students. However, at the moment, insufficient attention is being paid to the problem of cognitive activity of the staff, which is reflected in the insufficient number of studies

aimed at developing and analyzing experimental methods at the current stage of development of cybernetic pedagogy.

The main strength of cybernetic strategy in pedagogy is the consideration and analysis of educational processes through the prism of general management theory, which is based on a systematic approach. Effective management is possible when the purpose of management is clearly defined, a channel for collecting and analyzing information about the state of the environment and the facility is formed. The cybernetic approach involves analyzing the structure of the management system, identifying direct and feedback links, establishing information flows and their features.

Let us analyze the basic principles of cybernetics in relation to didactic systems:

- The principle of emergence is the principle of system integrity. The entire educational system corresponds to this principle of integrity, all its elements are interconnected with each other.
- The principle of external complementation. This principle was formulated by E.S. Beer, a British specialist in the field of cybernetics. Managing a large system is a complex process and requires timely and effective adjustment of control signals.
- Feedback principle: in order for the system to adapt to changes, it is necessary to have a feedback channel through which up-to-date information is transmitted. In the educational process, feedback is realized in the course of two-way communication between the teacher and the students. According to feedback theory, there are two types of control in cybernetics: cyclic and open-loop. With cyclic control, feedback and correction are performed. When the control is open, there is no feedback and correction. Within the framework of the educational process, the effectiveness of the learning process is achieved only with cyclical management. This proves the fact that feedback plays an important role both in the educational process itself and in the course of its transformation, since without feedback, the effectiveness of the learning process as a whole decreases.
- The concept of decomposition and the hierarchical structure of management entails the perception of a managed entity as a complex system comprising several relatively autonomous subsystems that are interconnected and exhibit a degree of subordination. This can be exemplified by the relationship between a student and their teacher, where the teacher is accountable to the headteacher, who in turn is responsible to the principal, who reports to the educational authorities, and so on.
- The principle of goal setting: the functioning of any cybernetic system is focused on achieving a goal [3].

Therefore, when analyzing the process of digitalization of education, it is necessary to take into account the cybernetic strategy, since cybernetic devices have become widespread during the widespread introduction of information and communication technologies. Depending on the software embedded in them, they are able to provide students with educational information and manage their activities.

Therefore, the implementation of cybernetic approaches in the realm of digitalisation in contemporary educational settings holds the promise of contributing to the refinement of the fundamental principles of education. This, in its turn, will have a profound impact on fostering a systematic and holistic comprehension of social, economic, and political phenomena in alignment with the demands of contemporary reality. The algorithmic thinking that students will develop will, in turn, influence their ability to apply these skills and knowledge in strategic planning of government goals and objectives in the future.

The process of digitalization of education using a cybernetic approach becomes conceptually meaningful and accountable to the state strategy. The education system is not developing in parallel with national interests, but is organically integrated into the process of constructing a political and economic agenda. The personnel provided by the state education system with a cybernetic approach are of particular value, since their competencies will be applied not in a technocratic manner, but in a combination of applied and empirical skills.

The contemporary educational paradigms are intricately intertwined with the integration of artificial intelligence technologies. The advent of AI raises a fundamental pedagogical question: how to define an individual's role in the learning process? What guiding principles should underpin the teaching of both scientific disciplines and the humanities?

Artificial intelligence is an integral part of the functioning of the modern world: not only in the field of technology and innovation, but also in the field of social sciences and humanities [4]. Artificial intelligence is becoming an independent object of research, which makes it possible to identify it as an interdisciplinary scientific field.

From the point of view of philosophy, artificial intelligence, in our opinion, is more closely related to philosophical anthropology and praxeology. The modern philosopher faces the following questions: Will artificial intelligence be able to completely replace humans and thus become the main object of philosophical anthropology? Is the person who develops artificial intelligence technologies aware of its danger (in terms of displacing people from different spheres of life)? How is the spiritual sphere being modernized by the introduction of artificial intelligence? Who will be responsible for the formation and construction of moral values and meanings? Are value and moral principles applicable to artificial intelligence products? Thus, the range of issues identified is very large and requires detailed study by experts from the field of praxeology and anthropology.

The introduction of artificial intelligence into exact sciences, in our opinion, significantly affects the simplification of the implementation of many actions through the use of algorithmic technologies [1]. However, areas in which subjective cognition plays a major role cannot completely abandon the human factor. Philosophy belongs primarily to such scientific fields. In philosophy, in our opinion, it is important to interpret and analyze a particular person, his rational and spiritual research, which may differ from the majority opinion. Philosophy is primarily a sphere of freedom of thought, and thought, in turn, must be supported by an emotional desire to comprehend the "incomprehensible" reality. Artificial intelligence is currently

deprived of the possibility of sensory cognition. Alan Turing, a British researcher of the last century, asks the following question: “Can a machine think?” In the 21st century, many foreign and domestic researchers answer this question in the affirmative, because the age of technology, augmented reality and artificial intelligence has proven in practice that machines can think as well as humans, while minimizing subjective errors and negating the influence of the human factor. Therefore, if Turing’s question was rhetorical in the 20th century, a well-founded and clear answer can be given to it in the 21st century. However, now a person, and above all a philosopher, faces a new question (by analogy with Turing’s question): “Can a machine feel?” Science has not yet given an answer to this question. But it is precisely the inability of the machine to feel at the moment that actualizes those scientific fields in which the human factor is great, including philosophy [4].

Artificial intelligence (AI) is a broad interdisciplinary field of study that permeates various aspects of human life. It is a topic of interest not only for researchers in natural and physical sciences, but also those working in social sciences and humanities. The very phrase “social sciences and humanities” encompasses the central question of whether AI can replace humans. Social sciences focus on the study of society and individuals within it. Humans have a unique ability to understand their own kind, which is not something that AI can fully replicate. Similarly, AI may be likened to physics, while humans are akin to metaphysics.

The next principle of the modern educational process is narrative. It defines the place of criticism in the teaching of the humanities. In the 19th century, a positivist approach prevailed in the humanities, as a result of which individual facts were compiled into chronological chains. Over time, with the development of cultural studies, linguistic and other humanitarian disciplines, this approach began to be criticized, as researchers ignored the importance of the cultural field and the meanings embedded in the corresponding textual images. The researcher can only interpret the events of the past, assuming that he has partially learned the meaning of the sources of a certain epoch. The totality of its well-established interpretations in historical science has been called the historical narrative.

A historical narrative arises when the historical narrative is complemented by the subjective judgments, positions and assessments of the author of the narrative. The American philosopher Arthur Danto conceptualizes the word “narrative” as an “explanation of a story” [5]. Therefore, the main task of a historian is not to describe individual facts in their cause-and-effect context, but to draw the reader’s attention to certain aspects of this event. The author of the narrative has a sufficient degree of freedom in choosing the means to achieve this goal.

The theory of “historical narrative", according to the Dutch historian Franklin Rudolf Ankersmit, is a peculiar line of division of the humanities into traditional and modern sciences. In traditional sources, the text is taken literally and interpreted without hidden meanings. Hermeneutics has extensive application in the analysis of novel sources, in which texts are examined through the lens of potential biases, either objective or subjective. As F. R. Ankersmit notes, “if, in the past, historians’ introspection focused on devising ‘correct’ methods of historical inquiry believed to yield reliable insights into the past, contemporary scholars question the very possibility of historical understanding”. The subject of investigation is not the

historical past itself, but rather, the historiographic tradition as a whole [1].

Karl Popper wrote that history can be presented both from the perspective of progress and from the perspective of regression [2]. That is partly true. If we are talking about progress in science, then we can give an example of the creation of the atomic bomb. If we are talking about regression, then we can highlight the same problem in terms of environmental damage caused by the spread of nuclear fission products around the globe.

In our opinion, narrative has something in common with political science ideology: they do not have a clear definition (unlike a term or definition) and depend on interpretation. On the one hand, the humanities, as a result of the development of the narrative paradigm, receive an impulse to a deeper analytical understanding of the described processes: not only descriptive methods, but also hermeneutic methods are now used in research. On the other hand, the development of this paradigm is associated with a number of risks: excessive abuse of narrative in the humanities entails a number of serious problems: for example, the distortion of historical facts and events. The relevance of these issues is confirmed by the emergence of terms such as historical memory and memory wars. Robin Collingwood wrote that any historian is obliged not only to describe the event, but also to supplement it with “criticism” [3]. However, it is worth remembering that criticism in the humanities should not lead to distortions of facts.

Thus, artificial intelligence is an integral part of the functioning of the modern world: not only in the field of technology and innovation, but also in the field of social sciences and humanities. Artificial intelligence is becoming an independent object of research, which makes it possible to identify it as an interdisciplinary scientific field.

Список литературы:

1. Чибаков, А. С. Новые теории кибернетики в социально-педагогическом исследовании: сохранение метанаучности и поиск трендов / А. С. Чибаков. – Текст : непосредственный // Яранский технологический техникум. – 2020. – № 1-4 (53). – С. 55-57.
2. Алексеев, А. Ю. Кибернетика и образование / А. Ю. Алексеев. – Текст : непосредственный // Педагогика. – 2018. – № 4. – С. 3-12.
3. Майер, Р. В. О формировании кибернетико-синергетического мышления у студентов педагогических специальностей / Р. В. Майер. – Текст : электронный // Вестник Омского государственного педагогического университета, Гуманитарные исследования. – 2024. – № 4 (45). – С. 193-197. – URL: https://elibrary.ru/item.asp?id=76753777 (дата обращения: 29.03.2025).
4. Колин, К. К. Информационная цивилизация: философские и методологические аспекты / К. К. Колин. – М. : URSS, 2017. – 328 с. – Текст : непосредственный.
5. Назаров, С. В. К использованию логических приемов кибернетики при обучении студентов-юристов / С. В. Назаров. – Текст : электронный // Дневник науки. – 2024. – № 8 (92). – URL: https://elibrary.ru/item.asp?id=74521991 (дата обращения: 29.03.2025).

© Комбарова В. С., Кургаева О. Л., 2025

УДК 796/799

Lesnikov Konstantin Sergeevich,
Postgraduate Student,
Namsaraeva Yana Nikolaevna,
Senior Lecturer,
Banzarov Buryat State Agricultural University,
Ulan-Ude, Russian Federation,
kostya.lesnikov.01@mail.ru

A METHOD OF TRAINING VOLLEYBALL PLAYERS AIMED AT IMPROVING THE LEVEL OF PHYSICAL FITNESS

Abstract. The article presents a study devoted to improving the effectiveness of the training process of volleyball players through the development of physical fitness. The aim of the work is to develop and experimentally substantiate the corresponding methodology. In the course of the study, scientific and methodological literature was analyzed, tests of physical fitness of volleyball players and a pedagogical experiment were conducted, in which the developed model of the training process was tested. The results of the experiment showed a significant positive dynamics in the development of physical qualities in volleyball players of the experimental group who used the developed model, in contrast to the control group. The obtained data demonstrate the effectiveness of the proposed model, which can be used by coaches to create more effective training programs aimed at the comprehensive development of physical fitness of volleyball players.

Keywords: volleyball, physical training, training process, training methodology, pedagogical experiment, training model.

Лесников Константин Сергеевич,
аспирант,
Намсараева Яна Николаевна,
ст. преподаватель,
Бурятский государственный университет
имени Доржи Банзарова,
г. Улан-Удэ, Российская Федерация,
kostya.lesnikov.01@mail.ru

МЕТОДИКА ТРЕНИРОВКИ ВОЛЕЙБОЛИСТОВ, НАПРАВЛЕННАЯ НА ПОВЫШЕНИЕ УРОВНЯ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ

Аннотация. В статье представлено исследование, посвященное повышению эффективности тренировочного процесса волейболистов через развитие физической подготовленности. Цель работы – разработка и экспериментальное обоснование соответствующей методики. В ходе исследования проанализирована научно-методическая литература, проведены тестирования физической подготовленности волейболистов и педагогический

эксперимент, в котором апробирована разработанная модель тренировочного процесса. Результаты эксперимента показали значительную положительную динамику в развитии физических качеств у волейболистов экспериментальной группы, использовавших разработанную модель, в отличие от контрольной группы. Полученные данные демонстрируют эффективность предложенной модели, которая может быть использована тренерами для создания более эффективных тренировочных программ, направленных на комплексное развитие физической подготовленности волейболистов.

Ключевые слова: волейбол, физическая подготовка, тренировочный процесс, методика тренировки, педагогический эксперимент, модель тренировки.

Introduction

Volleyball, as one of the most dynamic and spectacular sports, places high demands on the physical, technical and tactical training of athletes. Modern volleyball is characterized not only by a high intensity of game actions, but also by the athleticism of the players, which requires excellent jumping ability, strength, speed and endurance. In this regard, the scientific-based modeling of the training process, which allows to maximize the potential of each volleyball player, is of particular relevance [1].

Despite a significant amount of research in the field of volleyball, there is a problem of finding and developing the most effective methods of the training process aimed at improving the physical fitness of athletes [1].

In this regard, **the aim** of this study is to develop and experimentally substantiate a technique that increases the effectiveness of the training process of volleyball players, with an emphasis on the development of their physical fitness [2].

To achieve this goal, we need to solve the following **tasks**:

1. To analyze the scientific and methodological literature on the problem of modeling the training process in volleyball.
2. To determine the key indicators of physical development and physical fitness that affect the effectiveness of volleyball players' playing activities.
3. To develop a model of the training process that takes into account the indicators of both physical development and physical fitness of athletes.
4. To experimentally substantiate the effectiveness of the developed model.

Materials and methods of research

To achieve this goal and solve the research tasks, a set of methods was used, including:

- Analysis of scientific and methodological literature: domestic and foreign sources on the theory and methodology of volleyball, modeling of the training process, as well as studies on the influence of physical development and physical fitness on sports results in volleyball are studied.
- Pedagogical observation: the training process of volleyball players of various qualifications was monitored in order to identify the features of building training programs, the methods and means of training used, as well as taking into account the individual characteristics of athletes.

- Physical fitness testing: the following tests were used to assess the level of physical fitness of volleyball players:
  – high jump from a standstill (evaluation of the explosive strength of the legs);
  – long jump from a standstill (assessment of speed and strength qualities);
  – running 30 m (assessment of speed qualities);
  – shuttle run 9x5 m (agility and coordination assessment);
  – pull-ups on the crossbar (assessment of strength endurance);
  – Cooper's test (12-minute run) (assessment of overall endurance).
- Anthropometric measurements: the following physical development indicators were measured:
  – height;
  – weight;
  – body mass index (BMI).

Research results and discussion

The study involved 18 volleyball players of the men's national team of the Banzarov Buryat State University at the age of 20-25 years. All participants were divided into two groups: control (CG, n=9) and experimental (EG, n=9). Groups were formed by random sampling [3].

The training process in both groups was carried out in accordance with the training plan adopted at the university. In the experimental group, the training process was modified using the methodology developed by us, aimed at optimizing the physical training of volleyball players. In the control group, the training process was carried out according to the standard method adopted at the university [3].

Table 1 – Indicators of physical development and physical fitness of volleyball players CG and EG (before the experiment)

Indicator	**Control group (CG)**	**Experimental group (EG)**
Physical development		
Height (cm)	183.11	184.22
Weight (kg)	78.83	80.11,11
BMI (kg/m2)	22.8	23.6
Physical fitness		
Standing high jump (cm)	70.9	71.1
Standing long jump (cm)	215	213
Running 30 m (sec)	4.7878	4.6565
Shuttle run 9x5 m (sec)	12.41	12.78
Pull-ups on the crossbar (times)	9.22	9.67
Cooper Test (m)	2,793	2,842

Development and application of a training process model

The main goal of the developed model was to increase the level of physical fitness of volleyball players, improve their game performance and reduce the risk of injury.

The model is based on the principles of systematicity, progressivity, and cyclicity. The principle of systematicity assumed regular and consistent performance of training tasks aimed at developing various physical qualities and improving technical techniques. The principle of progressivity consisted in a gradual increase in the training load, which ensured the adaptation of the athletes' body to increasing requirements. The principle of cyclicity provided for the construction of the training process in the form of alternating microcycles (weekly) with an emphasis on the development of various physical qualities [4-8].

The model included the following main components:

– Diagnostics: assessment of the initial level of physical fitness of volleyball players using a set of tests presented in the section "Materials and methods of research". During the training process, the condition of athletes was monitored, and if necessary, adjustments were made to the training programs, the volume and intensity of exercises.

– Planning: development of training programs that take into account the results of diagnostics and the goals of the training process.

– Realization: conducting training sessions in accordance with the developed programs.

– Control: evaluation of the effectiveness of the training process based on current and final testing data.

The model used various training tools and methods aimed at developing general physical fitness and endurance. In particular, weight training, plyometric exercises, agility and coordination exercises were used.

The training process was organized in the mode of two training sessions per day for a month. As a rule, the first training session was devoted to the development of general physical fitness and endurance, and the second – to the improvement of technical techniques. The total duration of the experiment was 112 training hours, with 47 hours (42 % of the total time) devoted to the implementation of the developed model.

Various types of recreation were used for the recovery of athletes:

– Passive rest that involves a full break during the day.

– Active recreation that includes light activities such as walking, swimming, or yoga.

Methods of physiological and biochemical recovery were also used:

– Physiological recovery: massage, water treatments (sauna, steam bath, contrast shower), compliance with the sleep regime.

– Biochemical recovery: proper nutrition (eating foods rich in carbohydrates, proteins, and vitamins), taking vitamins and minerals, and using sports drinks and supplements.

Table 2 – Indicators of physical development and physical fitness of volleyball players of CG and EG (after the experiment)

Indicator	**Control group (CG)**	**Experimental group (EG)**
Physical development		
Height (cm)	183.37	184.89
Weight (kg)	79.50	80.55
BMI (kg/m2)	22.9,9	23.7,7
Physical fitness		
Standing high jump (cm)	72.1	74.8
Standing long jump (cm)	217	224
Running 30 m (sec)	4.86,86	4.01
Shuttle run 9x5 m (sec)	12.56	11.41
Pull-ups on the crossbar (times)	10.50	16.8
Cooper Test (m)	2772	2904

Analysis of test results after the experiment

A comparison of the results presented in Tables 1 and 2 allows us to note the following changes that occurred in the control and experimental groups after the experiment.

In the control group (CG) there is a slight increase in height, weight, and BMI. There are also minor changes in physical fitness indicators, which can be regarded as fluctuations within the measurement error range. In general, it can be noted that the level of physical fitness of CG volleyball players practically did not change during the experiment.

In the experimental group (EG) there is a more pronounced dynamics of changes. Height (+0,4 %), weight (+0,6 %) and BMI (+0,4 %) also increased slightly. There is a positive trend in the indicators of physical fitness:

- Results in the standing high jump improved significantly (+5,3 %).
- Results in the standing long jump improved significantly (+4,9 %).
- The time spent in the 30-meter race was significantly reduced (-5,5 %).
- The result in the 9x5 m shuttle race improved significantly (-10,7 %).
- The number of pull-ups on the crossbar increased significantly (+73,7 %).
- In the Cooper test, the result also improved (+2,2 %).

Thus, we can conclude that the level of physical fitness of EG volleyball players has significantly increased during the experiment.

Comparison of results between groups.

After the experiment, there are more pronounced differences between CG and EG in physical fitness indicators. In particular, EG shows a significant advantage in jump tests, speed qualities, strength endurance, and overall endurance.

Conclusion

The conducted research was aimed at solving the urgent problem of improving the effectiveness of the training process of volleyball players. For this purpose, a model of the training process was developed and tested, based on the principles of systematic, progressive and cyclical characteristics, taking into account the specifics of volleyball and aimed at the comprehensive development of athletes' physical qualities.

The results of the study convincingly showed that the proposed model is an effective tool for improving the level of physical fitness of volleyball players. In the experimental group, where the developed model was used, significant positive dynamics were observed in the development of jumping qualities (improvement of results in the high jump and long jump from a standstill), speed indicators (reduction of time in the 30-meter run and 9x5-meter shuttle run), strength endurance (increase in the number of pull-ups on the crossbar) and overall endurance (increasing the distance in the Cooper test). It is important to note that the improvements in the experimental group were statistically significant.

In contrast, in the control group trained according to the standard method, there were no significant changes in the level of physical fitness, which confirms the advantage of the developed model.

The results obtained are of direct practical significance and can be used by volleyball coaches to develop and implement more effective programs aimed at the integrated development of athletes' physical qualities in the training process. The developed model can also be adapted and applied in sports organizations, volleyball federations, and sports-related educational institutions to improve the level of training of volleyball players.

It is advisable to direct further research to study the effectiveness of the developed model on volleyball players of different ages and qualifications, as well as to conduct a comparative analysis of the effectiveness of the developed model with other modern methods of training volleyball players.

Список литературы:

1. Тренировка волейболистов : учебно-методическое пособие / В. М. Шулятьев, В. В. Иванов, А. А. Сопарев, Д. А. Потапов. – Москва : Экон-Информ, 2019. – 77 с. – Текст : непосредственный.

2. Родин, А. В. Индивидуальная тактическая подготовка в спортивных играх монография / А. В. Родин ; Министерство спорта Российской Федерации, Федеральное государственное бюджетное образовательное учреждение высшего образования «Смоленский государственный университет спорта». – Смоленск : СГУС, 2021. – 278 с. – Текст : непосредственный.

3. Плотникова, О. А. Построение тренировочных нагрузок спринтеров с учетом уровня индивидуальной подготовленности / О. А. Плотникова, Р. М. Исламов, И. О. Иванкова. – Текст : непосредственный // Ученые записки университета имени П. Ф. Лесгафта. – 2021. – № 4 (194). – С. 345-351.
4. Глухарева, М. Р. Основы подготовки волейболистов учебное пособие / М. Р. Глухарева, С. С. Оконешникова ; Министерство науки и высшего образования Российской Федерации, Северо-Восточный федеральный университет имени М. К. Аммосова, Институт физической культуры и спорта. – Якутск : Издательский дом Северо-Восточного федерального университета, 2022. – 143 с. – Текст : непосредственный.
5. Ивойлов, А. В. Волейбол Очерки по биомеханике и методике тренировки / А. В. Ивойлов. – Москва : Физкультура и спорт, 1981. – 152 с. – Текст : непосредственный.
6. Акчурин, Н. А. Учет индивидуальных особенностей при формировании технико-тактических действий в процессе подготовки волейболистов : учебное пособие / Н. А. Акчурин, А. А. Щанкин ; М-во образования и науки Российской Федерации, Федеральное гос. Бюджетное образовательное учреждение высш. проф. образования «Мордовский гос. Пед. Ин-т им. М. Е. Евсевьева». – Саранск : ФГБОУ ВПО «Мордовский гос. Пед. Ин-т им. М. Е. Евсевьева», 2013. – 154 с. – Текст : непосредственный.
7. Селезнева, О. В. Начальное обучение техническим приемам волейбола высокорослых девочек 13-14 лет : 13.00.04 «Теория и методика физического воспитания, спортивной тренировки, оздоровительной и адаптивной физической культуры» : автореферат диссертации на соискание ученой степени кандидата педагогических наук / Селезнева Ольга Васильевна. – Белгород, 2012. – 22 с. – Текст : непосредственный.
8. Новожилова, С. В. Методика сопряженной тренировки физических способностей на основе специальных акробатических и плиометрических упражнений в спортивной подготовке юных волейболисток : 13.00.04 «Теория и методика физического воспитания, спортивной тренировки, оздоровительной и адаптивной физической культуры : автореферат диссертации на соискание ученой степени кандидата педагогических наук / Новожилова Светлана Валентиновна. – Ярославль, 2012. – 24 с. – Текст : непосредственный.

© Лесников К. С., Намсараева Я. Н., 2025

УДК 372.881.111.1

Markova Natalia Aleksandrovna,
Assistant,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
Natalimark18@mail.ru

MOTIVATION IN FOREIGN LANGUAGE LEARNING. THEORETICAL REVIEW OF RECENT STUDIES

Abstract. The article provides a theoretical review of recent studies (2020-2025) on motivation in foreign language learning and examines key directions: the tendency and adaptation of motivational self-systems to digital environments, the impact of technologies, such as artificial intelligence and gamification, on motivation.

Keywords: motivation in learning the second language, digital technologies in language learning motivation, educational environment, digital motivation, personal self-motivation.

Маркова Наталья Александровна,
ассистент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
Natalimark18@mail.ru

МОТИВАЦИЯ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ. ТЕОРЕТИЧЕСКИЙ ОБЗОР ИССЛЕДОВАНИЙ

Аннотация. В статье представлен теоретический обзор нескольких исследований мотивации в изучении иностранных языков за 2020-2025 годы. Приводится краткий анализ следующих ключевых направлений: адаптация модели «мотивационного я» к цифровым средам, влияние на мотивацию технологий, а именно искусственного интеллекта и геймификации.

Ключевые слова: мотивация в изучении второго языка, цифровые технологии в языковой мотивации, образовательная среда, цифровая мотивация, личностная мотивация.

Globalization and digitalization have elevated the importance of foreign language learning within the framework of expanding intercultural communication. These forces drive rapid transformations in educational paradigms, necessitating continuous monitoring of factors influencing student motivation to ensure the development of effective, contemporary pedagogical strategies.

This theoretical review analyzes scientific literature from 2020 to 2025 to explore recent trends in motivation within foreign language learning. To provide a

conceptual foundation, key terms are defined as follows: *Motivation* refers to the psychological processes that initiate, direct, and sustain effort toward learning a foreign language [1]. *Foreign language learning* denotes the acquisition of a non-native language through formal or informal educational contexts. *Intrinsic motivation* is the internal drive to engage in a task for its inherent satisfaction or interest, while *extrinsic motivation* involves pursuing a task for external rewards, such as grades or career benefits [2]. *Computer-Assisted Language Learning (CALL)* encompasses the application of digital tools, including AI, to support language acquisition [3].

This review draws on an extensive analysis of literature published between 2020 and 2025, sourced exclusively from Scopus and Google Scholar due to their comprehensive coverage and widespread use in academic research. Search terms included "motivation in second language acquisition," "L2 learning trends," "digital tools in language motivation," and "ChatGPT in language education". A total of 92 sources were examined: 62 from Scopus and 30 from Google Scholar.

From this corpus, four key studies were selected for their novelty, relevance, citation frequency, and alignment with the research focus. A qualitative methodology was applied, emphasizing theoretical frameworks such as the L2 Motivational Self System, Self-Determination Theory (SDT), and hedonic motivation models.

The research shows a high interest among the scientific pedagogical community in analyzing factors influencing students' motivational processes, primarily digital technologies, as well as individual motivational models in the educational environment. The analysis of sources revealed several key ideas around which contemporary research on student motivation in foreign language learning is conducted. Significant attention is paid to studying current stimuli, such as authentic interaction in virtual communities, gamification, and personalized approaches that align with students' interests, preferences, and, importantly, values.

Within our research, it is essential to emphasize the dynamic nature of motivation as a key reason for continuous monitoring and analysis. This implies the need for teachers to possess broad interdisciplinary awareness to account for as many aspects influencing motivation levels as possible: psychological, sociological, and technological.

Regarding psychological and sociological aspects, central attention is still given to the quality of relationships and interactions between students and teachers as one of the leading factors determining engagement, a sense of belonging to the learning process, and the sustainability of learning efforts [4]. In modern realities, the teacher is not only a source of knowledge but also a supportive and safe space, shaping the motivational environment through feedback, encouragement, and trusting relationships. Research confirms that the quality of interaction between teachers and students still significantly influences the development of students' intrinsic motivation, despite the growing number of technological alternatives to teachers, such as AI chatbots, particularly ChatGPT. This trend underscores the need for further study of interpersonal aspects in the educational environment and their adoption as a foundation for improving motivational strategies in language education [3].

However, the modern educational environment includes not only teachers and learners. Artificial intelligence is also integrated into the educational process, not only as a source of information but also as a nearly equal interlocutor, performing motivational and supportive functions, which allows it to be compared to a teacher. Due to AI's (ChatGPT) ability to provide the aforementioned functions, research on the integration of AI into the language-learning environment is becoming increasingly necessary, relevant, and significant. Modern technologies offer students essential features: accessibility, high levels of politeness, empathy, and high tolerance for errors. All this contributes to the creation of an additional educational environment that often operates alongside the primary one, which includes the teacher. In rare cases, students may prefer to make learning through AI chatbots their primary educational environment, which raises concerns in the scientific pedagogical community [1].

Research in the field of Computer-Assisted Language Learning (CALL) highlights hedonic motivation in this process, which tends to increase precisely due to interactive and adaptive feedback. Data show that ChatGPT's interactivity and adaptability enhance student engagement, especially in conversational practice and simulating real-life situations. Thus, it can be concluded that the enjoyment of using modern tools becomes a driver of learning. However, it is important to note that excessive reliance on technologies may reduce intrinsic motivation if it is not supported by personal goals. This phenomenon speaks to the high potential of AI and underscores the importance of further monitoring and analysis of its long-term impact on motivation in foreign language learning [3].

In addition to the mentioned hedonic motivational model, research also emphasizes the "motivational self" model, where scholars examine the influence of digital environments – apps, online games, social networks – on the formation of the "ideal language self," the learner's self-concept of what level of language proficiency seems ideal and requires no further improvement. These studies confirm the idea that digital experiences with foreign languages enhance student motivation due to the authenticity of materials and more vivid and obvious visualization of language use [1].

Our analysis revealed a separate research direction on the impact of technologies, such as AI and gamification, on intrinsic and extrinsic motivation. These studies confirm that personalized language environments increase interest in learning and reduce fear and anxiety when incorporating oral communication, especially evident in learning languages for self-development rather than external goals like exams [2].

The analysis of research clearly demonstrates the technological evolution of motivation in foreign language learning, accompanied not only by the rapid development of technologies but also by social changes. Models of intrinsic motivation and the "motivational self" inevitably adapt to the digital era, and during this adaptation, we can observe a strengthening link between personal goals and language progress. Thus, the importance of integrating technologies into pedagogy to enhance and maintain interest cannot be overstated. Despite the advantages of

autonomous educational environments through AI, the possibility of information overload must be considered, as it may lead to a significant decrease in motivation.

A comparison and analysis of studies revealed a general trend: the educational environment is gradually shifting from external motivational (grades, career, peer opinions) to intrinsic and hedonic ones, with the participation and influence of technologies. Limitations of the research include the impact of hedonic motivation associated with ChatGPT on long-term learning outcomes compared to traditional methods, indicating the promise of further research [2].

Despite the abundance of material on the topic of motivation, the relevance of research does not diminish due to technological advancements and changing educational contexts. Modern educators face a number of primary tasks, one of which is to strengthen student motivation by influencing their engagement and performance. Thus, student motivation remains a key factor not only in the successful mastery of a foreign language but also in closely observing rapidly changing trends and future developments in the field.

Recent research on motivation in foreign language learning reflects the influence of digitalization, social factors, and new technologies like ChatGPT. Key directions include the adaptation of the “motivational self” model to virtual environments, the enhancement of intrinsic motivation through AI, and the introduction of hedonic motivation as a factor in engagement.

These trends highlight the need for an interdisciplinary approach combining linguistics, psychology, and technology. Future research should encompass diverse learner groups and the long-term effects of innovations. The review confirms the significance of the topic for language education in an era of global change.

Список литературы:

1. Kim, Y., Lee, S. (2023). Intrinsic and Extrinsic Motivation in Digital Language Learning: A Comparative Study // Journal of Multilingual and Multicultural Development, 44(5), 389-402.
2. Qu, K., Wu, X. (2024). ChatGPT as a CALL Tool in Language Education: A Study of Hedonic Motivation Adoption Models in English Learning Environments // Education and Information Technologies, 29, 19471-19503.
3. Fan, C. (2023). English Learning Motivation with TAM: Undergraduates’ Behavioral Intention to Use Chinese Indigenous Social Media Platforms for English Learning // Cogent Social Sciences, 9(2).
4. Al-Hoorie, A. H., Hiver, P. (2024). The Role of Social Support in Language Acquisition Motivation // Language Learning, 74(2), 215-230.

© Маркова Н. А., 2025

УДК 37.091.3

Masimov Olimbek Masimovich,
Lecturer,
Tajik State Pedagogical University named after Sadriddin Aini,
Dushanbe, Republic of Tajikistan,
olim.mas@mail.ru

SURVEYING STUDENTS USING CARDS

Abstract. A card is a rational means of visualization with a part of scientific information, tasks, questions, and also with organizational instructions. It contains basic information, tasks and auxiliary solutions in descriptive form, with the help of which students individually, in groups or with a class perform tasks for accumulation, as well as control of knowledge and skills by the teacher during a lesson or practical work. Tasks for cards contain several exercises that ensure the student's assimilation of the material.

The article discusses the use of cards as an effective teaching tool for developing monologic speech. Using cards in lessons develops memory, attention, logical thinking and motivation of students for each lesson.

Keywords: cards, class, teacher, monologic speech, knowledge activation, attention, logical thinking, motivation, skills.

Масимов Олимбек Масимович,
преподаватель,
Таджикский государственный педагогический университет
имени Садриддина Айни,
г. Душанбе, Республика Таджикистан,
olim.mas@mail.ru

ОПРОС УЧАЩИХСЯ ПРИ ПОМОЩИ КАРТОЧЕК

Аннотация. Карточка – это рациональное средство наглядности с частью научной информации, заданий, вопросов, а также с организационными указаниями. В ней содержатся основные сведения, задачи и вспомогательные решения в описательной форме, с помощью которых учащиеся индивидуально, группами или же с классом на уроке или во время практической работы выполняют задания для накопления, а также контроля учителем знаний и умений. Задания к карточкам содержат в себе несколько упражнений, которые обеспечивают усвоение материала учеником.

В статье рассматривается использование карточек как эффективный инструмент обучения для формирования монологической речи. Использование карточек на уроках развивает память, внимание, логическое мышление и мотивацию учащихся к каждому уроку.

Ключевые слова: карточки, класс, учитель, монологическая речь, активация знаний, внимание, логическое мышление, мотивация, навыки.

How the class sighs with relief, hearing that today “there will be no questions”. But most of the students prepared for the lesson. Why are they not interested in the assessment of their work? The reason is that a survey, as a rule, is a situation that is psychologically uncomfortable for the respondent. The teacher does not like this part of the lesson either. And here is why. While one student is answering, the rest listen passively and disinterestedly (after all, the “discovery” of the topic took place in the previous lesson), and no additional questions will save or interest the students [1].

Thus, both the student and the teacher perceive this part of the lesson not as time allocated for acquiring knowledge, but as time intended for receiving grades. But this part of the lesson is important not only for accumulating grades and monitoring knowledge. Take at least one fact that it is during the survey that each student is given equal time to express their thoughts, for active speech activity, that it is here that opportunities are created for the formation of monologue speech [2].

Problem-searching conversation, as the main method of comprehending a literary work, develops dialogic speech to a greater extent, monologues here consist of 3-4 sentences, and the degree of participation of the student is determined by his personal qualities [3]. During the survey, the student is forced to speak regardless of his character. If we take into account that in the conditions of dividing the class into groups, the floor can be given to the same student at every third lesson, then a real opportunity to improve his speech appears.

There are other reasons that make you think about the methodology for organizing and conducting a survey.

When monitoring students’ knowledge and reviewing what has been covered, the teacher should only refer to the material that is necessary as a starting point for solving the cognitive tasks of a given specific lesson [4].

To do this, you can organize a survey using cards, which allow you to solve many problems.

Introduce additional new educational material – thereby increasing the value of the answer for the class (newly introduced material is interesting to listen to). For the person answering, the survey is not just a knowledge test, but a small creative work to solve some simple problem based on previously acquired knowledge [5].

Students know that the card helps with the answer, it gives the student the opportunity to consistently and convincingly express his thoughts. Thus, that very important “situation of success” that didactics talk about is created.

Note that cards are not the only method of activating the acquired knowledge; there is also frontal work with the class, and reflections of the whole class on one question, etc.

Cards are compiled taking into account the level of general preparedness, development of the student, his interests. One student will be given the words needed for the answer in the card, another – a detailed plan of the answer, the third, fluent in Russian, – a large informative material that he is offered to use in the answer; the fourth will be able to use his knowledge of art [6].

Cards containing vocabulary to help the respondent

This type of cards usually contains a simple question. The student's work is reduced to skillful retelling and commenting on the text.

1. *What kind of upbringing and education did Onegin receive?*

Use quotes in your answer. Pay attention to the abundance of French words in the text. Words for the answer: *follow traditions, superficial, satisfy the requirements* (of whom? of what?).

Cards containing an answer plan

Usually, such cards are offered if the question is difficult. The answer plan helps, but does not prompt, since knowledge of the text is required to answer.

Why do you think Tatyana liked Onegin?

Plan

1. *What kind of relationships did Tatyana have with the people around her?*
2. *How does Tatyana live, what does she expect from life?*
3. *How did Onegin attract Tatyana's attention?*
4. *What did Tatyana think about after Onegin left?*

Vocabulary: *illusions, to draw in the imagination, to amaze the imagination, to live in (*what*?) world.*

Read what Onegin's office was filled with and give an answer according to the plan.

Plan

1. *What is an office usually intended for? What do we expect to find there?* (When answering, use the attached photo of Pushkin's office).
2. *What was Onegin's office filled with?*
3. *With what intonation and why does the author pronounce "...the philosopher's office at eighteen years old"?*

Vocabulary: *luxury items, trinkets.*

Cards containing additional text not included in the reader

The textbook presents Nekrasov's poems about St. Petersburg very poorly. Students are asked to independently comprehend the poems "The Thief", "Whether I am driving along a dark street at night".

Analyze Nekrasov's poem "The Thief".

1. *How does the poet treat the person who committed theft?*
2. *What artistic details depict the extreme need of a person?*
3. *Why did the poet depict the thief's face so thoroughly?*
4. *How does the poet treat those who administer justice?*

Cards using additional journalistic material, criticism, documents of the era

Read Pyotr Zalomov's speech at the trial, compare it with Pavel Vlasov's speech.

Plan

1. *What is the main part of Pavel Vlasov's speech devoted to?*
2. *What allowed Lenin to call the novel "the handbook of the proletariat"?*

Vocabulary: *recognizable life, put forward slogans, clear tasks.*

Cards containing a problematic question

One of A. Pushkin's contemporary critics, P. Katenin, wrote: "The transition from Tatyana the provincial young lady to Tatyana the noble lady becomes too unexpected and inexplicable."

Task:

1. *Prove that the critic had reason to say so.*
2. *When answering, pay attention to Tatyana's relationships with those around her, with Onegin.*
Task:
1. *Prove that the critic was wrong. When answering, pay attention to how Tatyana differs from those around her* (dreams, aspirations).

Cards based on works of fine art

Of course, an illustration, portrait, or painting can be used in any part of the lesson, but it is advisable to use them when the students have a visual representation of the hero or another artistic image.
1. *Why is Gorky depicted against the backdrop of the sea in the portraits of Korovin and Brodsky?*
Vocabulary: *majestic element, mighty spirit, boundless.*

In the work of each teacher, cards help to conduct a survey more successfully. Students, working with cards, will prepare for classes much more actively in order to answer the questions in more detail. This will be not only their result, but also a result for the whole class.

The effectiveness of using cards in lessons is an important method of the pedagogical process. When working with cards, individual characteristics of the student are taken into account.

As a result, the use of cards in lessons can be an important tool for improving the quality of learning and creating a more interesting and exciting lesson.

Список литературы:

1. Бадмаева, Д. Д. Активизация учебной деятельности школьников при использовании дидактических игр : 13.00.01 «Общая педагогика, история. педагогики и образования» : дис. на соиск. … канд. пед. наук / Бадмаева Дарима Дамбаевна; Бурятский государственный университет. – Улан-Удэ, 2004. – 187 с. – Текст : непосредственный.
2. Маркова, А. К. Формирование мотивации учения в школьном возрасте : пособие для учителя / А. К. Маркова. – М. : Просвещение, 1983. – 96 с. – Текст : непосредственный.
3. Харламов, И. Ф. Как активизировать учение школьников : дидактические очерки / И. Ф. Харламов. – 2-е изд., дополненное и переработанное. – Минск : Народная асвета, 1975. – 208 с. – Текст : непосредственный.
4. Рысьева, Т. Г. Система дидактических игр как средство развития познавательной деятельности школьников : 13.00.01 «Общая педагогика, история. педагогики и образования»: дис. на соиск. … канд. пед. наук / Рысьева Татьяна Георгиевна; Удмуртский государственный университет. – Ижевск, 2003. – 230 с. – Текст : непосредственный.
5. Рабунский, Е. С. Индивидуальный подход в процессе обучения школьников: на основе анализа их самостоятельной деятельности / Е. С. Рабунский. – Москва : Педагогика, 1975. – 184 с. – Текст : непосредственный.
6. Стрезикозин, В. П. Совершенствование урока в сельской школе / В. П. Стрезикозин. – Текст : непосредственный // Советская педагогика. – 1976. – № 11.

© Масимов О. М., 2025

УДК 372.881.111.1

Mishchenko Anna Vadimovna,
PhD in Philosophy, Associate Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation
annamish111@mail.ru
Egorova Olga Leonidovna,
Assistant,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation
aribeth93@yandex.ru

CURRENT TRENDS AND THE ROLE OF THE TEACHER'S PERSONALITY IN TEACHING FOREIGN LANGUAGES

Abstract. The article highlights the role of the teacher's personality in the successful teaching of foreign languages, the actualization of a conflict-free educational environment, and the pedagogy of caring as important factors in modernizing the teaching system in Russia. A holistic comparative analysis of the survey of SPbSUITD students on the role of the teacher's personality in teaching foreign languages and the teacher's choice of effective pedagogical technologies in teaching is given.

Keywords: conflict-free educational environment, ethics, success situation, differentiation of learning, personal qualities of a teacher, multimodal pedagogical technologies in teaching foreign languages.

Мищенко Анна Вадимовна,
канд. филос. наук, доцент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
annamish111@mail.ru
Егорова Ольга Леонидовна,
ассистент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
aribeth93@yandex.ru

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И РОЛЬ ЛИЧНОСТИ ПЕДАГОГА В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. В статье освещаются вопросы роли личности педагога в успешном обучении иностранным языкам, актуализации бесконфликтной

образовательной среды, педагогики заботы в качестве важных факторов модернизации системы преподавания в России. Дается целостный сравнительный анализ опроса студентов СПбГУПТД на тему роли личности преподавателя в обучении иностранным языкам и выборе преподавателем эффективных педагогических технологий в обучении.

Ключевые слова: бесконфликтная образовательная среда, этика, ситуация успеха, дифференциация обучения, личностные качества педагога, мультимодальные педагогические технологии в обучении иностранным языкам.

Modern Russian society faces many challenges, one of which is the formation of a harmonious personality of the student, the training of personnel capable of self-realization, harmonious and successful life. It seems to us that a democratic and conflict-free educational trajectory will allow students to acquire knowledge and skills in accordance with their interests, abilities and goals. Teaching foreign languages is precisely the process in which a combination of individual and differentiated approaches are necessary success factors.

Modern educational trajectories of teaching foreign languages represent individual areas of study that take into account the interests, abilities and needs of each student. From our point of view, the following requirements for the organization of the educational process in a foreign language are obvious today: personalization of learning, individual curricula, adaptive learning, digitalization of education, the use of technologies that automatically adjust the complexity and content of materials to the student’s level of knowledge, taking into account multiple intelligence: an approach based on the theory of Howard Gardner, which assumes, that every person has their own strengths [1].

Modern education is increasingly moving beyond traditional subject boundaries. The emphasis on practical skills and the need to apply knowledge in real conditions, teaching the basics of business, financial literacy and innovation prove the effectiveness of mentoring, hybrid learning, interdisciplinary and project approaches, STEAM approach (integration of science, technology, engineering, art and mathematics). Professional retraining and self-education, the key aspects of Lifelong Learning, are not optional, but necessary today due to constantly updated requirements and increasing technical capabilities.

Modern educational trajectories pay attention not only to academic knowledge, but also to the emotional well-being of students. An important component of modern education is the pedagogy of relationships, conflict-free learning with an emphasis on the psychological health of all participants in the educational process. In the modern technological era, when there are many learning formats, the teacher’s personality remains a key element in the educational process. Moreover, the teacher’s influence can be both positive and negative. Under the influence of a charismatic and sympathetic teacher, a student may be inspired by an academic subject, and if there is no mutual respect, if the teacher shows unprofessionalism, aggression, the student, on the contrary, may have an aversion to the entire academic discipline [2].

According to the survey conducted in 2025 at the Department of Foreign

Languages in Professional Sphere of St. Petersburg State University of Industrial Technologies and Design among students of 1-2 courses studying a foreign language, 85 % of respondents indicated that interest in the subject (learning a foreign language) is their main motivating factor. 455 students of non-linguistic specialties participated in the survey. The research was aimed at identifying students' opinions about the personal characteristics and professional competencies of foreign language teachers, their methodological techniques and the pedagogical technologies used. According to the results of the study, it is possible to identify the key qualities of a teacher that are appreciated by students – kindness, patience, understanding, the ability to praise and motivate a student. Qualities such as rigor and exactingness were also mentioned, but much less frequently. This allows us to conclude that the humane attitude of the teacher is remembered by the children much more strongly, they do not feel fear and in a comfortable environment. When a "kind teacher" praises, it allows the student to focus on the positive aspects without being afraid to apply and hone their skills and abilities. One can draw a parallel with the so-called "green pen method" – when the emphasis is on successes rather than failures. This creates a situation of success for the student, which is directly related to internal motivation and desire for the subject being studied.

It should be noted that some of the students left the field "the best teacher I met was..." completely empty. There are several explanations for this – it is difficult to immediately identify the most outstanding features of talented teachers, or there is a problem of a shortage of teaching staff that the students could indicate in the survey. Since the analysis of the survey of 1st and 2nd year students showed that students, for the most part, see a kind, empathetic person who implements creative approaches in educational activities as the best teacher, the described portrait of the teacher is seen as the most preferable in the context of the implementation of any educational programs, not limited to teaching foreign languages.

Based on the data obtained, conclusions were drawn about the primary role of the personal qualities of the teacher (46 %) in the educational process, contributing to the growth of motivation to learn a foreign language. The use of authentic and relevant educational materials also plays an important role, as well as effective methodological techniques used by teachers (16 %).

The great Russian teachers A. S. Makarenko, V. A. Sukhomlinsky, P. P. Blonsky, S. T. Shatsky and many others have always emphasized the important role of the teacher in education and upbringing of the individual. Their ideas and views had a significant impact on the development of pedagogical thought in Russia and beyond. K. D. Ushinsky (1824-1870), the founder of scientific pedagogy in Russia, argued that a teacher not only transmits knowledge, but is also an educator who shapes the personality of a student: "education and life in general, with all its influences, can greatly change the innate abilities of his mental activity" [3]. Leo Tolstoy believed that a teacher should respect a child's personality and help him develop naturally, without violence and coercion.

The role of a teacher-facilitator in modern education is becoming increasingly important, especially in the context of the transition from a traditional learning model where the teacher acts as a "source of knowledge" to more flexible and interactive

approaches. A teacher-facilitator is not just a teacher, but an organizer of the educational process, and the creator of a supportive environment. It promotes the development of students' critical thinking and self-learning skills, provides emotional support, is a role model, helps in the development of information technology, the role of which is becoming increasingly important in teaching foreign languages.

AI tools are being actively implemented in the field of education, gaining increasing popularity: AI for checking accents, for checking grammar, for evaluating oral skills, practicing productive skills, etc. All the more interesting is the extremely polite and friendly tone of AI communication with the user: "If you need additional sources or help in finding specific research, let me know!" [DeepSeek] [4], "If you have any questions or topics that you want to discuss, I am always ready to help!" [Perplexity] [5], "If you need to talk or sort out some deeper issue, I'm here!" [ChatGPT] [6].

Even to direct negativity (prompt "You're wrong", "AI is useless", "AI is not needed"), the artificial interlocutor responds as correctly as possible each time: "I understand your point of view. Not everyone likes using AI, and this is quite normal. Sometimes it's easier and more convenient to turn to familiar sources or solutions. If you suddenly want to chat or learn something, I'm always in touch!" [ChatGPT] [6], "I understand your position!" [DeepSeek], "Thank you for your feedback! If you think that the sources provided do not meet your expectations, let's clarify exactly what you are looking for. Perhaps you need more highly specialized research, specific examples, or data on a specific country/region? Please clarify your requests, and I will try to help you find exactly what you need." [DeepSeek] [4] "I am always ready to discuss and improve my answers. If you think I'm wrong in any particular aspect, please clarify what I'm talking about. Your comments will help me better understand your point of view and provide more accurate information in the future. If you have specific arguments or examples that support your position, I would be happy to hear and discuss them. This is important so that I can improve my knowledge and provide more accurate answers in the future." [Perplexity] [5]. It seems to us that this ethical approach to communication may also explain the phenomenal popularity of AI tools among users. Teachers of the classic teacher-student-classroom format can also pay attention to the given verbal formulas. In other words, sometimes "live" teachers have a lot to learn from their "inanimate" interlocutors.

Based on the examples suggested above, it can be concluded that information generation using AI, immersive education, and the use of augmented reality open up wide opportunities for learning foreign languages, making the process more flexible, productive, interactive, and personalized. This makes it possible to productively implement a differentiated approach to learning, increases students' motivation and provides access to modern educational resources. However, it is important to remember that technology should complement rather than replace traditional teaching methods, such as live communication with a teacher in a moderated communication situation and practice with native speakers.

Modern educational trajectories are becoming more flexible, personalized, and practice-oriented. They take into account not only academic success, but also

personal development, social skills and preparation for a future profession. In the digital age and globalization, education is becoming a lifelong process, and technology, combined with a conflict-free educational environment, plays a key role in its transformation.

Список литературы:

1. Gardner, H. (1999) Intelligence Reframed: Multiple Intelligences for the 21st century. New York: Basic Books. 1999. 204 p.
2. Мировые тренды образования в российском контексте-2024 : [сайт]. – 2025. – URL: https://ioe.hse.ru/edu_global_trends/2024/ (дата обращения: 26.02.2025). – Текст : электронный.
3. Ушинский, К. Д. Собрание сочинений. Т. 9 / К. Д. Ушинский. – М.; Л. : Изд-во Акад. пед. наук РСФСР, 1945. – С. 449. – Текст : непосредственный.
4. DeepSeek : [сайт]. – 2025. – URL: https://www.deepseek.com/ (дата обращения: 05.04.2025). – Текст электронный.
5. Perplexity : [сайт]. – 2025. – URL: https://www.perplexity.ai/ (дата обращения: 05.04.2025). – Текст электронный.
6. ChatGPT : [сайт]. – 2025. – URL: https://chatgpt.com/ (дата обращения: 05.04.2025). – Текст электронный.

© Мищенко А. В., Егорова О. Л., 2025

УДК 37.013.83

Semchuk Elena Vladimirovna,
Senior Lecturer,
Saint Petersburg State University of Industrial Technologies and Design,
Higher School of Technology and Energy,
Saint Petersburg, Russian Federation,
semchukelena@rambler.ru
Sergeeva Ksenia Yakovlevna,
Senior Lecturer,
Saint Petersburg State University of Industrial Technologies and Design,
Higher School of Technology and Energy,
Saint Petersburg, Russian Federation,
k.s.sergeeva@inbox.ru

ADULT EDUCATION TECHNOLOGY

Abstract. Education for adult students has its own characteristics, and the organization of the educational process should take into account their needs, interests and opportunities. Flexible forms of study, flexible schedules and the use of technology are the main elements that can make the educational process effective and satisfying for adult students.

Keywords: distance learning, teaching methods, forms of learning, organization of learning, adult education, flexible learning schedule, technologies in the educational process, online resources, work and training, educational course marketplace.

Семчук Елена Владимировна,
ст. преподаватель,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Высшая школа технологии и энергетики,
Санкт-Петербург, Российская Федерация,
semchukelena@rambler.ru
Сергеева Ксения Яковлевна,
ст. преподаватель,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Высшая школа технологии и энергетики,
Санкт-Петербург, Российская Федерация,
k.s.sergeeva@inbox.ru

ТЕХНОЛОГИЯ ОБРАЗОВАНИЯ ВЗРОСЛЫХ

Аннотация. Образование для взрослых студентов имеет свои особенности, и организация образовательного процесса должна учитывать их потребности, интересы и возможности. Гибкие формы обучения, гибкий график и использование технологий – это основные элементы, которые могут сделать образовательный процесс эффективным и удовлетворительным для взрослых студентов.

Ключевые слова: дистанционное обучение, методы обучения, формы

обучения, организация обучения, образование для взрослых, гибкий график обучения, технологии в образовательном процессе, онлайн-ресурсы, работа и обучение, маркетплейс образовательных курсов.

Adult education is an important and relevant topic that requires special attention from educational institutions and organizations. Adult students have their own characteristics and needs that must be taken into account when organizing the educational process [1]. In this article, we will look at the forms and methods of teaching, flexible learning schedules, and the use of technology in the educational process for adult students.

One of the key components of the organization of the educational process for adults is the choice of forms and methods of teaching that are most effective and meet the needs of adult students [2]. Adult learners already have some life and professional experience, so it may be more interesting and useful for them to learn using practical tasks and real-life cases.

The project methodology, when students work on real projects, develop business plans or solve real professional problems, can be a very effective form of education for adult students. Flexible study schedule is also an important aspect of organizing the educational process for adults. Adult students usually have their own jobs and family responsibilities, and may have difficulty participating in traditional forms of study with a fixed schedule. Therefore, it is important to offer flexible study schedule options, such as evening or weekend classes, the opportunity to study online, as well as the possibility to choose the intensity of training depending on the student's capabilities. For example, the educational course marketplace SkillScaner.com offers adult students a wide range of courses with different study schedule options, which allows them to adapt their studies to the individual needs and circumstances of each student.

The use of technology in the educational process for adult students also plays an important role**.** In today's world, where technology is being actively introduced into all spheres of life, it can become a powerful tool for improving the educational process.

One of the most effective applications of technology in adult education is **distance learning**. Distance learning provides an opportunity for adult students to study materials and take classes at a time and place convenient for them. This is especially true for those who have limited access to educational institutions due to work or other circumstances [1].

Online resources can also be an important tool in the educational process for adult students. For example, SkillScaner.com is the first educational course marketplace in Russia where adult students can find a wide range of online courses on various topics that allow them to learn new skills and knowledge in a convenient online format.

In addition, technology can also be used to organize **interactive classes** that involve students interacting with each other and with a teacher, for example, using online platforms to discuss materials, complete group assignments, and conduct webinars. This can create a more dynamic and exciting learning environment,

encourage interaction and exchange of experiences between adult students [3].

It is important to note that when using technology in the educational process for adult students, it is also necessary to take into account their level of technical literacy and possible difficulties associated with access to technical equipment and an Internet connection. Therefore, it is important to provide **technical support and training** to adult students so that they can effectively use technology in their studies.

Adult education, also known as **andragogy**, involves a special approach that differs from the teaching methods used with children and adolescents. Adult students come to the educational environment with a developed set of life experiences and unique motivations, which requires teachers to adapt and apply specific strategies. In this article, we will consider adult education methods, the basic principles of andragogy, and the psychological aspects of teaching an adult audience [4].

Adult learning methods are problem-oriented learning.

Adult learners are often motivated by applying knowledge to solve real-world problems, so problem-based learning is one of the most effective approaches [2]. This method involves studying specific situations or case studies from practice, which helps students apply theoretical knowledge in practice, developing critical thinking and analytical skills.

Self-study is essential for adult learners. Adults value learning autonomy, preferring to manage their own educational process. This may include self-selection of courses, study schedules, and methods of studying the material. Using online platforms and resources for self-study allows adult learners to integrate learning into their lifestyle, combining it with work and personal responsibilities [5].

Collaborative learning is another effective method for adult education, as it stimulates the exchange of experience and knowledge between participants. Working in groups also promotes the development of communication skills and teamwork, which is especially appreciated in a professional environment.

Список литературы:

1. Змеев, С. И. Технология обучения взрослых / С. И. Змеев. – М., 2002. – 128 с. – Текст : непосредственный.
2. Змеев, С. И. Андрагогика – становление и пути развития / С. И. Змеев. – Текст : непосредственный // Педагогика. – 1995. – № 2. – С. 64-67.
3. Богданова, А. И. Информация и образование в XXI в. / А. И. Богданова, Н. Д. Деренжи, В. С. Стефанова. – Текст : непосредственный // Открытое образование. – 2008. – № 1. – С. 16-21.
4. Глейзер, Г. Д. Новая Россия: общее образование и образующееся общество / Г. Д. Глейзер. – Текст : непосредственный // Педагогика. – 2000. – № 6. – С. 3-12.
5. Сухомлинский, В. А. Письма к сыну / В. А. Сухомлинский. – М. : Просвещение, 1979. – 122 с. – Текст : непосредственный.

© Семчук Е. В., Сергеева К. Я., 2025

УДК 37.013.77

Solomakha Anastasia Dmitrievna,
Master's Student,
Mozyr State Pedagogical University named after I. P. Shamyakin,
Mozyr, Republic of Belarus,
solomakhaanastasia@yandex.by

DIGITAL TRANSFORMATION OF PATRIOTIC EDUCATION IN THE EDUCATIONAL SPACE

Abstract. The article analyzes the transformation of patriotic education in the context of the digitalization of the educational space. The emphasis is placed on the integration of innovative technologies into the modern educational process. The role of multimedia resources and algorithms in the creation of educational practices is also analyzed. The need for a balance between technological innovations and traditional values is emphasized, along with the role of critical thinking in countering manipulative strategies. It is noted that digital tools do not replace, but complement classical methods, enhancing youth engagement and translating patriotism into a personally meaningful dialogue with history.

Keywords: digitalization, patriotic education, educational space, technology, youth, algorithms, social networks.

Соломаха Анастасия Дмитриевна,
магистрант,
Мозырский государственный педагогический университет
им. И. П Шамякина,
г. Мозырь, Республика Беларусь,
solomakhaanastasia@yandex.by

ЦИФРОВАЯ ТРАНСФОРМАЦИЯ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ В УСЛОВИЯХ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА СОВРЕМЕННОЙ ШКОЛЫ

Аннотация. В статье актуализируются вопросы переосмысления организации патриотического воспитания в условиях цифровизации образовательного пространства. В реализации данного процесса необходима разработка и использование цифрового инструментария, который при этом не заменяет, а дополняет классические педагогические методы и приемы, усиливая вовлеченность молодежи и переводя патриотизм в плоскость личностно значимого диалога с историей. Акцентируется внимание на многообразии цифровых образовательных ресурсов и их возможностях в развитии чувств любви к родине и формировании активной гражданской позиции.

Ключевые слова: цифровизация, патриотическое воспитание, образовательное пространство, технологии, молодежь, алгоритмы, социальные сети.

Modern society is undergoing an era of total digitalization, which is reshaping traditional mechanisms of socialization, including in the field of education. Against the backdrop of this transformation, the search for new pedagogical strategies capable of adapting the educational process to the realities of the digital age has become particularly significant. In the Republic of Belarus, this trend is reflected in the active integration of digital technologies into key areas of educational activity, among which patriotic upbringing occupies a central place. As the foundation for shaping civic identity, it faces the need to rethink its formats: the digital environment not only modernizes classical methodologies [1, p. 286] but also creates fundamentally new channels of interaction with a generation whose consciousness is shaped by algorithms and multimedia content.

An effective example of integrating digital technologies into patriotic upbringing is the use of online museum tours. For instance, the official website of the Belarusian State Museum of the History of the Great Patriotic War features an interactive platform that allows students to immerse themselves in the history of the Great Patriotic War through virtual tours, multimedia materials, and interactive exhibitions without leaving the classroom. The platform hosts virtual tours of key historical sites such as Mamayev Kurgan, the Khatyn Memorial Complex, the Brest Hero-Fortress, and the Stalin Line Historical and Cultural Complex, among others.

Virtual tours provide access to diverse multimedia materials, including documentaries, video clips, animations, and photographs. These resources help students deepen their understanding of historical events and foster a sense of pride in their country [2, p. 290]. Local history digital projects, such as the Memory of Generations digital archive and Digital Chronicle, engage students not only in scanning old photos or letters from family archives but also in research activities: conducting interviews with relatives, reconstructing ancestors' biographies using open databases like Feat of the People, and analyzing historical contexts through family narratives. This transforms abstract historical events into personalized stories, where the Great Patriotic War is revealed through the fate of a great-grandfather who fought on the front lines, and the industrialization of the 1930s is explored through the memories of a great-grandmother who was a Stakhanovite. Interactive maps like History of My District, Cultural Heritage of the Region, and Heroes of Our City on Google Earth create an emotional connection to history through personalization. Teenagers begin to perceive their families or neighborhoods as part of a shared heritage, strengthening their sense of belonging.

Modern educational games and simulations, such as Digital Patriot and Historical Quest, promote patriotic consciousness among youth through gameplay. These games immerse students in historical events where they can make decisions and analyze their consequences, enhancing emotional engagement. The gaming format makes the process of forming patriotic consciousness more dynamic and captivating.

Equally important tools in shaping patriotic consciousness are social networks, which occupy a significant place in the lives of modern schoolchildren. Creating thematic groups, pages, and communities dedicated to the history and culture of the country helps attract young people's attention to patriotic values. Social networks

also serve as effective platforms for disseminating information about patriotic campaigns and events, encouraging students to participate in socially significant activities. Projects like the #MyHomeland and #OurHeroes flash mobs satisfy the need for group identity, transforming patriotism into collective action. Participation in such initiatives allows teenagers not only to express their love for their country but also to feel part of a larger community united by shared values and interests. This fosters a sense of belonging and strengthens the link between personal experience and collective patriotic consciousness.

The digital age has transformed approaches to patriotic upbringing in educational institutions, turning technology into a powerful tool for shaping patriotic consciousness among students. Modern digital platforms, algorithms, and social networks have transcended their role as mere entertainment: they have become instruments connecting historical heritage with contemporary values [3, p. 93]. Digital services like Spotify or Yandex.Music bring history to life through sound. Playlists featuring wartime songs, such as Katyusha or Victory Day, are integrated into school lessons, enriching them with emotional resonance. Algorithms analyzing a class's interests can recommend tracks linked to pivotal national historical events, while online tours transport students to virtual reconstructions of battles, accompanied by soldiers' audio diaries and melodies from the war years. Even TikTok, a platform associated with memes and dance trends, becomes a space for patriotic challenges: students record covers of classic songs using hashtags like #VoiceOfVictory or #HistoryThroughVoice, creatively reimagining ancestral heritage through modern formats [4, p. 21].

In the context of societal digitalization, patriotic upbringing requires new approaches that effectively integrate modern technologies and methods [5, p. 279]. Video content plays a key role in this process, offering broad opportunities for instilling patriotic values in youth. Documentaries, video clips, and animations dedicated to the country's history and culture help cultivate pride in the homeland among younger generations. Video materials can also be used for virtual tours, lectures, and seminars, making learning more visual and accessible. Interactive video platforms like YouTube and Vimeo provide additional tools for creating educational content. For example, interactive video lessons encourage active participation through quizzes and tasks, increasing student engagement.

Mobile applications also offer extensive resources for patriotic upbringing. They allow students to access educational materials anytime and anywhere. Apps may include information on key historical events, cultural landmarks, and patriotic campaigns, as well as interactive elements like quizzes and competitions. This flexibility adapts learning to individual needs.

Online courses and webinars have become vital tools for nurturing patriotic consciousness. They enable lectures, seminars, and discussions in digital spaces, allowing students to acquire knowledge and skills related to patriotic values at their convenience.

Digitalization also aids in preserving national culture by adapting it to youth language. Ethnic motifs, such as Buryat throat singing or Chechen melodies, are woven into electronic tracks and hip-hop compositions, demonstrating that traditions

can be trendy. Educational podcasts about P. Tchaikovsky or the history of Russia's national anthem, available on YouTube or VKontakte, transform cultural heritage into engaging audio content. By listening, students begin to perceive patriotism as a living dialogue with the past, where every sound becomes part of their identity. Streaming algorithms, often criticized for their predictability, can become allies in patriotic education. For instance, if a teenager enjoys rap, recommendation systems might suggest tracks by Russian artists addressing themes of love for their homeland or social responsibility. Playlists tagged Russian Classics or National Hits subtly introduce cultural heritage, while personalized selections for historical dates, like Cosmonautics Day, expand knowledge of national achievements [6, p. 301].

Teachers and students collaboratively explore technologies to create projects strengthening ties to their local heritage. For example, in music classes, students use software like Audacity, FL Studio, or AI tools like Soundraw to produce audio collages blending folk tunes, recordings of local nature, and modern beats. Neural networks help generate melodies for school anthems, while students write lyrics reflecting their school's or city's values. Crowdsourcing projects, where each class contributes a fragment to a collective "opera" about the country's achievements, teach teamwork and pride in shared outcomes.

As noted by G. V. Bolbas, "the idea of structuring educational work around the traditional value system and cultural experience accumulated over centuries is profound and aligns not merely with formal requirements but with human nature itself" [7, p. 220]. This perspective underscores the importance of avoiding formalism and recognizing that patriotic upbringing – particularly through music – should not be reduced to memorizing anthems or mandatory concerts. It is more effective to grant students freedom of choice: some may express love for their homeland through electronic music with folk instruments, others through rock ballads about Russia's nature or rap battles on historical themes. Patriotism must be linked to contemporary values like ecology, science, and social justice. For example, projects featuring soundtracks about Russian nature reserves or podcasts on modern scientists help students realize that a patriot is not only someone who remembers the past but also someone who builds the future. Critical thinking remains essential: discussions in class should address how music can manipulate emotions – from propaganda tracks to the commercialization of patriotic themes. Historical parallels can help distinguish sincere love for the country from nationalism and reveal how music has inspired people across eras.

Thus, shaping patriotic consciousness in the digital environment requires rethinking traditional approaches through a balance of innovation and classical methods. Here, digital technologies act not as replacements for reality but as bridges between generations, cultures, and meanings. They connect historical narratives with youth-centric formats and individual actions with collective goals. Projects like Digital Chronicle or History of My District illustrate how technologies transform abstract historical concepts into personal experiences. When a teenager digitizes family heirlooms or reconstructs a lost building, they internalize history, integrating it into their value system. The result is a new type of civic identity – flexible, conscious, and merging ancestral cultural codes with the language of the digital age.

Social networks, streaming platforms, and mobile apps have become tools for the "soft" integration of patriotic values into youth daily life. TikTok challenges, playlists of wartime songs, and crowdsourced audio projects demonstrate that

patriotism can be relevant, creative, and tailored to the digital generation. This transformation demands time, resources, and, crucially, trust in the potential of youth who, contrary to stereotypes, are ready not only to consume content but to create it, infusing patriotism with living meaning.

Список литературы:

1. Дунас, Д. В. Воспитание патриотических чувств: изучение отношения цифровой молодежи к политическим нарративам в социальных медиа / Д. В. Дунас, А. Н. Гуреева, Д. А. Бабына. – Текст : электронный // Вопросы теории и практики журналистики. – 2024. – № 2. – С. 286-302. – URL: https://cyberleninka.ru/article/n/vospitanie-patrioticheskih-chuvstv-izuchenie-otnosheniya-tsifrovoy-molodezhi-k-politicheskim-narrativam-v-sotsialnyh-media (дата обращения: 29.03.2025).
2. Иванов, Б. М. Цифровая трансформация в образовании: авторский очерк / Б. М. Иванов. – Текст : электронный // Вестник науки. – 2024. – № 2. – С. 289-292. – URL: https://www.вестник-науки.рф/article/13125 (дата обращения: 22.03.2025).
3. Трофимов, В. В. Цифровая трансформация и этика высшего образования / В. В. Трофимов, Е. В. Трофимова. – Текст : электронный // Известия Санкт-Петербургского государственного экономического университета. – 2023. – № 1. – С. 91-95. – URL: https://sciup.org/cifrovaja-transformacija-i-jetika-vysshego-obrazovanija-148326212?ysclid=mb0nuxtf8g263943423 (дата обращения: 23.03.2025).
4. Заир-Бек, С. И. Современная методология проектных исследований инноваций в образовании / С. И. Заир-Бек. – Текст: электронный // Известия Российского государственного педагогического университета им. А. И. Герцена. – 2017. – № 185. – С. 15-23. – https://cyberleninka.ru/article/n/sovremennaya-metodologiya-proektnyh-issledovaniy-innovatsiy-v-obrazovanii?ysclid=mb0o3g0hh3636314842 (дата обращения: 23.03.2025).
5. Кутявин, Н. Р. Цифровые технологии в аспекте патриотического воспитания / Н. Р. Кутявин, Е. В. Зверева. – Текст : электронный // Инновационный потенциал молодежи: спорт, культура, образование : сборник научных трудов. – Екатеринбург : Издательство Уральского университета, 2022. – С. 279-283. – URL: http://elar.urfu.ru/handle/10995/113261 (дата обращения: 30.03.2025).
6. Ананьева, М. А. Патриотическое воспитание посредством музыки / М. А. Ананьева. – Текст : электронный // Молодой ученый. – 2020. – № 5 (295). – С. 301-303. – URL: https://moluch.ru/archive/295/66887/?ysclid= mb0oayvnvq7455407 / (дата обращения: 23.05.2025).
7. Болбас, Г. В. Роль национально-культурных традиций в системе воспитательной работы с молодежью / Г. В. Болбас. – Текст : непосредственный // Совершенствование системы подготовки кадров в вузе : направления и технологии : материалы XIV Междунар. научн. конф., Гродно, 9 ноября 2022 г. / Гродн. гос. ун-т ; редкол. : А. К. Лушневский (гл. ред) [и др.]. – Гродно, 2022. – С. 219-222.

© Соломаха А. Д., 2025

УДК 372.881.1

Tamgin Konstantin Vitalyevich,
Master's Student,
Ural Federal University named after the first President of Russia B. N. Yeltsin,
Ural Institute of Humanities,
Yekaterinburg, Russian Federation,
tamconstant@yandex.ru

FORMING SCHOOLCHILDREN'S SOCIO-CULTURAL COMPETENCE THROUGH BLENDED LEARNING AND DIGITAL TECHNOLOGIES

Abstract. The article investigates the role of digital technologies in shaping schoolchildren's socio-cultural competence in foreign language education. It explores the impact of digitalization on students' cognitive characteristics, emphasizing the need to adapt educational approaches to their information perception. The theoretical foundations of socio-cultural competence are analyzed through the principles of cultural dialogue, authenticity, and interactivity. A model of a lesson series in a blended learning format is proposed, aimed at fostering intercultural communication by comparing cultural realities. Key factors for the successful integration of digital platforms and the model's limitations are identified. The findings highlight the potential of interactive tools to enhance engagement and autonomy. Future research prospects involve testing the model and adapting it to various educational contexts.

Keywords: socio-cultural competence, digital technologies, digitalization of education, blended learning, foreign language.

Тамгин Константин Витальевич,
магистрант,
Уральский федеральный университет
имени первого Президента России Б. Н. Ельцина,
Уральский гуманитарный институт,
г. Екатеринбург, Российская Федерация,
tamconstant@yandex.ru

ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ ПОСРЕДСТВОМ СМЕШАННОГО ОБУЧЕНИЯ И ЦИФРОВЫХ ТЕХНОЛОГИЙ

Аннотация. Статья посвящена исследованию роли цифровых технологий в формировании социокультурной компетенции школьников при изучении иностранного языка. Рассматривается влияние цифровизации на когнитивные особенности учащихся, подчеркивается необходимость адаптации образовательных подходов к их восприятию информации. Теоретические основы формирования социокультурной компетенции анализируются через принципы диалога культур, аутентичности и активности. Предложена модель

серии уроков в формате смешанного обучения, направленная на развитие межкультурной коммуникации через сопоставление культурных реалий. Выявлены ключевые факторы успешной интеграции цифровых платформ и ограничения модели. Результаты подчеркивают потенциал интерактивных инструментов в повышении вовлеченности и самостоятельности. Перспективы исследования связаны с апробацией модели и ее адаптацией к различным образовательным условиям.

Ключевые слова: социокультурная компетенция, цифровые технологии, цифровизация образования, смешанное обучение, иностранный язык.

The significance of the study lies in the escalating role of digital technologies within the educational landscape and their potential to enhance core competencies in foreign language education. However, the methodologically grounded application of these technologies to form socio-cultural competence (SCC) remains an unresolved issue. While numerous studies emphasize the technical facets of implementing such tools, they often overlook their pedagogical effectiveness and their influence on learners' cognitive and socio-cultural development. This research focuses on the specifics of fostering socio-cultural competence through digital tools, proposing a theoretical model for their integration into the educational process. This competence constitutes a critical dimension of learning, as language proficiency is inherently tied to an understanding of the cultural norms of the target language's countries, thereby facilitating effective communicative practice.

The aim of the study is to analyze the methodological aspects of integrating digital technologies into the educational process to form learners' socio-cultural competence and to develop a model with recommendations for the effective utilization of digital tools in foreign language instruction.

Amid globalization and the digitalization of society, the ability to interact effectively with representatives of diverse cultures has emerged as a pivotal aspect of contemporary language education. In accordance with the Federal State Educational Standard (FSES) of the third generation [1], foreign language instruction is tasked with promoting not only linguistic proficiency but also socio-cultural competence among learners, a prerequisite for successful intercultural communication.

The Federal Working Program for English in grades 5–9 [2] underscores the importance of cultivating both general and foreign language communicative cultures, recognizing language as a tool for interpersonal and intercultural interaction, information processing, and the development of civic identity and emotional intelligence. Nevertheless, traditional methodologies, which predominantly focus on vocabulary and grammar acquisition, prove insufficient for fostering productive communicative skills and cultural sensitivity. Consequently, the integration of cultural realities, idiomatic expressions, and social norms – lacking direct equivalents in the learners' native linguoculture – assumes particular relevance. Furthermore, the limited coverage of these topics within the Russian educational materials, particularly in English language teaching and learning resources (e. g., textbooks and methodological complexes), highlights the persistence of this challenge [3].

How Digitalization Shapes the Cognition of Modern Children

As digitalization permeates society, the cognitive characteristics of contemporary schoolchildren undergo significant transformations. Generation Z children, raised in an environment of intensive technology use, diverge from previous generations in their information perception and learning approaches. The prevalence of multimedia formats fosters fragmented thinking and diminishes the capacity for sustained concentration on a single source, necessitating innovative pedagogical strategies that accommodate these shifts while softening potential declines in cognitive abilities.

Concurrently, digitalization cultivates new skills, such as multitasking and the ability to swiftly navigate diverse information streams. Adolescents frequently manage three to five sources simultaneously, adapting to the demands of a digital world. These attributes, associated with digital multitasking, enhance responsiveness to environmental changes, a critical factor in fostering socio-cultural competence within a digital context.

Memory processes are also evolving: schoolchildren increasingly prioritize locating information sources for rapid access over rote memorization. This shift aligns with the development of metamemory and search skills, essential for effectively addressing tasks amid a constant data flow [4]. Some scholars, such as M. Spitzer and J. Baudrillard, caution against the risk of "digital dementia," citing declines in memory and analytical capacities [5]. Conversely, other researchers highlight a positive effect: modern children's transition from passive knowledge accumulation to information management, fostering of digital competence and adaptability to complex tasks, including foreign language learning [6].

Contemporary children exhibit a growing preference for visual and interactive learning formats – such as videos, infographics, animations, and gamified platforms – reflecting the predominance of visual and kinesthetic perceptual channels. This enhances associative thinking and the ability to analyze graphical data, opening pathways for immersion in the socio-cultural dimensions of language. For instance, interactive educational platforms, as components of active learning, can simulate communicative scenarios, boosting brain neuroplasticity and motivation [7, 8]. Ultimately, digitalization shapes a new culture of information perception, wherein diverse formats facilitate adaptation to content. The concept of adaptive neurocognitive restructuring, supported by blended learning, underscores the necessity of integrating these changes into education to effectively foster SCC during school years.

Theoretical Foundations of Socio-Cultural Competence Formation

The influence of the digital environment on information perception necessitates a transformation of educational approaches. Whereas intercultural learning once relied predominantly on textual analysis, today's learners require technologies tailored to their cognitive profiles. Interactive and multimedia formats not only capture attention through dynamic and visual delivery but also create conditions for immersion in the target language's culture. This enables the effective development of socio-cultural competence, blending linguistic proficiency with cultural understanding – a key determinant of successful communication in a globalized world.

According to V. V. Safonova, socio-cultural competence "*encompasses learners' knowledge of the national-cultural features of the countries associated with the target language, the ability to align speech behavior with this knowledge, and the readiness and capacity to live and interact in a modern multicultural world*" [9, p. 58, *translation by K. V. Tamgin*]. Safonova identifies knowledge of one's native culture as the starting point for this competence, serving as a foundation for intercultural dialogue through the comparison of cultural norms. This perspective aligns with both Russian (e. g., E. M. Vereshchagin, V. G. Kostomarov [10]) and international research (e. g., M. Byram [11]).

The formation of SCC among schoolchildren and students – including prospective foreign language educators (teachers) – rests on methodological principles implementable through digital technologies. The principle of cultural dialogue, proposed by M. Byram (1997) [11], involves juxtaposing learners' native culture with that of the target language. Combined with the linguocultural approach of E. M. Vereshchagin and V. G. Kostomarov (1990) [10], it emphasizes the study of cultural contexts, encompassing facts, realities, idioms, and social norms. Digital platforms such as museum websites and the "Artefact" platform (supported by the Ministry of Culture of the Russian Federation) provide access to visual and interactive materials from global artistic heritage, enabling practical analysis of cultural similarities and differences.

Equally significant is the principle of authenticity, highlighted by V. V. Safonova (1996) [9], which enhances learning naturalness through resources crafted by native speakers. For example, TED Talks videos enrich learners' linguocultural knowledge by offering authentic contexts and real communicative scenarios, facilitating mastery of socio-cultural aspects. The principle of activity and interactivity, articulated by R. P. Milrud (2005) [12], can be realized through role-playing, reflective practices, project-based learning, flipped classrooms, and blended learning. Supported by digital visualization tools (e. g., online whiteboards, videos, interactive presentations, data visualization) as a general pedagogical principle, these methods promote engagement and autonomy in learning, as corroborated by studies in Russia [13] and internationally [14]. According to cognitive load theory, visual presentation reduces working memory overload and heightens material interest [15].

Results and Discussion

To illustrate the integration of digital technologies and SCC principles within classroom and extracurricular activities, we developed a model for a lesson series titled "Museums as a Reflection of National Identity: Russia and Great Britain" in a blended learning format for senior school students. Blended learning was selected as an optimal approach, combining independent exploration of authentic materials with collaborative discussion to nurture intercultural skills.

The aim of the series is to facilitate the formation of students' capacity for intercultural communication through the comparison of cultural realities between their native and target language environments. This aligns with the requirements of the FSES for basic general education [1] and draws on M. Byram's (1997) framework [11], which defines intercultural competence as the ability to mediate between cultures.

The model comprises three stages. At the preparatory stage, students independently explore pre-selected educational and authentic materials about Russian and international museums via platforms such as Gateway to Russia, “Artefact,” and museum websites, storing illustrative content in cloud storage. For instance, examining exhibits from the Hermitage, the Russian Museum (Saint Petersburg, Russia) and the British Museum (London, Great Britain) immerses learners in the cultural contexts of both nations, embodying the authenticity principle. The second stage occurs in the classroom, where students discuss their findings in the foreign language, organizing them on an online whiteboard (e. g., Russian platforms such as VK Board, Unidraw) using a teacher-provided template. At home, students collaboratively create a group presentation comparing the national identities of Russia and Great Britain with specific examples, defending it in class. Presentation topics and evaluation criteria (e.g., analytical quality, originality, linguistic accuracy) are predefined, integrating various universal learning activities (ULAs). The theme underscores the significance of cultural heritage, linking national identity to personal experience.

The stated outcome is that students demonstrate elements of the formation of their capacity for intercultural communication, manifested in their ability to analyze and compare cultural realities of Russia and Great Britain within the specified theme using examples, articulate opinions in the foreign language during presentation defenses, and employ digital tools for research and presentation.

Nevertheless, despite its merits, the model presents potential limitations, including high demands on student autonomy and motivation, requisite digital competencies, reliance on technical infrastructure, the risk of information overload (if materials are inadequately structured by the teacher), and challenges for students with limited language proficiency (requiring a minimum B1 level or materials significantly adapted to A2+ per the CEFR).

Conclusion

This study has revealed the substantial potential of digitalization in education for forming and fostering schoolchildren’s socio-cultural competence in foreign language learning, taking into account their distinct information perception within a digital environment. The proposed lesson series model in a blended learning format demonstrates the feasibility of integrating digital technologies with socio-cultural principles. The use of interactive and visual tools in classroom and extracurricular activities not only engages students but also cultivates skills in comparing cultural realities, mastering authentic contexts, and actively employing language as a medium for communication and information processing – aligning with the objectives of modern language education. However, the analysis identified constraints, such as dependence on technical conditions and the need to consider students’ preparation levels, emphasizing the importance of flexibly adapting methods to specific educational contexts. Future research directions involve a detailed evaluation of these approaches’ practical efficacy and the development of strategies for their adaptation across diverse age groups and language proficiency levels.

Список литературы:

1. Приказ Минпросвещения РФ от 31 мая 2021 г. № 287. Об утверждении федерального государственного образовательного стандарта основного общего образования : приказ Министерства просвещения Российской Федерации : издание официальное : утвержден и введен в действие Приказом Министерства просвещения РФ от 31 мая 2021 г. № 287 (ред. от 22 января 2024 г.) : дата введения 2021-09-01. – Москва : Министерство просвещения РФ, 2021. – Текст : электронный. – URL: https://docs.cntd.ru/document/607175848 (дата обращения: 28.03.2025).
2. Федеральная рабочая программа по учебному предмету «Иностранный (английский) язык» для 5–9 классов основного общего образования : федеральная образовательная программа Российской Федерации : издание официальное : утверждена и введена в действие Приказом Министерства просвещения Российской Федерации от 18 мая 2023 г. № 370 : дата введения 2023-09-01. – Москва : Министерство просвещения РФ, 2023. – 183 с. – Текст : электронный. – URL: https://edsoo.ru/wp-content/uploads/2023/08/03_frp_anglijskij-yazyk_5-9-klassy-1.pdf (дата обращения: 28.03.2025).
3. Abramova, I., Ananyina, A., Shishmolina, E. Challenges in Teaching Russian Students to Speak English // American Journal of Educational Research. Newark, USA. 2013. Vol. 1. № 3. 99-103. URL: https://pubs.sciepub.com/education/1/3/6/index.html (date accessed: 28.03.2025).
4. How Digital Technology Shapes Children’s Brain Function // Shichida Australia Blog. Australia. 2017. Updated: 2024. URL: https://www.shichida.com.au/blog/technology-childrens-brain-function/ (date accessed: 28.03.2025).
5. Антонюк, Е. Ю. Слабоумие в цифровом обществе: культурная норма или идеал? / Е. Ю. Антонюк, С. И. Трунёв. – Текст : электронный // Журнал Большая Евразия: развитие, безопасность, сотрудничество. – 2023. – Выпуск 6(1). – С. 530-532. – URL: https://cyberleninka.ru/article/n/slaboumie-v-tsifrovom-obschestve-kulturnaya-norma-ili-ideal (дата обращения: 28.03.2025).
6. Прокудин, Д. Е. Формирование цифровых компетенций при изучении социокультурного пространства / Д. Е. Прокудин – Текст : электронный // Информационное общество. – 2023. – № 6. – С. 77-85. – URL: http://infosoc.iis.ru/article/view/948 (дата обращения: 28.03.2025).
7. Goldberg, H. Growing Brains, Nurturing Minds-Neuroscience as an Educational Tool to Support Students' Development as Life-Long Learners // Brain Sciences. 2022. Vol. 12. № 12. URL: https://pubmed.ncbi.nlm.nih.gov/36552082/ (date accessed: 28.03.2025).
8. Green, C. S., Bavelier, D. The Cognitive Neuroscience of Video Games // Digital Media: Transformations in Human Communication. New York, USA. 2006. URL: https://greenlab.psych.wisc.edu/wp-content/uploads/sites/280/2017/07/The-Cognitive-Neuroscience-of-Video-GamesGreen-Bavelier-2006.pdf (date accessed: 28.03.2025).
9. Сафонова, В. В. Изучение языков международного общения в контексте диалога культур и цивилизаций / В. В. Сафонова. – Воронеж : Истоки, 1996. – 238 с. – Текст: непосредственный.

10. Верещагин, Е. М. Лингвострановедческая теория слова / Е. М. Верещагин, В. Г. Костомаров. – Текст: непосредственный. – Москва : Русский язык, 1980. – 320 с.
11. Byram, M. Teaching and Assessing Intercultural Communicative Competence. Clevedon : Multilingual Matters, GB. 1997. 124 p.
12. Мильруд, Р. П. Методика преподавания английского языка / Р. П. Мильруд. – Москва : Дрофа, 2005. – 253 с. – Текст: непосредственный.
13. Денисова, А. Б. Эффективность метода визуализации в решении учебных задач / А. Б. Денисова. – Текст : электронный // Международный научно-исследовательский журнал. – 2024. – № 7 (145). – URL: https://research-journal.org/archive/7-145-2024-july/10.60797/IRJ.2024.145.111 (дата обращения: 28.03.2025).
14. The Effects of Interactive Data Visualizations on Student Engagement and Perceived Learning. Byrd Polar and Climate Research Center News. The Ohio State University. 2024. URL: https://byrd.osu.edu/news/effects-interactive-data-visualizations-student-engagement-and-perceived-learning (date accessed: 28.03.2025).
15. Mayer, R. E., Moreno, R. Nine Ways to Reduce Cognitive Load in Multimedia Learning // Educational Psychologist. Mahwah, USA. 2003. Vol. 38. № 1. 43–52. URL: https://www.uky.edu/~gmswan3/544/9_ways_to_reduce_CL.pdf (date accessed: 28.03.2025).

© Тамгин К. В., 2025

УДК 37.0

Antoschkow Andrej Wladimirowitsch,
Hochschuloberlehrer, Leiter der Informationsabteilung,
die Staatliche Universität Gatschina,
Gatschina, Russische Föderation,
antandreasw@mail.ru

SIMULATIONSMODELLIERUNG IN DER PÄDAGOGIK. VERALLGEMEINERUNG UND KLASSIFIZIERUNG VON SIMULATIONSMODELLEN

Zusammenfassung. Der Artikel gibt eine kurze Vorstellung davon, was Simulationsmodellierung ist. Der Schwerpunkt liegt auf der Anwendung von Simulationsmodellen in der Pädagogik. Mit der Entwicklung der Technologie und den sich verändernden Ansätzen in der Lehre ist die Simulationsmodellierung zu einem vielfältigen und facettenreichen Werkzeug geworden, das es ermöglicht, den Bildungsprozess an spezifische Ziele und Vorgaben anzupassen. Daher gibt es eine große Anzahl verschiedener Simulationsmodelle. Der Autor des Werkes hat diese Modelle proklassifiziert. Besonderes Augenmerk wird auf das Planspiel „Business Course“ gelegt.

Schlüsselwörter: Simulationsmodellierung, Klassifizierung von Simulationsmodellen, virtuelle Lernumgebungen, Planspiele und Simulationen, Computer- und mathematische Modelle, Wirtschaftskurs.

Antoshkov Andrei Vladimirovich,
Senior Lecturer, Chief Information Officer,
State Autonomous Educational Institution of Higher Education of
the Leningrad Region “Gatchina State University”,
Gatchina, Russian Federation,
antandreasw@mail.ru

SIMULATION MODELING IN PEDAGOGY. GENERALIZATION AND CLASSIFICATION OF SIMULATION MODELS

Abstract. The article gives a brief idea of what simulation modeling is. Emphasis is placed on the application of simulation models in pedagogy. With the development of technology and changing approaches to teaching, simulation modeling has become a diverse and multifaceted tool that allows to adapt the educational process to specific goals and objectives. Therefore, quite a large number of various simulation models is observed. The author of the work has classified these models. Attention is paid to the business game “Business Course”.

Keywords: simulation modeling, classifications of simulation models, virtual learning environments, business games and simulations, computer and mathematical models, Business course.

Антошков Андрей Владимирович,
ст. преподаватель, начальник информационно-технического отдела,
Государственное автономное образовательное учреждение высшего образования Ленинградской области
«Гатчинский государственный университет»,
г. Гатчина, Российская Федерация,
antandreasw@mail.ru

ИМИТАЦИОННОЕ МОДЕЛИРОВАНИЕ В ПЕДАГОГИКЕ. ОБОБЩЕНИЕ И КЛАССИФИКАЦИЯ ИМИТАЦИОННЫХ МОДЕЛЕЙ

Аннотация. В статье дается краткое представление о том, что такое имитационное моделирование. Акцент делается на применении имитационных моделей в педагогике. С развитием технологий и изменением подходов к обучению имитационное моделирование стало представлять собой разнообразный и многогранный инструмент, позволяющий адаптировать образовательный процесс под конкретные цели и задачи. Поэтому наблюдается достаточно большое количество разнообразных имитационных моделей. Автор работы проклассифицировал данные модели. Уделено внимание деловой игре «Бизнес-курс».

Ключевые слова: имитационное моделирование, классификации имитационных моделей, виртуальные обучающие среды, деловые игры и симуляции, компьютерные и математические модели, Бизнес-курс.

Simulationsmodellierung in der Pädagogik ist eine Lehrmethode, die auf der Reproduktion realer oder realitätsnaher Bedingungen beruht, unter denen die Lernenden ihr Wissen in der Praxis anwenden können. Dieser Ansatz schafft eine dynamische Umgebung, in der die Lernenden mit verschiedenen Elementen des Modells interagieren, die Situation analysieren, Entscheidungen treffen und deren Folgen bewerten [1]. Im Gegensatz zu traditionellen Lehrmethoden liegt der Schwerpunkt bei der Simulationsmodellierung auf der aktiven Beteiligung der Lernenden, was ein tieferes Lernen und die Entwicklung praktischer Fähigkeiten fördert.

Simulationsmodelle in der Pädagogik können Computersimulationen, Rollenspiele, Fallmethoden, virtuelle Lernumgebungen und andere Formen der Reproduktion von Lernsituationen umfassen. Das Hauptmerkmal dieses Ansatzes ist die Möglichkeit der mehrfachen Wiederholung von Szenarien, die es den Lernenden ermöglicht, die Folgen verschiedener Entscheidungen zu studieren und ihre Handlungen anzupassen, ohne ernste Konsequenzen befürchten zu müssen. Dies ist besonders in der Berufsausbildung von Bedeutung, wo das Üben von Fähigkeiten in realen Situationen schwierig sein kann.

Der Unterschied zwischen der Simulationsmodellierung und anderen Arten der Modellierung liegt in der Konzentration auf den Lernprozess und die Entwicklung praktischer Kompetenzen. Während die mathematische Modellierung zur quantitativen Analyse von Phänomenen und die physikalische Modellierung zur

Untersuchung der Eigenschaften von Objekten verwendet wird, liegt der Schwerpunkt der Simulationsmodellierung auf der Interaktion des Subjekts mit dem Modell und der Ausbildung bestimmter Fähigkeiten und Fertigkeiten. Somit fungiert die Simulationsmodellierung in der Pädagogik als eine Methode des aktiven Lernens, die Elemente der theoretischen und praktischen Wissensaneignung kombiniert.

Die Anwendung der Modellierung in der Pädagogik hat eine lange Geschichte und ist eng mit der Entwicklung der Bildungstechnologien verbunden. Die ersten Elemente der Simulationsmodellierung finden sich in antiken Rhetorikschulen, wo Rollenspiele und Diskussionsmethoden zur Ausbildung künftiger Redner eingesetzt wurden. Im Mittelalter wurden ähnliche Ansätze bei der Ausbildung von Ärzten, Militärs und Handwerkern verwendet, als die Lehrkräfte realitätsnahe Übungsbedingungen schufen.

Der systematische Einsatz der Modellierung im Bildungsprozess begann im 20. Jahrhundert mit der Entwicklung der pädagogischen Psychologie und der Theorie des aktiven Lernens. In den 1950er-1960er Jahren erschienen die ersten Computerschulungsprogramme mit Simulationselementen. Die Entwicklung der Kybernetik und der Systemanalyse führte zur Erstellung von mathematischen und computergestützten Modellen von Lernprozessen. Einen wichtigen Beitrag zu den theoretischen Grundlagen der Modellierung im Bildungswesen leisteten Jerome Bruner, Jean Piaget und Lew Vygotski, die kognitive Aspekte des Lernens und aktive Formen der Erkenntnis untersuchten [2].

Mit der Entwicklung der Technologie und den sich verändernden Lernansätzen hat sich die Simulationsmodellierung zu einem vielseitigen und facettenreichen Instrument entwickelt, das es ermöglicht, den Bildungsprozess an spezifische Ziele und Vorgaben anzupassen. Je nach Fachgebiet, Ausbildungsstand der Lernenden und den verfügbaren technologischen Ressourcen werden unterschiedliche Simulationslernmodelle eingesetzt. Die wichtigsten Bereiche bei der Klassifizierung von Simulationsmodellen sind virtuelle Lernumgebungen, Planspiele und Simulationen sowie Computer- und mathematische Modelle. Jeder dieser Bereiche hat seine eigenen Merkmale, Vorteile und Anwendungsbereiche.

Virtuelle Lernumgebungen sind digitale Plattformen, die es den Studierenden ermöglichen, in einem interaktiven Format mit dem Lernmaterial zu interagieren. Dazu gehören 3D-Modelle, virtuelle Labors, Lernsimulatoren und Fernlernplattformen mit Gamification-Elementen.

Der Hauptvorteil solcher Umgebungen ist die Möglichkeit, realistische Situationen zu schaffen, die in einem herkömmlichen Klassenzimmer nicht oder nur schwer reproduziert werden können. In der medizinischen Ausbildung werden beispielsweise virtuelle Simulatoren für die Ausbildung angehender Ärzte eingesetzt, in denen sie Diagnosen und Operationen ohne Risiko für die Patienten üben können. In den Ingenieurwissenschaften werden Modelle verwendet, um die Funktionsweise komplexer Mechanismen und Systeme zu analysieren und Experimente in einem virtuellen Labor durchzuführen, ohne dass teure Geräte benötigt werden.

Ein weiteres Beispiel für virtuelle Lernumgebungen sind Bildungsplattformen mit Elementen der erweiterten (AR) und virtuellen Realität (VR), wie Google Expeditions oder Labster [3].

Der nächste Typ – Planspiele und Simulationen - ist eine Lehrmethode, bei der die Schüler an simulierten Situationen teilnehmen, die eine Entscheidungsfindung, die Analyse von Informationen und die Interaktion mit anderen Teilnehmern erfordern. Solche Methoden sind besonders effektiv in Management-, Wirtschafts- und Sozialfächern, in denen nicht nur theoretisches Wissen, sondern auch praktische Fähigkeiten wichtig sind.

Beispiele für Planspiele sind Wirtschaftssimulatoren, in denen Studierende virtuelle Unternehmen leiten, strategische Entscheidungen treffen und deren Folgen analysieren. In der Pädagogik werden häufig Fallmethoden eingesetzt, um komplexe Situationen im Bildungsmanagement, in der Sozialarbeit oder in der psychologischen Beratung zu simulieren [3].

Darüber hinaus werden taktische Simulationen in der militärischen Ausbildung eingesetzt, wo künftige Offiziere Führungsentscheidungen unter kampfnahen Bedingungen üben. In der Wirtschaftsausbildung sind Unternehmenssimulatoren beliebt, bei denen die Teilnehmer ein virtuelles Unternehmen leiten, Entwicklungsstrategien entwickeln und sich mit anderen Teams messen.

Planspiele ermöglichen nicht nur die Entwicklung beruflicher Kompetenzen, sondern auch so wichtige Fähigkeiten wie Teamarbeit, Führung, Stressresistenz und kritisches Denken. Ihr Vorteil ist die Möglichkeit der mehrfachen Wiederholung von Szenarien, was die Analyse von Fehlern und die Anpassung der Verhaltensstrategie ermöglicht.

Computer- und mathematische Modelle bilden die Grundlage für analytisches und prädiktives Lernen und ermöglichen es den Lernenden, mit realen Daten zu arbeiten, komplexe Systeme zu analysieren und verschiedene Hypothesen zu testen.

Die mathematische Modellierung im Unterricht wird in wissenschaftlichen Disziplinen wie Physik, Chemie, Biologie und Ökologie eingesetzt. In der Chemie werden beispielsweise Modelle der molekularen Wechselwirkungen verwendet, um das Verhalten von Substanzen unter verschiedenen Bedingungen vorherzusagen. In Wirtschaft und Management werden Modelle zur Vorhersage von Markttrends, zur Analyse von Angebot und Nachfrage und zur Optimierung von Geschäftsprozessen eingesetzt [4].

Computermodelle wiederum ermöglichen die Erstellung komplexer Simulationssysteme, in denen Schüler das Verhalten verschiedener Objekte und Phänomene untersuchen können. So werden Computermodelle beispielsweise in der Klimatologie zur Vorhersage von Klimaveränderungen und in der Medizin zur Simulation der Funktionsweise des menschlichen Körpers eingesetzt.

Der Autor dieser Arbeit hat sich seit 10 Jahren auf das Simulationsmodell eines Unternehmens unter Verwendung von Computerplanspielen der Reihe „BUSINESS COURSE“ spezialisiert. Diese Spiele simulieren die Aktivitäten eines Unternehmens in einem wettbewerbsorientierten Umfeld und ermöglichen es den Studenten, Managemententscheidungen in verschiedenen Bereichen wie Produktion, Marketing, Finanzen und Buchhaltung zu treffen.

Zur Anpassung an die Bedürfnisse von Studenten, die Wirtschaft und Management studieren, hat die Software „BUSINESS COURSE“ Indikatoren entwickelt, auf deren Grundlage der Student eine Managemententscheidung trifft. Ein

wichtiger Bereich im Zusammenhang mit dem Management der Unternehmensorganisation ist zum Beispiel der Produktionsprozess [5].

Der Herstellungsprozess beginnt mit der Auswahl der Ausrüstung (siehe Abbildung 1). Der Schüler wählt aus fünf Optionen aus. Die Liste der Geräte wird nach dem Zufallsprinzip erstellt. Es ist notwendig, die effizienteste Ausrüstung in Bezug auf den Preis und die Fähigkeiten der Ausrüstung zu wählen.

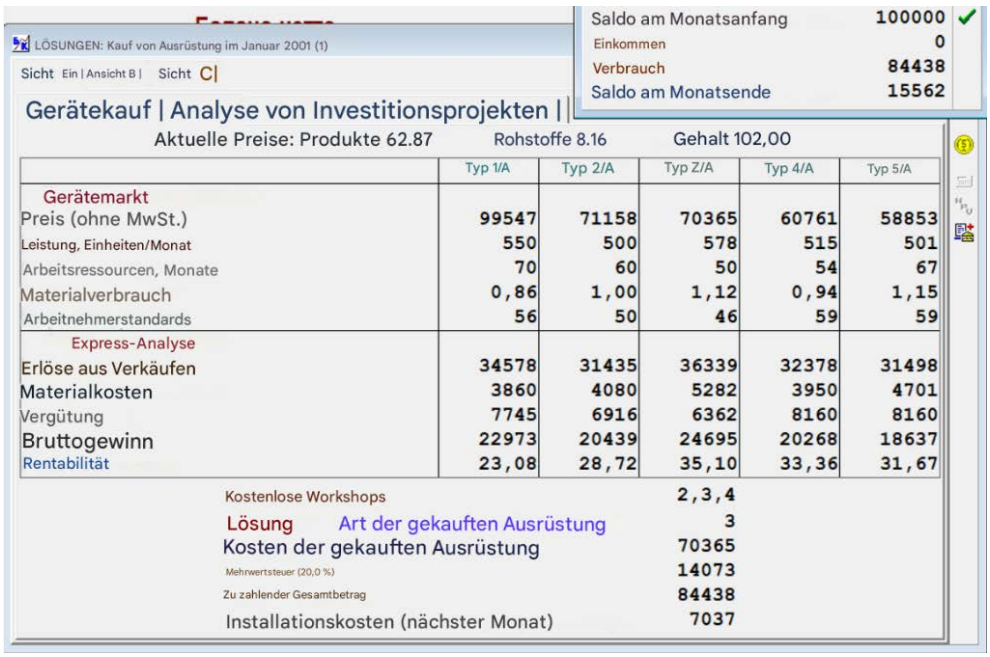


Abbildung 1 – Auswahl der Ausrüstung [zusammengestellt vom Autor auf der Grundlage der vom Autor entwickelten Videovorlesungen]

Sobald der Schüler eine Auswahl von Ausrüstungen getroffen hat, wird das Konto des Unternehmens mit Bargeld belastet. Es ist notwendig, den Geldfluss zu kontrollieren.

Die Prozesse im Zusammenhang mit der Realisierung von Produkten sind Teil der Marketingkomponente (siehe Abbildung 2).

Der Lernende konzentriert sich auf die Marktbedingungen, die Nachfrage und den Bestand an Fertigerzeugnissen des Unternehmens. Er konzentriert sich auf den Durchschnittspreis auf dem Markt, die Höhe der Werbekosten und den Verkaufsprovisionssatz.

Abhängig von den oben ausgewählten Indikatoren und dem Verkaufsplan wird der erwartete Umsatz und Gewinn des Unternehmens aus dem Geschäft ermittelt.

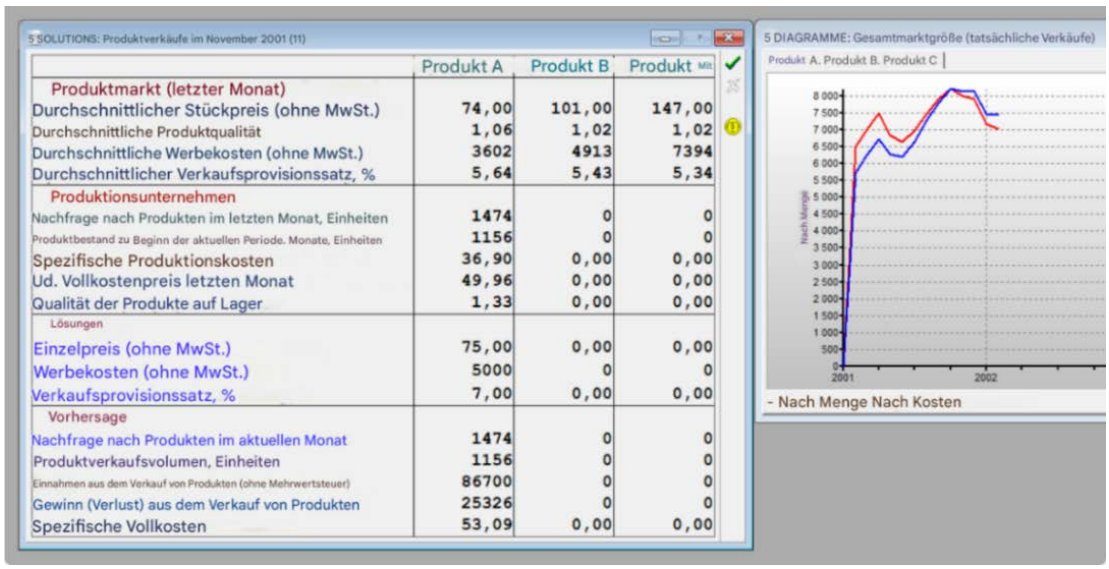


Abbildung 2 – Verkauf von Fertigprodukten [zusammengestellt vom Autor auf der Grundlage der vom Autor entwickelten Videovorträge]

Es ist notwendig, die Kostenstruktur der Produktion und ihre Umsetzung zu kontrollieren (siehe Abb. 3).

Der Auszubildende kann also die Produktionsstruktur ändern, indem er die Beschäftigungsrate der Arbeiter und den Schichtplan ändert. Er kann das Volumen der Rohstoffeinkäufe anpassen.

Die Daten im Programm liefern detaillierte Analysen der ablaufenden Prozesse und tragen zur Entscheidungsunterstützung bei.

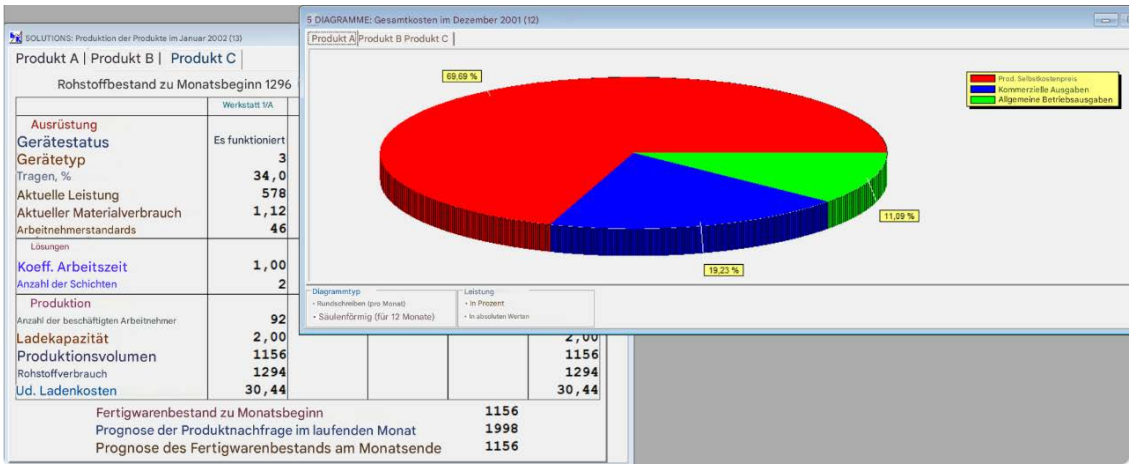


Abbildung 3 – Umsatzkostenanalyse [zusammengestellt vom Autor auf der Grundlage der vom Autor entwickelten Videovorträge]

Das Softwareprodukt „Business Course“ enthält weitere Komponenten, die auf die Entscheidungsfindung auf Unternehmensebene ausgerichtet sind.

Trotz aller Vorteile ist die Implementierung von Simulationsmodellen in den Bildungsprozess mit einer Reihe von Problemen verbunden.

Dazu gehören der Mangel an qualifizierten Lehrkräften, das Fehlen der

erforderlichen Ressourcen und Ausrüstung sowie der Widerstand der „traditionellen Bildungsstrukturen“. Diese Probleme erfordern ein umfassendes Konzept zu ihrer Lösung, einschließlich der Ausbildung des Personals, der Entwicklung von methodischem Material und der Schaffung einer geeigneten Infrastruktur.

Moderne Technologien der künstlichen Intelligenz (KI) finden auch beim simulierten Lernen Anwendung. Modelle des maschinellen Lernens und neuronaler Netze ermöglichen es, Bildungsprozesse zu analysieren, Materialien an die individuellen Bedürfnisse der Schüler anzupassen und personalisierte Lernwege anzubieten.

Daraus lässt sich ableiten, dass Simulationsmodelle in der Bildung ein leistungsfähiges Instrument sind, um das Lernen visueller, praxisorientierter und interaktiver zu gestalten. Virtuelle Lernumgebungen eröffnen neue Horizonte für den Fern- und Hybridunterricht, Planspiele helfen bei der Entwicklung von Management- und Kommunikationsfähigkeiten, und Computer- und mathematische Modelle bieten Möglichkeiten für eingehende Analysen und Prognosen. Die moderne Technologie entwickelt sich ständig weiter und macht die Simulationsmodellierung zu einem wichtigen Bereich der pädagogischen Entwicklung im 21. Jahrhundert geworden sind. Fassen wir die Informationen in Form einer Tabelle zusammen, die die Klassifizierung von Simulationsmodellen im Bildungswesen, ihre Merkmale und Vorteile klar darstellt [6].

Tabelle – Klassifizierung von Simulationsmodellen

Kategorie	Beschreibung	Vorteile
Virtuelle Lernumgebungen	Interaktive digitale Plattformen, die es Ihnen ermöglichen, Lernsituationen in 3D- oder VR/AR-Umgebungen zu simulieren.	Vollständiges Eintauchen in den Lernprozess, Möglichkeit des sicheren Experimentierens, Verfügbarkeit komplexer Objekte für das Lernen.
Planspiele und Simulationen	Simulierte Situationen, die Entscheidungsfindung, Datenanalyse und Teamarbeit erfordern.	Entwicklung von Management-, Teamwork- und kritischen Denkfähigkeiten, Möglichkeit, verschiedene Strategien wiederholt zu testen.
Computer und mathematische Modelle	Numerische und digitale Modelle zur Analyse von Prozessen, zur Vorhersage von Ergebnissen und zum Testen von Hypothesen.	Tiefgreifender analytischer Ansatz, Modellierung komplexer Systeme, Fähigkeit zum Testen ohne echtes Risiko.

Simulationsmodelle spielen eine wichtige Rolle im Bildungsprozess, da sie den

Studierenden die Möglichkeit bieten, aktiv mit dem Lernmaterial zu interagieren, Wissen in der Praxis anzuwenden und berufliche Kompetenzen zu erwerben.

Moderne Bildungseinrichtungen nutzen zunehmend verschiedene Formen der Simulationsmodellierung, wie virtuelle Labors, Planspiele, Computersimulatoren und mathematische Modelle, wodurch nicht nur die Qualität des Lernens verbessert, sondern auch der Lernprozess spannender und effektiver gestaltet werden kann.

Список литературы:

1. Вульферт, В. Я. Имитационные методы обучения: учебное пособие / В. Я. Вульферт; Новосиб. гос. аграр. ун-т. Инженер. ин-т; сост. В. Я. Вульферт. – Новосибирск, 2023. – 89 с. – Текст : непосредственный.
2. Калинин, Н. В. Имитационное моделирование в учебном процессе как инструмент профессиональной мотивации / Н. В. Калинин, А. В. Белолипецкая, В. Н. Денисов. – Текст : электронный // Научно-методический электронный журнал «Концепт». – 2018. – № 7 (июль). – С. 30–42. – URL: http://e-koncept.ru/2018/181042.htm. (дата обращения: 09.03.2025).
3. Гусева, Е. Н. Имитационное моделирование экономических процессов в среде Arena: учебно-методическое пособие / Е. Н. Гусева. – 4-е изд., стер. – Москва: Флинта, 2021. – 132 с. – URL: https://znanium.com/catalog/product/1843161 (дата обращения: 14.03.2025). – Текст : электронный.
4. Кузнецова, М. А. Дистанционное обучение: опыт и перспективы / М. А. Кузнецова, О. В. Лебедева. – Текст : непосредственный // Инновации в образовании. – 2021. – № 5. – С. 23–30.
5. Компьютерная деловая игра «БИЗНЕС-КУРС: Максимум: учебное пособие // ВККБ ph. – URL: https://vkkb.ru/book_vved.html (дата обращения: 17.02.2025). – Текст : электронный.
6. Петрова, Е. Л. Цифровые технологии в педагогике: новые вызовы и возможности / Е. Л. Петрова. – Текст : непосредственный // Современное образование. – 2021. – № 3. – С. 45–52.

© Антошков А. В., 2025

УДК 372.881.111.22

Katalkina Natalia Anatoliewna,
Kandidat der philologischen Wissenschaften, Dozent,
Sankt Petersburger polytechnische Universität von Peter dem Großen,
Hochschule für internationale Beziehungen,
Sankt Petersburg, Russische Föderation,
katalkina_na@spbstu.ru

BESTIMMUNG DER FERTIGKEIT ZUR ANWENDUNG VON LERNSTRATEGIEN IM FREMDSPRACHENUNTERRICHT IN HOCHSCHULBILDUNG

Zusammenfassung. Die Relevanz der Studie besteht darin, dass Nachhaltigkeit des Lernprozesses eine der wichtigsten Herausforderungen der modernen Pädagogik ist. Lernstrategien sind ein wesentliches Instrument, das Lernerautonomie und damit lebenslanges Fremdsprachenlernen gewährleisten lässt. Ziel der Studie ist es, festzustellen, inwieweit die Lernenden mit den verschiedenen Arten von Lernstrategien vertraut sind. Der Artikel liefert eine Klassifizierung der Lernstrategien und analysiert die Ergebnisse des pädagogischen Experiments. Als Ergebnis der Forschung kann man feststellen, dass die Teilnehmer des Experiments vor allem mit ressourcenbezogenen und kognitiven Strategien vertraut sind. Metakognitive und affektive Strategien werden von den Lernenden praktisch nicht verwendet.

Schlüsselwörter: nachhaltiges Fremdsprachenlernen, Lernerautonomie, Lernstrategien, kognitive Strategien, metakognitive Strategien, ressourcenbezogene Strategien, kommunikative Strategien, affektive Strategien.

Katalkina Natalia Anatolievna,
PhD in Philology, Associate Professor,
Peter the Great St. Petersburg Polytechnic University,
Higher School of International Relations,
Saint Petersburg, Russian Federation,
katalkina_na@spbstu.ru

DETERMINING THE MASTERING LEVEL OF APPLYING LEARNING STRATEGIES AT FOREIGN LANGUAGE LESSONS IN HIGHER EDUCATION

Abstract. The relevance of the study lies in the fact that the continuity or sustainability of the learning process is one of the key tasks of modern pedagogy. Learning strategies are an essential tool for ensuring learner autonomy and thus lifelong foreign language learning. The purpose of the study is to determine the degree of familiarity of students with various types of learning strategies. The article provides a classification of educational strategies, as well as analyzes the results of a pedagogical experiment. As a result of the study, it was concluded that the

participants of the experiment are well acquainted with the resource-related strategies, as well as with cognitive strategies. Metacognitive and affective strategies are practically not used by students.

Keywords: sustainable learning of foreign languages, learner autonomy, learning strategies, cognitive strategies, metacognitive strategies, resource-related strategies, communicative strategies, affective strategies.

Каталкина Наталья Анатольевна,
канд. пед. наук, доцент,
Санкт-Петербургский политехнический университет Петра Великого,
Высшая школа международных отношений,
Санкт-Петербург, Российская Федерация,
katalkina_na@spbstu.ru

ОПРЕДЕЛЕНИЕ УРОВНЯ ВЛАДЕНИЯ НАВЫКОМ ПРИМЕНЕНИЯ УЧЕБНЫХ СТРАТЕГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА В ВУЗЕ

Аннотация. Актуальность исследования состоит в том, что непрерывность или устойчивость процесса обучения является одной из ключевых задач современной педагогики. Учебные стратегии представляют собой важнейший инструмент обеспечения автономного изучения иностранных языков на протяжении всей жизни. Цель исследования – определить степень знакомства обучающихся с различными типами учебных стратегий. В статье приводится классификация учебных стратегий, а также анализируются результаты педагогического эксперимента. В результате проведенного исследования был сделан вывод о том, что участники эксперимента хорошо знакомы со стратегиями, связанными с применением в изучении иностранного языка различных ресурсов, а также с когнитивными стратегиями. Метакогнитивные и аффективные стратегии обучающимися практически не используются.

Ключевые слова: устойчивое обучение иностранным языкам, автономное обучение, учебные стратегии, когнитивные стратегии, метакогнитивные стратегии, связанные с ресурсами стратегии, коммуникативные стратегии, аффективные стратегии.

Heutzutage wächst der Umfang des menschlichen Wissens im rasanten Tempo, ständig werden neue Entdeckungen gemacht, modernere Theorien und immer effizientere Arbeitsweisen werden entwickelt. Man kann sich nicht alle für das ganze Leben nötigen Kenntnisse und Fertigkeiten auf einmal aneignen, man muss ständig etwas hinzulernen. Deswegen spricht Stadelmann zukunftsgerichtet nicht von «Wissensgesellschaft», sondern von «Lerngesellschaft» [1]. Aber auch für die Gegenwart ist lebenslanges oder nachhaltiges Lernen unumgänglich. Nachhaltiges Deutschlernen beizubringen ist wichtig einerseits, weil man sich immer schneller

Kenntnisse aneignen soll, andererseits, weil es eine hohe Diversität von Lernzielen vorhanden ist. In den Stunden kann man die Lernenden wegen Zeitmangels, des festgelegten Programms und Vielfalt der Interessen nicht auf alle vorhandenen Ziele vorbereiten, aber die möglichen Wege zu zeigen, wie man das Ziel im selbständigen Lernen erreicht, kann man bestimmt. Also beim nachhaltigen Lernen geht es immer um Entwicklungen, die sowohl für die Zukunft, als auch für die Gegenwart von Bedeutung sind.

Der Begriff nachhaltiges Lernen umfasst viele Aspekte. Es ist praxisbezogen und handlungsorientiert, Studierende sollen verstehen, in welchen Situationen sie die erworbenen Kenntnisse und Fertigkeiten anwenden können, und imstande sein das auch zu tun. Nachhaltiges Lernen sichert Dauerhaftigkeit der Lernresultate und ermöglicht ihr Transfer auf andere Lebensbereiche [2, S. 62-63]. Es wird nie vom Standpunkt des vorhandenen fixen Wissens, sondern immer als eine Grundlage von der lebenslangen mal fremdgesteuerten mal selbstgesteuerten aber immer selbstinitiierten Entwicklung gesehen. Ein nachhaltiger Lernprozess kann also nicht an eine bestimmte Institution gebunden werden, sondern wird z.B. von Schüßler als permanente individuelle Selbsterschaffung definiert [3, S. 17].

Eines der wirksamen Instrumente, das nachhaltiges Lernen ermöglichen könnte, sind Lernstrategien. „Eine Strategie ist eine planvolle Vorgehensweise, um ein festgelegtes Ziel zu erreichen. Strategien beim Lernen werden bewusst oder unbewusst eingesetzt“, so Rösler und Würffel [4, S. 102]. Smasal definiert Lernstrategien folgenderweise: „Lernstrategien sind Werkzeuge, mit denen sich Lernende sowohl Wissen aneignen als auch ihre rezeptiven und produktiven Sprachverarbeitungsprozesse steuern und ausbauen können. Mit deren Hilfe können sie außerdem Probleme beim Lernen und Anwenden der Fremdsprache lösen“ [5].

Lernstrategien sind aber nicht selbstverständlich, sie können und sollen erlernt werden. Tönshoff glaubt, „der allgemeinste Begründungszusammenhang für gezieltes Strategietraining liegt in den Anforderungen, die der schnelle Wandel in der modernen Informationsgesellschaft an jeden Lernprozess stellt: Die Notwendigkeit lebenslangen Lernens, die Tatsache, dass Lernfähigkeit eine zentrale extrafunktionale Qualifikation in allen Bereichen des Arbeitslebens darstellt, machen das Lernen des Lernens zum zunehmend bedeutsamen Unterrichtsgegenstand“ [6, S. 205]. Der wichtigste Vorteil vom Erwerb der Lernstrategien besteht darin, dass es autonomes Lernen fördert. „Autonome Fremdsprachenlernende sind sich ihrer Verantwortung für den eigenen Lernprozess bewusst und setzen sich entsprechende Lernziele, zu deren Erreichen sie angemessene Maßnahmen zur Planung, Durchführung, Überwachung und Evaluation des Lernprozesses ergreifen. Darüber hinaus zeichnet sich Lernerautonomie durch die Fähigkeit der Lernenden aus, sich für das Lernen zu motivieren, (mögliche) negative Gefühle hinsichtlich des Lerngegenstandes zu kontrollieren und mit anderen zu kooperieren“, so Smasal [7].

Izarra wie Rampillon unterscheiden grundsätzlich zwei Gruppen von

Strategien: „Direkte (kognitive) Strategien: Sie befassen sich direkt mit dem Lernstoff. Es geht darum, das neue Gelernte zu strukturieren, zu verarbeiten und so im Gedächtnis zu speichern, dass es gut behalten und abgerufen werden kann. Indirekte Strategien: Sie befassen sich mit der Art und Weise des Lernens (wann? was? wo? wie?), mit den Gefühlen, die mit dem Lernen verbunden sind, und mit den sozialen Verhaltensweisen. Sie haben keinen direkten Bezug zum Lernstoff, sondern ihre Anwendung trägt indirekt dazu bei, Voraussetzungen für ein effektives Lernen zu schaffen“ [8].

Forscher wie Weinstein, Mayer [9] *Martin, Nicolaisen* [10], *Rösler, Würffel* [4], Winne [11] *und andere unterscheiden* zwischen **kognitiven, metakognitiven, ressourcenbezogenen, kommunikativen und affektiven Strategien.**

Kognitive Strategien ermöglichen sich neue Informationen leichter und schneller einzuprägen, zum Beispiel indem man Gruppen von bedeutungsverwandten Wörtern erstellt oder Vokabelkartei verwendet. Ihr Ziel ist besseres Verstehen einer Sprache und möglichst effiziente Entschlüsselung der Bedeutungen und Memorierung von deren Einheiten.

K**ommunikative Strategien** benutzen die Lernenden zur Verwendung der Sprache, indem sie Vorwissen zu einem Thema aktivieren, Hypothesen bilden, Bedeutung aus dem Kontext ableiten etc.

Metakognitive Strategien lassen das Lernen organisieren. Wichtig sind dabei drei Bereiche: Ziele zu setzen, das Lernen zu planen und den Lernfortschritt zu evaluieren. Zur Verwirklichung der metakognitiven Strategie werden Taktiken angewandt, die beispielsweise die individuellen Lernziele und den eigenen Fortschritt beim Erlernen einer Fremdsprache ermitteln sowie den eigenen Arbeitsplatz effektiv organisieren oder sich während des Lernens von verschiedenen Ablenkungen lösen helfen.

Ressourcenbezogene Lernstrategien beziehen sich auf die Nutzung zusätzlicher Informationsquellen z.B. Lexika, Wörterbücher, Internet, Bibliothek sowie auf das Lernen in Gemeinschaften z.B. in Lerngruppen, durch Diskussionen über Lernstoff in Online-Foren und Chats.

Affektive Strategien betreffen Emotionen und Motivation. Dazu gehören z.B. Strategien zur Stressreduzierung, Entspannung, eigene Belohnung und Überlegungen darüber, wie man gern lernt.

Volkova stellt fest, dass Lernstrategien im Sprachunterricht sowohl indirekt als auch direkt vermittelt werden können. Indirekte Vermittlung bedeutet, dass die Lehrkraft die Kursteilnehmer zur Anwendung einer Strategie anleitet, ohne sie darüber zu informieren. Direkte Vermittlung führt die Lerner durch eine Abfolge von Schritten, in denen sie eine bestimmte Strategie oder eine Reihe von Strategien einüben und sich ihrer Funktionen und Bedeutung im Lernprozess bewusst werden, so dass sie in der Lage sind, jeweilige Strategie in einer Vielzahl von Lernkontexten selbstständig anzuwenden. Lernende, die über Lernstrategien verfügen, werden

wesentlich unabhängiger, steuern und kontrollieren ihre Lernaktivitäten vorwiegend selbständig“ [12, S. 107-108].

An der Hochschule für internationale Beziehungen der Peter der Große polytechnischen Universität St. Petersburg wird seit 2021 ein Projekt mit dem Titel "Lernstrategien als Abschiedsgeschenk" für die Studierenden, die Deutsch als zweite Fremdsprache lernen, durchgeführt. Das Projekt zielt darauf ab, die Fertigkeiten der Studierenden beim Einsatz von Lernstrategien zu analysieren. Es lässt herausfinden, welche Lernstrategien die das Studium absolvierenden Bachalor-Studierenden der Peter der Große polytechnischen Universität sich in 4 Studienjahren angeeignet haben. Die Aufgaben des Projekts sind zum einen, die Teilnehmer dazu zu veranlassen die Notwendigkeit des nachhaltigen Lernens der deutschen Sprache zu erkennen, die dafür notwendigen Lernstrategien zu lernen und diese Strategien in der Praxis anwenden zu können. Andererseits bietet die Analyse der im Rahmen des Projekts gewonnenen Daten die Möglichkeit, die Wirksamkeit der Arbeit an Lernstrategien im Unterricht zu bewerten und die Perspektiven für die weitere Arbeit in dieser Richtung zu bestimmen. Das Projekt dauert zwei Unterrichtseinheiten und findet in der letzten Stunde des Deutschkurses statt. Die Studierenden haben im Durchschnitt das Sprachniveau B2. Während des Projekts werden Lernstrategien vermittelt und Restkenntnisse der Teilnehmer über das Thema überprüft. Der theoretische Hintergrund der Arbeit wird den Studierenden erst am Ende des Projekts erläutert.

Im Weiteren wird der Ablauf der Projektarbeit vorgestellt. Zuerst diskutieren die Studierenden im Plenum über die Notwendigkeit des lebenslangen Deutschlernens und definieren ihre individuellen kurz- und langfristigen Sprachlernziele. Anschließend teilen sich die Projektteilnehmer in Gruppen auf und besprechen, welche Methoden und Hilfsmittel sie bereits zum selbständigen Erlernen einer Fremdsprache eingesetzt haben. Anschließend recherchieren die Studierenden im Internet nach weiteren Empfehlungen zum selbständigen Lernen einer Fremdsprache. Auf der Grundlage ihrer eigenen Erfahrungen und der gefundenen Materialien erstellen die Projektteilnehmer einen Ratgeber zum nachhaltigen Deutschlernen. Die Form des Ratgebers können die Studierenden selbst wählen. Zum Beispiel haben einige Gruppen ihn als einen Zeitungsartikel, die anderen als eine PowerPoint-Präsentation, die dritten als eine Mind-Map gestaltet. Der Ratgeber soll aber die folgenden Punkte enthalten:

- Informationen dazu, warum man Deutsch lebenslang lernen soll
- Welche Möglichkeiten es dazu gibt
- Welche Techniken dabei zu gebrauchen sind
- Links zu Medien und Materialien.

Ein Beispiel von einem von den Studierenden erstellten Ratgeber kann man in der Abbildung 1 sehen.

Abbildung 1 – Ein Ratgeber zum lebenslangen Deutschlernen

Zum Schluss tauschen die Gruppen die von ihnen erstellten Ratgeber aus, machen sich mit den Arbeiten der Mitstudierenden vertraut und kommentieren im Plenum, welche Methoden und Hilfsmittel sie besonders gerne anwenden möchten und was Neues sie während des Projekts gelernt haben. Auch die Lehrkraft kommentiert die Arbeiten und macht auf die Strategien aufmerksam, die in den Projektarbeiten der Studierenden weniger oder gar nicht berücksichtig wurden.

Bei der Analyse der von den Studierenden in den letzten 5 Jahren erstellten Ratgeber ist es festzustellen, dass ressourcenbezogene Strategien 68 % der Erwähnungen betrug. Kognitive Strategien belegten mit 22 % aller Erwähnungen den zweiten Platz nach Anwendungsfrequenz. Metakognitive Strategien (6 %) und affektive Strategien (3 %) wurden von den Studierenden kaum berücksichtigt. Die Ergebnisse der Studie sind in Abbildung 2 dargestellt.

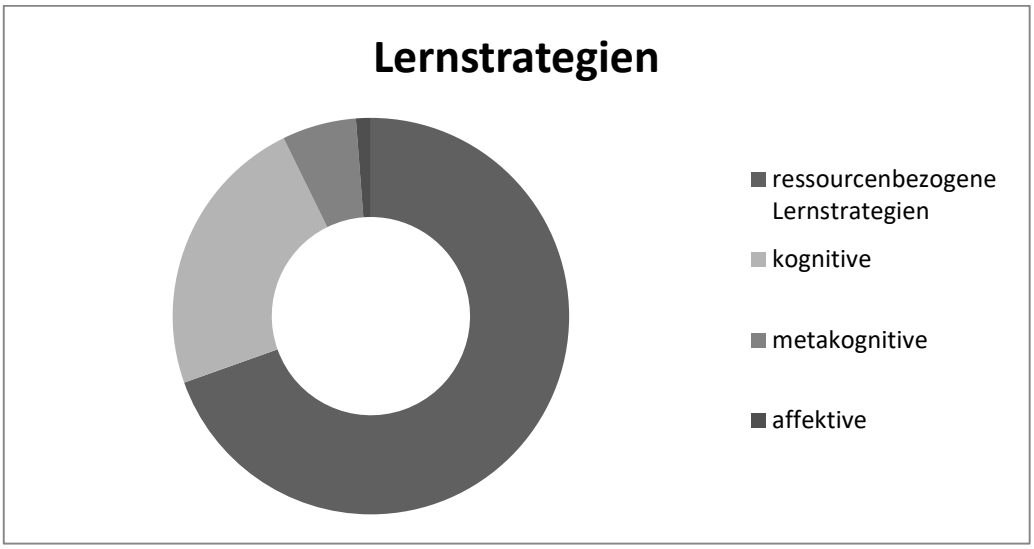


Abbildung 2 – Welche Arten der Lernstrategien kennen die Studierenden

Die Analyse der Studienergebnisse lässt den Schluss ziehen, dass die Probanden mit verschiedenen Ressourcen, die es ihnen ermöglichen, eine Fremdsprache selbstständig zu erlernen, gut vertraut sind, und dass sie auch in der Lage sind, kognitive Strategien anzuwenden, die das Verständnis und das Einprägen des Sprachmaterials sicherstellen. Metakognitive und affektive Strategien werden von den Projektteilnehmern beim Erlernen einer Fremdsprache praktisch nicht eingesetzt. Die mangelnde Vertrautheit der Lernenden mit affektiven Strategien wirkt sich höchstwahrscheinlich negativ auf ihre Motivation zum Erlernen einer Fremdsprache aus, da sie die Freude am Lernprozess nicht in den Vordergrund stellen. Es kann auch davon ausgegangen werden, dass die unzureichende Beherrschung metakognitiver Strategien den systematischen Erwerb von Sprachkenntnissen verhindert, da es nicht zielgerichtet an der effektiven Organisation und der angemessenen Bewertung der erzielten Ergebnisse gearbeitet wird. Daher ist es notwendig, im Fremdsprachenunterricht nicht nur indirekt Lernstrategien zu vermitteln, sondern auch direkt über Möglichkeiten zur Verbesserung des emotionalen Hintergrunds beim Erlernen einer Fremdsprache, die Notwendigkeit der Zielsetzung und Planung dieses Prozesses sowie Methoden der Selbsteinschätzung zu sprechen.

Resümierend kann man bemerken, dass die Ergebnisse des Projektes Nachholbedarf bei der Arbeit an Lernstrategien im Unterricht erkennen lassen. Die Arbeit am Projekt ermöglicht den Studierenden ihr Repertoire an Lernstrategien und Medien zum selbständigen Deutschlernen gegenseitig zu bereichern und trägt zum nachhaltigen Sprachenlernen bei.

Список литературы:

1. Stadelmann, W. (2017) Was bleibt? Nachhaltiges Lernen als Ziel // Profil. Das Magazin für das Lehren und Lernen. Ausgabe 3. URL: https://profil-online.ch/web/node/1428 (Datum des Zugriffs: 09.03.2025).

2. Каталкина, Н. А. Обеспечение устойчивого развития процесса обучения иностранным языкам / Н. А. Каталкина, Н. В. Богданова. – Текст: непосредственный // Вопросы методики преподавания в вузе. – 2020. – Т. 9, № 32. – С. 60-67.

3. Schüßler, I. (2008) Reflexives Lernen in der Erwachsenenbildung – zwischen Irritation und Kohärenz // Bildungsforschung. Jg. 5. Ausgabe 2, 22.

4. Rösler, D., Würffel, N. (2017) Lernmaterialien und Medien // München: Klett-Langenscheidt. 189.

5. Smasal, M. (2017) Strategien fördern das Lernen // Magazin Sprache. URL: https://www.goethe.de/ins/th/de/spr/mag/20997418.html (Datum des Zugriffs: 05.03.2025).

6. Tönshoff, W. (1997) Training von Lernerstrategien im Fremdsprachenunterricht unter Einsatz bewusstmachender Vermittlungsverfahren // München: Hueber Verlag. URL: https://br.hueber.de/media/36/Lernstrategien.pdf (Datum des Zugriffs: 05.03.2025).

7. Smasal, M. (2010) Lernstrategien im Fremdsprachenunterricht // Profil 2. 171-188.

8. Izarra, L. M. (2016) Lernstrategien im Fremdsprachenunterricht Lernstrategien im Fremdsprachenunterricht. Wien. 16.
9. Weinstein, C. E., Mayer, R. E. (1986) The teaching of learning strategies // In M.C. Wittrock (Hrsg.). Handbook of research in teaching. New York: Macmillan. 315-327.
10. Martin, P.-Y., Nicolaisen, T. (2015) Einführung und Grundlagen // In P.-Y Martin und T. Nicolaisen (Hg.), Lernstrategien fördern. Weinheim: Beltz Juventa. 9-69.
11. Winne, P. H. (2011) A cognitive and metacognitive analysis of self-regulated learning // In B. J. Zimmerman & D. H. Schunk (Hrsg.). Handbook of self-regulation of learning. New York, London: Routledge. 15-32.
12. Волкова, Т. В. Роль учителя в стимулировании применения учебных стратегий обучающимися при овладении иностранным языком / Т. В. Волкова. – Текст : непосредственный // Журавлевские чтения. Трансформационные процессы в педагогической науке и образовании: материалы VI Международной научно-практической конференции, посвященной памяти Журавлёва Василия Ивановича. – М. : 2022. – С. 104-110.

© Каталкина Н. А., 2025

УДК 811.112.2:378.147

Schwedowa Olga Wladimirowna,
Kandidat der philologischen Wissenschaften, Dozent,
Sankt Petersburger staatliche Universität
für industrielle Technologien und Design,
Sankt Petersburg, Russische Föderation,
olsh2610@yandex.ru

INHALT DES DEUTSCHUNTERRICHTS IM HINBLICK AUF DIE STUDENTENGENERATION Z

Zusammenfassung. Im Artikel geht es um unterschiedliches Herangehen an die Sprachausbildung der Studentengenerationen X, Y, Z und Konzentrationsmethoden durch Einführung der zusätzlichen aktuellen Information zwecks der Erhöhung von sprachlicher – und linguolandeskundlicher Kompetenz.

Schlüsselwörter: Studentengenerationen X, Y, Z, Konzentration der Aufmerksamkeit, Mannigfaltigkeit des Lehrstoffes, Erhöhung der Motivation.

Shvedova Olga Vladimirovna,
PhD in Philology, Associate Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
olsh2610@yandex.ru

THE CONTENT OF TEACHING GERMAN WITH REGARD TO THE STUDENTS OF GENERATION Z

Abstract. The article discusses different approaches to teaching students of generations X, Y, Z and ways to concentrate the latter's attention by introducing additional relevant information in order to increase motivation and linguistic and linguistic and cultural competence.

Keywords: student generations X, Y, Z, concentration of attention, diversity of material, increasing motivation.

Шведова Ольга Владимировна,
канд. филол. наук, доцент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
olsh2610@yandex.ru

СОДЕРЖАНИЕ ПРЕПОДАВАНИЯ НЕМЕЦКОГО ЯЗЫКА СТУДЕНТАМ ПОКОЛЕНИЯ Z

Аннотация. В статье речь идет о различном подходе к обучению

студентов поколений X, Y, Z и способах концентрации внимания последних введением дополнительной актуальной информации с целью повышения мотивации, языковой и лингвострановедческой компетенции.

Ключевые слова: студенческие поколения X, Y, Z, концентрация внимания, разнообразие материала, повышение мотивации.

Das Problem der Abwechslung von Studentengenerationen und damit der Veränderung sowohl der Struktur als auch des Inhaltes des Sprachunterrichts liegt auf der Hand. Darum scheint es zweckmäßig zu sein, auf das Zusammenwirken der Lehrenden und Lernenden vom Standpunkt der Diversität der Generationen zu blicken. Dabei steht fest: „Berücksichtigt man den **Kommunikationsstil** des Gesprächspartners, so… ermöglicht das eine bessere **Zusammenarbeit** (NB: auch zwischen dem Hochschullehrer und Studierenden – O. Sch). Missachtet man verschiedene Kommunikationsstile der Generationen, kann es auch schnell zu **Konflikten** kommen, die durch einen gewählten **Umgangston** vermieden werden können [1]. Abhängig davon, zu welcher Generation beide gehören, werden auch die Methoden des Unterrichts unterschiedlich sein.

Die älteste Generation der heutigen Hochschullehrer gehört noch **den Babyboomern − Traditionalisten (1949–1964)** an. Das heißt, dass sie sich gewissenhaft zu ihrer Arbeit verhalten und oft dem Motto „Leben, um zu arbeiten“ folgen. Sie sind an große lückenlose Zeitungstexte und dicke Bücher gewöhnt und verlangen von ihrem Gesprächspartner/Studenten respektvollen Umgang, Als sie zu arbeiten begonnen haben, wurde im Unterricht, auf die pure Textübersetzung anhand des Wörterbuchs besonderer Wert gelegt. Selbstverständlich ging das ohne solide Grammatikkenntnisse nicht. Die Konversation aber wurde vernachlässigt. Abgesehen vom Schüleraustausch in den Schulen mit erweitertem Deutschunterricht und ziemlich raren Fällen der Praktikumsabsolvierung im sozialistischen Ausland, waren Studenten kaum motiviert, ihre Konversationsfähigkeiten zu vervollkommnen. Im Unterricht konnte man nur mit den kurzen Nacherzählungen, künstlich zusammengestellten Dialogen, wo in den Lehrbüchern meistens die Personen namens Nikolaj oder Olga handelten, und einer Ergänzung von Audio-Aufgaben, die auf den Tonbandgeräten aufgenommen wurden, rechnen.

Gen X (1965–1983) ist die letzte Generation, die große Textblöcke ohne Illustrationen bewältigen konnte. Die meisten Studierenden, die entsprechend in den 90-er Jahren – Jahren der Veränderungen, des Umbruchs und der Umgestaltung der Gesellschaft zu studieren begonnen hatten, waren erwartungsvoll und vom Arbeitselan gefüllt. Mitte der 90-er bahnten sich Computer den Weg zunächst in die Büros, und allmählich in den Alltag, PC-Technologien erlebten eine stürmische Entwicklung, die Epoche der Handys SMS und E-Mails stand an der Schwelle, und damit die Gewohnheit, kurz, einfach und einprägsam seine Gedanken zu äußern. Aber die Zeiten, wo es genügen konnte, auf eine Taste zu drücken, um eine beliebige Information zu bekommen, waren noch nicht da, und deswegen wurden Studenten gezwungen, viel zu lernen und das Gedächtnis anzustrengen, es mit den neuen soziologischen und wirtschaftlichen Verhältnisbezeichnungen, füllend. Es kam eine Menge von deutschen Lehrbüchern, welche die lebendige Sprache des modernen

Deutschlands widerspiegelten. Man wurde zum ersten Mal mit dem Begriff „Geschäftsdeutsch“ bekannt. Das war für die Struktur des Sprachunterrichts wichtig, der sich jetzt halb auf der Übersetzungsmethode, halb auf der immer intensiver werdenden Gesprächskomponente basiert hat.

Gen Y / Millenials (1984–2000)

Das war eine Generation, die den Aufstieg von digitalen Technologien miterleben konnte, obwohl ihre Kindheit ohne Smartphone verlaufen war. Ihre Vertreter sind technisch versiert und gehen flink mit diversen Apps um. Da diese Generation auf die kürzere Textnachrichten angewiesen war, bedingte das auch den Charakter von den Studenten angebotenen Texten. Es wurden originale Zeitungs -und Magazinartikel mit einem aktuellen Inhalt und Illustrationen zugänglich, die aber zu leicht lesbaren und überschaubaren Texten transformiert werden mussten, damit das Interesse sie zu lesen einem nicht verging. Und man wurde vor der Frage gestellt: Wann haben die Studenten über mehr Sprachkompetenz verfügt: in den 90-er und Anfang der 2000er, als die Adaptation ziemlich umständlich ohne Computer war, und Studenten auf die unbearbeitete Artikel angewiesen waren, mit denen sie sich mit einem Wörterbuch abquälen mussten, oder später, als ihnen viele Schwierigkeiten im Weg weggenommen wurden? Aber eines ist klar: Die Diskussionen über das Gelesene taten und tun den Studenten im Sprachunterricht nach wie vor gut.

GenZ / Digital Natives /Summer (2000–2012)

Die GenZ ist die erste Generation, die drin in den Informationstechnologien aufgewachsen ist. Experimentierfreudig, kreativ und engagiert, aber auch egoistisch und „lobsüchtig“ – so ticken im Großen und Ganzen die Summer, mit denen wir heute zu tun haben. Und darum ist es wichtig zu wissen, dass nach den letzten Angaben die Digital Natives sich um 25 % schlechter konzentrieren, als Millenials, aber dafür keine Angst vor unüberschaubaren langenTexten haben, denn deren Übersetzung ist für sie kein Problem: ein Klick genügt um eine fehlerfreie Übersetzung zu bekommen. Desto komplizierter und mühsamer wird die nachfolgende Arbeit für den Hochschullehrer, der schon fertige Übersetzungen zu erklären lassen braucht und den Kopf über schlaue Aufgaben zerbricht, die computerlos bewältigt werden müssen. Das ist eine undankbare Beschäftigung, da „nur 0,35 Sekunden brauchen die Summer, um eine Antwort im Google auf eine beliebige Frage zu finden“ [2]. Das Problem besteht für sie nicht darin, „Namen, Daten u.a.m. zu behalten, sondern zu wissen, über welche Quellen die nötige Information zu finden, zu qualifizieren und zu verwenden… ist [3]. Und: Heutige Studenten sind sehr zielorientiert und brauchen eindeutig motiviert zu sein. Aufgaben müssen für sie konkret und deutlich formuliert werden. Es kommt auch zu einer Übertreibung, wenn sie wissen wollen, wie viel Sätze für eine Nacherzählung oder eine Situationsbeschreibung akzeptiert werden (was gar nicht bedeutet, dass man ihnen bereitwillig entgegenkommen soll!) und mit wie viel Punkten für welchen Arbeitsumfang zu rechnen sei, wenn das auch ein einfaches orthographisches Diktat ist.

Wenn man aber doch das Verständnis eines Textes „PC-frei“ verlangt, muss man den Text in kurze Absätze teilen und womöglich mit Infografik versehen. Das

betrifft auch die Lehrbücher, die von uns heute herausgegeben oder im Netz veröffentlicht werden.

Die Erklärungen des Lehrstoffs dürfen nicht lange dauern. „Kurz und bündig“ heißt hier das Motto. Auch einzelne Themen innerhalb von einer Doppelstunde ist gut zu wechseln, denn laut den Erhebungen von Sozialpsychologen können sich heutige Studierenden nur für 8 Minuten konzentrieren, indem ihre Vorgänger aus der Generaton Y „ganze“ 12 Minuten ausgehalten haben. Das bedeutet, dass wir um jede 8 Minuten zu kämpfen haben, damit das Interesse unserer Studenten nicht verlischt.

Um eine Konzentration der Aufmerksamkeit zu erreichen, erscheint es sinnvoll, von Zeit zu Zeit bereit zu sein, kurze Abschweifungen zwischen den Aufgaben, die einen hohen Grad der Konzentration verlangen, zu machen. Das können eine unerwartete Parallele, ein interessanter Vergleich, ein Exkurs in die Etymologie eines merkwürgdigen Wortes oder in die Kulturologie Deutschlands bzw. anderer deutschsprechenden Länder sein. Aber diese Spontanität soll gut durchdacht und vorbereitet werden, wofür es zweckmäßig erscheint, über entsprechende „Vorräte“ zu verfügen, die aufschlussreiche aktuelle Informationen aus den Bereichen der deutschen Sprache, (Lexikologie und Phraseologie), Geschichte, Alltag und anderes mehr enthalten. „Was, wann und wie verwendet wird, hängt von der Situation, von der Spezifik der Gruppe (emotionaler oder passiver), sowie von der richtigen Wahl des Zeitpunktes ab.“ [4, S. 413].

Was die Sprache betrifft, so kommt bei den Studenten das Thema der zusammengesetzten Wörter immer gut an, zumal auch die Fehler hier oft vorkommen. Man könnte das als ein Vorwand nutzen, über falsche Worteinteilung wie z.B. *Baumen-taster* statt *Baum-entaster, Ministerio-anlage statt Mini-sterio-anlage, Hoffen-sterchen* statt *Hof-fensterchen* zu sprechen oder mehrere Beispiele anzuführen, unter anderem ein Wort aus 52 Buchstaben und 7 Einzelwörtern, das „nach der „Presseart“ gebildet und als negatives Beispiel angeführt wurde: *Wahlleiterkündigungsausspruchslegitimationsrichtlinie* [5, S. 50]. Scherzhaft könnten hier auch zusammengesetzte Familiennamen wie *Kaltofen, Glaswand, Frischbier* oder *Krautwurm* erwähnt werden. Apropos: Über komische, ungewöhnliche oder „katastrophale“ deutsche Nachnamen, von denen als längster der aus 23 Buchstaben bestehende *Ottovordemgentschenfelde und der kürzeste −Au* bekannt sind, kann man bei der Zusammenstellung der Dialoge nach den Fotos in den deutschen Zeitschriften sprechen, wie auch von den Vornamen oder ungewöhnlichen modernen Berufen.

Trifft man eine Entlehnung aus dem Englischen, was uns auf Schritt und Tritt begegnet, wäre es günstig, auf die heutige Situation mit Denglisch hinzuweisen und einige Fälle zu erwähnen, wo „Denglische Wörter in der deutschen Sprache wie englische wirken, sind es aber oft gar nicht“ [6], so wie *der Mesie,* ein Scheinanglizismus, der von dem englischen *mess* (*Unordnung, Schmutz*), *messy* (*unordentlich, chaotisch*) abgeleitet ist, bedeutet aber einen Menschen, der zu Hause nach dem Rechten nicht gut schaut. Auch wäre es interessant über die Wörter zu sprechen, die aus dem Englischen entlehnt wurden, deren Bedeutungen aber in beiden Sprachen sich unterscheiden, solche wie Handy (gibt es auf Englisch nicht, hat bedeutete einst in den USA portatives Funkgerät bedeutet), *Bodybag (ein Engländer*

versteht darunter Hülle für einen Verstorbenen, indem die Deutschen damit einkaufen gehen, den Lebensmittelbeutel über die Schulter), oder *Public Viewin (in England ein* aufgebahrter Leichnam, der zum Abschied ausgestellt ist, und im Deutschen – ein Freundestreffen, um zusammen zu einem Fußballspiel bzw. zu einem Song-Konzert im Freien zu gehen) und viele andere.

Ein merkwürdiges Ereignis, mit dem Studenten bekanntgemacht könnten, ist die Wahl des Jugendwortes, das im Dezember jeden Jahres in Deutschland, Österreich und in der Schweiz stattfindet [7]. Darunter gibt es häufig sehr einprägsame Lexeme, die heute nicht nur im Jugendslang entstehen und existieren, sondern auch durch die Erwachsenen benutzt werden, und so mit der Zeit in die Allgemeinlexik, also in den Duden, aufgenommen werden können. Das sind meist Entlehnungen aus dem Englischen, kurz und prägnant, wie die Wörter von 2015 *Smombie* – Zusammensetzung aus Smartphone und Zombie, 2020 *lost* – ahnungslos, verwirrt, 2021 *cringe* – peinlich, zum Fremdschämen, 2023 *goofy* – tollpazschige alberne Person oder Verhaltensweise, die andere zum Lachen bringt. 2024 hat man aber unter solchen "gelungenen" Wörtern wie ***Digga(h)*** – Kumpel. Kollege, ***Yurr* – ja, *Hölle nein*** (kommt aus dem Englischen "hell no" und wird als Widerspruch verwendet), oder ***Akh*** (arab.) – Bruder für Freund oder Bekannten ein ausdruckloses, uninteressantes Wort *Aura* gewählt, das sich scherzhaft auf die Ausstrahlung, das Charisma oder den Status einer Person bezieht.

Die Motivation der Studenten ist desto höher, je mehr sie sich „drin" ins Leben Deutschlands verwickelt fühlen und seinen Pulsschlag im Unterricht hören. In diesem Bezug könnte man als eine Einleitung zu jeder Stunde eine ARD-Sendung zwecks Besprechung und Diskussion vorzubereiten bitten, was aber von dem Lehrer eine große Vorbereitung verlangt: man sollte unbekannte Wörter ausschreiben, einen kleinen Konzept vorlegen, konkrete Fragen stellen und als E-mail verschicken. In einem Monat beginnen sich Studenten schon in den Hauptthemen der Sendung zu orientieren, und wenn das Wort des Jahres 2024 „für Erwachsene" „Ampel aus" heißt, so wird keiner von ihnen an eine Straßenampel denken, sondern an die Regierungskoalition von SPD, FDP und Grünen, und diese „Entzifferung" bringt jedem eine Genugtuung.

Wenn im Unterricht das Thema über den Umweltschutz durchgenommen wird, braucht man sich nicht nur Lernvideos anzusehen, sondern sich auch an die Sujets aus dem Tagesschau erinnern, wo gezeigt wurde, wie die Jugendlichen aus Protest gegen die Umweltverschmutzung sich an den Asphalt festkleben ließen, oder daran, wie die Grünen in Deutschland ein Projekt vorgelegt haben, laut dem alle 9 km an der Autobahn Sonnenbatterien installiert werden sollten.

Als Covid in Deutschland wie überall in der Welt zu einem ernsten, schweren Problem wurde, hat die Pandemie durch hunderte „Perlen" die Sprache bereichert, sodass es einfach unmölich war, die damit verbundenen Neologismen, „denglische" Wortschöpfung, das amüsante Wortspiel, sowie den unerschöpflichen Humor der Deutschen zu ignorieren. Denke man nur an solche Kontaminationen jener Zeit wie *Coronoja* (Corona+Paranoja), *Skneipe* (Skype+Kneipe – das gemeinsame Alkohol-Trinken via Skyp), *Maskomat*, *Workation* (Urlaub, der mit der Distanzarbeit kombiniert war) und viele andere [6].

Durch solche Aktualität der Inhalte ist es leicht, das Sprachinteresse der Studenten wachzuhalten, obwohl im Großen und Ganzen sie heute zu motivieren, keine leichte Aufgabe ist. Es ist einfach in den 90-er Jahren gewesen, als rege Kontakte zu Europa aufgebaut wurden und ein richtiger Boom nicht nur in den Beziehungen zwischen den Hochschulen herrschte, sondern wegen einer hohen Zahl der Gemeinschaftsunternehmen und der von den Deutschen gegründeten Firmen deutsche Sprache als erste oder als zweite sehr gefragt war. Heute ist es viel schwieriger, Akzente auf die praktischen Sprachverwendung in Studium und Arbeit zu setzen. Umso mehr spielt heute Deutsch eine große Rolle in der Allgemeinbildung und Selbstentwicklung der Studierenden. Aber die Zeiten kommen und gehen, sodass jederzeit kann das Deutscherlernen wieder aktuell werden. Wenn man in seiner Karriere erfolgreich sein will, ist die Beherrschung von einer oder zwei Fremdsprachen empfehlenswert: nicht zufällig wurde schon 2016 von dem Goethe-Institut der Leitspruch: „Deutsch als erste zweite Sprache“ eingeführt. Neue internationale Wirtschaftsbeziehungen lassen asiatische und arabische Sprachen zur Geltung bringen, aber die Beherrschung der europäischen Sprachen wird den Arbeitgebern noch als kultureller Lackmustest dienen.

Список литературы:

1. Generationsunterschiede in der Kommunikation. URL: https://www.neverest.at/blog/generationsunterschiede-kommunikation/ (Datum des Zugriffs: 07.04.2025).
2. X, Y, Z: чем современное поколение детей отличается от предыдущих: [сайт]. – 2024. − URL: https://externat.foxford.ru/polezno-znat/osnovy-teorii-pokolenij-xyz (дата обращения: 02.04.2025). – Текст : электронный.
3. Теория поколений... X, Y, Z и A (альфа) – кто есть кто? : [сайт]. – 2020. − URL: http://spsu.ru/news/ (дата обращения: 02.04.2025). – Текст : электронный.
4. Шведова, О. В. Спонтанные отступления от темы: сведения о немецких фамилиях / О. В. Шведова. – Текст : непосредственный // Проблемы преподавания филологических дисциплин в высшей школе (к 225-летию со дня рождения А. С. Пушкина): материалы докл. и сообщ. XXIX междунар. науч.-метод. конф. СПб. : ФГБОУВО «СПбГУПТД», 2024. − С.412-418.
5. Шведова, О. В. Студенческая молодежь современной Германии и политика / О. В. Шведова. – Текст : непосредственный // Организация работы с молодежью в информационном обществе: междунар. науч.-практ. конф. Санкт-Петербург, 19-21 ноября 2020 г. – СПб. : ФГБОУВО «СПбГУПТД», 2020. − С. 496-501.
6. Москвитин, Е. В. Немецкие неологизмы в период пандемии коронавируса SARS-CoV-2 / Е. В. Москвитин. – Текст : электронный // Филологические науки. Вопросы теории и практики. – 2021. – Том 14, Выпуск 9. – С. 2792-2796. – URL: https://www.gramota.net/materials/2/2021/9/25.html (дата обращения: 03.04.2025).
7. “Aura”ist das Jugendwort des Jahres 2024. URL: https://www.ndr.de/kultur/buch/Aura-ist-Jugendwort-des-Jahres-2024, jugendwort242.html/ (Datum des Zugriffs: 08.04.2025).

© Шведова О. В., 2025

УДК 8113

Balashov Dmitrii Sergeevich,
Assistant,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
dmitrybalashov98@gmail.com

COGNITIVE AND LINGUISTIC FACTORS BEHIND COMMON ERRORS IN ENGLISH LANGUAGE ASSESSMENT

Abstract. This study examines cognitive and linguistic factors influencing error production in English language assessments through quantitative analysis of 606 test responses. Applying error analysis methodology, we systematically categorize frequent error types, with particular focus on syntactic structures (question inversion), grammatical accuracy (article usage), and pragmatic appropriateness. Our findings demonstrate that these errors stem from two primary sources: linguistic factors (native language interference and incomplete grammatical acquisition) and cognitive constraints (working memory overload and processing speed under timed conditions).

The research highlights significant implications for language pedagogy and assessment design. First of all, it emphasises the need for targeted instruction addressing high-frequency error patterns. Besides, it reveals the importance of incorporating cognitive load theory into teaching methodologies. Finally, the study proposes evidence-based recommendations for improving test validity by accounting for these documented psycholinguistic phenomena. These insights contribute to ongoing discussions about optimizing language assessment practices while providing empirical data on the interaction between linguistic knowledge and cognitive processing in second language performance.

Keywords: error analysis, language testing, cognitive load, linguistic transfer, systematic error analysis.

Балашов Дмитрий Сергеевич,
ассистент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
dmitrybalashov98@gmail.com

ЛИНГВОКОГНИТИВНЫЕ ДЕТЕРМИНАНТЫ ТИПИЧНЫХ ОШИБОК ПРИ ТЕСТИРОВАНИИ КОМПЕТЕНЦИЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В этом исследовании рассматриваются когнитивные и лингвистические факторы, влияющие на возникновение ошибок при оценке

знаний по английскому языку, путем количественного анализа 606 ответов на тест. Применяя методологию анализа ошибок, мы систематически классифицируем часто встречающиеся типы ошибок, уделяя особое внимание синтаксическим структурам (инверсия вопроса), грамматической точности (использование артикля) и прагматической уместности. Наши результаты показывают, что эти ошибки происходят из-за двух основных источников: лингвистических факторов (интерференция родного языка и неполное усвоение грамматики) и когнитивных ограничений (перегрузка рабочей памяти и скорость обработки информации в определенных условиях).

Исследование выявило важные последствия для языковой педагогики и разработки системы оценивания. Прежде всего, в нем подчеркивается необходимость целенаправленного обучения, направленного на устранение высокочастотных ошибок. Кроме того, в нем раскрывается важность включения теории когнитивной нагрузки в методику обучения. Наконец, в исследовании предлагаются основанные на фактических данных рекомендации по повышению валидности тестов путем учета этих задокументированных психолингвистических явлений. Эти идеи способствуют продолжающимся дискуссиям об оптимизации методов оценки владения языком и одновременно предоставляют эмпирические данные о взаимодействии между лингвистическими знаниями и когнитивной обработкой информации при изучении второго языка.

Ключевые слова: анализ ошибок, языковое тестирование, когнитивная нагрузка, лингвистический перенос, систематический анализ ошибок.

The analysis of errors made by students during language proficiency tests is an important task for both linguistic research and the optimization of the pedagogical process in English language teaching. Identifying and systematizing the most common deficiencies not only helps diagnose knowledge gaps, but also allows for the development of more effective learning strategies.

A superficial analysis often explains language errors due to insufficient preparation or occasional lapses in attention. Nevertheless, this explanation turns out to be theoretically inadequate when studying the deep structures of linguistic competence. The persistence of some errors requires a fundamentally different explanatory structure that takes into account the innate cognitive architectures for processing linguistic data and their interaction with the parameters of a particular language.

The purpose of this article is to systematize and explain the most common errors in English language tests through the prism of cognitive processes and linguistic features. This approach will allow not only to describe the patterns of their occurrence, but also to offer practical recommendations for teachers and examiners.

Cognitive Factors Affecting Language Acquisition

The research of the cognitive mechanisms underlying language acquisition is aimed at solving fundamental questions about the nature of human thinking and its relationship to linguistic competence. Within the generativist tradition [1], language acquisition is viewed as determined not only by external experience but also by

innate cognitive structures that constrain possible forms of grammatical knowledge representation. However, even given universal biological prerequisites (Universal Grammar), the acquisition process inevitably encounters cognitive constraints – limitations in language processing [2], cross-linguistic interference [3], and memory system conflict [4]:

1) **Limitations in Language Processing**

The cognitive load associated with processing complex syntactic structures (e.g., embedded clauses, long dependencies) exceeds working memory capacity, leading to characteristic errors in second language learners [2].

2) **Cross-Linguistic Interference**

Parameters of the native language (e. g., pro-drop or V2 word order) persist in the target language through deep transfer mechanisms, even with conscious mastery of L2 rules [3].

3) **Memory System Conflict**

The tension between explicit knowledge (declarative memory) and automated skills (procedural memory) results in systematic errors under time pressure and stressful conditions [4].

Linguistic Features Contributing to Errors

Modern research in language pedagogy and contrastive linguistics [1] consistently demonstrates that foreign language acquisition is inevitably accompanied by interference – the transfer of native language features to the target language. For Russian-speaking learners of English, this phenomenon is particularly pronounced due to significant typological differences between Slavic and Germanic language groups.

Grammatical Interference

The absence of grammatical articles in Russian creates significant difficulties in mastering the English article system, as noted by P. Galperin [1]. Empirical studies [5] illustrate that 78 % of beginner-level errors involve article omission (e. g., “I saw Ø cat” instead of “I saw a cat”), incorrect choice of definite/indefinite articles, or hypercorrection through overuse.

Regarding tense systems, A. Leontiev’s [6] research reveals fundamental cross-linguistic differences leading to three characteristic error types: contamination of tense forms (particularly using Past Simple instead of Present Perfect, as in “I did it yesterday” versus “I have done it”), misunderstanding of specific concepts (especially Continuous/Perfect distinctions), and difficulties with Future-in-the-Past constructions.

Lexical-Semantic Interference manifests through two primary mechanisms. First of all, V. Gak’s [7] comparative study identified that approximately 15% of lexical errors are caused because of false cognates (“false friends”), exhibiting semantic discrepancies (such as interpreting “accurate” as “current” rather than “precise”), partial meaning overlaps, and collocational differences.

Secondly, Petrova [8] establishes that the absence of phrasal verb analogs in Russian leads to three problematic patterns: substitution with single-root verbs, particle misuse, and comprehension failures of idiomatic meanings. Hence this dual interference pattern systematically distorts lexical acquisition pathways for Russian-

speaking learners.

Systematic Error Analysis

This study demonstrates a systematic analysis of typical grammatical and lexical errors identified during testing of Russian-speaking learners. The results show constant patterns of linguistic interference due to typological differences between Slavic and Germanic language groups

1) A representative example of **morphosyntactic errors** from question 24 – “How long did you get married?” (versus the correct “have you been”) – demonstrates both a fundamental misunderstanding of the aspectual nature of Present Perfect and direct tracing from the Russian structure «Как долго ты женился?».

2) **Syntactic interference** emerges prominently in question 65 (“___ did I imagine...”), that became a reason of 606 errors due to the absence of analogous inversion constructions in Russian and consequent cognitive dissonance when processing these emphatic structures.

3) **The modal-temporal system** presents particular difficulties based on 440 errors in Type 3 conditionals (question 60), where the characteristic substitution of “had booked” with “booked” indicates both inadequate possession of tense shifting and cognitive overload during processing of complex temporal relationships.

Lexical-Semantic Errors: Typology

1) **Phraseological challenges** are exemplified by question 49 (“just enough to ___”), which produced 530 errors and revealed systemic difficulties in acquiring phrasal verbs. In turn this includes a strong tendency toward literal translation (“do with” for “get by”) that results from the absence of analogous verb-particle constructions in Russian.

2) **Referential errors** are equally dominant, as shown by 391 samples of incorrect article selection in question 11 (“I’d like to buy ___ trousers”), related to both the lack of articles in Russian and cognitive struggles with deictic functions.

3) **False cognates** like “actual” (used erroneously for “current”) further compound these issues through semantic interference and insufficient awareness of etymological divergences, though these appeared less frequently in specific test questions while remaining theoretically significant.

The study identified key psycholinguistic patterns influencing error production, particularly through **cognitive mechanisms and cross-linguistic interference**.

According to analysis there are two predominant cognitive strategies among learners: hypercorrection, that is presented by the selection of gender-marked pronouns like “his” instead of “her” (question 10), and structural avoidance, where students systematically replaced complex verb forms such as Past Perfect Continuous with simpler Present Perfect constructions (question 51). These phenomena reflect underlying processing constraints and compensatory learning strategies.

Conclusion

The comprehensive analysis of language testing results reveals several critical patterns in error distribution and their underlying causes. The most prevalent errors cluster around four key linguistic features: verb tense forms (accounting for 62 % of mistakes, with Perfect and Continuous aspects proving particularly problematic), article usage (constituting 78 % of beginner-level errors), phrasal verb

comprehension (53 % inaccuracy rate), and conditional sentence construction (notably Type 3 conditionals at 44 % error frequency). These recurring difficulties appear from fundamental psycholinguistic and cognitive factors, primarily the pervasive influence of native language structures that leads to tracing of Russian grammatical patterns. This is mixed by the cognitive strain of processing complex foreign language grammatical systems.

Further examination identifies additional contributing factors, including limited working memory capacity during test performance and insufficient exposure to idiomatic language components. The constant nature of these errors at different levels of language proficiency indicates systemic gaps in modern pedagogical approaches to these linguistic features.

To address these challenges, long-term methodological innovations should prioritize the creation of diagnostic tools capable of identifying individual learner profiles, complemented by comprehensive error banks with detailed linguistic explanations. The integration of interactive testing formats and AI-driven personalization algorithms shows particular promise for addressing the demonstrated need for more individualized language assessment approaches. These evidence-based recommendations aim to transform current testing paradigms into more accurate and pedagogically valuable instruments for measuring linguistic competence.

The research results emphasise the necessity of viewing language assessment as an integral part of the learning process itself. It must account for the complex interaction between linguistic transfer, cognitive constraints, and communicative competence development. Future research directions should explore the neurocognitive mechanisms underlying these error patterns and investigate the efficacy of proposed interventions across diverse learner populations.

Список литературы

1. Гальперин, И. А. Текст как объект лингвистического исследования / И. А. Гальперин. – Москва : Высшая школа, 2007. – 500 с. – Текст : непосредственный.
2. Just, M. A., Carpenter, P. A. (1992) A Capacity Theory of Comprehension: Individual Differences in Working Memory // Psychological Review. Washington, USA. 99(1). 122-149.
3. MacWhinney, B. (2005) A Unified Model of Language Acquisition. In Handbook of Bilingualism. Oxford University Press. Oxford, UK. 49-67.
4. Miller, G. A. (1956) The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information // Psychological Review. Washington, USA. 63(2). 81-97.
5. Hauser, M. D., Chomsky, N., Fitch, W. T. (2002) The Faculty of Language: What Is It, Who Has It, and How Did It Evolve? // Science. Washington, USA. 298(5598), 1569-1579.
6. Леонтьев, А. А. Основы психолингвистики / А. А. Леонтьев. – Москва : Смысл, 2003. – 287 с. – Текст : непосредственный.
7. Гак, В. Г. Сравнительная типология французского и русского языков / В. Г. Гак. – Москва : URSS, 1998. – 432 с. – Текст : непосредственный.
8. Зимняя, И. А. Лингвопсихология речевой деятельности / И. А. Зимняя. – Москва : Наука, 2001. – 320 с. – Текст : непосредственный.

© Балашов Д. С., 2025

УДК 82-222

Kuchigina Svetlana Kayumovna,
PhD in Philology, Associate Professor,
Penza State University,
Penza, Russian Federation,
ku4igina@yandex.ru

LANGUAGE ASPECTS IN THE WORKS OF DRAMATRISTS OF THE FIRST THIRD OF THE XIX CENTURY (ON THE EXAMPLE OF THE WORKS OF M. N. ZAGOSKIN)

Abstract. The author examines some language techniques of M. N. Zagoskin, the author of dramatic works of the second third of the XIX century, identifies traditional and individual language features used by representatives of the literary environment of that time. It is noted that the authors of the “second echelon” in the literature of the specified period largely influenced the development of the dramatic skill of eminent masters of the word.

Keywords: language techniques, dramatic skill, language of plays, comedy.

Кучигина Светлана Каюмовна,
канд. филол. наук, доцент,
Пензенский государственный университет,
г. Пенза, Российская Федерация,
ku4igina@yandex.ru

ЯЗЫКОВЫЕ АСПЕКТЫ В ТВОРЧЕСТВЕ ДРАМАТУРГОВ ПЕРВОЙ ТРЕТИ XIX ВЕКА (НА ПРИМЕРЕ ТВОРЧЕСТВА М. Н. ЗАГОСКИНА)

Аннотация. Рассмотрены некоторые языковые приемы М. Н. Загоскина, автора драматургических произведений второй трети XIX века, выявлены традиционные и индивидуальные языковые особенности, применяемые представителями литературной среды того времени. Отмечается, что авторы «второго эшелона» в литературе указанного периода во многом повлияли на становление драматургического мастерства именитых мастеров слова.

Ключевые слова: языковые приемы, драматургическое мастерство, язык пьес, комедиография.

In Russian literature of the 19th century, there are many names of talented writers, playwrights, comedy writers, whose work formed the “second echelon” of masters of words, without whom, as one can assume, the creative destiny of famous authors would not have happened. In this regard, it is worth mentioning the name of Mikhail Nikolaevich Zagoskin (1789–1852) – a writer, playwright, comedy writer, who managed to convey the beauty and greatness of the common people in a poetic

form. These and other aspects contribute to the analysis of the speech features of the author's comedy [1]. By the end of the 20th century, attention to the work of the "patriarch of Moscow novelists" noticeably increased, research works appeared devoted to the analysis of the creative legacy of the playwright, who largely predetermined the dramatic lines of comedies by venerable authors. Thus, in many comedies of M. N. Zagoskin emphasizes the importance of preserving the true human essence in resisting the temptations of "both taking rewards and having fun" [2]. In this regard, comedies often feature artificial semantization of concepts and definitions that are not related in meaning outside of a specific context. For example, the definitions "man" – "person" – "general" – "generalissimo", applied to a specific person, indicate not only a change in the nature of the address to a person, a transformation of his status social positions, but also the loss of the main quality, according to the author, contained in the word "man", its depersonalization into a formal and fear-inducing "generalissimo": "– Bobchinsky: ... a man! That's what a man means! I've never been in the presence of such an important person in my life, I almost died of fear ... who is he in terms of rank? / – Dobchinsky: I think, almost a general. / – Bobchinsky: And I think that the general won't hold a candle to him! And when he's a general, then perhaps the generalissimo himself…" [2].

M. N. Zagoskin tried to present a picture of the life and customs of the capital's nobility in a comedic manner. In the last third of the 19th century, this manner was presented from the stages of Moscow theaters "in the style of French magazines," which was directly reflected in the speech of the characters. It is easy to notice that the characters in the plays speak exclusively in bad French, thickly mixing their statements with fairly uniform Russian words and expressions.

Such a linguistic "fashionable set," including elements of admiration such as "wonderful," "cute," "good," and "charming" that are obligatory for secular communication, is also characteristic of the characters in A.S. Griboyedov's comedy "Woe from Wit," and N. V. Gogol's "The Government Inspector." In this regard, we should talk about the tendentiousness of the playwrights of the mid-19th century. The same linguistic devices are found in the works of D. I. Fonvizin and I. A. Krylov, modeling everyday scenes through vivid linguistic constructions that reflect the specifics of communication in the noble society of that time.

The linguistic features of dialogues, lines, and even in one-act plays that do not functionally perform the intrigue-forming task in the development of the action, are given as a speech inlay to the general outline of the stage action. They are multifunctional, everyday-descriptive, fragmentary, entertaining, distracting from the main action [3]:

– Izborsky: ... and how much does dinner cost you?

– Innkeeper: Five rubles, sir...

– Izborsky: then let me have dinner! ... Yes, dinner, – I have already had dinner...

– Innkeeper: (aside) What an oddball!

– Izborsky: …Have you any Margot?

– Innkeeper: Yes, sir.

– Izborsky: And Lafite?

– Innkeeper: The very best; just from Petersburg… Would you like something?

– Izborsky: Yes, my friend. Bring me a glass of water.

– Innkeeper: With wine?

– Izborsky: No, no! fresh spring water: I don’t like any mixture” [2].

This plot twist is reminiscent of the situation with Khlestakov from N. V. Gogol’s comedy “The Government Inspector”. From the dialogue, it can be understood that the main character is not interested in the variety of the menu, the quality of the dishes, but only strives to hide his interest in having lunch, preferably without paying anything at all, through characteristic turns of speech. Compare [1]:

– Khlestakov: What, only two dishes?.. What nonsense! I don’t accept it... And salmon, and fish, and cutlets?..

– Servant: ... they pay money.

– Khlestakov: ... I don’t want this soup, give me another...

– Servant: ... if you don’t want it, then you don’t need it.

– Khlestakov: Well, well, well... leave it, fool!.. It’s an axe, fried instead of beef. (Eats)... Scoundrels!.. Fraudsters!.. Is there nothing else?

The culinary theme is presented in many works of writers and playwrights of this period. The culinary setting, including detailed descriptions of dishes, the surrounding stop, and dining rituals, allows us to follow the intrigue of the action, reveal the psychological features of the characters’ interactions, and distract from the main storyline, bringing comedy to the main action.

Thus, it is worth noting that the dramatic originality of M. N. Zagoskin’s plays, which arose on the basis of traditional techniques developed by predecessors in the field of comedy, becomes associated with the dramatic.

Список литературы:

1. Щеблыкин, И. П. Русский исторический роман 30-х годов XIX века. Проблемы жанрового развития в русской литературе XIX века / И. П. Щеблыкин. – Рязань, 1972. – 231 с. – Текст : непосредственный.

2. Гоголь, Н. В. Ревизор. Избранное. Д. II, явл. VI, / Н. В. Гоголь. – М. : Правда, 1977. – С. 296-297. – Текст : непосредственный.

3. Загоскин, М. Н. Роман на большой дороге. Комедия в 1-м действии / / М. Н. Загоскин. – Санкт-Петербург, 1819 – 54 с. – Текст: непосредственный.

4. Загоскин, М. Н. Избранное / М. Н. Загоскин. – М. : Советская Россия, 1991. – 235 с. – Текст : непосредственный.

© Кучигина С. К., 2025

УДК 81-26

Kuchigina Svetlana Kayumovna,
PhD in Philology, Associate Professor,
Penza State University,
Penza, Russian Federation,
ku4igina@yandex.ru

SOME ASPECTS OF LINGUISTIC FEATURES OF BUSINESS WRITING

Abstract. The author examines some linguistic aspects of constructing texts of regulatory acts, identifies lexical, syntactic, stylistic features of sentences included in the text of acts. The recommendations of philologists concerning the linguistic aspects of creating the text of a document are analyzed from the point of view of the specifics of use in business communication.

Keywords: document, business discourse, linguistic features, lexical, syntactic originality.

Кучигина Светлана Каюмовна,
канд. филол. наук, доцент,
Пензенский государственный университет,
г. Пенза, Российская Федерация,
ku4igina@yandex.ru

ЯЗЫКОВЫЕ ОСОБЕННОСТИ ДЕЛОВОГО ПИСЬМА: НЕКОТОРЫЕ АСПЕКТЫ

Аннотация. Автором рассмотрены некоторые языковые аспекты конструирования текстов документов, выявлены лексические, синтаксические, стилистические особенности предложений, составляющих текст документов. Были проанализированы рекомендации специалистов, касающиеся лингвистических аспектов создания текста документа, с точки зрения специфики применения в деловой среде.

Ключевые слова: документ, деловой дискурс, языковые особенности, лексическое, синтаксическое своеобразие.

Communication is a complex process that is implemented in oral and written forms. Particular attention is paid to written language as a fundamental resource for the implementation of the interaction tool in any organization (we are talking about documents). The changing objective business space contributes to the transformation of business discourse in terms of the use of traditional language formulas, which,

according to experts, should contribute to the maximum reduction of time and other resources in the process of creating a document, its use in the business environment with maximum efficiency [1].

The increased interest in the language of the business sphere, as a rule, at the causal-analytical level is explained by the fact that in this environment the emphasis is placed on such components as:

– the emergence of new vectors of international interaction;

– the transformation of the market space;

– the need for highly professional specialists (documentologists, secretaries, clerks) working with documentation of various kinds, etc.

The sphere of business communications is constructed by the official business style. The purpose of its application in business discourse is, first of all, adequate perception of regulatory acts. In this regard, the key linguistic markers of the official-business orientation can be identified:

1) textual objectivity, formality;
2) strict adherence to legal sources;
3) accuracy, brevity in the construction of sentences;
4) non-individual way of presenting information (impersonal, often indirect nature of the grammatical construction of the forms of person of verbs and personal pronouns);
5) dispassionate lexical selection;
6) stereotypicality (transmission of the same linguistic formulas).

In the official business style, specific elements and formulas are used in each specific genre. As a rule, this is clearly reflected in the introductory text of documents. For example, a standard phrase is typical for an application: “I ask you to provide (me)”, for an order – “I order”, for an explanatory note or autobiography – “I, Ivanov Ivan Ivanovich ...”, etc. Specialists pay special attention to the analysis of the lexical composition of the official business style, since marker words make it possible to accurately determine the genre of the message and its business specifics. In this regard, the following elements can be distinguished:

– terms;

– expressions close to them, the presence of abbreviations;

– acronyms;

– the absence of colloquial words;

– emotionally expressive expressions.

From the point of view of syntax, such characteristics of a business letter are important that allow one to specify the subject of the statement as much as possible.

In this regard, preference is given to simple common sentences (special attention is paid to participial and adverbial participial phrases), as well as complex syntactic constructions expressing the logical sequence of the stated facts, cause-and-

effect chains, etc. At the same time, specialists recommend using coordinating conjunctions, not subordinate ones, using infinitive and impersonal sentences with a shade of obligation when constructing sentences; “split” predicates (to provide assistance, to conduct an investigation) in contrast to parallel verb forms (to help, to investigate); strict, specific word order in a sentence, dictated by the logic, precision of business speech, constructions with participial and adverbial participial phrases [2].

In modern document management practice, situations often arise in which the rules of the Russian language give way in priority to the provisions of “GOST R 7.0.97-2016. National standard of the Russian Federation. System of standards for information, library and publishing activities. Organizational and administrative documentation. Requirements for the execution of documents” (approved by Order of Rosstandart dated 08.12.2016 N 2004-st) (as amended on 14.05.2018)”, when it comes to creating texts of electronic documents [3].

For example, such a situation arises when choosing a period or a comma at the end of a business letter when writing the final phrase “Sincerely yours”. The recommendations of GOST R 7.0.97-2016 are reduced to placing a comma, and only then indicating the subject-sender. This is explained by stylistic expediency.

Another issue concerning discrepancies (Russian language rules and GOST 07 points) is the issue of writing the heading to the text of the document “statement”.

From the point of view of the Russian language, this heading should be written with a lowercase letter, since the word “statement” is the final part of the entire sentence. For example, “To Director Ivanov I. I. Manager Petrov I. P. statement.” But at the same time, in the texts of electronic documents, this heading is recommended to be written with a capital letter, and in this case, the “GOST R 7.0.97-2016. National standard of the Russian Federation. System of standards for information, library and publishing activities. Organizational and administrative documentation. Requirements for the execution of documents" (approved by Order of Rosstandart dated 08.12.2016 N 2004-st) (as amended on 14.05.2018)”, when it comes to creating texts of electronic documents [3] recommendations on status take priority as a normative act for drawing up an electronic document.

It is important to take into account the nature of the address in the text of the documents: the address “you” in the texts of a business letter is often written with a capital letter, although there is no reason to write a personal pronoun in the middle of the line and showing respect (and, consequently, some kind of emotional-expressive self-expression) is not provided for within the framework of the official business style.

When considering the linguistic features of the text of the application, it is necessary to mention the case forms (the document is sent from the sender to the addressee). In this regard, specialists in the field of the Russian language recommend the acquisitive form (some element is omitted informatively, structurally and

functionally) of the type “To Director I. I. Petrov is sent (the verb is cut off) the application (whose?) of manager Petrova I. M.” It is recommended in comparison with the form “To Director I. I. Petrov from manager I. M. Petrova application” (not recommended, but acceptable option).

Thus, attention to business discourse should be based on scientific research foundations, since it is important to identify the resource specificity of the interaction tool in the organization at a practical level, which is important in the matter of process simplification, improving all stages of work with documents. It is necessary to conduct training events on a regular basis aimed at improving the language literacy of specialists working with documents (secretaries, clerks, document specialists), and recording information in document texts that meets the requirements of Russian stylistics.

Список литературы:

1. Будагов, Р. А. Литературные языки и языковые стили / Р. А. Будагов. – М. : Высшая школа, 1967. – 376 с. – Текст : непосредственный.
2. Петрищева, Е. Ф. Стиль и стилистические средства / Е. Ф. Петрищева // Стилистические исследования. – Текст : непосредственный. – М., 1972. – С. 107-175.
3. ГОСТ Р 7.0.97-2016. «Национальный стандарт Российской Федерации. Система стандартов по информации, библиотечному и издательскому делу. Организационно-распорядительная документация. Требования к оформлению документов» (утв. Приказом Росстандарта от 08.12.2016 N 2004-ст) (ред. от 14.05.2018). – URL: https://www.consultant.ru/document/cons_doc_LAW_216461/ (дата обращения: 09.03.2025). – Текст : электронный.

© Кучигина С. К., 2025

УДК 81-115

Osintseva Tatiana Nikolaevna,
PhD in Philology, Associate Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
veter.65@mail.ru

THE CONCEPT OF SUCCESS IN RUSSIAN AND ENGLISH PERCEPTIONS OF THE WORLDVIEW

Abstract. The article represents research data based on results of the surveys held within 30 years revealing the evolution of national peculiarities in the perception of the concept “success” as reflected in the Russian and English languages. The data makes it possible to conclude that the concept under study has changed substantially in both languages but in different ways.

Keywords: concept, language representation, success, perception, worldview.

Осинцева Татьяна Николаевна,
канд. филол. наук, доцент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
veter.65@mail.ru

КОНЦЕПТ «УСПЕХ» В РУССКОЙ И АНГЛИЙСКОЙ КАРТИНАХ МИРА

Аннотация. В статье представлены данные исследования, основанные на результатах опросов, проведенных в течение 30 лет, раскрывающих эволюцию национальных особенностей восприятия концепта «успех», отраженного в русском и английском языках. Полученные данные позволяют сделать вывод о том, что исследуемый концепт претерпел существенные изменения в обоих языках, которые, однако, носят разнонаправленный характер.

Ключевые слова: концепт, языковая репрезентация, успех, восприятие, картина мира.

Understanding the concept of “success” is significant as it varies across different cultures and languages, reflecting changing priorities and perceptions over time. Differences in language indicate different worldviews.

So, we have been examining the changing perception of the concept of “success” among young people’s worldviews both in Russian and the UK for 30 years.

Our goals were to conduct a research and diachronic analysis of the success concept in Russian culture, then, to compare the results with the data of the English

language representation of this concept, which was based on the corpora investigation. We have used British National Corpus (BNC) [1] and the Corpus of Contemporary American English (COCA) [2].

First, we should explain our understanding of the terms which we use in this article. According to A. D. Apresyan, "a *concept* is a generalized cognitive unit that serves to interpret various phenomena in the surrounding environment within a person's consciousness, depending on different factors such as life experience, worldview, and education" [3, p. 12]. The notion of *a concept* is significant for linguistics, as it denotes images and connotations of signs and serves as the foundation of cognitive studies, facilitating the examination of the role of language in the process of understanding the surrounding environment and the categorization of knowledge.

The concept of "Worldview" (Russian scholars call it "National Picture of the World") [4] was first used as a theoretical assumption by Wilhelm von Humboldt, who believed that "languages are not merely different designations for the same thing; they are different representations of it" [5]. The national worldview is represented by a system of historical experience, individual perceptions of the world, and the uniqueness of a specific people.

Another important term which should be explained is "diachronic analysis" [6]. We understand it as a method that examines the changes and development of linguistic phenomena over time. It includes the comparison of different historical stages and the analysis of how a language evolves, taking into account both established systems and current speech activity. Thus, at any given moment, language represents both a living dynamic activity and a product of historical past.

To reach our goals we needed certain methods of research, so we chose "associative experiment", a technique of psycholinguistic analysis of speech semantics [7]. There exist different types of associative experiments:

– *Free;*

– *Directed (i.e., the subject is limited in some way, for example, by one or two stimuli, or must respond only in one form of a word;*

– *Chain (i.e., the subject must give a reaction to a given stimulus within a certain period of time).*

Each of these types is aimed at solving a specific task. The directed type, for instance, is designed to understand the depth of the semantics of one concept, while the chain type aims to identify features of linguistic consciousness. Since the goal of this research is to compare the concept of success in the Russian and English worldviews, we decided upon a directed experiment, which we had been staging over a long period of time.

Comparative data of the diachronic research are represented in the diagram below. Blue columns show the associations represented in Russian Associative Dictionary (RAD) [8], and the orange ones show the results of the latest survey. Since the experiment was done on the basis of Russian language, the words in the picture are also in Russian (Figure 1).

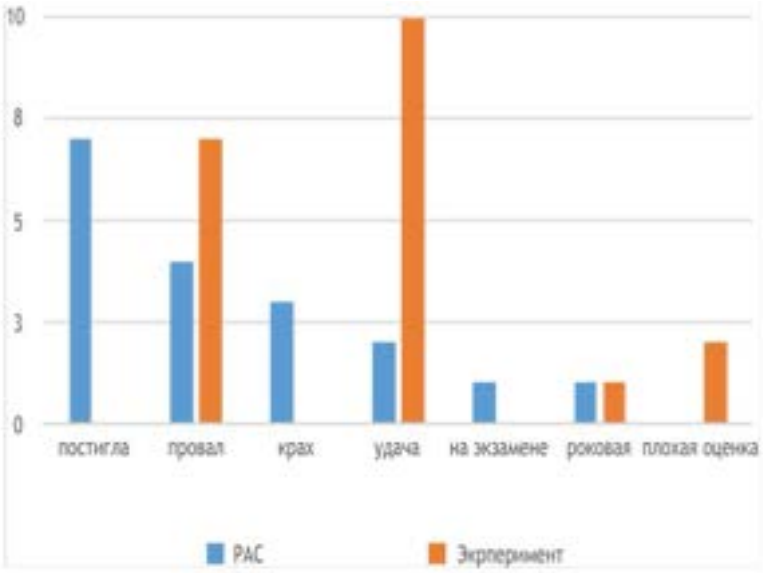


Figure 1 – Comparative data of the diachronic research

It should be noted that there is a significantly smaller number of syntagmatic associations (Figure 2) among our contemporaries, which can be explained by the lower cohesion of oral and written speech, clip thinking, and the habit of making brief comments in messengers and social networks. The small percentage of antonyms among the numerous paradigmatic associations also indicates a straightforward, non-reversible mode of thinking, while the limited number of synonyms and antonyms suggests a tendency toward linguistic economy.

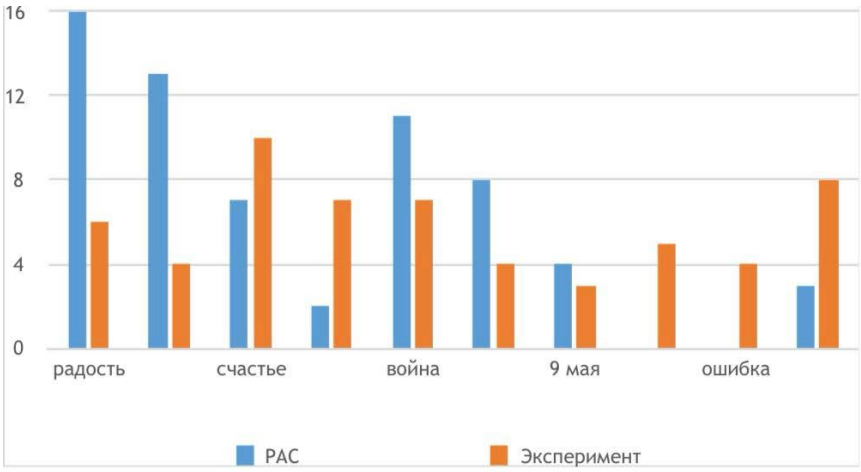


Figure 2 – The closest synonyms and antonyms of the word under study

Analysis of the closest synonyms and antonyms of the word under study also gave interesting results. We represent here only 2 of them: “victory” and “defeat”. In the analysis below the number in round brackets shows the number of identical responses to the stimuli.

When speaking of *victory*, young people today believe that sports or academic successes are much more important than victory in war (7) or May 9th (3).

Comparing the indicators of the diagram, it can be seen that the concept has changed quite significantly over the past 20 years, as the values of young people have shifted. Victory has always brought happiness to people; however, many of those surveyed are convinced that victory mainly consists of luck (7) and does not entail significant losses (4), as they believe they have nothing to lose.

However, according to the RAD [8] dictionary, there were few negative associations with the stimulus “war”, while for young people, victory is accompanied by sadness (5) and may also be associated with mistakes (4) and losses (8).

Let us turn to antonyms. In the diagram, you can see the reactions to the stimulus “defeat”. As can be observed, the concept of “defeat” has also undergone significant changes, just like “victory”. Nowadays, young people fear losing (7) more than anything else, and defeat has become more tragic for them, as there are many reactions of a negative nature rather than militaristic ones. This is indicated by the columns for loss (5), casualties (4), and failure (3).

You can see in Figure 3 the visual representation of the described changes.

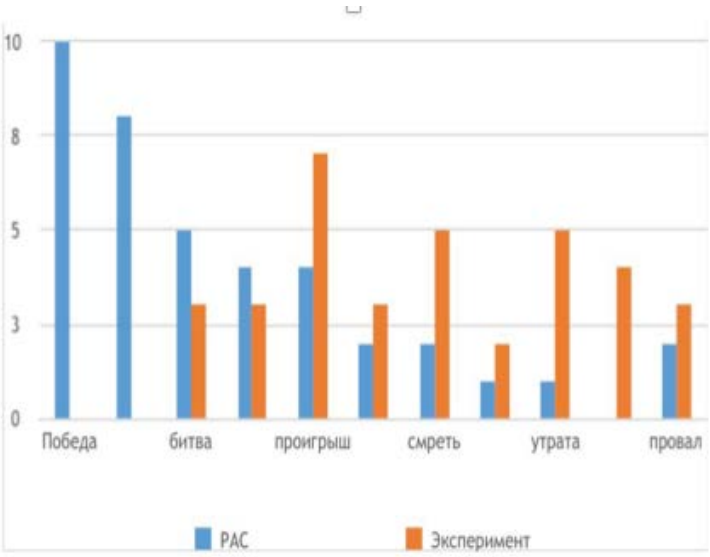


Figure 3 – Changes registered in 2024

The next stage of our research was to define the English core concept of SUCCESS according to corpora data [1, 2]:

– *Result, happy outcome*: refers to a favorable conclusion or achievement.

– *Accomplishment, attainment*: indicates the completion or achievement of a task or goal.

– *Fame, being known*: relates to recognition and visibility in society or a particular field.

– *A high position in something*: refers to a prominent or elevated status in a profession, organization, or social context.

– *A lot of money:* suggests financial wealth or prosperity often associated with success.

Many young people in both the UK and the USA see success as a blend of personal fulfillment and external validation. This includes career advancement, financial stability, and personal happiness.

A growing emphasis on mental well-being and work-life balance has emerged, with many prioritizing happiness and job satisfaction over traditional markers of

success.

Young professionals often aspire to work in fields that align with their values, such as sustainability, social justice, and creative industries.

There is a noticeable shift from conventional career paths (like medicine or law) to more unconventional roles, including entrepreneurship and freelance work.

Economic challenges, such as student debt and housing costs, impact views on financial success. Many young people no longer see having a large amount of money as the sole indicator of success but rather as a means to achieve a desired lifestyle. Financial literacy has become increasingly important, with many seeking to understand investments and savings as part of their success journey.

Education remains a significant factor in success perceptions. Young people in both countries often view higher education as a critical pathway to success, though there is growing recognition of alternative education routes, such as vocational training and apprenticeships.

In conclusion, it was discovered that while both Russian and British young people share a desire for success that encompasses personal fulfillment and financial stability, their interpretations are significantly influenced by cultural values, economic realities, and contemporary societal pressures. The Russian perspective leans towards collective achievement and social recognition, reflecting its historical context, while the UK increasingly emphasizes individual aspirations and well-being in the definition of success. As globalization continues to shape perceptions, these distinctions may evolve further, reflecting a complex interplay of local and global influences on the concept of "*success*".

Список литературы:

1. British National Corpus (BNC): [сайт]. – 2025. – URL: https://www.english-corpora.org/bnc/ (дата обращения: 20.02.2025). – Текст : электронный.
2. The Corpus of Contemporary American English (COCA): [сайт]. – 2025. – URL: https://www.english-corpora.org/coca/ (дата обращения: 20.06.2023). – Текст : электронный.
3. Новый объяснительный словарь синонимов русского языка / Ю. Д. Апресян, О. Ю. Богуславская, И. Б. Левонтина, Е. В. Урынсон. – М. : Русские словари, 1995. – 560 с. – Текст : непосредственный.
4. Уфимцева, Н. В. Культура и проблема заимствования / Н. В. Уфимцева. – Текст : непосредственный // Встречи этнических культур в зеркале языка. – М.: Наука, 2002. – С. 152-170.
5. Humbold von Wilhelm, (1999) 'On Language': On the Diversity of Human Language Construction and Its Influence on the Mental Development of the Human Species, CUP, p. 296.
6. Vendler, Z. (1988) Verbs and Times // Philosophical Review. Vol. 66. No. 2. 143-160.
7. Уфимцева, Н. В. Ассоциативный словарь, как модель языковой картины мира / Н. В. Уфимцева. – Текст : непосредственный // Вестник ИрГТУ. – 2014. – № 9 (92). – С.340-347.
8. Караулов, Ю. Н. Русский ассоциативный словарь. В 2 т. – М. : АСТ, 2002.– 1776 с. – Текст : непосредственный.

© Осинцева Т. Н., 2025

УДК 811.111

Safina Adelina Renatovna,
PhD in Philology, Associate Professor,
Naberezhnye Chelny State Pedagogical University,
Naberezhnye Chelny, Russian Federation,
adelina.safina91@gmail.com

THE ROLE OF CHOICE AND DESTINY IN THE COLLECTIONS OF SHORT STORIES “THE LAST WISH” AND “SWORD OF DESTINY” BY A. SAPKOWSKI

Abstract. This article is devoted to the theme of destiny and the problem of moral choice faced by the main character of the works of Andrzej Sapkowski “The Last Wish” and “Sword of Destiny”. The witcher Geralt, who lives at the junction of the world of humans and the world of monsters, is constantly forced to make choices that contradict either his professional code or moral principles. Initially denying the existence of fate and destiny, the witcher, as a result of a series of events, comes to accept his own destiny.

Keywords: fiction, fantasy, destiny, moral choice, witcher, Geralt of Rivia.

Сафина Аделина Ренатовна,
канд. филол. наук, доцент,
Набережночелнинский государственный педагогический университет,
г. Набережные Челны, Российская Федерация,
adelina.safina91@gmail.com

РОЛЬ ВЫБОРА И ПРЕДНАЗНАЧЕНИЯ В СБОРНИКАХ РАССКАЗОВ «ПОСЛЕДНЕЕ ЖЕЛАНИЕ» И «МЕЧ ПРЕДНАЗНАЧЕНИЯ» А. САПКОВСКОГО

Аннотация. Данная статья посвящена теме предназначения и проблеме морального выбора, с которым сталкивается главный герой произведений Анджея Сапковского «Последнее желание» и «Меч предназначения». Ведьмак Геральт, живущий на стыке мира людей и мира чудовищ, вынужден постоянно делать выбор, который противоречит либо его профессиональному кодексу, либо моральным принципам. Изначально отрицающий существование судьбы и предназначения ведьмак в результате череды событий приходит к принятию собственного предназначения.

Ключевые слова: художественная проза, фэнтези, предназначение, моральный выбор, ведьмак, Геральт из Ривии.

Andrzej Sapkowski is a modern Polish fantasy writer, best known for a series of books about the witcher Geralt of Rivia. The works of many linguists are devoted to the study of Sapkowski’s works, however, as E. O. Manitskaya notes, these studies

can be divided into two groups: in the first group, Geralt's adventures are considered within the framework of Slavic fantasy, an author's myth using the material of Slavic mythology; in the second group, researchers adhere to the point of view that Slavic mythology is inscribed in the plots of a chivalric romance, in particular, the Arthurian legends [1, p. 110].

One of the themes that are often found in works of fiction is the theme of destiny, which forms the basis of the storyline, the development of the heroes' characters throughout the unfolding of the plot. The peculiarity of mythology is that "fate is understood as a kind of irrational blind force, as an inexorable, inescapable, predetermined pattern from above. Most often, as a manifestation of the blind divine will, which is responsible for an unpredictable, rationally, logically inexplicable, but inevitable change of events, actions in human life" [2, p. 97]. As E. V. Zolotukhina-Abolina notes, "the myth of fate is mysterious, it makes you worry, because it includes anxiety about fulfilling your personal mission, justifying your own life and self-sacrifice" [3, p. 36]. The collections of short stories "The Last Wish" and "Sword of Destiny" by Andrzej Sapkowski are no exception. In these works, destiny acquires a special meaning, forming the ideological basis of the works.

The main character of Sapkowski's universe, the witcher Geralt of Rivia, constantly asks questions about free will, choice and predestination of fate. The witcher is constantly searching for his identity in a world filled with prejudice, betrayal and violence. He is not a man, but also not a monster, through this character A. Sapkowski shows that true evil or good is not always obvious. However, for himself, Geralt, who was born human, but subsequently underwent various mutations that turned him into a witcher, makes a choice in favour of humans: "I've overcome the vanity and pride of being different. I've understood that they are a pitiful defence against being different" [4]. This choice is also due to the fact that the witcher understands that people will rule the changing world: "Whether you like it or not, man's dominion over this world is a fact. Only those who assimilate with humans will survive" [5]. Adapting to life near people is a necessity for Geralt.

Geralt is often faced with the problem of choice, resulting from the predestination of his fate: "Agloval <…> wants the pearl fishing to begin again because he's losing money every day they don't come back with a catch. He's taking you for a ride with those starving children, and you're ready to risk your life –" <…> "I'm a witcher. It's my trade to risk my life" [5].

Despite the fact that he is driven by his own principles and professional code, every witcher's choice has consequences, and even the most correct decisions can lead to unexpected and tragic events. Sometimes Geralt uses his code as a shield to justify his decisions: "Even if it turns out that it was the mermaid, the Witcher won't kill the mermaid, because the code forbids him. The code solves the dilemma for the Witcher" [5]. At the same time, speaking about the witcher's professional code, the following example vividly demonstrates Geralt's position: he is not interested in

politics, court conspiracies and internecine strife, what really matters to him is responsibility for fulfilling the task assigned to him: “I, Lord Ostrit, do not care about politics, or the successions to thrones, or revolutions in palaces. I am here to accomplish my task. Have you never heard of a sense of responsibility and plain honesty? About professional ethics?” [4]. Geralt does not care about the amount of remuneration, if the task contradicts his professional code and / or moral principles, he is not a hired thug, which is repeatedly emphasized in the stories: “I’m not a hired thug, Stregobor” [4]. You can pay the Witcher for carrying out a task, you can hire him to protect people from evil, to remove the danger that threatens them. But you cannot buy the Witcher, you cannot use him to your own ends [5]. The task of the witcher is to protect people from monsters, horrors caused by spells, but not to kill on order: “I kill monsters for money. Beasts which endanger people. Horrors conjured up by spells and sorceries cast by the likes of you. Not people” [4]. Geralt remains true to his principles, even when it involves disobeying the royal will: “It’s not the first time I’ve been called to a court where the problems demand the quick solutions of a sword. But I’ve never killed people for money, regardless of whether it’s for a good or bad cause. And I never will” [4]. Geralt retains the belief that he must protect the innocent in his travels: “I had two swords <…> and … faith. Faith that I was needed in a world full of monsters and beasts, to protect the innocent” [4].

Geralt often witnesses the suffering that his actions or inaction cause, and he has to take personal responsibility for all his decisions: “I don’t hire myself out to hunt monsters in crowded cities <…>. An innocent bystander might suffer harm.” “Are you so concerned about the fate of innocent bystanders?” “Yes, I am. Because I am usually held responsible for their fate. And have to cope with the consequences” [5].

His task is to destroy monsters, but his views on this work differ from those who are intolerant of them. Geralt asks questions about what a true monster is, whether it has the right to live, whether it is worth risking your life in order to reverse the spell that turned a man into a monster. In the story “The Witcher” Geralt tells King Foltest that the curse placed on his daughter can be lifted, but if necessary, the witcher will defend himself, and the king must understand that he will not put the life of the princess-striga above his own: “I confirm, your Majesty, that the spell might be reversed. <…> I intend to do what is in my power <…>. But if it goes badly I will defend my life” [4].

When locals turn to Geralt to get rid of the monster, they often do not think about the fact that this monster may be a victim of their hatred and fear. Monsters become a mirror for society, showing its attitude towards everything that differs from humans. Often fear of difference leads to aggression, and innocent creatures become victims of human bias. In the story “A Question of Price” Duny / Urcheon of Erlenwald notes that when he saw Geralt in the hall, he was filled with hatred for him, because he thought that the witcher kills without hesitation just to fill his purse,

but in reality, Geralt saves Duny from the wrath of Queen Calanthe, thereby changing the knight's opinion of himself and his profession: "I hated you and thought very badly of you. I took you for a blind, bloodthirsty tool, for someone who kills coldly and without question <…> and counts the cash. But <…> the witcher's profession is worthy of respect. You protect us not only from the evil lurking in the darkness, but also from that which lies within ourselves" [4].

Every monster Geralt encounters helps him realise who he really is, what his destiny is, what values he stands for and what he wants to achieve in life. In the story "The Last Wish" the sorceress Yennefer of Vengerberg, during the struggle with the genie, tries to guess what the witcher really wants, but his last wish surprises even her, because Geralt connects their destinies with genie's help: "What do you desire? Immortality? Riches? Fame? Power? Might? Privileges? <…> Humanity. <…> That's what you want, that's what you dream of! Of release, of the freedom to be who you want, not who you have to be" [4]. Nevertheless, Geralt's constant internal struggle with his destiny, the desire to experience the same things that ordinary people experience, suggests that the sorceress was close to the truth in her guess: "It ought to be clear to you too, that you're never going to be human, but you still keep trying to be one. Making human mistakes" [4].

Geralt is not just a murderer, but also a defender who, making sometimes difficult decisions, must save others without losing his humanity. The witcher is used to ignoring the accusations he often hears from people: "There's no heart, soul, mercy or conscience in you" [5]. Geralt is faced with the task of not only fighting monsters, but also finding a balance between his nature, which is the result of mutations, and moral principles, from which he does not deviate. His professional activity makes him torn between two worlds: the world of humans and the world of monsters. Every time he makes a decision about who to kill and who to let live, he wonders how far he himself is moving away from the human essence. Geralt's professional code forbids him from killing intelligent beings: "Your devil is a sylvan. An exceptionally rare but intelligent creature. I won't kill him" [4].

Geralt's abilities and experience create a gap between him and human society, as a result of which he feels isolated in the world, separated from it. He is aware of how much social connections can be complicated by his uniqueness. Following his destiny, he prefers not to interfere in the affairs of humans and sorcerers: "I'm no judge. I'm a witcher" [4], although his first "feat" was saving a girl and her father from robbers, however, he did not receive thanks for this: "You see, they'd told me again and again in Kaer Morhen not to get involved in such incidents, not to play at being knight errant or uphold the law. <…> Since then, I've only very rarely interfered in such matters" [4].

In the context of a fantasy world filled with magic and mythological creatures, A. Sapkowski creates situations in which characters are constantly faced with choices with consequences. Geralt's professional duty is to rid the world of monsters, but his

decisions are ultimately always determined by personal morality related to the concept of humanity. In the story “The Witcher” Geralt, with his tacit consent, makes it clear to the king that his assumptions that the princess-striga is suffering are correct: “I think that she is suffering. Am I not right?” The witcher <…> didn’t confirm it, didn’t nod, didn’t make the slightest gesture, but Foltest knew [4]. Every time Geralt makes a decision, he wonders: what is more important – the duty of a witcher or moral principles? This dilemma transcends the boundaries of the individual, raising the question of what it means to remain human in this world. The witcher is in constant struggle with the expectations of others, which demonstrates the idea that the destiny is not always clear and can be challenged by personal choice.

The idea that good and evil are not fixed categories, but a state of mind, allows the reader to consider how a character reacts to a choice, taking into account the whole situation. In the short story “The Lesser Evil” Geralt, who initially denied the existence of greater or lesser evil (“Evil is evil” [4]. “I don’t believe in a lesser evil” [4]), is eventually forced to agree that some consequences can have a more devastating effect, and evil is not only absolute, but also has its own facets: “We have to take the lesser evil!” [4].

Speaking of destiny, one cannot ignore Ciri, the princess of Cintra, the adopted daughter of Geralt, the Child of Surprise. Throughout the second book, Geralt repeatedly expresses the idea that he does not believe in fate and strives to go against the path that was destined for him: “There is no destiny <…>. There is none. None. It does not exist” [5]. He adheres to the idea that a person builds his own destiny through a series of decisions he has made: “If it backfires, it’ll backfire on me <…>. For I am the one acting against it” [5].

Geralt repeatedly seeks to escape from his fate, to abandon the child destined for him (“I quit, I renounce it” [5]), but he cannot do anything, and he has to accept it. No matter what choice the witcher or Ciri makes, destiny eventually unites them, since who is special is not the person who demanded a promise or a vow, but the child who was born as a result of this vow, and from that moment on their bond becomes indestructible and special: “Any fool <…> may demand a vow, may exact a promise <…>. It is the child who is extraordinary. And the bond which comes into being when the child is born is extraordinary. <…> From the moment Ciri was born, what you wanted and what you planned to do ceased to matter, and what you don’t want and what you mean to give up doesn’t make any difference either” [5]. Geralt realises that he has been following his destiny all this time, and now his fate is inextricably linked with Ciri.

Thus, the theme of destiny and the problem of moral choice play a key role in the short story collections “The Last Wish” and “Sword of Destiny” by Andrzej Sapkowski, allowing the reader to understand the reasons for the actions of the protagonist Geralt of Rivia. Through this character the author masterfully explores the themes of free will, destiny and the intertwining of fates, forcing the reader to reflect that every choice matters, even if fate seems already determined.

Список литературы:

1. Маницкая, Е. О. «Сага о ведьмаке» А. Сапковского как интерпретация легенды о короле Артуре / Е. О. Маницкая. – Текст : электронный // Практики и интерпретации: журнал филологических, образовательных и культурных исследований. – 2016. – Том 1, № 2. – С. 109-121. – URL: https://cyberleninka.ru/article/n/saga-o-vedmake-a-sapkovskogo-kak-interpretatsiya-legendy-o-korole-arture (дата обращения: 21.03.2025).

2. Винокуров, В. В. Представления о судьбе в якутском героическом эпосе олонхо / В. В. Винокуров. – Текст : электронный // Вестник Северо-Восточного федерального университета имени М. К. Аммосова: Серия Эпосоведение. – 2016. – № 4. – С. 96-102. – URL: https://cyberleninka.ru/article/n/predstavleniya-o-sudbe-v-yakutskom-geroicheskom-epose-olonho (дата обращения: 21.03.2025).

3. Золотухина-Аболина, Е. В. Личность как миф и мифы личности / Е. В. Золотухина-Аболина // Южный полюс. Исследования по истории современной западной философии. – 2021. – Том 7, № 1-2. – С. 34-42. – URL: https://cyberleninka.ru/article/n/lichnost-kak-mif-i-mify-lichnosti (дата обращения: 21.03.2025).

4. Sapkowski, A. (2007). The Last Wish. London, UK. URL: https://archive.org/download/witcher2swordofdestiny/%28Witcher%201%29The%20Last%20Wish.pdf (date accessed: 21.03.2025).

5. Sapkowski, A. (2015). Sword of Destiny. London, UK. URL: https://readerslibrary.org/wp-content/uploads/Sword-of-Destiny-1.pdf (date accessed: 21.03.2025).

© Сафина А. Р., 2025

УДК 82.6

Poltoratskaya Natalia Ilinichna,
docteur ès lettres, professeur,
École supérieure de technologie et
d'énergie de l'Université d'état de technologie
industrielle et de design de Saint-Pétersbourg,
Saint-Pétersbourg, Fédération de Russie,
Poltnatal@yandex.ru

SUR L'ART D'ÉCRIRE EN FRANCE AU XVII–XIX SIÈCLES

Résumé. L'article est consacré à la période d'épanouissement du genre épistolaire au XVIIe siècle et à son développement jusqu'à la fin du XIXe siècle. Des lettres ou des fragments de lettres de personnes ayant laissé une trace notable dans l'histoire sont utilisés comme matériel d'exemple.

Mots-clés: chronologie de l'époque de l'épanouissement de l'art de l'écriture, techniques artistiques utilisées dans les lettres, lettres de félicitations, de demandes, de refus et de consolations, lettres de remerciement.

Poltoratskaya Natalia Ilinichna,
Doctor of Philological Sciences, Professor,
Saint Petersburg Sate University of Industrial Technologies and Design,
Higher School of Technology and Energy,
Saint Petersburg, Russian Federation,
Poltnatal@yandex.ru

ON THE ART OF WRITING IN FRANCE IN THE XVII–XIX CENTURIES

Abstract. The article is devoted to the period of prosperity of epistolary genre in the XVIIth century and its development up to the end of the XIXth century. Letters or fragments of letters of people who left a noticeable trace in the history are used as the material.

Keywords: chronology of the epoch of blossoming of the art of writing, artistic techniques used in letters, letters with congratulations, requests, refusals and consolations, letters of gratitude.

Полторацкая Наталья Ильинична,
д-р филол. наук, профессор,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Высшая школа технологии и энергетики,
Санкт-Петербург, Российская Федерация,
Poltnatal@yandex.ru

ОБ ИСКУССТВЕ ПИСЬМА ВО ФРАНЦИИ В XVII–XIX ВЕКАХ

Аннотация. Статья посвящена периоду расцвета эпистолярного жанра в XVII веке и его развитию до конца XIX века. В качестве материала, выбранного для примера, использованы письма или фрагменты писем людей, оставивших заметный след в истории.

Ключевые слова: хронология эпохи расцвета искусства письма, художественные приемы, используемые в письмах, письма с поздравлениями, просьбами, отказами и утешениями, благодарственные письма.

Pourquoi les lettres créées entre le XVIIe et le XIXe siècle méritent-elles une attention particulière de la part des spécialistes de la littérature? La réponse à cette question est simple: le XVIIe siècle a été l'époque de l'épanouissement du genre épistolaire, les XVIIIe et XIXe siècles ont consolidé les traditions du genre, et le XXe siècle a été l'époque d'un tournant sans précédent dans l'histoire de l'humanité, où les plus grandes découvertes ont détruit les frontières immuables des sciences, sans laisser l'art inchangé. Avec la fin de la “Belle époque” et l'art d'écrire n'est pas resté le même.

Et aujourd'hui, en regardant les lignes de lettres qui capturent les humeurs et les sentiments des gens d'autrefois, on peut goûter à la saveur de leur vie. Les créateurs du genre épistolaire étaient porteurs d'un code culturel disparu, mais en rejoignant l'héritage de ce code, nous pouvons trouver des exemples d'attitude galante, d'images vivantes, de sentiments forts et d'une vision ironique particulière du monde. L'information – la divinité de notre temps régnant sur la correspondance des hommes modernes – nous a fait oublier de nombreuses règles dictées par l'étiquette complexe de l'art de l'écriture. Il est parfois utile et agréable de se rappeler ces règles.

Évidemment, l'art de l'écriture implique la capacité de rendre un récit plus intéressant et passionnant si son auteur applique avec succès les moyens d'expression artistique.

L’art d’écrire, en particulier d’écrire une lettre, n’est pas facile, car le style épistolaire est astreint à certaines règles qu’il faut suivre. Il ne s’agit pas toujours d’écrire des lettres familières et de peu de valeur: souvent elles sont adressées à de hauts-fonctionnaires ou dans des circonstances fort graves.

Il est utile de proposer quelques modèles possibles écrits dans un style simple et élégant, ils sont puisés aux meilleures sources. Ces modèles sont intéressants pour ceux qui veulent étudier l’art de correspondre en français qui appartient au passé.

Peu de personnes, dans le cours de leur vie, éprouvent le besoin de faire un discours, une dissertation, une pièce de vers, mais elles sentaient fréquemment la nécessité d’écrire une lettre.

Quand on donne des conseils utiles concernant de l’art d’écrire on souligne souvent qu’on doit écrire comme on parle. Mais quand on a le temps de rassembler ses idées, de choisir ses expressions on peut parler un peu mieux dans une lettre que dans la conversation.

Le style des lettres ne doit être ni emphatique, ni recherché, ni trivial. Il doit être simple, coulant et, pour tout dire en un mot, naturel. L'épanouissement de l'art

d'écrire en France remonte au XVIIe siècle. Un exemple remarquable de cet art est donné par les lettres de Mme Sévigné (1626–1696), elle maîtrise parfaitement le secret du naturel. À ce jour, 1120 lettres de M-me de Sévigné sont connues, bien que la paternité de certaines d'entre elles soit douteuse.

L'autre Française, M-me de Mentenon (1635–1719) écrivait les lettres qui étaient attrayantes par leur simplicité et leur clarté d'expression, le langage littéraire que la femme avait appris de son époux, l'écrivain Paul Scarron, et de leurs amis littéraires.

Il est évident que l'art d'écrire implique la capacité de rendre le récit plus intéressant et plus passionnant, ce qui est possible si l'auteur utilise habilement les moyens d'expression artistique appropriés.

L'un des moyens traditionnels de rendre un récit expressif est la comparaison. Cependant, pour utiliser la comparaison de manière appropriée et avec succès, il faut être une personne cultivée et éduquée. Un exemple de cette utilisation de la comparaison est un fragment d'une lettre de M-me de Sévigné:

"En vérité, j'ai eu bien de la peine. Je suis justement comme le médecin de Molière qui s'essuyait le front pour avoir rendu la parole à une fille qui n'était pas muette" [1, p. 3].

La référence de M-me Sévigné à la pièce de Molière implique que l'auteur et le destinataire sont également capables de comparaisons gracieuses et ironiques.

Un fragment de la lettre de Voltaire (1694–1778) nous donne un exemple de l'utilisation d'une métaphore très imagée:

"Je me souviens que mes rivaux et moi, quand j'étais à Paris, nous étions tous fort peu de chose, grands compositeurs de rien, pesant gravement des œufs de mouche dans des balances de toile d'araignée" [1, p. 4].

Voltaire aimait introduire des anecdotes dans ses lettres. Voici un extrait d'une telle lettre contenant une anecdote et adressée à M. Palissot de Vontenoy (1730–1814):

"Il y avait une vieille dévote acariâtre qui disait à sa voisine: "Je te casserai la tête avec ma marmite. – Qu'as tu dans ta marmite? – Un bon chapon gras. – Eh bien! Mangeons-le ensemble, – répondit l'autre". Je conseille aux encyclopédistes, à vous tout le premier, et à moi, d'en faire autant" [1, p. 4].

Dans un fragment d'une lettre de M-me de Mentenon, on peut voir l'assemblage de plusieurs épithètes réunies sur le même sujet:

"Je n'ai rien vu de si beau, de si bon, de si amiable, de si net, de si bien arrangé, de si éloquent, de si régulier, en un mot, de si merveilleux que votre lettre" [1, p. 4].

Le même procédé littéraire est utilisé par M-me de Sévigné dans sa lettre:

"Voilà le discours d'un petit glorieux, d'un petit ambitieux, d'un petit téméraire, d'un petit maréchal de France" [1, p. 4].

La capacité à insérer dans un récit une pensée fine, un mot heureux, une plaisanterie est très appréciée dans le genre épistolaire. L'homme politique américain Benjamin Franklin (1706–1790) est connu non seulement comme l'auteur du célèbre aphorisme "Le temps, c'est de l'argent", mais aussi comme un homme qui maîtrisait parfaitement l'art de l'écriture. Voici un extrait de l'une de ses lettres:

“À quoi ressemble le monde? À un champ où l’on vient de faire la moisson, parce que les plus grandes oies y ramassent les plus grains dorés” [1, p. 5].

Qu'est-ce qui pourrait éveiller l'imagination plus que les citations faites à propos? Il se peut que les noms des auteurs aient été effacés de la mémoire, mais les sages paroles ont survécu dans les lettres:

“Le moment opportune d’agir s’appelle occasion”; “Pour le penseur, il y a des langues dans les arbres, des livres dans les ruisseaux, des sermons dans les prairies et du bon dans toutes choses”; “L’orgueil sommeille dans une couronne d’or; le bonheur, dans un bonnet de coton”.

M. d’Alembert a utilisé avec succès les antithèses et les contrastes dans ses lettres, par exemple dans les fragments suivants:

“Je suis très-fâché, Monsieur, que vous ayez connu le prix de la santé par les maladies; je ne suis pas de ces malheureux qui aiment à voir des compagnons”; “Je consens que mes ouvrages meurent; mais je veux que vous viviez” [1, p. 6].

On peut ajouter ici un remarquable exemple de contraste tiré d'une lettre du philosophe écossais D. Hume (1711–1776):

“De la loi naît la sécurité; de la sécurité, la curiosité; de la curiosité, la science” [1, p. 5].

Quelques formalités unanimement adoptées composent l’étiquette épistolaire; les omettre, c’est prouver que l’on manque d’éducation. C’est par telles formalités scrupuleusement observées qu’on témoigne des égards de civilité, d’affection, d’honnêteté, de respect pour les personnes à qui l’on écrit.

Les convenances épistolaires consistent donc dans l’art de respecter la distance que mettent entre les individus l’âge, le sexe, le rang, le pouvoir; de bien calculer ce que l’on peut dire et ce qu’on doit taire; en un mot d’être mesuré, convenable et circonspect.

La correspondance peut être professionnelle, officielle, académique, amoureuse, amicale, et chacune a ses particularités, ses modes d'expression établis.

Une lettre personnelle contient généralement un certain nombre de formules de politesse, de remerciements, de félicitations ou d'expressions de sympathie, d'adieux, d'excuses, etc.

Les lettres de personnes célèbres méritent une attention particulière, c'est une véritable école de l'art d'écrire. Par exemple, la lettre de félicitations de Voltaire au cardinal Richelieu dans laquelle de subtiles flatteries addressées au cardinal sont juxtaposées à des plaintes concernant l'état de santé de Voltaire:

“Je vous souhaite, Monseigneur, la continuation durable de tout ce que la nature vous a prodigué. Je vous souhaite des jours aussi longs qu’ils sont brillants; et je ne me souhaite, à moi chétif, que la consolation de vous revoir encore” [1, p. 12].

Dans une de ses lettres, M-me de Maintenon informe délicatement le pétitionnaire du refus du Roi d'accéder à la demande qui lui a été remise. Voici un fragment de cette lettre:

“Dès que j’eus reçu votre mémoire, je l’envoyai et recommandai à M. de Torey. Il parla au Roi, et m’écrivit un récit fondé sur beaucoup de raisons. Vous voyez qu’on ne fait pas tout ce que l’on voudrait… Je suis votre très-humble servante, et bien affligée d’ajouter votre servante très-inutile” [1, p. 50].

Un groupe particulier de lettres est constitué par celles qui offrent une consolation à ceux qui ont vécu un deuil. Dans ce cas également, les lettres de personnes célèbres sont utilisées à titre d'exemple.

En 1798, quelques années avant la proclamation de Napoléon (1769–1821) comme empereur, il, alors general en chef de l'armée d'Egypte, annonce le vice-amiral Thévenard de la mort de son fils. Napoléon n'a pas atteint la célébrité en tant qu'écrivain, mais la lettre, dont nous donnons ici un fragment, exprime à la fois un chagrin sincère et une foi ardente dans le dessein élevé des soldats:

"Votre fils est mort d'un coup de canon sur son banc de quart […] Nous sommes tous voués à la mort. Quelques jours de vie valent-ils le bonheur de mourir pour la patrie? Compensent-ils la douleur de se voir mourir sur un lit, environné d'une nouvelle génération? Valent-ils les dégoûts, les souffrances d'une longue maladie? Heureux ceux qui meurent sur le champs de bataille! Ils vivent éternellement dans le souvenir de la postérité" [1, p. 66].

Il serait difficile de soupçonner Napoléon d'hypocrisie consciente; il serait plus juste de supposer que cette lettre exprime à la fois son caractère et son attitude personnelle à l'égard de la mort.

Le fait que la lettre de remerciement adressée en 1837 par l'impératrice Alexandra, épouse de Nicolas 1er, au prince et à la princesse Woronzoff après la visite de la famille impériale soit rédigée en français témoigne de la haute appréciation de l'école des créateurs du genre épistolaire en France. Voici la lettre, écrite après une visite au palais des Woronzoff à Aloupka:

"C'est avec des regrets véritables que je quitte ce charmant Aloupka, que je n'oublirai jamais, ainsi que ses habitants qui nous ont comblés d'attentions plus qu'aimables. Reverrai-je jamais cette côte chérie? Voilà une question qui se présente naturellement à l'esprit quand on quitte pour longtemps des endroits, des contrées qui se sont gravés en caractères ineffaçables dans la mémoire. Pourquoi la mer Noire est-elle si loin de la mer Baltique!" [1, p. 87-88].

Cet article présente des exemples de lettres écrites dans des circonstances différentes mais typiques et familières à tous. Mais ces lettres elles-mêmes ne peuvent être qualifiées de typiques, cela ne serait pas juste. Elles appartiennent toutes à des personnes exceptionnelles qui ont marqué l'histoire et portent donc l'empreinte séduisante de leur personnalité, elles sont aussi exceptionnelles. On peut dire que ces lettres sont classiques, mais pas typiques.

Список литературы:

1. Калье, Е. М. Полный французский письмовник / Е. М. Калье. – Санкт-Петербург, 1872. – 184 с. – Текст: непосредственный.

© Полторацкая Н. И., 2025

УДК 811.133.1

Varzinova Valentina Vitalievna,
candidat ès lettres, chargé de cours,
L'Université Hydrométéorologique d'Etat de Russie,
Saint-Pétersbourg, Fédération de Russie,
lamova81@mail.ru

LE CODE CULTUREL DES COMPTINES FRANÇAISES

Résumé. Le but de cet article est de montrer les codes culturels représentés dans le folklore enfantin français. La pertinence de l'étude est déterminée par l'attention constante des chercheurs à l'étude de la culture à travers le langage, en particulier en déchiffrant les codes culturels. La nouveauté de la recherche est due au fait que l'analyse des caractéristiques culturelles des formulettes enfantines françaises n'a pas encore été réalisée. La partie pratique est la classification et l'analyse des comptines en déchiffrant leurs codes culturels.

Mots-clés: Comptine française, folklore enfantin, code culturel anthropomorphique, code culturel biomorphique, code culturel d'objet, code culturel géographique spatial, code culturel coloratif, code culturel animique, code culturel quantitatif, code culturel religieux ou magique, code culturel historique ou politique.

Varzinova Valentina Vitalievna,
PhD in Philology, Associate Professor,
The Russian State Hydrometeorological University,
Saint Petersburg, Russian Federation,
lamova81@mail.ru

THE CULTURAL CODE OF THE FRENCH NURSERY RHYMES

Abstract. The purpose of this article is to show the cultural codes represented in French children's folklore. The relevance of the research is determined by the researchers' unflagging attention to the study of culture through language, in particular, by deciphering cultural codes. The novelty of the work lies in the fact that the analysis of the cultural characteristics of French counting books was not carried out. The practical part is the classification and analysis of the numbers by deciphering their cultural codes.

Keywords: French nursery rhyme, children's folklore, anthropomorphic, biomorphic, object, spatial, temporal, colorative, animic, quantitative, religious or magical, historical or political cultural codes.

Варзинова Валентина Витальевна,
канд. филол. наук, доцент,
Российский государственный гидрометеорологический университет,
Санкт-Петербург, Российская Федерация,
lamova81@mail.ru

КУЛЬТУРНЫЙ КОД ФРАНЦУЗСКИХ СЧИТАЛОЧЕК

Аннотация. Цель данной статьи – показать культурные коды, представленные во французском детском фольклоре. Актуальность исследования определяется неослабевающим вниманием исследователей к изучению культуры через язык, в частности, путем расшифровки культурных кодов. Новизна работы заключается в том, что анализ культурных особенностей французских считалочек не проводился. Практическая часть представляет собой классификацию и анализ считалочек путем расшифровки их культурных кодов.

Ключевые слова: французская считалочка, детский фольклор, антропоморфный, биоморфный, объектный, пространственный, темпоральный, колоративный, анимический, квантитативный, религиозный, магический, исторический, политический, культурные коды.

L'objet de cette étude est l'un des genres du folklore français – les comptines ou les formulettes enfantines qui sont définies comme “des petits poèmes oraux traditionnels, le plus souvent rimés ou assonancés, toujours rythmés ou mélodiques, utilisés communément par les enfants au cours de leurs jeux, le jeu étant l’activité spécifique de l’enfance, la seule qu’elle prenne réellement au sérieux” [1, p. 7]. Les folkloristes répartissent généralement les formulettes dans les catégories fonctionnelles suivantes: formulettes d’élimination, formulettes d’incantation, formulettes pour les jeux de balle, de la corde, etc., formulettes satiriques, formulettes pour demander la trêve du jeu, formulettes cumulatives ou randonnées, formulettes d’imitation. Quelle que soit la fonction des comptines, elles ont une signification culturelle, comme tout autre type de folklore.

Le but de cet article est l’analyse du folklore enfantin français à l’aide des codes culturels.

Les chercheurs distinguent 10 types de codes culturels: 1) code culturel anthropomorphique; 2) code culturel biomorphique; 3) code culturel d'objet; 4) code culturel animique; 5) code culturel mythologique; 6) code culturel temporel; 7) code culturel géographique spatial; 8) code culturel coloratif; 9) code culturel quantitatif; 10) code culturel terminologique [2; 3, p. 7]. Chacun des ces codes représente des images. Par exemple, le code culturel biomorphique est représenté par des images d'animaux, d'oiseaux, d'insectes, de plantes, et le code animique – par des images de phénomènes naturels. Il est à noter que les codes culturels sont universels, mais leur incarnation dans chaque langue est individuelle.

L’analyse du matériel a montré que le code terminologique n’est pas actualisé dans les comptines ce qui est expliqué par le caractère populaire de ce genre. Le code culturel mythologique qui représente les images du Dieu, les images des personnages de contes de fées est nommé comme le code religieuse ou magique dans cet article. En outre, on a trouvé un code qui ne figure pas sur la liste commune – le code historique ou politique.

Passons maintenant à l'analyse des codes culturels, actualisés dans les comptines françaises.

Le code anthropomorphique est représenté dans les formulettes mettant en scène des êtres humains. C'est la catégorie des comptines la plus nombreuse. Ces comptines peuvent être divisées dans les groupes suivants. Celles qui se situent dans l'univers familial: Un petit poupon est venu au monde; il est venu trop tard, son papa le gronde. Gronde, gronde qui voudra, ce petit poupon vivra. Un deux trois, vive la reine! Un deux trois, vive le roi! Celles qui évoquent l'exercice d'une profession: La fille de l'épicier est tombée dans la mélasse; Son père épouvanté l'a retirée par la tignasse. Celles qui relatent des péripéties dramatiques: J'ai cassé ma chaise entre deux fenêtres; mon papa m'a vu, il m'a si bien battu. Pim, pomme'd'or, c'est toi dehors. Pim' pom' d'argent, c'est toi dedans. Celles qui traitent de personnages étrangers: Roudoudou n'a pas de femme, il en fait une avec sa canne, il l'habille en feuilles de chou, voilà la femme à Roudoudou. Celles qui sont liées avec le boire et le manger: La lune, du pain, des prunes, du raisiné pour mon souper; Des galettes sèches pour les fillettes; Des coup de bâtons pour les garçons. Les formulettes ironiques: Une jeune fille de quatre-vingt-dix ans en mangeant de la crème s'est cassé une dent. Ah! Lui dit sa maman, c'est pas étonnant. Les comptines-dialogues: – As-tu vu mon mari? – Oui. – Où était-il? – Dans un café! – Que faisait-il? – Il buvait du pernod! – De quelle couleur était ce pernod? – Rouge! – Avez-vous du rouge sur vous? – Si oui, retirez-vous?

Ces comptines montrent les adultes à travers les yeux des enfants, par exemple, ils savent qu'ils vont être punis mais en même temps on voit l'obstination des enfants (J'ai été voler des poires dans le jardin de monsieur Grégoire. Il m'a battu, je n'irai plus. Quand il sera mort, j'irai encore).

Le code quantitatif est actualisé dans les comptines numériques: Combien faut-il de clous pour ferrer un cheval blanc? – 10 clous. – 1…10, tu es dedans. Une pie – tant pis! Deux pies – tant mieux! Trois pies – c'est mon amie! Quatre pies – il est parti! Cinq pies – il ne reviendra, six pies – jamais! Les chiffres eux-mêmes perdent leur valeur dans les comptines. Le nombre d'objets pour le compte peut être n'importe quoi, il peut varier en fonction du nombre de participants du jeu. On a le comptage depuis un jusqu'à un nombre fourni par un des joueurs. Les chiffres de un à dix, de dix à vingt sont les plus populaires. D'après Jean Baucomont, "Les comptines numériques paraissent garder souvenir des étapes accomplies par l'homme primitive lorsqu'il apprit à compter aux époques où la notion de nombre était purement sensorielle et mortice, réduite à l'usage des doigts de la main" [1, p. 16]. Il est à noter le caractère péremptoire de ce type des comptines.

Le code culturel biomorphique s'incarne dans les comptines contenant les noms d'animaux, d'oiseaux, d'insectes. Ces comptines sont les plus caractéristiques des formulettes enfantines. Ce fait peut être expliqué par le fait que l'enfant vit plus près des animaux que les adultes. Tout d'abord viennent les mammifières de l'étable, du foyer, des bois, puis les oiseaux, les poissons, les reptiles, les escargots et les insectes. Il est intéressant à noter que l'enfant perçoit les animaux comme des égaux, les dotant de qualités et de capacités humaines, ce qui rapproche les comptines du genre fantastique. Par exemple, un pou et une puce jouent aux cartes, les araignées sortent le dimanche: Un pou et une puce qui jouaient aux cartes, au jeu de piquet sur un tabouret. La puce a triché, le pou en colère de sa trahison passa par derrière et lui

tira le chignon. Les araignées, les araignées sortent le dimanche. Papa l'a dit, maman l'a dit quelles seront contentes. Un deux trois petit bonhomme, sauve-toi.

En outre, les actions des animaux dans les comptines permettent de voir comment l'enfant perçoit ses parents. Par exemple, le coq (père) dort, une poule (mère) devient irritée: Un coq qui dormait sur un tabouret; Une poule qui passait. Le coq irrité de cette trahison la prend par le bec, la mène en prison. Les mauvaises habitudes des adultes sont également incarnées dans le comptines: Au clair de la lune trois petits lapins qui mangeaient des prunes comme trois coquins; La pipe à la bouche, le verre à la main, ils disaient: Mesdames, versez-nous du vin jusqu'à demain matin.

Citons encore quelques exemples des comptines biomorphiques: Un petit cochon pendu au plafond. Tirez lui la queue, il pondra des oeufs; Tirez lui plus fort, il pondra de l'or. Un petit canard au bord de l'eau, il est si beau! Il est si beau, il est si beau! Un petit canard au bord de l'eau, Il est si beau qu'il va tomber à l'eau! Un petit poisson dans l'eau fait cloup! Quand il sort de l'eau il ne fait plus cloup! Dehors! Escargot de Bourgogne, montre-moi tes cornes, je te dirai où est ton père où est ta mère. Si tu ne les montres pas, je ne te le dirai pas!

Le code culturel d'objet est recherché dans les formulettes enfantines avec les objets de la vie extérieure: clochers, boules, drapeau, inventions modernes, astres et météores. L'analyse a montré que le comportement humain est aussi prêté aux objets: on y voit un homme en pomme de terre: Dans la rue des Quatre-Chiffons la maison est en carton, l'escalier est en papier, le propriétaire est en pomme de terre; Le facteur y est monté, il s'est cassé le bout de nez; des moulins qui se battent: Une deux trois quatre les moulins se sont voulu battre. Ils ont dit: Si j'te rattrape j'te mènerai à Saint-Val'ry pour attraper des p'tites souris; des ciseaux qui ont une mère: Petit ciseau d'or et d'argent, ta mère t'attend au bout du champ pour y manger du lait caillé que la souris a barbotté pendant une heure de temps. Petite souris, va-t'en!; un hélicoptère avec les bras: Un hélicoptère se pose sur terre, tourne ses grands bras. Un deux trois, ce sera toi.

Le code culturel animique sert à représenter les phénomènes de la nature (p.e., mer, étoile) [4, p. 68] Tous les éléments (l'air, l'eau, le feu, la terre) sont représentés dans les comptines, mais le plus pupulaire est l'eau. Ce fait est expliqué de la proximité de la France à la mer. Dans cette série des comptines "se noyer" signifie "sortir du jeu": Qui veut cette pomme? – Moi. – J'aime miux. La donner à mon chien qui s'appelle Pélégrin. Pélégrin est amoureux des filles qui ont de beaux yeux. Pierre si ronde monte sur l'onde. De l'onde à la mer va te noyer. Citons encore quelques exemples: Petit oiseau qui vient de la mer, combien de plumes peux-tu porter? – Vingt-trois, une deux trois. Les petits poissons dans l'eau nagent, nagent, nagent; Les petits poissons dans l'eau nagent, nagent comme il faut; Les petits poissons dans l'eau nagent aussi bien que les gros. Il pleut, il mouille, c'est la fête à la grenouille; il pleut, il fait beau temps, c'est la fête aux paysans.

Le code culturel temporel c'est l'ensemble des représentations associées à la séparation de l'axe temporel aux segments, les noms de ces segments et à l'attitude de l'homme au temps [5, p. 383].

Les comptines dans lesquels le code temporel est représenté contiennent les

noms des jours de la semaine et les adverbes aujourd'hui, demain, toujours, jamais. Il faut noter la personnification des jours de la semaine dans le folklore enfantin: Bonjour lundi, comment va mardi? – Très bien, mercredi, va dire à jeudi de la part de vendredi qu'il s'apprête samedi pour aller à la messe dimanche.

L'idée du temps de repos et de travail se reflète dans ces comptines: Les petits outils sont cachés sous l'éabli; On n'les verra plus les petits outils jusqu'à lundi.

L'attitude des enfants envers le temps est illustrée par l'utilisation des adverbes aujourd'hui et demain, l'emploi du future simple; ce n'est pas le passé mais le présent et l'avenir qui sont importants pour eux: Mon pot est cassé, mon lait renversé, comment retourner au village? Maman me grondera, papa me battra et tout le monde rira de moi.

Le code temporel intégré dans les comptines nous montre aussi l'attitude des enfants envers leur comportement dans le temps, les enfants évaluent leur comportement eux-mêmes et disent qu'ils veulent jouer et ne pas devenir adultes: Quand serons-nous sages? Jamais, jamais, jamais! Quand serons-nous diables? Toujours, toujours, toujours! La terre nourrit tout, les fous avec les folles; la terre nourrit tout, les folles avec les fous.

Le code culturel géographique spatial est réalisé dans le comptines avec les noms des villes, les noms des régions de la France, les noms des pays, les adverbes: ici et là.

Citons quelques exemples: C'est à la halle que je m'installe; C'est à Paris que je vends mes fruits. C'est demain jeudi la fête aux souris; Elles vont à Dijon, Dijon est trop petit; Elles vont à Paris, Paris est trop grand; ells vont à Bordeaux et se noient dans l'eau.

Il est à noter que les comptines avec les noms des pays lointains aident à réaliser l'idée de l'étranger, de l'inconnu. J'ai vu la Chine, je vous assure, elle est couverte de Chinois; Les hommes y portent des sabots en forme de petits chapeaux; Les femmes y portent des chaussures en forme de coquilles de noix. J'ai été dans plusieurs batailles sans avoir été blessé; En Russie comme en Espagne c'est Dieux qui m'a protégé. J'ai été sur le Mont-Blanc, j'ai laissé couler mon sang … .

Les comptines avec les adverbes ici, là experiment l'idée du proche et du loin: A la grande rue les étoiles y sont suspendues. Du vin blanc et du vin noir. On le met à baptizer sur les dos de la cuiller. Sa cuiller se passe, l'enfant trépasse. Ainsi par ci mon coeur me dit ceci, cela: hors d'ici, hors de là!

Les comptines incorporant les couleurs mettent en œuvre le code culturel coloratif. Le code culturel coloratif est un ensemble de noms ayant la signification de couleur, qui se caractérisent par un certain symbolisme dans la vision culturelle du monde [5, p. 326; 444]. Dans la plupart des comptines pareilles la couleur sert d'instrument de l'élimination du jeu et perd sa valeur symbolique: Je vais chez le pâtissier, j'achète un pâté. Quelle couleur a ce pâté glacé? – Bleu. – B-L-E-U. As-tu du bleu sur toi? Si tu en as, montre-le moi! (Si oui: éliminé; si non, trimer). Mais la couleur blanche, par exemple, désigne la fête, la solennité du moment: C'est aujourd'hui dimanche, mettons chemise blanche, habit neuf et chapeau. Oh! Que l'enfant est beau! Le bon Dieu nous invite a lui render visite. Dans sa grande maison. Ah! Comme il y fait bon!

Beaucoup de comptines religieuses ou magiques ne sont ni d'anciennes prières ni d'ancinnes formules magiques mais l'isnspiration des conceptions autrefois populaires sur le paradis, la vie de Jesus, des saints et des anges [1, p. 176]. On peut fixer le caractère concrèt des croyances religieuses enfantines: Jésus-Christ n'était pas là, il était dans cette chapelle à allumer les quatre chandelles. Pim'pomme d'or à la violette. Pim'pomme d'or, tirez-moi dehors. Le petit Jésus s'en va-t-à l'école en portant sa croix dessus son épaule, quand il savait sa leçon on lui donnait des bonsbons, une pomme douce pour mettre à sa bouche, un bouquet de fleurs pour mettre à son coeur. C'est pour vous, c'est pour moi que Jésus est mort en croix.

Quant aux comptines magiques, le diable et les sorcières ne font pas peur aux enfants, par exemple, on peut constater que les enfants voient le diable comme un personnage négatif à éviter: Alleluia! Les choux sont gras, la soupe est cuite, mangeons-la vite; elle est trop chaude, mangeons des gaudes; le diable est dedans, sauvons-nius vite, vite, vite, vite.

Les formulettes politiques ou historiques ne sont pas nombreuses et ont le caractère ironique. La plupart des comptines historiques sont consacrées à Charlemagne, Jeanne d'Arc et aux rois français. Henri IV – voulait se battre; Henri III – ne voulait pas; Henri II se moquait d'eux; Henri I – ne disait rien. Ce choix est évident, car ces personnages sont connus de tous, ils ont été étudiés par les enfants à l'école. On peut noter l'attitude humoristique des enfants à l'égard de personnages historiques célèbres; ils sont montrés comme des gens ordinaires dans les situations parfois ridicules: Charlemagne, roi d'Espagne, a battu sa femme à grands coups de canne. La canne a cassé, Charlemagne n'a pas gagné. Charlemagne, roi d'Espagne, qui est dans une cabane; la cabane est renversée, Charlemagne est baptisé.

En conclure, il faut dire que le folklore enfantin français est un phénomène unique qui représente un matériel culturel riche, dont l'étude permet de mieux comprendre la culture et la vision du monde française. Presque tous les codes culturels mentionnés ci-dessus sont mis en œuvre dans le folklore des enfants français, mais la spécificité de la realisation de ces codes se manifeste dans l'utilisation des réalités françaises (noms géographiques, noms de politiciens, noms des animaux, etc.) et dans la transmission de significations qui sont propres uniquement à la mentalité française (par exemple, rationalité, ironie, humour).

Список литературы:

1. Baucomont, J. Les comptines de langue française / J. Baucomont, F. Guibat, T. Lucile, R. Pinon, Ph. Soupault. P. : Editions Seghers, 1970. 320.
2. Ламова, В. В. Объектный культурный код во фразеологизмах, характеризующих явления и ситуации / В. В. Ламова. – Текст : непосредственный // Известия Российского государственного педагогического университета им. А. И. Герцена : научный журнал. Общественные и гуманитарные науки (философия, история, социология, политология, культурология, искусствоведение, языкознание, литературоведение, экономика, право). – СПб., 2008. – № 35 (76). – С. 208-211.
3. Багаутдинова, Г. А. Человек во фразеологии: антропоцентрический и аксиологический аспекты: специальность 10.02.20 «Сравнительно-

историческое, типологическое и сопоставительное языкознание»: автореф. дис. на соиск. …. доктора филол. Наук / Багаутдинова Гузель Анваровна; Казанский государственный университет им. В. И. Ульянова-Ленина. – Казань, 2006. – 43 с. – Текст : непосредственный.
4. Герасименко, И. Е. Культурные коды гендерных представлений / И. Е. Герасименко. – Текст : непосредственный // Научные ведомости. Серия Философия. Социология. Право. – 2016. – № 10 (231), Выпуск 36. – С. 66-69.
5. Большой фразеологический словарь русского языка: значение, употребление. Культурологический комментарий / Ответственный редактор В. Н. Телия. – М. : Аст-Пресс Книга, 2006. – 784 с. – Текст : непосредственный.

© Варзинова В. В., 2025

УДК 364.07

Ryapolova Anastasia Gennadievna,
Master's Student,
Kursk State University,
Kursk, Russian Federation,
ms.ryapolova@bk.ru

ORGANIZATION OF SOCIAL WORK ON THE ADAPTATION OF PERSONS WITH VISUAL IMPAIRMENTS

Abstract. This article discusses the degrees of visual impairment, reveals the possible problems faced by the blind and visually impaired, and considers options for adaptive work for people with problems of the visual system.

Keywords: visual function, visual impairment, limited abilities, visual acuity, social adaptation.

Ряполова Анастасия Геннадьевна,
магистрант,
Курский государственный университет,
г. Курск, Российская Федерация,
ms.ryapolova@bk.ru

ОРГАНИЗАЦИЯ СОЦИАЛЬНОЙ РАБОТЫ ПО АДАПТАЦИИ ЛИЦ С НАРУШЕНИЯМИ ЗРЕНИЯ

Аннотация. В данной статье рассматриваются степени нарушения зрительной функции, раскрыты возможные проблемы, с которыми сталкиваются слепые и слабовидящие, рассмотрены варианты адаптационной работы для людей с проблемами зрительной системы.

Ключевые слова: зрительная функция, нарушение зрения, ограниченные возможности, острота зрения, социальная адаптация.

Visual sensations and perceptions provide a person with the greatest amount of finely differentiated data of the widest range. Suffice it to say that the number of visual fixations in just one day reaches approximately 100,000 in a person, although, of course, not all of them become facts of consciousness and are informational, which is explained by the selectivity of perception [1].

The visual function is carried out thanks to a complex system of various interconnected structures – the visual analyzer – and allows one to navigate in space, perceive the shape and color of objects, see them at different distances, in bright light and at dusk. The structure of the peripheral section of the visual analyzer is shown in Figure 1.

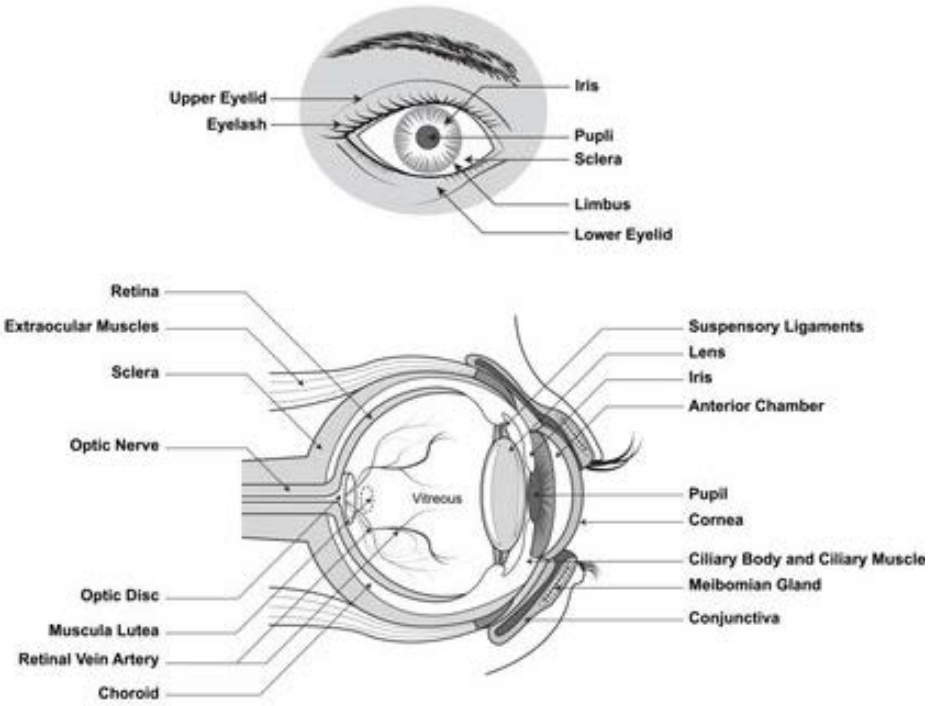


Figure 1 – The structure of the peripheral part of the visual analyzer

The functions of the eye include central and peripheral vision, light perception, color perception, and binocular vision. As a result of diseases or congenital defects, each of these functions may be impaired [2].

Table 1 shows the possible degrees of visual impairment.

Table 1 – Degrees of visual impairment

Classification of subcategories by degree of visual impairment and visual capabilities	
1. Blind (vision range from 0 % to 4 %)	1) Congenitally blind – congenital total blindness or the onset of blindness before the age of three, have no visual representations. 2) Blind – lost their sight in preschool age and later.
2. Visually impaired (visual acuity from 5 % to 40 %)	The visual analyzer is the main source of perception of information about the surrounding world and can be used as a leader in the educational process.
3. People with low vision (visual acuity from 50 % to 80 %)	Specially organized training is not needed.

According to the World Health Organization, at least 2,2 billion people worldwide suffer from near or far vision impairment. Of these, 19 million children have visual impairments under the age of 15. About 253 million people suffer from some form of blindness or visual impairment, which is 3,2 % of the world's population.

People with disabilities all over the world are considered to be at particular risk. They are one of those categories of the population that particularly acutely feel

the manifestation of inequality in economic, social, cultural, moral and political aspects due to their disabilities and limitations in life. They should have the opportunity to live a full life in social, economic and mental terms, thanks to special measures that increase their relative physical, social and economic capabilities. But for all types of disabled people, an important obstacle is the information barrier, which has a two-way nature [3].

People with visual impairments have many problems in everyday life, vocational training and employment. Table 2 presents the problems that blind and visually impaired people may face.

Table 2 – Visual impairment

Visual impairment	
Perception	There is no completeness, integrity; tactile-motor and motor-auditory perception.
Thinking	Concepts are narrowed, there is no integrity, they do not have well-founded judgments and conclusions, verbal-logical in the blind and visual-figurative in the visually impaired; practical-active when acting with objects.
Speech	Slow development, discrepancy between words and images, formalism.
Memory	Rapid forgetting, limited volume, slow memorization, poor long-term and good short-term, auditory, tactile memory, developed verbal-logical memory.
Attention	Predominance of involuntary switching to secondary objects and absent-mindedness, fatigue, low volume, chaos and lack of purposefulness.
Movements	Difficulty in spatial orientation and development of motor skills, decreased motor activity, lack of precision and coordination, motor disinhibition.
Behaviour	Lack of purposefulness and restraint, fussiness, low discipline and disorganization, conflict behaviour, possible neurosis in the form of neurasthenia.

A person who has lost his sight needs help not only from medical personnel, but also from psychologists.

Social adaptation is the process of active adaptation of a person to the conditions of the social environment by assimilating and accepting the goals, values, norms and behavior styles that are already accepted in society. Social adaptation of visually impaired persons includes three aspects: adaptation of the individual to the objective world, adaptation of the individual to the social environment, adaptation of the individual to his or her own “I” In the first case, it is assumed that independence, mobility, and confidence are achieved, that is, there is an operational-activity side that involves the formation of skills and abilities necessary for a person with visual impairment to be able to live independently. The second aspect is associated with the

interaction of a person with visual impairment with his or her social environment, with how actively this environment involves him or her in collective life and promotes communication. The third aspect of adaptation is associated with how a person evaluates his or her own position in society, how he or she relates to his or her defect, and experiences his or her “I”.

Adaptation work in modern conditions for society and the socio-economic development of the state is to improve the quality of life for people with problems of the visual system.

The Braille font was created especially for the visually impaired. The Braille system is a raised-dot font designed for writing and reading by blind people, in which each symbol is a combination of raised dots arranged in a certain order. Reading occurs through sequential tactile perception of symbols, with the text in the Braille device written from right to left (when writing, the dots are pierced with a special device – a stylus), then the page is turned over, and the text is read from raised dots from left to right.

The symbols are arranged in a table of 63 characters, consisting of 7 lines, 5 of which are the main ones and contain 10 characters each, and each of the two additional ones contains 6 and 7 characters, respectively, as shown in Figure 2 [4].

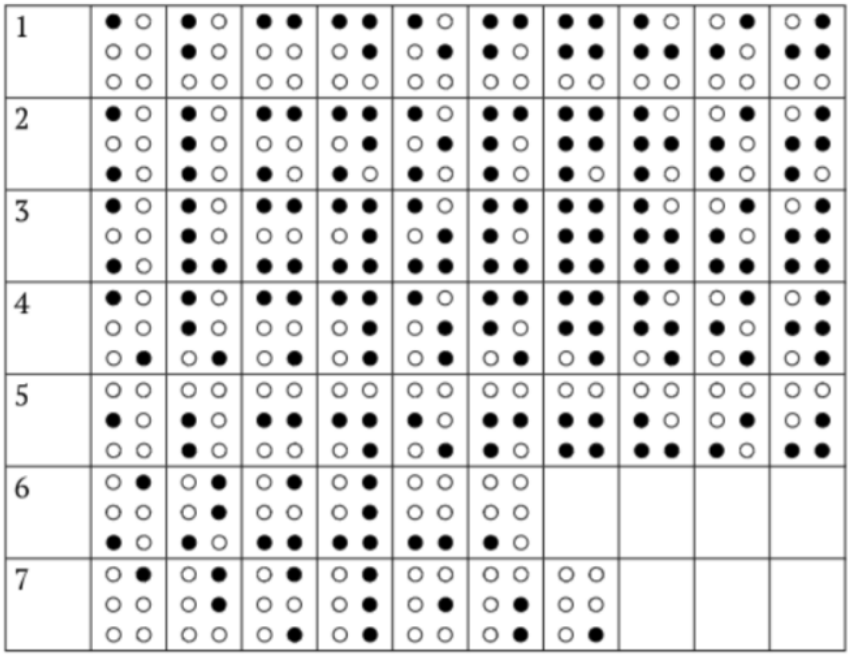


Figure 2 – L. Braille system

In addition to the L. Braille system, dog handlers around the world train guide dogs that help this group of the population navigate in space; there are traffic lights with sound timers, and ATMs have special inputs for connecting headsets.

To achieve greater success in the work on social adaptation of visually impaired persons, it is necessary to use as many closely interconnected means as possible. The selection of such means should take into account the results of diagnostic studies and the individual characteristics of each person. It is imperative to

take into account the fact that for a person with visual impairment, touch plays the main role in understanding the world around them. Through touch, a person receives information about the size, shape, temperature characteristics of objects, the structure of the surface, their position in space. In order to develop the tactile sense, exercises are carried out through palpation in accordance with the characteristics of the perceived object, aimed at developing tactile sensitivity and fine motor skills of the hands. Correctional classes aimed at active subject-practical training have a positive effect on the process of social adaptation. In these classes, a person learns orientation in space, social and everyday orientation. It is very important to consistently implement the stages of forming the necessary skills, starting with the implementation of the simplest, and then more and more complex actions. The method of step-by-step demonstration and practice of all elements of the action with each person is used. In the process of training for people with visual impairments, special methods and techniques of training, visual aids and technical means should be implemented.

Social policy is a factor in the adaptation of visually impaired people into society. The specifics of the adaptation of blind and visually impaired people lie in the application of social technologies, in the context of social work, as a set of strategies and methods, means and techniques for organizing human activity on social processes and systems, in our study on visually impaired people. The effect is achieved by dividing the function into necessary and sufficient operations, by eliminating useless actions, clearly distributing operations between performers, coordinating actions, algorithmizing activities and saving resources. This is done by special rehabilitation institutions, social work services and psychological services. The specifics of the conscious adaptation strategy are manifested as overcoming behavior, i.e. the search for new social trends, norms, forms of behavior; behavior focused on the full realization of oneself in life (“save-ring”); flexibility of thinking, attitudes and behavior.

In order to optimize social adaptation and rehabilitation of visually impaired people based on personal self-development, the following actions are necessary: restoration of a socially acceptable status of a visually impaired person in society through employment and inclusion in positively oriented groups, teams of people, ensuring an acceptable financial and housing situation, restoration of positive interpersonal connections and relationships of a person with other people and in the family, increasing the activity and independence of a person at the micro, meso and macro levels. Social policy which is “in line” with adaptation work with visually impaired people and social technologies are the most important conditions for the successful adaptation of blind and visually impaired people into society in the context of adaptive behavior strategies, spirituality, personal self-development, humanity, subjectivity, solitary “labor of the soul”, coping strategies of behavior of visually impaired people. Research into the problems of visually impaired people, fortunately, shows not only the negative impact of blindness and low vision on a person, but also ways to correct and compensate for developmental deficiencies associated with visual impairments. And these paths are rooted in the personality of a person, his or her will, in the ability to overcome difficulties, in high working capacity, in the desire to

achieve success in the chosen activity based on the anthroposophical adaptation model of social adaptation. To implement social rehabilitation, it is necessary to provide the blind with auxiliary typhlotechnical means: for movement and orientation (cane, orientation systems – laser locators, light locators, etc.); for self-service – typhlotechnical means for cultural, household and economic purposes (kitchen utensils and devices for cooking, sewing, child care, etc.); for information support, training (devices for reading, writing in Braille, “talking book” systems, special computer devices, etc.); for work activities – typhlotechnical means and devices that the blind are provided with by production depending on the type of work activity. For persons with residual vision and visually impaired persons, special vision correction devices are required: magnifying attachments, magnifying glasses, hyperoculars, telescopic, sphero-prismatic glasses, as well as some typhlotechnical devices for household, economic and information purposes. The use of typhlotechnical devices along with other rehabilitation measures creates the prerequisites for achieving equal opportunities and rights with the sighted for comprehensive development, raising the cultural level, revealing the creative abilities of the blind, their active participation in modern production and public life. Disabled persons with visual pathology experience certain difficulties when it is necessary to independently use transport. For the blind, adequate information – verbal, auditory (orienting, warning of danger, etc.) – is not as important as technical devices.

When using transport, a visually impaired person needs to change the size of signs, increase the contrast of the color range, the brightness of the lighting of objects, transport elements that allow him or her to use, differentiate, distinguish transport vehicles and devices (light boards, contrasting coloring of the border – upper and lower – steps, the edge of the platform). For a person with complete loss of sight, access to public transport is possible only with outside help. In the Russian Federation, the All-Russian Society of the Blind (VOS) plays a major role in the social rehabilitation of the blind and visually impaired (disabled by vision), in improving the quality of their social protection and expanding the scope of social services, where a variety of social rehabilitation forms are carried out, facilitating their integration. The VOS system has a wide network of manufacturing enterprises and associations where special conditions for organizing work have been created, taking into account the functional capabilities of the blind. The procedure for providing disabled people with technical and other means that facilitate their work and life is determined by the Government of the Russian Federation.

Professional and labor rehabilitation of disabled people as one of the components of general rehabilitation (medical, labor and social) is aimed at ensuring the competitiveness of disabled people in the labor market and provides for full or partial restoration of reduced or lost professional working capacity through vocational guidance, as well as vocational training, retraining and advanced training of disabled people. One of the important adaptation moments is the introduction of multi-level computer training for the blind. This allows us to form and develop the professional and adaptive abilities of visually impaired people, significantly improve their professional and social adaptation, and make the information space of a blind person practically identical to the information space of sighted people.

The problem of social and psychological adaptation of visually impaired persons to living conditions in society is one of the most important and acute problems of our time. Over the past few years, this issue has become even more important due to changes in approaches to working with people who are disabled. Despite this, the process of adaptation of this category to life in society remains practically unstudied, and it is this that determines the effectiveness of those correctional measures that are taken by specialists working with the disabled.

Список литературы:

1. Литвак, А. Г. Психология слепых и слабовидящих: учеб. пособие / А. Г. Литвак ; Рос. гос. пед. ун-т им. А.И. Герцена. – СПб. : Изд-во РГПУ, 1998. – 271 с. – Текст : непосредственный.
2. Елецкая, О. В. Специальная педагогика : учебное пособие с практикумом для вузов / О. В. Елецкая, М. В. Матвеева, Е. А. Логинова ; под общ. ред. О. В. Елецкой. – Москва : Владос, 2019. – 480 с. – Текст : непосредственный.
3. Информационно-библиотечное обслуживание людей с ограниченными возможностями : учебное пособие / авт.-сост. Ж. В. Гречкина. – Ставрополь : Северо-Кавказский Федеральный университет (СКФУ), 2016. – 239 с. – Текст : непосредственный.
4. Проглядова, Г. А. Формирование базиса для овладения шрифтом Брайля : учебно-методическое пособие / Г. А. Проглядова, В. З. Денискина ; Московский педагогический государственный университет. – Москва : Московский педагогический государственный университет (МПГУ), 2018. – 116 с. – Текст : непосредственный.

© Ряполова А. Г., 2025

УДК 159.923

Kuzmina Anna Sergeevna,
PhD in Psychology, Associate Professor,
Altai State University,
Barnaul, Russian Fegeration,
annakuz87@yandex.ru
Khakimova Zarina Rustamovna,
Student,
Altai State University,
Barnaul, Russian Fegeration,
zarina_khakimova@mail.ru

STRESS COPING CHARACTERISTICS OF OLDER ADOLESCENTS PRONE TO INTERNET-ADDICTED BEHAVIOR

Abstract. The article presents the results of an empirical study of coping strategies of older adolescents with a tendency toward Internet-dependent behavior. The authors analyzed such copings as “avoidance”, “focusing on emotions”, “denial” and “acceptance”, and the forms of their expression.

Keywords: stress, coping, adolescents, internet addiction.

Кузьмина Анна Сергеевна,
канд. психол. наук, доцент,
Алтайский государственный университет,
г. Барнаул, Российская Федерация,
annakuz@yandex.ru
Хакимова Зарина Рустамовна,
студент,
Алтайский государственный университет,
г. Барнаул, Российская Федерация,
zarina_khakimova@mail.ru

ОСОБЕННОСТИ СОВЛАДАНИЯ СО СТРЕССОМ СТАРШИХ ПОДРОСТКОВ, СКЛОННЫХ К ИНТЕРНЕТ-ЗАВИСИМОМУ ПОВЕДЕНИЮ

Аннотация. В статье приведены результаты эмпирического исследования старших подростков, имеющих склонность к интернет-зависимому поведению. Авторами сделан анализ таких копингов, как «избегание», «фокусировка на эмоциях», «отрицание» и «принятие», форм их выражения.

Ключевые слова: стресс, копинг, подростки, интернет-зависимость.

Scientists cite various reasons for the emergence of Internet addiction [1]: it can be the accelerated pace of people’s lives, especially in megacities, the oversaturation of the brain with incoming information, the complication of social

connections, and many others. All this can be combined into one complex concept – a stressful state. According to A. Y. Egorov [2], it is stress that can be the psychological cause of the emergence of many chemical and non-chemical addictions.

Internet addiction is a non-chemical addiction, since the object of addictive behavior is not psychoactive substances, alcohol or drugs, but a behavioral pattern [2].

Internet addiction as a basic syndrome is as follows [3]:

1) When going online, an addicted person feels a sense of euphoria, lightness, and calm. The network becomes a way for a person to relieve stress, relax, and forget about problems.

2) When using the Internet, it is difficult for a person to calculate and control time. There is a tendency to subjectively decrease the time spent, it is difficult for the addict to understand how much time he spent online without using a watch.

3) The addict's obsessive desire to increase the time spent on the Internet each time.

Scientists also identify additional psychological signs of Internet-dependent behavior [1]:

1) The addicted person is carried away by thoughts about going online, anticipates them, thinks about them carefully, the impossibility of satisfying this need leads to strong emotional experiences that persist for a long time.

2) The time spent excessively online is not motivated by professional or educational activities.

3) The emergence of deceit – the person hides information from friends, relatives, colleagues about how much time he spends on the Internet, avoids answering, prefers to change the topic.

4) Narrowing the range of interests and hobbies, focusing them only on what the network can offer.

5) Ignoring personal meetings, preferring communication on the Internet.

6) Cognitive distortions, expressed in the idea that the addict himself cannot do without the Internet, and going online is a vital thing.

Not only formed personalities, but also unformed ones – children, that is, those whose system of motives has not yet formed into a clear hierarchy and has not been consolidated in the structure of activity – can become subjects of Internet-dependent behavior. According to scientists, disruption of the development of mental life in childhood leads to the development of an abnormal personality [4] with dominant irrational positions.

Based on all of the above, we can see that the Internet often becomes a place where users can find what they do not have and/or cannot have in real life, satisfy their needs, the resources for satisfying which they do not have in reality. The discrepancy between the current situation and the needs of the individual gives rise to a stressful state, which is one of the main causes of Internet addiction and addictive behavior in general.

The aim of the paper is to study the features of the relationship between stress and the tendency to Internet addiction in late adolescence.

The following research **methods and techniques** were used:

1) Chen Internet Addiction Scale (CIAS).

2) Carver's COPE-60 scale (adapted by T. O. Gordeeva, E. N. Osin, E. I. Rasskazova).

3) Mathematical methods of data processing: Pearson correlation analysis, analysis of variance.

Data processing was carried out in the programs SPSS Statistics 23.

The empirical base of the study consisted of 59 high school students (average age – 17 years).

Results and discussion

To identify the level of inclination to Internet addictive behavior and determine specific symptoms, the Chen Internet Addiction Scale (CIAS) was used.

The subjects in the sample were divided into 3 groups: no addictive behavior (N = 16), a tendency to Internet-addicted behavior (N = 36), and pronounced signs of Internet-addicted behavior (N = 7).

Pearson correlation analysis was used to identify the relationship between Internet-addicted behavior and types of coping strategies (only significant correlations are described).

Internet-addicted behavior directly correlates with the strategies of avoidance ($r = 0.489$, $p = 0.000$), focusing on emotions ($r = 0.495$, $p = 0.000$), denial ($r = 0.360$, $p = 0.005$), behavioral avoidance ($r = 0.263$, $p = 0.044$), and acceptance ($r = 0.502$, $p = 0.000$).

The analysis of variance method revealed that the differences in these copings in the groups are significant for the scales of avoidance ($F = 10.331$, $p = 0.000$), focusing on emotions ($F = 9.877$, $p = 0.000$), denial ($F = 5.302$, $p = 0.008$), behavioral avoidance ($F = 4.485$, $p = 0.016$), and acceptance ($F = 6.112$, $p = 0.004$). See Table.

Table – Significant differences in mean values in groups

Indicators	Average value in groups		
	No symptoms	Tendency	Expressed symptoms
Avoidance	7,8125	9,4722	11,1429
Focusing on emotions	7,2500	9,8611	13,2857
Denial	5,6250	7,1111	8,5714
Behavioral avoidance	5,5000	6,6111	8,2857
Acceptance	9,9375	11,3611	13,1429

The avoidance strategy is the inability of an individual to take active steps to solve a problem, the unwillingness to think about their solution or develop any plan.

The solution is postponed, transferred, most often this can be associated with a person's unwillingness to experience difficulties, nervous tension and get into a situation that requires large expenditures of psychological resources and personal potential. This type of coping is quite typical for addictive behavior, since, as was said above, it is the avoidance of solving current problems that cause stress that is quite common among people with addictions.

Emotion-focused coping can be described as follows: the individual tends to understand and think about their emotional response to a problem, but these thoughts do not lead to active actions and are not aimed at thinking through a plan to cope with distress. This type of coping is typical for people with increased anxiety levels, as well as people with depressive tendencies, which is quite common in adolescence.

Denial as coping is determined by the fact that the individual refuses to notice the symptoms of the disorder and admit the existence of a problem. Addicts with this type of coping are characterized by family conflicts, mistrust of doctors and psychologists. At the same time, denial is not anosognosia, the individual can secretly understand that his condition is not the norm, while trying to convince himself and others that he does not suffer from addictions. Denial as coping can also be due to social reasons, since in society and professional circles, addictions are usually not encouraged, and in order not to lose social status, respect or position, the individual has to deny the existence of a problem. This coping is especially difficult for psychocorrectional intervention in adolescence: a child who does not yet have the full range of abstract thinking and criticality to his condition may really not understand that he has a problem. In this case, the psychologist should involve the teenager's parents in the work, and also conduct a number of psychoeducational activities.

Behavioural avoidance differs from the avoidance described above in the following aspect: avoidance has a precisely behavioural character, i.e. it becomes noticeable to others. When using the coping "behavioural avoidance", the individual tends to pretend to be busy, to engage in extraneous activities that are not related to solving the problem and do not help in coping with anything. For example, in the context of internet-addicted behaviour in adolescence, this may be turning to the Internet (videos, games, messengers) in some stressful situation to relax and gain a sense of security.

"Acceptance" coping is associated with understanding one's abnormal state, while refusing to take any action to overcome it. This coping strategy is especially pronounced in teenagers prone to dichotomous thinking of the "all or nothing" type. A teenager with a tendency to addictive behavior believes that nothing can help him anymore, that he will remain in this state for the rest of his life, and identifies himself with terminally ill people. When working with such a situation, a psychologist should show empathy, motivate the teenager to change, and focus his attention on his resources and existing achievements.

The obtained data may indicate that teenagers prone to Internet-addicted behavior choose copings aimed at avoiding the problem, refusing to solve it and seeking support. This probably depends on the fact that an individual who has fallen into addictive behavior does not have all the resources to solve the current problem: avoidance does not require a lot of effort, and at the current moment is the simplest

action.

When carrying out corrective measures, the psychologist should take into account the characteristics of adolescence, namely: “all or nothing” thinking (the so-called “teenage maximalism”), increased sensitivity to stress, emotional affectivity, unstable self-esteem. When working with an Internet-addicted teenager, based on the results of this study, effective strategies may include increasing the teenager’s social activity, assertiveness training aimed at developing communication skills and increasing self-confidence, as well as cognitive restructuring related to the complexity of current problems and the teenager’s ability to cope with them.

Conclusions

1) In the modern world, the Internet and computer technologies are becoming more widespread, and at the same time, the number of people prone to Internet-addicted behavior is growing. Researchers believe that this may be due to excess stress and is a way to relax and get quick pleasures.

2) Teenagers prone to Internet-addicted behavior choose coping methods of avoidance, focusing on emotions, denial, behavioral avoidance, and acceptance.

3) In psychocorrectional activities, it is advisable to use techniques aimed at challenging maladaptive beliefs about the inability of a teenager to cope with the problem on his own.

Список литературы:

1. Титова, В. В. Интернет-зависимость: причины и механизмы формирования, диагностика, подходы к лечению и профилактике / В. В. Титова, А. Л. Катков, Д. Н. Чугунов. – Текст : электронный // Педиатр. – 2014. – № 4. – С. 134-137. – URL: https://cyberleninka.ru/article/n/internet-zavisimost-prichiny-i-mehanizmy-formirovaniya-diagnostika-podhody-k-lecheniyu-i-profilaktike (дата обращения: 21.03.2025).

2. Егоров, А. Ю. Нехимические зависимости / А. Ю. Егоров – Санкт-Петербург: Издательство «Речь», 2007. – 190 с. – Текст : непосредственный.

3. Бостанова, С. Н. Особенности интернет-зависимости среди лиц юношеского возраста / С. Н. Бостанова, П. Р. Недвига. – Текст : электронный // Проблемы современного педагогического образования. – 2023. – № 3. – С. 199-201. – URL: https://cyberleninka.ru/article/n/osobennosti-internet-zavisimosti-sredi-lits-yunosheskogo-vozrasta (дата обращения: 18.03.2025).

4. Капустин, С. А. Особенности личности детей в семьях клиентов психологической консультации / С. А. Капустин – Текст : электронный // Национальный психологический журнал. – 2015. – № 1(17). – С. 79-87. – URL: https://cyberleninka.ru/article/n/osobennosti-lichnosti-detey-v-semyah-klientov-psihologicheskoy-konsultatsii (дата обращения: 20.03.2025).

© Кузьмина А. С, Хакимова З. Р., 2025

УДК 159.9

Partsyna Maria Alexeevna,
Lecturer,
Sharapov Artyom Olegovich,
Student,
Nizhny Tagil State Socio-Pedagogical Institute (branch),
Russian State Vocational Pedagogical University,
Nizhny Tagil, Russian Federation,
Mashulka_nt@mail.ru

THE INFLUENCE OF SOCIAL MEDIA ON THE FORMATION OF COMMUNICATION SKILLS OF A MODERN TEENAGER

Abstract. The aim of the article is to establish the influence of social networks on the formation of communication skills of adolescents through self-observation and partial self-reflection by the child of this correlation when answering the questions of the author's questionnaire.

Keywords: communication skills, social networks, effective communication of teenagers, Internet addiction.

Парцына Мария Алексеевна,
преподаватель,
Шарапов Артем Олегович,
студент,
Нижнетагильский государственный
социально-педагогический институт (филиал),
Российский государственный профессионально-педагогический университет,
г. Нижний Тагил, Российская Федерация,
Mashulka_nt@mail.ru

ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ НАВЫКОВ СОВРЕМЕННОГО ПОДРОСТКА

Аннотация. Целью работы является установление влияния социальных сетей на формирование коммуникативных навыков подростков посредством самонаблюдения и частичной саморефлексии ребенком данной корреляции при ответе на вопросы авторской анкеты.

Ключевые слова: коммуникативные навыки, социальные сети, эффективная коммуникация подростков, Интернет-зависимость.

The Internet and social networks have a huge impact on a modern teenager, spending a lot of time in an online format, interpersonal relationships based on direct verbal personal communication weaken and collapse. Communication skills are not being formed or are being formed insufficiently, poorly, inefficiently.

The vast majority of teenagers and young adults aged 12 to 24 use the Internet and social networks all the time, and this fact cannot but affect the development of their interpersonal communications.

We are surrounded by an incredible amount of information; the phone has grown into our hands. We see a huge danger in the fact that even a preschooler cannot do without a gadget. One of the disturbing aspects of this trend is the increase in the time people spend in virtual space, which leads to a loss of connection with real life [1, p. 59].

As a tool for the research topic, an author's questionnaire was developed, which includes 15 questions, aimed at identifying the level of influence of the Internet and social networks on the formation of a teenager's communication skills through, inter alia, self-reflection and self-fixation of this influence by a teenager independently.

The diagnostic tools are designed and constructed in such a way that, answering questions, the teenager himself outlines and designates a problem field for himself, noting the existing destructive or constructive consequences in communication under the influence of social networks.

The methodology was based on questions that require self-analysis of a teenager on the influence of social networks on the formation of his communication skills for communicating with peers in a face-to-face format, with direct verbal interaction.

25 people took part in the survey, 9th grade students, aged 14-15 years MBOU Secondary School No. 10 in Nizhny Tagil.

Questionnaire revealing the dependence of the influence of social networks on the communication skills of adolescents (authors: Partsyna M. A., Sharapov A. O.)

1. Do you use social networks?
   A. Yes
   B. No
2. How much time do you spend on social media?
   A. Less than, 1 hour
   B. 1-3 hours
   C. 4-6 hours
   D. More than 6 hours
3. Your communication with your peers is mainly
   A. Online
   B. Offline (personal interaction)
4. What are the positive consequences of the network for you?
   A. Improving communication skills
   B. The ability to keep in touch with friends and relatives
   C. Access to educational resources
   D. Development of creative abilities through participation in communities
   E. Receiving information about news and events
5. What negative consequences does the network have for you?
   A. Decreased attention and concentration
   B. The risk of cyberbullying

C. Dependence on social media
D. Loss of privacy
E. Absent-mindedness and procrastination

6. What personal changes does using the Internet entail for you?
A. Increased self-confidence
B. Formation of communication skills
C. Increased anxiety and emotional dependence
D. Increased isolation from real communication

7. Do social media help you communicate with your peers?
A. They partially help
B. They help a lot
C. They don’t help

8. Do you have difficulty communicating face to face?
A. Sometimes
B. No
C. Often

9. What is the main problem for a teenager, in your opinion, due to constant online presence?
A. Lack of live communication
B. Dependence on the network
C. Loss of live interaction skills
D. Decreased self-esteem due to comparisons with others on social media

10. What social attitudes have you formed due to watching content?
A. Increased attention to your appearance and the desire to conform to fashion trends.
B. The formation of interest in environmental, social or political issues.
C. The desire to own expensive or fashionable things in order to be “up to standard”.
D. The desire for self-expression and active participation in social networks.

11. In your opinion, does the Internet have an impact on increasing the level of communication among teenagers or not?
A. Yes, it does
B. No, it does not
C. I find it difficult to answer

12. Does the Internet help to establish emotional connections in the adolescent community?
A. Yes, it helps
B. No, it doesn't help
C. I find it difficult to answer

13. Does the Internet help a modern teenager to develop communication?
A. Yes, it does
B. No, it does not
C. I find it difficult to answer

14. In your opinion, how does the Internet influence conflict in the adolescent

environment?

A. Increases conflicts due to anonymity and dissemination of information
B. Leads to misunderstandings and mistrust between peers
C. Serves as a platform for conflict resolution through communication
D. Increases peer pressure and competition

15. Does constant communication on the Internet affect self-regulation and self-control in interpersonal communication?

A. Yes, it does
B. No, it does not
C. I find it difficult to answer

The introduction of the authors' questionnaire aimed at studying the impact of social networks on adolescents received, as originally expected, a vivid emotional response from the audience under study, and the desire to answer questions was explained by the correct choice of the relevant research topic.

The obtained results allowed us to draw an unambiguous conclusion about the complete immersion of a modern teenager in the digital environment and online reality.

A significant decrease in direct verbal contacts, a decrease in the quality of these contacts against the background of the penetration of digitalization and social networks, in particular, into the life of a modern teenager, leads to a decline and a low level of formation of communication skills among adolescents.

All the respondents actively use social networks. This indicates the high popularity of social platforms among this age group and underlines the importance of their role in the daily lives of teenagers.

The most popular response in the sample about the time spent on social media by teenagers is from 1 to 3 hours (48 %). A significant proportion of respondents spend less than an hour or 4 to 6 hours on social media (24 %). A small percentage (12 %) spends more than 6 hours a day on social media.

These data indicate moderate use of social platforms, although there is a group of users who tend to stay online for a long time, most likely in this case, we can talk about Internet addiction.

72 % of the respondents chose the online format as a priority for communication with peers, which allows us to conclude about the broad trend of the modern adolescent community towards digital interaction, non-verbal communication on the web, and emphasizes the importance of virtual communication channels among adolescents. However, offline communication still retains its place, albeit to a lesser extent (28 %).

Social networks have a positive impact on teenagers, primarily contributing to the improvement of communication skills (28 %) and maintaining contacts with loved ones (24 %) according to the students themselves. Access to educational resources and the development of creative abilities are also significant, but occupy fewer high positions. Teenagers do not fully appreciate the opportunities for learning and self-expression provided by social platforms.

The most significant negative consequences of using social media are decreased attention and concentration (28 %) and dependence on platforms (24 %).

The risk of cyberbullying and loss of privacy also worry teenagers, although to a lesser extent. These results highlight the need to raise awareness about the potential negative aspects of social media use.

The use of the Internet contributes to positive personal changes, such as increased self-confidence (40 %) and the formation of communication skills (32 %), according to the subjective opinion of the respondents.

However, there is a small proportion of adolescents experiencing increased anxiety and emotional dependence (20 %), as well as isolation from real communication (8 %). This indicates the dual nature of the Internet's influence on personal development.

The majority of respondents believe that social media is very helpful (48 %) and partially helpful (40 %) in communicating with peers. Only a small percentage (12 %) do not see them as useful for communication. This confirms that social platforms play a significant role in the maintenance and development of social networks among adolescents.

Some teenagers (20 %) have difficulty communicating face to face. The rest of the respondents most often do not face such problems. This may indicate that although online communication is dominant, most adolescents retain the ability to communicate effectively in person.

The main problem noted by the teenagers themselves is dependence on the network (40 %), which indicates the potential risks of excessive use of social platforms. Lack of live communication and loss of interaction skills are also considered significant problems, although to a lesser extent. Reducing self-esteem through comparisons with other respondents is the least noted problem.

Viewing content on social networks contributes to the formation of various social attitudes among adolescents. The most significant are attention to appearance and fashion trends (36 %) and interest in social issues (25 %).

The desire to own expensive things and the desire for self-expression are also present, but less pronounced. This highlights the influence of social platforms on the formation of values and priorities among adolescents.

The majority of respondents (72 %) believe that the Internet affects the level of communication. A small percentage (16 %) do not see such an impact. This confirms the view that digital platforms contribute to the expansion of communication opportunities and interaction among young people.

The majority of teenagers (68 %) believe that the Internet helps to establish emotional connections in the community. A small part of the respondents (20 %) disagrees with this statement. This indicates that digital platforms play an important role in the formation and maintenance of emotional bonds among adolescents.

The majority of respondents (64 %) believe that the Internet promotes the development of communication skills among modern teenagers. A small percentage (24 %) disagree with this. This indicates a positive perception of the Internet as a tool for improving communication skills among young people.

The Internet is perceived as a factor that increases conflicts among teenagers, primarily due to anonymity and the rapid dissemination of information (36 %). It is also noted that it leads to misunderstandings and distrust (28 %) and increases peer

pressure (16 %). Despite this, a small percentage of respondents (20 %) see the Internet as a platform for conflict resolution through communication. This highlights the ambivalent nature of the Internet's influence on interpersonal relationships among teenagers.

The majority of teenagers (56 %) believe that constant communication on the Internet affects their self-regulation and self-control in interpersonal communication. This may indicate that excessive use of social media may reduce the ability to control one's reactions and emotions in face-to-face communication. The smaller part (24 %) does not notice such an influence, which indicates the variability of perception of this aspect among young people.

Summarizing, it can be argued that modern teenagers, being active users of various online platforms, face daily the opportunities and challenges that social networks present to their communication skills and personal development.

Social media can negatively affect communication skills, as virtual communication can replace face-to-face communication. Excessive social media engagement can lead to poor academic performance, low self-esteem, and strained relationships with family. However, social networks have their advantages, such as ease of communication and access to new knowledge through online courses and resources, if used constructively in life [2, p. 406].

Thus, in order to ensure the healthy and balanced development of the younger generation, it is necessary to combine educational, social and regulatory measures aimed at maximizing the positive effects and minimizing the negative consequences of digital interaction.

Список литературы:

1. Парцына, М. А. Психолого-педагогические и социальные последствия интернет-зависимости в детско-подростковом и молодежном сообществе / М. А. Парцына, А. А. Гаева, А. Е. Кизилова. – Текст : электронный // Вопросы педагогики. – 2025. – № 1-2. – С. 58-62. – URL: https://www.elibrary.ru/item.asp?id=80280047 (дата обращения: 07.03.2025). – EDN IZYPMN.

2. Сямонова, Д. А. Влияние социальных сетей на коммуникативные навыки подростков / Д. А. Сямонова. – Текст : электронный // Региональное развитие: экономика и социум. Взгляд молодых исследователей : материалы симпозиума XIX (LI) Международной научной конференции студентов, аспирантов и молодых ученых, Кемерово, 29 апреля 2024 года. – Кемерово: Кемеровский государственный университет, 2024. – С. 404-407. – URL: https://www.elibrary.ru/item.asp?id=68498934 (дата обращения: 07.03.2025). – EDN CLNZBI.

© Парцына М. А., Шарапов А. О., 2025

УДК 159.923

Polyakova Olga Borisovna,
PhD in Psychology, Associate Professor,
Center for Developmental Psychology,
Moscow, Russian Federation,
pob-70@mail.ru

THE ROLE OF SELF-CONTROL IN THE PROFESSIONAL TRAINING OF STUDENTS

Abstract. The role of self-control in the professional training of students is determined: self-control of students helps to level out depressive symptoms, dependence on mobile phones, Internet addiction, social isolation, fear of missing out, stress, anxiety, emotional instability, as well as to strengthen academic performance, susceptibility to organizational care, responsibility, psychological well-being, and meaningful life orientations.

Keywords: control, self-control, preparation, professional training, students.

Полякова Ольга Борисовна,
канд. психол. наук, доцент,
Центр психологии развития,
Москва, Российская Федерация,
pob-70@mail.ru

РОЛЬ САМОКОНТРОЛЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ СТУДЕНТОВ

Аннотация. Определена роль самоконтроля в профессиональной подготовке студентов: самоконтроль студентов способствует нивелированию депрессивной симптоматики, зависимости от мобильных телефонов, интернет-зависимости, социальной изоляции, страха упустить что-то, стресса, тревожности, эмоциональной неустойчивости, а также упрочению академической успеваемости, восприимчивости организационной заботы, ответственности, психологического благополучия, смысло-жизненных ориентаций.

Ключевые слова: контроль, самоконтроль, подготовка, профессиональная подготовка, студенты.

Self-control of students is a systematic verification by their own means (self-analysis, self-assessment, self-evaluation, self-forecasting, self-reflection, self-goal-setting) of the correction of deviations from the educational and professional trajectory, the results of educational and professional activities, their educational and professional skills, themselves as a future specialist, the effectiveness of educational and professional training [1, 2]; this is an important component of educational and professional training, which allows providing internal feedback during training,

learning about the quality and completeness of studying educational and professional material, shortcomings and difficulties, the strength of developed skills and abilities, and contributing to increased effectiveness of training [3, 4].

A meta-analysis of 7 empirical contents of Scopus 2024 articles on the Science Direct platform was carried out.

Investigating the influence of self-control, perceived stress, and organizational concerns on mobile phone addiction among college students, W. Zheng, W. Chen, J. Fang, N. Li, J. Huang, L. Wang, M. Wang, X. Feng, C. Heng, Y. Tan [5] noted that cases of mobile phone addiction are increasing among college students and can lead to depression, anxiety, and sleep disturbances. 900 college students aged 18–25 years (M = 20.99, SD = 1.58, 94 % female) were recruited from 10 universities in China. Data were collected through an online survey between February and March 2023. Organizational concerns, perceived stress, self-control ability, and mobile phone addiction among college students were assessed. The prevalence of mobile phone addiction was 34.9 % (314/900). Mobile phone addiction among college students was negatively correlated with self-control ($r = -0.468$, $p < 0.001$) and organizational concern ($r = -0.156$, $p < 0.001$) and positively correlated with perceived stress ($r = 0.362$, $p < 0.001$). Perceived stress and self-control mediated the relationship between organizational concern and mobile phone addiction, and the relative mediating effect sizes were 16.6 % and 17.2 %, respectively. Organizational concern had an indirect effect on mobile phone addiction through perceived stress and self-control, and the relative values were 19.1 %. Organizational concern, stress, and self-control directly influenced mobile phone addiction among college students. Organizational care indirectly influenced mobile phone addiction through perceived stress and self-control. To further reduce cell phone addiction among students, teachers should improve organizational care, reduce perceived stress, and improve self-control skills.

In describing self-control, emotional instability, and Internet addiction among college students, W. Qi, X. Liao, D. Wang, J. Cai [6] emphasize that students with low self-control spend a lot of time online and are at risk of becoming addicted. 483 Chinese college students participated. Their emotional instability, self-control, and Internet addiction were assessed. A positive indirect effect via self-control and emotional instability on Internet addiction was established. The mediating effect of self-control between emotional instability and Internet addiction was statistically significant, as was the mediating effect between emotional instability and Internet addiction. Emotional instability has a positive effect on Internet addiction via self-control ($\beta = 0.21$, 95 % BcCI = [0.16, 0.27]), with the same direction as the direct effect ($\beta = 0.17$), whose overall effect is positive ($\beta = 0.38$, 95 % BcCI = [0.28, 0.47]).

To determine the mediating role of self-control, anxiety and factors influencing Internet addiction among college students, M. Chen, X. Zhang [7] indicate that the survey was conducted on 538 college students from Zhengzhou Vocational University of Information and Technology, Henan University of Chinese Medicine and Henan Polytechnic Institute. Stress, self-control, enjoyment, anxiety, self-efficacy and social support are important predictors of Internet addiction, providing

theoretical and practical insights to alleviate Internet addiction. Stress ($\beta = 0.343$, $t = 6.571$, $p = 0.000$), depression and anxiety ($\beta = 0.211$, $t = 4.197$, $p = 0.000$) have a significant positive effect on Internet addiction, with stress being the most significant predictor of Internet addiction. Self-control ($\beta = -0.371$, $t = 8.661$, $p = 0.000$) and social support had a significant negative effect on Internet addiction ($\beta = -0.012$, $t = 2.180$, $p = 0.029$). The effect of self-efficacy on Internet addiction was not significant ($\beta = -0.040$, $t = 0.894$, $p = 0.371$). Among the factors influencing depression and anxiety, stress showed a strong positive effect ($\beta = 0.840$, $t = 52.962$, $p = 0.000$), while self-efficacy ($\beta = -0.036$, $t = 0.970$, $p = 0.332$) and social support ($\beta = -0.004$, $t = 0.112$, $p = 0.911$) had no significant effect on depression and anxiety. Among the factors predicting self-control, stress had a negative effect on self-control ($\beta = -0.711$, $t = 23.383$, $p = 0.000$), and social support had a positive effect on self-control ($\beta = 0.212$, $t = 4.308$, $p = 0.000$), but the effect of self-efficacy on self-control was insignificant ($\beta = -0.089$, $t = 1.763$, $p = 0.078$).

By revealing the relationship between self-control and responsibility with fear of missing out and social media addiction among students, A. Kovan, M. Yıldırım, A. Gülbahçe [8] assert that social media addiction significantly contributes to the well-being and mental health of young people. The participants included 256 students (80 % female) aged 18-30 years (M = 20.31 years; SD = 2.29) from a Turkish Muslim university. Fear of missing out directly influences social media addiction through three mediation pathways: self-control; through responsibility; through self-control and responsibility. Fear of missing out is strongly associated with social media addiction. Self-control and responsibility are consistent mediators. Improving youth self-control and responsibility can prevent or reduce the impact of fear of missing out on social media addiction. Developing self-control and responsibility skills among students is important to effectively manage the risks of fear of missing out and social media addiction. The importance of awareness-raising and psychoeducation programs to help students establish healthy boundaries in digital media use is highlighted. Valuable information is provided for individual interventions and support strategies in the context of social media use among students. Fear of missing out demonstrated a significant predictive relationship with self-control ($\beta = -0.25$, $p < 0.001$) and responsibility ($\beta = 0.23$, $p < 0.001$). Self-control had a positive effect on responsibility ($\beta = 0.21$, $p < 0.001$). Self-control and responsibility are significant factors contributing to social media addiction ($\beta = -0.51$, $p < 0.001$) for self-control ($\beta = -0.11$, $p < 0.01$) for responsibility. The combined effect of fear of missing out on social media addiction is significant with a coefficient of ($\beta = 0.25$, $p < 0.001$). After accounting for the effects of self-control and responsibility, the direct effect of fear of missing out on social media addiction remained significant ($\beta = 0.20$, $p < 0.001$).

When examining the relationship between self-control, depression, and meaning in life among college students, W. Zihao, Z. Ying, Z. Xiaoyun [9] noted that among 936 Chinese college students aged 17–22 years ((M = 18.27, SD = 0.75, females = 65.7 %), depression was associated with self-control and meaning in life. Depression predicts the level of meaning in life through one of the components of self-control: self-discipline. A complex relationship has been established between

symptoms of depression, self-control, and meaning in life. Emphasizing meaning in college students who are at high risk for depression can reduce their level of depression. If this emphasis is combined with improving their self-discipline, it may also be helpful in cases of depression.

Establishing the relationship between self-control, social isolation, and Internet addiction among college students, Y. Guo, F. Yue, X. Lu, F. Sun, M. Pan, Y. Jia [10] point out that Internet addiction among college students is a serious problem, the factors of which during the COVID-19 pandemic are different from those before it. The isolation scale of the self-compassion scale, the self-control scale, and the Internet addiction scale were used to assess social isolation, self-control, and Internet addiction among college students, respectively. A total of 479 college students from 6 universities in 3 different regions of Shandong, China, participated. Students had low levels of Internet addiction and moderate levels of social isolation and self-control, with mean scores of 8.94 (SD = 9.06), 12.04 (SD = 3.53), and 57.15 (SD = 8.44), respectively. Social isolation was positively correlated with Internet addiction ($r = 0.217$; $p < 0.001$), and self-control was negatively correlated with both social isolation ($r = -0.355$; $p < 0.001$) and Internet addiction ($r = -0.260$; $p < 0.001$). Self-control played a mediating role in the relationship between social isolation and Internet addiction ($\beta = -0.185$, 95 % Cl -0.295 to -0.087). The impact of social isolation on Internet addiction was weaker among female students than male students. Self-control plays a mediating role in the relationship between social isolation and internet addiction. Gender played a moderating role in the relationship between social isolation and internet addiction. The need to mitigate the development of internet addiction among students during the pandemic, particularly among male students, was highlighted.

To characterize the influence of students' self-control on their academic performance and psychological well-being, J. Zhang, C. Peng, C. Chen [11] indicate that the study was conducted in Beijing, China, with the participation of 600 students, including 300 freshmen and 300 fifth-year students. The questionnaires used were: a depression, anxiety and stress scale, where self-control is a factor in preventing negative emotional manifestations, and a health questionnaire, where psychological well-being is supported by academic performance and health. Academic performance was assessed using a 12-point scale including various criteria (exam results, course results and participation in extracurricular activities). The study was conducted in 5 faculties of the university from 2022 to 2023. With an above-average level of self-control, 5th-year students demonstrated higher levels of psychological well-being than 1st-year students (the average score on the depression, anxiety, and stress scale was 27.1 and 24.2, respectively) and achieved higher academic performance (the average score was 9.8 compared to 8.2 for 1st-year students). The mediating role of self-control indicates significant relationships between stress, depression, and anxiety levels and academic performance (stress: $r = -0.25$, $p < 0.001$; depression: $r = -0.20$, $p = 0.003$; anxiety: $r = -0.18$, $p = 0.008$). The higher the self-control, the higher the academic achievement and the lower the stress, depressive symptoms, and anxiety. The importance of addressing students' psychological well-being while receiving vocational training is emphasized.

A review of empirical studies on student self-control showed a significant association between self-control and academic performance, depressive symptoms, cell phone addiction, Internet addiction, organizational care, responsibility, psychological well-being, life orientations, social isolation, fear of missing out, stress, anxiety, and emotional instability [12, 13].

The higher the self-control, the lower the depressive symptoms, cell phone addiction, internet addiction, social isolation, fear of missing out, stress, anxiety, emotional instability, the more responsive organizational care, the higher the academic performance, responsibility, psychological well-being and the clearer the sense of life orientations [14].

The main features of modern students' self-control are systematic self-analysis, self-assessment, self-evaluation, self-verification, self-prediction, self-reflection, setting personal goals to strengthen academic performance, organizational care, mental health, meaning of life, as well as to prevent depression, addiction to online games, mobile phones, social networks, Internet addiction, social isolation, fear of missing out, stress, anxiety [15, 16].

Список литературы:

1. Андреева, Н. В. Самоконтроль учебной деятельности студента в условиях дистанционного обучения / Н. В. Андреева, А. А. Суслина. – Текст: непосредственный // Известия Балтийской государственной академии рыбопромыслового флота: психолого-педагогические науки. – 2022. – Т. 59, № 1. – С. 121-123.
2. Polyakova, O. B. (2022) The specificity of the vitality of health care workers with professional deformations / O. B. Polyakova, T. I. Bonkalo // Health Care of the Russian Federation. 66 (1), 67-75.
3. Королев, И. В. Развитие навыков самоконтроля средствами физической культуры и спорта в борьбе с игровой компьютерной зависимостью у студентов / И. В. Королев, С. А. Королева, Н. Н. Горячева. – Текст : непосредственный // Методические вопросы преподавания инфокоммуникаций в высшей школе. – 2024. – Т. 13, № 1. – С. 44-52.
4. Полякова, О. Б. Специфика жизнестойкости работников здравоохранения с профессиональными деформациями / О. Б. Полякова, Т. И. Бонкало. – Текст: непосредственный // Здравоохранение Российской Федерации. – 2022. – Т. 66, № 1. – С. 67-75.
5. Zheng, W. (2024) The influence of organizational caring on mobile phone addiction in undergraduate nursing students: The chain mediating role of perceived stress and self-control / W. Zheng, W. Chen, J. Fang, N. Li, J. Huang, L. Wang, M. Wang, X. Feng, C. Heng, Y. Tan // Heliyon. 10 (18), e37679.
6. Qi, W. (2024) The effect of childhood harshness and unpredictability on Internet addiction among college students: The mediating effect of self-control / W. Qi, X. Liao, D. Wang, J // Cai. Heliyon. 10 (10), e31322.
7. Chen, M. (2024) Factors influencing internet addiction among university students: The mediating roles of self-control and anxiety / M. Chen, X. Zhang // Acta Psychologica. 250, 104535.

8. Kovan, A. (2024) The relationship between fear of missing out and social media addiction among Turkish Muslim students: A serial mediation model through self-control and responsibility / A. Kovan, M. Yıldırım, A. Gülbahçe // Social Sciences & Humanities Open. 10, 101084.
9. Zihao, W. (2024) The relationship between depression, self-control and meaning in life among young undergraduate students: Evidence from path analysis and network analysis / W. Zihao, Z. Ying, Z. Xiaoyun // Personality and Individual Differences. 228, 112737.
10. Guo, Y. (2024) COVID-19–Related Social Isolation, Self-Control, and Internet Gaming Disorder Among Chinese University Students: Cross-Sectional / Y. Guo, F. Yue, X. Lu, F. Sun, M. Pan, Y. Jia // Journal of Medical Internet Research. 26, 52978.
11. Zhang, J. (2024) Mental health and academic performance of college students: Knowledge in the field of mental health, self-control, and learning in college / J. Zhang, C. Peng, C. Chen // Acta Psychologica. 248, 104351.
12. Полякова, О. Б. Особенности малоадаптивных форм и видов вины медицинских работников в постковидный период / О. Б. Полякова, Т. И. Бонкало. – Текст: непосредственный // Здравоохранение Российской Федерации. – 2023. – Т. 67, № 5. – С. 430-435.
13. Королев, И. В. Развитие навыков самоконтроля средствами физической культуры и спорта в борьбе с игровой компьютерной зависимостью у студентов / И. В. Королев, С. А. Королева, Н. Н. Горячева. – Текст: непосредственный // Методические вопросы преподавания инфокоммуникаций в высшей школе. – 2024. – Т. 13, № 1. – С. 44-52.
14. Полякова, О. Б. Особенности эмоциональных проявлений профессиональных деформаций (выгорания) работников здравоохранения в постковидный период / О. Б. Полякова, Т. И. Бонкало. – Текст: непосредственный // Проблемы социальной гигиены, здравоохранения и истории медицины. – 2024. – Т. 32, № S2. – С. 1154-1159.
15. Бонкало, Т. И. Специфика профессионального стресса медицинских работников в постковидный период / Т. И. Бонкало, О. Б. Полякова. – Текст: непосредственный. // Проблемы социальной гигиены, здравоохранения и истории медицины. – 2023. – Т. 31, № S2. – С. 1197-1201.
16. Полякова, О. Б. Особенности профиля профессионального кризиса медицинских работников с профессиональными деформациями в условиях пандемии COVID-19 / О. Б. Полякова, Т. И. Бонкало. – Текст : непосредственный // Здравоохранение Российской Федерации. – 2022. – Т. 66, № 6. – С. 521-528.

© Полякова О. Б., 2025

УДК 159.9

Krawzowa Sofia Wladimirowna,
Aspirant,
Russische Universität für Völkerfreundschaft,
Moskau, Russische Föderation,
28221ks@mail.ru

MULTIKULTURELLE SPRACHLICHE SELBSTVERWIRKLICHUNG ALS ESSENZ DES BILDUNGSPROZESSES BEIM ERLERNEN DER FREMDSPRACHEN VON SCHÜLERN UND STUDENTEN

Anmerkung. Im Artikel geht es um die Selbstverwirklichung multikultureller Sprachen als Schlüsselfaktor im Bildungsprozess des Fremdsprachenstudiums und ihre Rolle im Prozess des Unterrichts von Schülern und Studenten.

Schlüsselwörter: multikulturelle Selbstverwirklichung des Individuums, der Bildungsprozess des Individuums, das Erlernen von Fremdsprachen, Schüler, Studenten.

Kravtsova Sofia Vladimirovna,
Postgraduate Student,
Peoples' Friendship University of Russia (RUDN University),
Moscow, Russian Federation,
28221ks@mail.ru

MULTICULTURAL LINGUISTIC SELF-REALIZATION AS THE ESSENCE OF EDUCATIONAL PROCESS IN THE STUDY OF FOREIGN LANGUAGES BY SCHOOLCHILDREN AND STUDENTS

Abstract. The article considers multicultural linguistic self-realization as a key factor of the educational process in the study of foreign languages, emphasizing its role in the education process of schoolchildren and students.

Keywords: multicultural self-realization of the person, educational process of the person, learning foreign languages, schoolchildren, students.

Кравцова София Владимировна,
аспирант,
Российский университет дружбы народов,
Москва, Российская Федерация,
28221ks@mail.ru

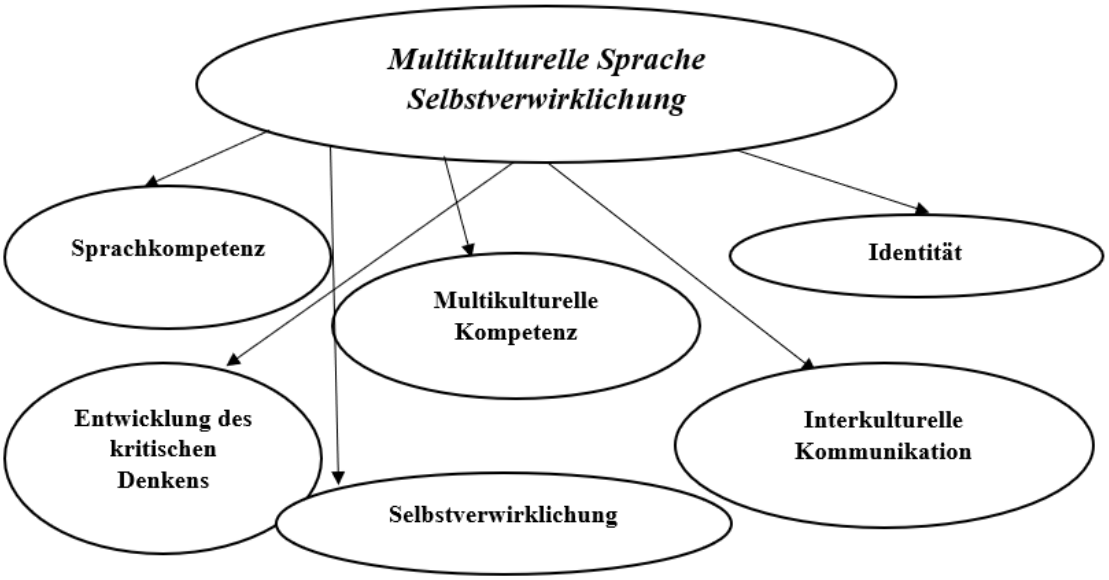
ПОЛИКУЛЬТУРНАЯ ЯЗЫКОВАЯ САМОРЕАЛИЗАЦИЯ КАК СУЩНОСТЬ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ ШКОЛЬНИКАМИ И СТУДЕНТАМИ

Аннотация. В работе рассматривается поликультурная языковая самореализация как ключевой фактор образовательного процесса при изучении иностранных языков, акцентируется внимание на ее роли в процессе обучения школьников и студентов.

Ключевые слова: поликультурная самореализация личности, образовательный процесс, личность, изучение иностранных языков, школьники, студенты.

Aus der Sicht von S. I. Kudinow [1] wird die Selbstverwirklichung des Individuums als eine komplexe psychologische Formation dargestellt, die von sozialpsychologischen Faktoren bestimmt wird, die den Erfolg der Selbstverwirklichung des Individuums in verschiedenen Lebensbereichen im Prozess der individuellen Entwicklung bis zum Lebensende beeinflussen. Der Begriff “Multikulturalismus” [2] wurde erstmals von V. Prashad eingeführt, der ihn als die Ähnlichkeit und Verbindung von Gruppen definierte. Die Selbstverwirklichung einer multikulturellen Sprache ist ein komplexes Phänomen, das durch die Entwicklung einer Person gekennzeichnet ist, die in einem multikulturellen Umfeld effektiv interagieren und dabei eine oder mehrere Fremdsprachen verwenden. Im Bildungsprozess schafft das Erlernen von Fremdsprachen die Grundlage für die Bildung multikultureller Kompetenz, die Offenlegung des individuellen Potenzials des Individuums bei gleichzeitiger Darstellung jedes Menschen als Weltbürger.

Die Hauptelemente der multikulturellen sprachlichen Selbstverwirklichung sind in Abbildung dargestellt.



Abbildung

Sprachkompetenz [3] auf einer wesentlichen Ebene für eine effektive Kommunikation ist die Kenntnis von Grammatik und Wortschatz, die Fähigkeit, sowohl mündliche als auch schriftliche Sprache zu verstehen und Gedanken logisch auszudrücken, wenn man sich an verschiedene Kommunikationsstile und -formen anpasst.

Multikulturelle Kompetenz [4] ist die Fähigkeit des Verständnisses, des Respekts für die Vielfalt der Kulturen, die Fähigkeit, Gemeinsamkeiten und Unterschiede im erfolgreichen Umgang mit Vertretern anderer Kulturen in verschiedenen Situationen zu erkennen. Das Erlernen von Fremdsprachen ermöglicht es Ihnen, die Kulturen der Träger dieser Sprachen, ihre Werte und Traditionen kennenzulernen. Der Besitz multikultureller Kompetenz formt eine tolerante Haltung gegenüber anderen Kulturen und erweitert den Horizont jedes Einzelnen.

Selbstidentifikation [5] ermöglicht ein bewussteres Verständnis der eigenen Kultur und Identität. Beim Vergleich verschiedener kultureller Normen und Werte beginnen Schüler und Studenten, ihre eigene Zugehörigkeit zu einer bestimmten Kultur, persönlichen Überzeugungen und Werten zu erkennen. Die Entwicklung des kritischen Denkens in multikultureller sprachlicher Selbstverwirklichung beinhaltet eine kritische Analyse von Informationen über andere Kulturen, den Mangel an Glauben an Stereotypisierungen. Schülerinnen und Schüler sowie Studierende sollen in der Lage sein, mit Informationen aus unterschiedlichen Blickwinkeln zu arbeiten, den eigenen Standpunkt zu vertreten und zu Schlussfolgerungen zu kommen.

Interkulturelle Kommunikation [6] ist die Fähigkeit, unter Berücksichtigung ihrer kulturellen Besonderheiten und der Vermeidung verschiedener Missverständnisse produktiv mit Vertreterinnen und Vertretern anderer Kulturen umzugehen. Interkulturelle Kommunikation als Element multikultureller Selbstverwirklichung beinhaltet Kenntnisse der Etikette, der nonverbalen Kommunikation und die Fähigkeit, in Konfliktsituationen Kompromisse zu finden.

Ein Element des Systems der multikulturellen sprachlichen Selbstverwirklichung “Selbstverwirklichung” ist der Prozess des Erlernens einer Fremdsprache, der sowohl im beruflichen als auch im persönlichen Bereich neue Möglichkeiten der Selbstverwirklichung eröffnet. Multikulturelle sprachliche Selbstverwirklichung führt zur Entwicklung einer allgemeinen Selbstverwirklichung, die in der Zukunft durch Praktika in einem internationalen Unternehmen für Studenten, Teilnahme an internationalen Projekten für Studenten und Schüler realisiert werden kann. Sie gibt Studenten und Schülern auch die Möglichkeit zu reisen, mit Vertretern anderer Kulturen aus der ganzen Welt zu kommunizieren, Zugang zu Informationen zu erhalten und diese zu nutzen, die einer Person in ihrer Muttersprache nicht zur Verfügung stehen.

Der Bildungsprozess an den Universitäten und Schulen sollte darauf abzielen, Bedingungen für die multikulturelle sprachliche Selbstverwirklichung von Schülern und Studenten zu schaffen, er beinhaltet die Aufnahme authentischer Texte und Videomaterialien, die eine Verbindung zu den Kulturen der Muttersprachler haben, in den Lehrplan. Durch den Einsatz interaktiver Unterrichtsmethoden (Rollenspiele, Diskussionen, Fallstudien) wird Schülern und Studenten die Möglichkeit gegeben, sich am Bildungsprozess zu beteiligen und interkulturelle

Kommunikationsfähigkeiten zu entwickeln. Durchführung von interkulturellen Projekten [7], bei denen sowohl Schülerinnen und Schüler als auch Studierende mit Vertreterinnen und Vertretern anderer Kulturen in Kontakt treten. Aufnahme von Aufgaben in den Lehrplan, die darauf abzielen, kritisches Denken und die Fähigkeit zur Analyse von Informationen über andere Kulturen beim Erlernen von Fremdsprachen zu entwickeln. Wichtig ist auch, eine Atmosphäre des Respekts und der Toleranz im Klassenzimmer zu schaffen, in der jedes Schulkind und jeder Schüler seine eigene Meinung frei äußern kann. Die Integration des Wissens über die Kultur und die Traditionen des Landes der gelernten Sprache in den Bildungsprozess kann durch das Studium von Literatur, Geschichte, Kunst, Musik und die Organisation von thematischen Veranstaltungen, die den Kulturen der Länder der gelernten Sprachen gewidmet sind, dargestellt werden.

Der Einsatz von Informationstechnologie, um mehr über andere Kulturen zu erfahren und mit Muttersprachlern zu kommunizieren. Betrachten wir die Unterschiede in der Herangehensweise an Schüler und Studenten im Bildungsprozess, deren Grundlage die Selbstverwirklichung der multikulturellen Sprache sein wird:

1. Bei der Arbeit mit Schulkindern ist es notwendig, mehr auf die Bildung von Grundkenntnissen über die Kultur des Landes, die gelernte Sprache, sowie auf die Entwicklung der Kommunikationsfähigkeiten zu achten.

2. In der Arbeit mit Studierenden ist es notwendig, analytische und kritische Fähigkeiten zu entwickeln, um professionelle Kompetenz im Bereich der interkulturellen Kommunikation zu bilden. Authentische Materialien, die während des Bildungsprozesses verwendet werden, regen die Forschungsaktivitäten der Schüler an.

Die multikulturelle sprachliche Selbstverwirklichung ist somit ein wichtiges Phänomen für eine erfolgreiche Anpassung an die moderne multikulturelle Welt. Der Bildungsprozess, der auf die Bildung multikultureller sprachlicher Kompetenz abzielt, trägt zur Entwicklung einer Person bei, die effektiv mit Sprechern von Sprachen und anderen Kulturen interagiert, die Fähigkeit hat, die Vielfalt der Welt zu verstehen und zu schätzen und sich sowohl im beruflichen als auch im persönlichen Lebensbereich erfolgreich zu verwirklichen. Derzeit ist es ratsam, in Bildungseinrichtungen weiterhin Bedingungen für die multikulturelle sprachliche Selbstverwirklichung von Schülern und Studenten zu schaffen, in denen vielfältige Methoden und Ansätze zum Einsatz kommen, die sowohl an ihr Alter als auch an ihr Sprachniveau angepasst sind.

Список литературы:

1. Кудинов, С. И. Системная модель самореализации личности / С. И. Кудинов, А. И. Крупнов. – Текст : непосредственный // Вестник Российского университета дружбы народов. Серия: Психология и педагогика. – 2008. – № 1. – С. 28-36.

2. Мельникова, Е. А. Современные тенденции в изучении феномена «поликультурность» в отечественной и зарубежной науке: методологический

аспект / Е. А. Мельникова. – Текст : непосредственный // Мир науки, культуры, образования. – 2021. – № 5 (90). – С. 272-274.
3. Шагбанова, Х. С. Языковая компетентность в онлайн-пространстве в XXI веке / Х. С. Шагбанова. – Текст : непосредственный // Педагогический журнал. – 2021. – Т. 11, № 5А. – С. 466.
4. Живодрова, Т. А. К вопросу о термине «Поликультурная компетентность» / Т. А. Живодрова. – Текст : непосредственный // Проблемы современного образования. – 2017. – № 3. – С. 70-75.
5. Юрич, А. Самоидентификация как априорная основа идентичности / А. Юрич. – Текст : непосредственный // Социальные явления. – 2021. – № 1. – С. 8-16.
6. Шишкарева, О. М. Язык и межкультурная коммуникация / О. М. Шишкарева. – Текст : электронный // На пути к гражданскому обществу. – 2024. – № 1(53). – С. 40-42. – URL: https://cyberleninka.ru/article/n/yazyk-i-mezhkulturnaya-kommunikatsiya/viewer (дата обращения: 11.03.2025).
7. Мосина, М. А. Использование межкультурных телекоммуникационных проектов в обучении учащихся старшей школы / М. А. Мосина, С. Н. Бокова. – Текст : непосредственный // Проблемы романо-германской филологии, педагогики и методики преподавания иностранных языков. – 2020. – № 16. – С. 187-192.

© Кравцова С. В., 2025

УДК 677.07

Vokina Olga Nikolaevna,
Postgraduate Student,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
palecheek@gmail.com

FORMATION OF THE IMAGE OF THE SOVIET PERSON THROUGH THE CREATION OF NEW COSTUME

Abstract. The article analyses the peculiarities of the formation of the image of the Soviet person through the creation of new costume in the 1920s. Theoretical and practical developments of artists who relied on current trends in art are considered. The most important role in this field was played by the artists Alexander Rodchenko, Vladimir Tatlin, Varvara Stepanova, Lyubov Popova. The article also reviews theoretical and practical developments of Nadezhda Lamanova and the artists who worked under her leadership in the creation of modern costume. Among them are sculptor Vera Mukhina, painter Alexandra Exter and folk embroidery specialist Evgenia Pribylskaya.

Keywords: Soviet fashion, Soviet design, everyday costume, constructivism, textile design.

Вокина Ольга Николаевна,
аспирант,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
palecheek@gmail.com

ФОРМИРОВАНИЕ ОБРАЗА СОВЕТСКОГО ЧЕЛОВЕКА ПОСРЕДСТВОМ СОЗДАНИЯ НОВОГО КОСТЮМА

Аннотация. Статья посвящена анализу особенностей формирования образа советского человека посредством создания нового костюма в 1920-е годы. В статье рассмотрены теоретические и практические наработки художников, опиравшихся на актуальные течения в искусстве. Важнейшую роль в этой области сыграли художники Александр Родченко, Владимир Татлин, Варвара Степанова, Любовь Попова. Также рассмотрены теоретические и практические наработки Надежды Ламановой и работавших под ее руководством художников по созданию современного актуального

костюма. Среди них – скульптор Вера Мухина, живописец Александра Экстер и специалист в области народной вышивки Евгения Прибыльская.

Ключевые слова: советская мода, советский дизайн, бытовой костюм, конструктивизм, дизайн текстиля.

The Bolshevik Revolution contributed to significant changes in society and, as a result, influenced the formation of new Soviet fashion.

In the first years after the revolution, the main problem of the population was to adapt to the peculiarities of the new way of life. The asceticism of the costume of this period can be explained not only by the worldview that rejected everything that was connected with the previous lifestyle, but also by difficult living and economic conditions, the post-revolutionary desolation and the Civil War. However, the citizens of the young Country of Soviets did not just need clothes; they had to invent something that would distinguish them from previous generations in order to look like the builders of a new society. Therefore, despite the general situation and noticeable decline in the standard of living, new trends in art arose in the background of artistic searches.

Already in the first post-revolutionary years artists were searching for new forms of clothing. There were two main directions: representatives of the first relied on the traditions of folk costume, those of the second – on modern trends in art. Representatives of the first direction created their projects focusing on the traditions of historical, mainly Russian costume, while the other direction was determined by constructivist artists.

The most important role in the work on new forms of clothing was played by the famous fashion designer from the pre-revolutionary era, Nadezhda Lamanova. She was the first to draw attention to the fact that the creation of everyday costume is not just a creative process, but an art which is more important than many others, because by working on the costume of each person, it becomes mass. In her work, she proceeded from the demands of the time and was guided by the image of her contemporary. N. Lamanova saw the national style in costume not in the transfer of features of Russian folk costume to modern ones, but in their deep creative rethinking and in the inheritance of basic artistic principles. In addition, N. Lamanova was involved in developing the theoretical foundations of the activities of fashion designers. She was especially concerned with the idea of combining the artist's creative work with mass production. In both theory and practice, she strove to develop designs that could be implemented on a production scale [1].

In the early 1920s, a group of artists gathered around N. Lamanova, and under her leadership, began to try themselves at designing modern, relevant costumes. Among them were sculptor Vera Mukhina, painter Alexandra Exter, folk embroidery specialist Evgeniya Pribylskaya and others. All of them accepted Nadezhda Lamanova's works with great enthusiasm and saw in it the prospect of developing a new type of costume.

Vera Mukhina approached the work of creating a costume as a sculptor, considering form to be the basis of clothing design. She was a co-author of many of

Lamanova's models of clothes. One of the striking examples of their joint project activities was the album "Art in Everyday Life", published in 1925. There were models of everyday men's, women's and children's suits in it. Because of the availability of drawings and detailed descriptions, they could be made by anyone with basic sewing skills. Paying respect to the realities of the time, characterized, among other things, by a shortage of fabrics, the artists proposed models made of available materials – headscarves, canvas towels, soldier's cloth, and others. These models of clothes featured distinctive peculiarities of Russian folk costume, such as specific cut, color combinations and decorative elements [2]. Similar Russian-style dresses created by N. Lamanova were presented at the International Exhibition of Modern Decorative and Industrial Arts in Paris in 1925, where they won the Grand Prix.

Evgeniya Pribylskaya created clothing samples decorated with embroidery and appliqué, both based on folk motifs and with patterns based on her own designs. However, despite her narrow specialization in the field of traditional art, she did not keep out from the issues of the new costume. Like N. Lamanova, E. Pribylskaya based her works on the principles of expediency and functionalism, observing the relationship between form, fabric, and embellishments. Together with Lamanova, she worked on simplifying, reducing the cost and rationalizing the costume.

The works of Alexandra Exter were also important. By the early 1920s she was well known as a painter, master of monumental art and theatre designer. Her work in costume design was characterized by some duality. In her theoretical works, she supported rational costume, and highlighted an important role of its practical suitability and ease in production. However, when creating individual models for customers, Exter deviated from the principles of expediency [1].

Nadezhda Makarova is another important figure in Russian clothes design of the 1920s. In her works she included reinterpreted elements of folk ornamentation, from which she took the color setup and principles of construction. Being a supporter of traditional costume, she developed many clothing samples taking into account mass production technologies [3].

The use of production clothing was significant in the developments of representatives of another direction of artists. Artists called such examples of industrial clothing "prozodezhda". These were variants of clothing models for representatives of different professions: from janitors to actors. Their main characteristic was functionality, depending on the type of its owners' activity. The most important role in this field of design was played by artists Alexander Rodchenko, Vladimir Tatlin, Varvara Stepanova, Lyubov Popova and others. The theoretical basis for the development of this area was given by Varvara Stepanova in her article "The Costume of Today – Prozodezhda", published in the magazine "LEF". She formulated a number of provisions and outlined the stages of creating a costume – from a clear delineation of its functions to a system of cut and processing. The main principles of a modern suit, in her opinion, were convenience and expediency [4].

One of the ideologists of constructivism, Alexander Rodchenko, created a costume for a constructivist artist, which he himself wore with pleasure. The suit's

functionality is undeniable: large pockets accommodate all the tools needed for work, and the areas subject to the greatest wear are trimmed with leather.

Vladimir Tatlin's experience in the field of costume design was short but productive. The artist designed a complete men's clothing set, including a suit and a coat. He also formulated a detailed program of his own costume "reform" which he set out in comments to a publication in the magazine "Red Panorama". V. Tatlin practically prepared the set of clothes for production, having developed sketches and a set of patterns and then received the opportunity to produce the entire set in material at the factories of the "Leningradodezhda" trust [5].

The most important feature of this period was the proclamation of a new approach to the creation of everyday life's items. A characteristic feature of constructivism is the rejection of aesthetics, replacing the aesthetic criterion with expediency. The principle of decorating an object was replaced by the principle of construction. In this context, it is important to note another area of activity of constructivist artists – the creation of new designs for fabrics. Varvara Stepanova and Lyubov Popova were the most meaningful artists in it. Both were convinced that geometric patterns should replace the traditional and, in their opinion, outdated floral ornament [6]. Developing samples of new textiles and clothing, they considered them as an essential part of a new way of life, radically different from the previous one. The special significance of their work is determined not only by the fact that their designs were implemented in mass production (unlike most of the projects described in this article), but also by the specificity and grandeur of the project.

From the second half of the 1920s, the romantic impulse of artists engaged in the development of new forms of costume began to fade. The level of industry did not allow their ideas to be implemented in mass production. The pace set by the revolutionary times turned out to be impossible to achieve in practice. Artists were forced to limit themselves to isolated experiments, work for individual customers, or to design theatrical productions. By the early 1930s, their utopian concepts had finally lost their relevance. The new political ideology required different solutions: the progressive art of the avant-garde was replaced by socialist realism, which was more understudied by people.

After the analysis of the work of Soviet artists involved in the development and creation of new costumes in the 1920s, the following conclusions can be made.

Already in the first post-revolutionary years artists were searching for new forms of clothing. There were two main directions: representatives of the first one relied on the traditions of folk costume, whereas those of the second – on modern trends in art.

The experiments of the artists of the 1920s were the first steps of theoretical substantiation and outlined the way for solving the problem of creating new forms of costume.

Many of their artistic developments were ahead of their time. The artists proposed a lot of innovative ideas that were initially not widely used, but were developed in Soviet modeling in the 1950s and 1960s.

Thus, these artistic experiments in the field of costume modeling, as well as their theoretical justifications influenced the formation of the image of the Soviet

person, and they are still relevant for fashion development in this country and all over the world.

Список литературы:

1. Стриженова, Т. К. Из истории советского костюма / Т. К. Стриженова. – М.: Советский художник, 1972. – 110 с. – Текст: непосредственный.
2. Альбом Искусство в быту : [сайт]. – 2025. – URL: https://lamanova.com/16_iskusstvo-v-bytu.html (дата обращения: 01.04.2025). – Текст : электронный.
3. Востиркова, О. Преемница традиций / О. Вострикова. – Текст : непосредственный // Юный художник. – 2009. – № 3. – С. 26-27.
4. Бартлетт, Д. FashionEast: призрак, бродивший по Восточной Европе / Д. Бартлетт; пер. с англ. Е. Карда. – М.: Новое литературное обозрение, 2011. – 356 с. – Текст : непосредственный.
5. Демиденко, Ю. Б. Новая одежда для нового мира. Костюмы В. Е. Татлина на фоне эпохи / Ю. Б. Демиденко. – Текст : непосредственный // Теория моды. Одежда. Тело. Культура. – М. : Новое литературное обозрение, 2016. – № 39. – С. 241–247.
6. Туловская, Ю. А. Текстиль Авангарда. Рисунки для ткани / Ю. А. Туловская. – М. : TATLIN, 2021. – 176 с. – Текст : непосредственный.

© Вокина О. Н., 2025

УДК 327

Smirnova Olga Anatolyevna,
candidat es sciences politiques, chargé de cours,
Université d'Etat Lobatchevski de Nijni Novgorod,
Nijni Novgorod, Fédération de Russie,
oasmirnova64@mail.ru

LA DIRECTION AFRICAINE DE LA POLITIQUE ETRANGERE DE LA FRANCE AU STADE ACTUEL

Annotation. L' auteur examine la politique de la Republique francaise sur le continent africain qui est l'une des priorités de la politique extérieure française visant à la sauvegarde de l'influence de la France dans cette région du monde, à l'élargissement de l'influence économique et politique du pays sur ce continent.

Mots clés: les relations franco-africaines, analyse les aspects historiques, politiques, économiques la crise entre la France et ses anciennes possessions coloniales en Afrique, les perspectives de la direction africaine de la politique étrangère moderne de la France.

Smirnova Olga Anatolyevna,
PhD in Politics, Associate Professor,
Lobachevsky State University of Nizhni Novgorod,
Nizhni Novgorod, Russian Federation,
oasmirnova64@mail.ru

THE AFRICAN DIRECTION OF FRANCE'S FOREIGN POLICY AT THE PRESENT TIME

Abstract. The author examines the policy of the French Republic on the African continent, which is one of the priorities of French foreign policy, aimed at safeguarding France's influence in this part of the world, and expanding the country's economic and political influence on the continent.

Keywords: Franco-African relations, analyzing the historical, political and economic aspects of the crisis between France and its former colonial possessions in Africa, the prospects for the African direction of France's modern foreign policy.

Смирнова Ольга Анатольевна,
канд. полит. наук, доцент,
Нижегородский государственный университет им. Н. И. Лобачевского,
г. Нижний Новгород, Российская Федерация,
oasmirnova64@mail.ru

АФРИКАНСКОЕ НАПРАВЛЕНИЕ ВНЕШНЕЙ ПОЛИТИКИ ФРАНЦИИ НА СОВРЕМЕННОМ ЭТАПЕ

Аннотация. Автор рассматривает политику Французской Республики на Африканском континенте, которая является одним из приоритетов французской внешней политики, направленной на сохранение влияния Франции в этой части мира и расширение экономического и политического влияния страны на континенте.

Ключевые слова: франко-африканские отношения, анализ исторических, политических и экономических аспектов кризиса в отношениях между Францией и ее бывшими колониальными владениями, перспективы африканского направления современной внешней политики Франции.

La question des relations entre l'Afrique et la France, le changement d'approche de la politique à l'égard de l'Afrique, sont depuis de nombreuses années l'agenda de la République Française, la proposition de s'écarter de l'idée de la pensée impériale et de s'adapter aux impératifs de la modernité a été maintes fois entendue par les présidents de l'Hexagone. Ainsi, de nombreux présidents français, à commencer par Jacques Chirac, ont déclaré à plusieurs reprises la nécessité et l'importance de changer l'approche de la «la française» ou le concept de l'Afrique Française, inventé et mis en œuvre par Jacques Foccar, en tenant compte de la direction gaulliste de la politique française [1].

Les premières promesses de rejet de la vision interventionniste de l'Afrique ont été faites par François Hollande en mai 2012.

Dans son discours au Sénégal, il a décrit sa stratégie: «Je tiens à déclarer ici ma volonté de relancer les relations entre la France et l'Afrique. L'ère de la Francoafrique est terminée. Maintenant il y a la France et il y a l'Afrique et il y a un partenariat entre la France et l'Afrique basé sur le respect» [2].

La question est devenue particulièrement pertinente pour Emmanuel Macron, qui a pris ses fonctions de président en 2017.

Les gouvernements africains prennent systématiquement des mesures pour démontrer leur sentiment anti-français. En d'autres termes, ils font tout leur possible pour sortir de la zone d'influence de l'ancienne métropole.

Des pays comme le Niger ou le Mali, d'où la France a forcé le retrait de ses troupes l'été passé, en sont un exemple exemplaire. Un indicateur encore plus frappant de l'attitude à l'égard de la France est le refus local des pays d'utiliser le français comme langue d'état, en le traitant des vestiges du passé colonial [3].

Au 21ème siècle, il est devenu évident que l'ancien format d'interaction était obsolète et qu'un nouveau était en cours de développement. Le concept d'influence politico-militaire de la France sur le continent est remplacé par un nouveau modèle, une système d'interaction plus équilibré, où le caractère de parité sera introduit dans les relations entre l'ancienne métropole et les États africains locaux.

Cependant, le processus de normalisation des relations est compliqué non seulement par la position des dirigeants africains, mais aussi par les mouvements rebelles prospères, qui sont devenus un «virus» pour les pays africains. Parmi ces

mouvements se distinguent les rebelles Touaregs au Mali, le mouvement relancé du M23, entre autres, pour l'Afrique, les phénomènes de coups d'état sont devenus monnaie courante, ce qui n'ajoute pas de stabilité à la région du Sahel [4].

En outre, il convient de attirer l'attention au fait que l'Afrique est maintenant le point de conflit d'intérêts de plus d'une douzaine de pays. La Russie, les États-Unis, la Chine, la Turquie et l'Allemagne, en définissant leur politique étrangère, accordent la part du Lion à leur présence, dans toutes ses manifestations: financières, sociales et autres, dans les pays africains.

La situation avec la lutte pour l'influence rappelle les événements du début du siècle dernier. Il s'agit de la partition coloniale de l'Afrique à la fin du 19ème - début du 20ème siècle. Ce cours analysera la direction africaine de la politique étrangère moderne de la France. Une attention particulière sera accordée aux objectifs, priorités, outils et défis de la politique française en Afrique.

Cette étude sera basée sur l'analyse de diverses sources, y compris des documents officiels, des articles scientifiques, des nouvelles et des entretiens avec des politiciens et des experts. L'objectif de l'étude est de fournir une compréhension complète de la direction africaine de la politique étrangère française et de ses implications pour les relations franco-africaines et le paysage géopolitique plus large.

À la lumière des événements susmentionnés, c'est la question africaine qui présente le plus d'intérêt pour l'étude de la politique étrangère de la France à l'étape actuelle.

Objectifs de recherche:

1. Examiner et analyser les aspects historiques, politiques, économiques et sociaux qui façonnent la politique africaine de la France;
2. Étudier , telles que la communauté Économique des États de l'Afrique de l'ouest (CEDEAO), l'Union africaine, l'organisation de la Francophonie;
3. Examiner les initiatives économiques, militaires et culturelles françaises en Afrique et leur impact sur les relations entre la France et les pays africains;
4. Analyser l'impact de la communauté internationale et d'autres facteurs externes sur la politique africaine de la France;
5. Évaluer les perspectives de la direction africaine de la politique étrangère moderne de la France à la lumière de l'évolution de la situation mondiale.

La période choisie couvre les années les plus importantes dans l'établissement des relations bilatérales entre la France et l'Afrique. L'année 1960 est appelée «l'année de l'Afrique», car en février 1960, au cours des travaux de l'Assemblée générale des Nations Unies, la Déclaration sur l'octroi de l'indépendance aux pays et aux peuples coloniaux a été adoptée. Au total, 17 pays d'Afrique centrale et occidentale ont obtenu leur indépendance. Parallèlement au processus de décolonisation, dans l'élite politique française, parmi les «Barons du gaullisme», naît l'idée d'une politique africaine néocoloniale, qui deviendra à l'avenir un concept à part entière de «l'Afrique française». Son action se poursuit, et à ce jour. Cependant, pour les anciennes colonies françaises, un point critique est arrivé, lorsque les sentiments anti-français se développent en Afrique, la République est obligée de retirer son contingent militaire et un nombre croissant de pays cherchent à coopérer avec l'Afrique. Ce qui se passe en Afrique de nos jours n'est pas le point culminant de la

crise des relations franco – africaines. À l'heure actuelle, il est impossible de parler de l'évolution future des événements avec une certitude absolue, l'issue des événements peut être imprévisible, en raison du grand nombre de facteurs d'influence externes et internes. Dans l'esprit de ce qui précède, le choix du cadre chronologique de l'étude devient clair et explique la pertinence de l'étude d'une période donnée [5].

À l'heure actuelle, la pierre d'achoppement dans les relations bilatérales est la crise de la politique néocoloniale. La France n'a pas réussi à justifier la confiance des africains, ni la lutte «apparente» contre la menace terroriste, ni le règlement des conflits nationaux et interethniques qui couvent.

Si dans le passé, avec l'aide de l'Afrique, la France a mis en œuvre le concept de Pax Gallica, maintenant l'attitude de la République est réduite à un «pompage» illimité des ressources de l'Afrique sans aucune réponse symétrique. L'échec du système de contrôle par la dépendance économique et la présence militaire s'est fait sentir après le coup d'état d'un nouveau format au Gabon, et la séparation de la France et de la troïka sahélienne a rappelé à la France l'influence fondante.

Cependant, avec un changement de cap approprié, la France pourra redresser sa situation. Le pays dispose encore de multiples instruments tels que la culture et la langue, c'est-à-dire par l'Organisation de la Francophonie. De plus, la France dispose toujours de bases militaires en Afrique, ce qui permet toujours de conserver un peu de contrôle.

Il convient de noter que l'Afrique est à un tournant où elle peut changer la direction du développement: des propositions de coopération sont constamment faites à des conditions plus favorables que celles proposées par la partie française.

Il reste néanmoins possible d'améliorer les relations entre la France et le continent Africain. Le défi consiste à créer une configuration différente de l'idée d'un pouvoir colonial français sur l'Afrique, en s'appuyant sur la jeunesse africaine qui, pendant des années, a cherché la démocratie, l'état de droit, la liberté, le respect du droit et la possibilité de développement. Cependant, comme ils ne sont pas entendus, les jeunes perdent patience et insultent ceux qu'ils considèrent comme responsables de leur situation précaire: les gouvernements africains et français.

Pour la France, il est essentiel de maintenir une coopération stratégique avec l'Afrique, c'est grâce aux ressources africaines que la République peut poursuivre son développement dans de nombreux domaines. Le pays est connu pour son énergie nucléaire, le pays dispose de 19 centrales nucléaires, ce qui est un record, pour assurer le développement dans le domaine de l'énergie nucléaire, il faut de l'uranium, que la France fournit au Niger et au Mali, qui sont connus pour avoir changé leur politique après les coups d'état, et le Niger a imposé un embargo sur les livraisons d'uranium à la France. Comme l'a souligné à juste titre l'historien Philippe, les contingents militaires français apparaissent là où une menace se pose pour les entreprises françaises engagées dans l'extraction de l'uranium. Le déploiement des soldats français coïncide entièrement avec la Géographie des Mines d'Areva (depuis 2017 Orano) et des gisements d'uranium au Niger et au Mali [6].

Au Tchad, la France reçoit des ressources pétrolières, précisément dans le but de protéger les intérêts des entreprises françaises, il est avantageux pour la République de «nourrir» l'élite politique locale. Après les élections de 2024, le nouveau président tchadien a été élu héritier d'Idris Déby, Mahamat, qui conserve une position assez neutre.

En ce qui concerne l'Afrique, on peut observer la théorie du «noyau-demi-transition-Renaissance», c'est-à-dire que les pays riches du centre du monde deviennent plus riches en raison de l'appauvrissement continu des États sous-développés à la périphérie. C'est-à-dire que le centre Aspire la périphérie sur le plan des ressources, financier, prend les meilleures personnes et remercie les dons sous la forme d'une aide humanitaire ou d'un groupe d'enseignants. Un «double cercle de dépendance»est formé.

Cependant, la volonté de «relancer» les relations avec l'Afrique ne suffit pas. Maintenant, la France fait partie de la» coalition occidentale " des pays, et choisit également la ligne de politique étrangère qui est bénéfique pour les pays de l'UE. L'échec de la politique étrangère du gouvernement Macron a également affecté la perte d'autorité de la France aux yeux non seulement des africains, mais aussi d'autres pays. Comme l'écrit l'écrivain africain français Leslie Varenne:«Pour l'image de la France, cet échec au Sahel est catastrophique. Il ne s'agit pas tant du départ de nos armées que de la façon dont nous avons quitté ces pays. En fait, pour être grand, il n'est pas nécessaire d'avoir des militaires partout et partout en Afrique. Mais la façon dont ils ont été forcés de quitter ces pays a réduit le rôle de la France. Cela a été ressenti par tous les pays, concurrents ou alliés. Les conséquences seront nombreuses» [7].

Список литературы:

1. Déclaration de M. Jacques Chirac, Président de la République, sur les grands défis de l'Afrique, l'aide au développement et les relations franco-africaines, à Bamako le 3 décembre 2005. URL : https://www.vie-publique.fr/discours/159558-declaration-de-m-jacques-chirac-president-de-la-republique-sur-les-gr (mode d'accès: 20.04.2025).
2. Déclaration de M. François Hollande, Président de la République, sur les relations entre la France et l'Afrique, à Dakar le 12 octobre 2012. URL: https://www.elysee.fr/francois-hollande/2012/10/12/declaration-de-m-francois-hollande-president-de-la-republique-sur-les-relations-entre-la-france-et-lafrique-a-dakar-le-12-octobre-2012 (mode d'accès: 19.04.2025).
3. La France a commencé à retirer ses troupes du Mali : que laisse-t-elle derrière? URL : https://theconversation.com/la-france-a-commence-a-retirer-ses-troupes-du-mali-que-laisse-t-elle-derriere-170868 (mode d'accès: 15.04.2025).
4. Comprendre la désinformation en Afrique. URL : https://legrandcontinent.eu/fr/2023/10/26/comprendre-la-desinformation-en-afrique/ (mode d'accès: 15.04.2025)
5. Marcha, R. Petites et grandes controverses de la politique française et européenne au Tchad. URL: https://sciencespo.hal.science/hal-03470183/document (mode d'accès: 18.04.2025).
6. Melly, P., Comment une mine d'uranium est devenue un pion dans la querelle entre le Niger et la France. URL : https://qiraatafrican.com/fr/13751/comment-une-mine-duranium-est-devenue-un-pion-dans-la-querelle-entre-le-niger-et-la-france/ (mode d'accès: 19.04.2025).
7. Pourquoi la politique sahélienne de la France est en échec ? URL : https://www.oxfamfrance.org/inegalites-mondiales/pourquoi-la-politique-sahelienne-de-la-france-est-un-echec/ (mode d'accès: 20.04.2025).

© Смирнова О. А., 2025

УДК 316.77

Khristolyubova Tatyana Pavlovna,
PhD in Art History, Associate Professor,
Saint Petersburg University of the Humanities and Social Sciences,
Saint Petersburg, Russian Federation,
takhristol@gmail.com

ART IN THE SYSTEM OF SOCIAL COMMUNICATIONS: FUNCTIONS AND MECHANISMS OF IMPACT ON SOCIETY

Abstract. The article is devoted to the study of the role of art in the system of social communications, its functions, and mechanisms of impact on society. The author considers art as a powerful tool for shaping public consciousness, cultural identity, and interaction between people. The article identifies and analyzes five key social functions of art: epistemological, ideological, didactic, communicative, and aesthetic. Each of these functions is explored through examples from various forms of art, such as literature, painting, cinema, architecture, and modern digital forms. Art is presented as an important element of social progress, contributing to the understanding of reality, the preservation of cultural heritage, and the unification of people through the transmission of universal human values.

Keywords: art, social communications, functions of art, epistemological function, ideological function, didactic function, communicative function, aesthetic function, cultural heritage, public consciousness.

Христолюбова Татьяна Павловна,
канд. искусствоведения, доцент,
Санкт-Петербургский Гуманитарный университет профсоюзов,
Санкт-Петербург, Российская Федерация,
takhristol@gmail.com

ИСКУССТВО В СИСТЕМЕ СОЦИАЛЬНЫХ КОММУНИКАЦИЙ: ФУНКЦИИ И МЕХАНИЗМЫ ВОЗДЕЙСТВИЯ НА ОБЩЕСТВО

Аннотация. Статья посвящена исследованию роли искусства в системе социальных коммуникаций, его функций и механизмов воздействия на общество. Автор рассматривает искусство как мощный инструмент формирования общественного сознания, культурной идентичности и взаимодействия между людьми. В статье выделяются и анализируются пять ключевых социальных функций искусства: гносеологическая, идеологическая, дидактическая, коммуникативная и эстетическая. Каждая из этих функций раскрывается через примеры из различных видов искусства, таких как

литература, живопись, кино, архитектура и современные цифровые формы. Искусство представлено как важный элемент социального прогресса, способствующий осмыслению действительности, сохранению культурного наследия и объединению людей через передачу общечеловеческих ценностей.

Ключевые слова: искусство, социальные коммуникации, функции искусства, гносеологическая функция, идеологическая функция, дидактическая функция, коммуникативная функция, эстетическая функция, культурное наследие, общественное сознание.

The social functions of art play a crucial role in shaping public consciousness, cultural identity, and human interaction. Art serves as a powerful tool for expressing social, political, and ethical ideas, fostering critical reflection on reality and stimulating public discourse. It unites people by conveying universal values, emotions, and experiences, while also contributing to the preservation of cultural heritage and traditions. As G. G. Kolomiets aptly noted, “The communicative value of art is also evident in its significance in terms of ‘social experiences’ of values and ideology, thereby intersecting with the worldview, aesthetic, and ethical functions” [1]. Through art, society can reflect on its problems, find solutions, and draw inspiration for positive change, making it an integral part of social progress and development.

It is customary to distinguish various social functions of art [2; 3]. We will focus on five of them, which we consider the most significant.

The Cognitive Function of Art lies in its ability to serve as a source of knowledge and understanding of the world. Through artistic images, symbols, and emotions, art allows individuals to gain a deeper understanding of reality, uncover hidden aspects of existence, and explore complex philosophical, social, and psychological questions. Art serves as an important source of knowledge about the world and humanity, revealing the depths of the inner world, the complexity of human relationships, and historical events of the past. It facilitates the understanding of reality, other people, and oneself.

Examples of this function include works of world literature such as Fyodor Dostoevsky’s (1821-1881) novels *Crime and Punishment* (1866) or *The Brothers Karamazov* (1880), which provide profound insights into human psychology, moral dilemmas, and philosophical questions about good and evil. The paintings of Hieronymus Bosch (c. 1450–1516), such as *The Garden of Earthly Delights* (1500-1510), offer allegorical depictions of human vices, sins, and spiritual quests, prompting viewers to reflect on the meaning of life and morality. Films by Andrei Tarkovsky (1932-1986), such as *Stalker* (1979) or *Mirror* (1975), explore complex philosophical and existential themes, encouraging viewers to contemplate time, memory, human nature, and spirituality.

The Ideological Function of Art involves the formation, transmission, and dissemination of specific ideas, values, and worldviews through artistic imagery. Art can serve as a tool for influencing public consciousness, reinforcing or criticizing existing social, political, or cultural norms. It can inspire, educate, agitate, or propagandize, reflecting the interests of various groups or classes. Thus, art becomes

a powerful means of ideological influence on society.

A clear example of the ideological function in visual art is the poster. For instance, the ROSTA Windows posters, concise works by Vladimir Mayakovsky (1893-1930) and other artists, graphically promoted revolutionary ideas during the Civil War in Soviet Russia. Sergei Eisenstein's (1898-1948) film *Battleship Potemkin* (1925), glorifying the 1905 revolution, became a model of propaganda cinema. Stalin's skyscrapers in Moscow are monumental buildings symbolizing the power and grandeur of the Soviet Union. Today, memes and digital posters represent modern forms of art used to express social, political, and religious ideas.

The Didactic Function of Art lies in its ability to teach, educate, and shape worldviews. Through artistic images, plots, and emotions, art conveys knowledge, moral values, social norms, and cultural experience. It helps viewers, readers, or listeners reflect on complex issues, develop critical thinking, and emotional responsiveness. For example, literature, painting, or cinema can illustrate the consequences of certain actions, inspire good deeds, or reveal historical and philosophical truths. Thus, art becomes a powerful tool for education and enlightenment. In other words, this function involves instilling high values of humanistic culture and fostering the development of a well-rounded individual.

An example is Vasily Perov's (1834-1882) painting *The Troika* (1866), which depicts the harsh lives of child laborers, evoking compassion and reflection on social injustice. Contemplating this work is meant to awaken empathy and awareness of social issues. Leo Tolstoy's (1828-1910) novel *War and Peace* (1869) explores moral and philosophical questions such as the meaning of life, honor, love, and patriotism, contributing to the formation of moral values and understanding of historical processes. William Shakespeare's (1564-1616) play *Hamlet* (1601) raises questions of morality, revenge, and the meaning of life, fostering critical thinking and reflection on human actions.

The Communicative Function of Art lies in its ability to convey ideas, emotions, values, and experiences across people, cultures, and eras. Art serves as a bridge for mutual understanding, allowing authors to express their thoughts and viewers to interpret them through their own perceptions. It facilitates dialogue, unites people, and helps them reflect on complex aspects of human life [1]. Communication here is understood broadly, encompassing mediated interaction between people, connections across eras, and self-communication (dialogue with oneself). The dialogue between the viewer and the artwork can occur on various levels: emotional, intellectual, and personal. Museum spaces also play an important role in shaping perception. Artistic works can be experienced collectively: by discussing them, sharing impressions, debating, and finding common ground.

Modern museums actively use their exhibitions, interactive technologies, and educational programs to convey knowledge and emotions through communication with visitors, which occurs both directly through exhibits and through intermediaries such as guides or art mediators. Audio guides, interactive screens, VR technologies, and mobile applications allow viewers to immerse themselves more deeply in the context of a work, learn more about its history and creator. This is especially important for younger audiences accustomed to digital formats of interaction.

Visiting a museum also offers an opportunity for inner dialogue, reflection, and the search for answers.

Another example of artistic communication is icons in Orthodox culture, which serve as a means of communication with the spiritual world. Modern performances often enhance artistic communication with viewers by addressing pressing social or personal issues. For instance, in 2010, at the Museum of Modern Art in New York, artist Marina Abramović (b. 1946) staged the performance *The Artist is Present*, in which anyone could sit across from her at a table and establish eye contact.

The Aesthetic Function of Art lies in its ability to evoke a sense of beauty, pleasure from perceiving harmony, and expressiveness. It aims to cultivate aesthetic taste, develop the ability to perceive and evaluate artistic images, and enrich individuals emotionally and spiritually. Through the aesthetic function, art influences human feelings, imagination, and thoughts, allowing individuals to experience deep emotions and find inspiration. It can be concluded that the aesthetic function reflects the human spiritual need for harmony and beauty, shapes the concept of the beautiful, and teaches individuals to find beauty in the world around them. In other words, this function represents art's ability to provide aesthetic pleasure.

There are countless examples of the aesthetic function in art. For instance, paintings can evoke admiration for their harmonious colors and composition, sculptures can amaze with their perfect forms and expressiveness, and classical musical works such as Beethoven's (1770-1827) *Moonlight Sonata* (1801) or Vivaldi's (1678-1741) *The Four Seasons* (1725) can create emotional resonance through harmonious sounds. One can admire the aesthetic of frames in films by Andrei Tarkovsky or Hayao Miyazaki (b. 1941). Modern architecture, such as the works of Zaha Hadid (1950-2016), can inspire with its fluid lines and unconventional forms.

Thus, the more a person engages with works of art, the more familiar they become with its functions. Art is an integral part of social progress, inspiring reflection on reality, the search for solutions to pressing problems, and the pursuit of positive change. It preserves cultural heritage, transmits universal values, and unites people, making it a vital element in the development of both individuals and society as a whole.

Список литературы:

1. Коломиец, Г. Г. Искусство как способ быть в мире или к вопросу о коммуникативной функции искусства / Г. Г. Коломиец. – Текст : непосредственный // Вестник Оренбургского государственного университета. 2007. – № 7. – С. 158-162.
2. Коротов, Б. Е. Социальные функции искусства в истории его развития / Б. Е. Коротов. – Текст : непосредственный // Известия вузов. Социология. Экономика. Политика. – 2010. – № 4. – С. 63-65.
3. Жидков, В. С. Искусство и общество / В. С. Жидков, К. Б. Соколов. – СПб. : Алетейя, 2005. – 592 с. – Текст : непосредственный.

© Христолюбова Т. П., 2025

УДК 7.038

Kosareva Elizaveta Dmitrievna,
Master's Student,
Saint Petersburg University of the Humanities and Social Sciences,
Saint Petersburg, Russian Federation,
kosarevaeldmit@gmail.com

METAPHYSICAL STILL LIFE IN THE UNOFFICIAL SOVIET ART OF THE 1960s

Abstract. This article examines the characteristics and reasons behind the emergence of metaphysical still life in Soviet art during the 1960s as an independent movement within the unofficial art scene. The author analyzes the works of key artists associated with metaphysical still life – D. M. Krasnopevtsev, E. A. Shteinberg, and V. G. Weisberg – whose creations reflect profound philosophical and existential inquiries. The article highlights the connection between this movement and the post-war socio-cultural shifts, including the influence of Western philosophy, particularly existentialism, on Soviet artists. Metaphysical still life is presented as a space of aesthetic independence, enabling artists to bypass ideological constraints and explore themes such as metaphysics, including concepts of essence and existence, the transcendent and the transcendental.

Keywords: metaphysical still life, Soviet nonconformist art, existentialism, D. M. Krasnopevtsev, E. A. Shteinberg, V. G. Weisberg, socio-cultural changes.

Косарева Елизавета Дмитриевна,
магистрант,
Санкт-Петербургский Гуманитарный университет профсоюзов,
Санкт-Петербург, Российская Федерация,
kosarevaeldmit@gmail.com

МЕТАФИЗИЧЕСКИЙ НАТЮРМОРТ В НЕОФИЦИАЛЬНОМ СОВЕТСКОМ ИСКУССТВЕ 1960-х ГОДОВ

Аннотация. Статья исследует особенности и причины появления метафизического натюрморта в советском искусстве 1960-х годов как самостоятельного направления в рамках неофициального искусства. Автор также анализирует творчество ключевых художников, работающих с метафизическим натюрмортом, – Д. М. Краснопевцева, Э. А. Штейнберга и В. Г. Вейсберга, чьи работы отражают философские и экзистенциальные поиски. В статье подчеркивается связь этого направления с послевоенными социально-культурными изменениями, включая влияние западной философии,

в частности экзистенциализма, на советских художников. Метафизический натюрморт представлен как пространство эстетической независимости, позволяющее художникам избегать идеологического давления и исследовать интересующие их темы, в том числе проблемы метафизики (такие как сущность и существование, трансцендентное и трансцендентальное и так далее).

Ключевые слова: метафизический натюрморт, советское неофициальное искусство, экзистенциализм, Д. М. Краснопевцев, Э. А. Штейнберг, В. Г. Вейсберг, социально-культурные изменения.

Metaphysical still life is not typically classified as a distinct type of still life within the unofficial line of Soviet art. However, since the early 1960s, a number of artists have actively engaged with still life, in which nature and its contemplation lose all meaning, transforming into a kind of “letters” or elements from which philosophically rich compositions are constructed, essentially existential, arbitrarily constructed “texts” [1]. This philosophical perception of the object will become a defining feature of metaphysical still life during this period.

Artists such as D. M. Krasnopevtsev (1925-1995), E. A. Steinberg (1937-2012), and V. G. Weissberg (1924-1985) exemplify this movement. Each of them managed to create their own world and express it through still life. D. Krasnopevtsev engages with the Aristotelian concept of metaphysics. He reflects on themes of life and death, exploring the ideas of the objects he depicts, their timeless significance, and essence – Thing-in-itself. He seeks the fundamental principles of reality. I. A. Antonova wrote about D. Krasnopevtsev’s work: “If we accept that still life is the philosophy of painting, we can say that the artist contemplates ontological categories: life, death, time, eternity” [2].

E. A. Steinberg, on the other hand, creates a completely different world. His still lifes from the 1960s and semi-abstract compositions from the late 1960s to 1970s, featuring organic and inorganic semi-abstract objects, also resemble still lifes. Each object in his compositions is part of a narrative, a larger thought that the viewer must recognize and interpret. The researcher of E. Steinberg’s work, religious theologian, director, and writer E. L. Schiffer (1934-1997), in his essay dedicated to the artist, states that E. Steinberg does not merely abandon representation but transforms his geometry into a new ideographic language, where each element has its own meaning [3]. It is worth noting that E. A. Steinberg, like the tradition of metaphysical Russian philosophy, was closely aligned with the Christian tradition. This is why he often addresses the theme of the divine presence in the mundane world in his works. It is no coincidence that his compositions frequently feature fish as a symbol of Christ, a white dove, or a cross. Moreover, his paintings from the analyzed period, reduced to shades of white, seem to be filled with a luminosity reminiscent of the light of the Fauves.

Another artist who worked with the theme of white is V. Weissberg. However, unlike E. Steinberg, who depicted white as luminosity, V. Weissberg focused on color, exploring the painterly challenges of white, its light-and-shadow contrasts, and transitions. Nevertheless, his departure from naturalistic color, rejection of

atmospheric space, and any indicators of time in his works starting from the late 1950s to 1960s (when he arrived at the concept of “white on white”) connect his still lifes with the canvases of D. Krasnopevtsev.

Thus, when discussing the reasons for the emergence of metaphysical still life, it is important to note that the late 1950s to early 1960s was a time when processes of radical change began in all spheres. These decisive changes in people’s mindsets were primarily linked to the end of the war. “Although the enlightenment and liberation that were expected after the war did not come with victory, as was thought, the foreboding of freedom lingered in the air throughout the post-war years, constituting their sole historical content” [4]. This post-war period saw not just a narrow group of people, but, importantly, a mass of individuals filled with hope for a better future. Moreover, the curtain was lifted on the West, whose cultural and artistic inquiries were also becoming familiar to domestic artists. Thus, young painters at the time discovered the philosophy of existentialism (although it should not be overlooked that similar ideas existed in Soviet philosophical thought, for example, in the works of N. A. Berdyaev (1874-1948), L. I. Shestov (1866-1938), and V. V. Rozanov (1856-1919)). Sculptor B. K. Orlov (1941) writes: “Having broken free from the confines of collectivist regulation, we found ourselves in a whirlwind of ideas that were in the air at that time. The most enticing for us, still very young people, were the heroic and romantic ideas of existentialism” [5]. This philosophy attracted young people because it actively operated with categories of freedom, including personal freedom, which was lacking in the lives of young, idealistic individuals at that time. I. I. Kabakov (1933-2023) recalls: “In Moscow from the late 1960s to the mid-1970s, there was an extraordinarily strange, special, ‘metaphysical’ air, one could say a climate that captured the minds, or rather the consciousness, of a certain part of the artistic ‘public’” [6]. Artists actively studied Søren Kierkegaard (1813-1855): “He [Kierkegaard] appeared before us as an Anti-Hegel, a fighter against conscious necessity... How tempting it was to replace the dictatorship of rules with the freedom of will!” [5]. Now, the problems and categories of metaphysics (such as essence and existence, the transcendent and the transcendental, and so on) occupied the minds of young intellectual artists, and metaphysical still life became a visual embodiment of existential ideas. For example, in E. Steinberg’s work *“Still Life with a Bird, a Head, and a Shell”, 1968,* a clear transition from the artist’s early expressive, dramatically saturated painting to more restrained, philosophically rich compositions is evident. The canvas represents a semi-abstract, almost monochromatic still life, where the main characters are a shell, a white female head, a dove lying on its back, and an organic semi-abstract object. All of them are arranged in a row such that there is no dialogue between them – an immobilized silence “dominates” the composition, emphasized by the asceticism of the chosen color palette. E. Steinberg simplifies the forms of the depicted objects almost to geometric figures, stripping them of their “everyday” meaning. They transform into symbols (often referring to Christian iconography) that the viewer must decipher. The artist himself stated: “God has no time, and I think good art has something similar. It is important to see in the painting what is not visible” [7]. Thus, the viewer, contemplating E. Steinberg’s works, could decipher more and more meanings,

analyzing the color palette, compositional structure of the objects, perspective, and symbolism of his works.

Moreover, metaphysics in painting served as a space of aesthetic independence. Within the framework of still life, artists could express themselves on topics of interest without the risk of being condemned. To some extent, metaphysical still lifes could serve as a form of protest: while official artists painted “physics” (the profane), the circle of unofficial intellectual artists painted the opposite – “metaphysics” (the existential). Thus, in the broken jugs, lonely dry branches, and the airless environment of D. Krasnopevtsev’s works, combined with the antique (as the artist himself called the colour palette of his works) colour, they create an impression of melancholy for long-gone times. It is quite possible that antiquity for him is not a specific historical era, but a symbol of a lost ideal, harmony, and order. Through antique motifs (amphorae, fragments of columns, statues), he expresses a longing for eternal values lost in the modern world. A notable work is *“Vase with Bones”, 1963.* The vase, traditionally associated with ancient beauty, a “vessel of life”, or culture as such, is partially filled with a grim content – bones, evoking thoughts of the inevitability of destruction, disappearance, and human helplessness in the face of time.

Thus, the emergence of metaphysical still life in Soviet art of the 1960s was a logical result of the complex socio-cultural processes occurring in the country after the end of the Great Patriotic War. As noted by O. A. Yushkova: “Starting from the 1960s, the process of individualization gained strength, primarily driven by the social reality itself and the necessity to reject the previous norms of life and art” [8]. The time of hopes for renewal and change gave rise to a new worldview open to Western influences, particularly the philosophy of existentialism. Young artists turned to metaphysical questions, attempting to comprehend life, death, time, and being as a whole. Thus, metaphysical still life not only served as a means of self-expression for artists striving for aesthetic independence but also became a form of a “quiet” protest, reflecting the desire for freedom of thought and individuality in conditions of social and cultural pressure. Metaphysical still life became not only a significant artistic phenomenon but also an important stage in the development of Soviet unofficial art as a whole, defining a significant line that B. Orlov conditionally termed “existential metaphysics” (which, in his opinion, included Oleg Vasilyev, Sergey Shablavin, Viktor Pivovarov, Vladimir Yankilevsky, and other artists).

Список литературы:

1. Мочалов, Л. В. Три века русского натюрморта / Л. В. Мочалов. – Москва : Белый город, 2012. – 511 с.
2. Шульгин, А. В. Две судьбы / А. В. Шульгин. – Текст : электронный // Московский журнал. История государства российского. – 2020. – № 12 (360). – С. 50–73. – URL: https://elibrary.ru/item.asp?id=44858184 (дата обращения: 27.02.2025)
3. Шифферс, Е. Идеографический язык Эдуарда Штейнберга / Е. Шифферс. – Текст : непосредственный // Изумленное пространство: размышления о

творчестве Эдуарда Штейнберга : сборник статей и эссе / сост. Г. Маневич. – Москва : Новое литературное обозрение, 2019. – 400 с.
4. Пастернак, Б. Доктор Живаго / Б. Пастернак. – Москва, 1989. – 503 с. – Текст: непосредственный.
5. Орлов, Б. Искусство 60–70-х годов. Экзистенциальная метафизика. Булатов, Янкилевский, Кабаков, Пивоваров, Васильев, Шаблавин / Б. Орлов. – Текст : электронный // Борис Орлов : [сайт]. – URL: https://borisorlov.ru/texts/iskusstvo-60-70-godov (дата обращения: 08.02.2025).
6. Иньшаков, А. «Художник первого класса» и границы свободы» («Десять персонажей» Ильи Кабакова) / А. Иньшаков. – Текст : непосредственный // Пути и перепутья. Исследования и материалы по отечественному искусству XX в. / ред.-сост. А. Дехтерева, Н. Степанян. – Москва : Индрик, 2006. – С. 178–198.
7. Штейнберг, Э. Материалы биографии: Эдик Штейнберг / Э. Штейнберг. – Москва : Новое литературное обозрение, 2015. – 696 с.
8. Юшкова, О. А. «Простые вещи» и «метафизический натюрморт» в московском искусстве 1960–1970-х годов / О. А. Юшкова. – Текст : электронный // Искусство Евразии. – 2023. – № 4 (31). – С. 280–295. – URL: https://eurasia-art.ru/art/article/view/1051 (дата обращения: 15.02.2025).

© Косарева Е. Д., 2025

УДК 687

Kurysheva Yana Victorovna,
Master's Student,
Saint Petersburg State University of Industrial Technologies and Design,
Institute of Costume Design,
Saint Petersburg, Russian Federation,
yanakurysheva60@gmail.com
Osintseva Tatiana Nicolaevna,
PhD in Philology, Associate Professor,
Saint Petersburg State University of Industrial Technologies and Design,
Saint Petersburg, Russian Federation,
veter.65@mail.ru

SPORTS FASHION AND SUSTAINABILITY

Abstract. The article presents the investigation of modern sports fashion brands approach to sustainability by examining their products, analyzing their status quo and sustainability strategy. Sportswear brands unanimously focus on several environmental aspects: reducing carbon emissions, using organic cotton, recycling polyester, supporting circularity, and managing garment waste.

Keywords: sports fashion, sustainability, marketing, recycled materials, eco-friendly products, organic cotton, environment, consumer behavior.

Курышева Яна Викторовна,
магистрант,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Институт дизайна костюма,
Санкт-Петербург, Российская Федерация,
yanakurysheva60@gmail.com
Осинцева Татьяна Николаевна,
канд. филол. наук, доцент,
Санкт-Петербургский государственный университет
промышленных технологий и дизайна,
Санкт-Петербург, Российская Федерация,
veter.65@mail.ru

СПОРТИВНАЯ МОДА И УСТОЙЧИВОЕ РАЗВИТИЕ

Аннотация. В статье представлено исследование подхода современных брендов спортивной моды к устойчивому развитию путем изучения их продукции, анализа статуса-кво и стратегии устойчивого развития. Бренды спортивной одежды единодушно уделяют внимание нескольким экологическим аспектам: сокращению выбросов углекислого газа, использованию органического хлопка, переработке полиэстера, поддержке циркулярности и утилизации отходов одежды.

Ключевые слова: спортивная мода, устойчивое развитие, маркетинг, переработанные материалы, экологически чистые продукты, органический хлопок, экология, поведение потребителей.

Fashion items are manufactured and consumed in large volumes, creating substantial negative environmental impact. It was estimated that there were 20 pieces of clothing per person per year in 2017 [1]. Fashion industry has experienced a number of sustainability scandals such as animal mistreatment, harmful and unfair working conditions, the disposal of vast amount of fast fashion in landfills, and environmental pollution, resulting in an increasing awareness of ecological issues and consumer demands. The major negative impact on the environment is due to energy production for manufacturing which is coal based, use of toxic chemicals and their disposal, water usage, and short product life cycle. Fast fashion remains popular due to changing trends and styles. purchased items become obsolete after a short period of time, which is contrary to sustainability efforts.

The most important factor determining the sustainable development of the fashion industry is consumer behavior. In recent years, there has been a noticeable shift in consumer preferences towards more sustainable and ethical products. According to various studies, Millennials and Generation Z consumers, show increased awareness of environmental issues and tend to make purchasing decisions based on a brand’s sustainability practices. These individuals are more likely to support companies that provide supply chain transparency and use sustainable materials.

Physical exercise is critical for well-being and health, which naturally associates with an intact environment. Sports has been presented as an inclusive and accessible way of motivating and empowering people of all backgrounds and ways of life. It is important to say that sports fashion has special characteristics from a sustainability perspective. For example, the notion “clothing for hire” is not suitable for sportswear. The shared consumption of sportswear seems unhygienic. Sports fashion must fulfil performance requirements, for example in the case of running shoes. However, consumers often perceive eco-friendly products as less efficient. Sports fashion brands recognize sustainability in both environmental and social aspects. Their efforts seem rather limited.

The sports fashion industry is described as highly competitive by major players: Lululemon Athletica, Nike, Under Armour, Adidas, Asics, Converse, Gymshark, New Balance, Puma, Reebok. The market combines pure athletic wear and athleisure and wear featuring fitness looks. To identify the most relevant global brands, a dual assessment of financial data and public following is conducted. Relevance in this article was primarily assessed in terms of revenue. Nike is the global leader with €36.4 billion revenue in 2021, followed by Adidas with a revenue of €21.2 billion.

The sustainable portfolio of the top brands was examined. Online shops were assessed considering their clarity and transparency regarding sustainability, i.e., whether a precise definition of sustainable products was available, the necessary navigation to find these products and the total number of sustainable items.

Amending the products themselves, item presentation was evaluated according to diversity, whether different body types, sizes, lifestyles, physical capabilities, and sociocultural backgrounds are represented. Regarding the numbers of sustainable products alone, vast disparities can be observed. While some brands like Gymshark, Lululemon, and Under Armour do not feature items labelled as sustainable at all, Adidas respective product category yields more than 6,000 results for menswear and almost 7,000 products for women [2].

So, the Adidas produces an eco-friendly line of clothing and footwear in cooperation with the organization Parley for the Oceans [3]. The cooperation started in 2015 and is still ongoing. Now Parley x adidas is a regular collection that has become an integral part of the brand. In addition, the Adidas online store lists products from recycled materials, vegan materials and organic cotton. In terms of models, the brand's goods represent different ethnocultural plus-size women and pregnant. Asics makes products with 50, 70 and 100 percent recycled polyester and organic cotton [4]. The brand's merchandise also features a variety of ethnocultural plus-size models, as well as models with prosthetic limbs. The Converse brand is interesting because it uses knitwear scraps from the production process, materials from past seasons, when creating new products. Models participating in the brand's photo shoots may have skin imperfections.

Most retailers emphasize the inclusion of recycled materials in new goods [5]. The degree of recycled material, however, varies widely, ranging from 20 % (Puma) and to up to 100 % (Asics). In total, retailers focus on the recycling of plastics, and complement this endeavor with the sourcing of organic cotton. Reebok adds a selection of natural dye and vegan options, and Vans seeks to avoid waste by reusing surplus materials from past seasons and collections.

Finding sustainable products as a consumer is relatively simple, requiring two to three clicks, starting from the landing page. Still, categorization of sustainability is heterogeneous. Some brands present sustainable options as dedicated collections, while others offer "sustainability" as a filter next to price, colour, and other product qualities. So, there is no uniform way of handling sustainability information.

As can be seen, some brands have included plus-size models; however, these are mostly female. Male product displays are less diverse. Gymshark's representation of males was particularly interesting: not only did the brand lack plus-size models but it was also the most distinct considering muscular body types, displaying a substantial number of bodybuilder physiques. New Balance and Nike were the only brands that also featured male plus-size models. Considering age, the majority of brands represented young adults in their twenties and early thirties. Puma featured both male and female models above that age with visible features such as grey strands of hair in the case of males.

The examined brands represent a diverse consumer market. The top sports brands exhibit social facets of sustainability. Still, it is important to note that consistent with the body positivity movement, the displayed brands models may be considered above average in beauty and handicapped individuals are underrepresented. This unfocusing on abled bodies is fairly surprising, as, for example, Adidas equips athletes for the Paralympics. Considering ecological aspects,

sustainability is defined broadly as seeking to reduce waste and CO2-intensive materials, and sustainable products are treated as a separate portfolio.

Brand sustainability goals share commonalities: reduction in CO2 emissions, with mid-term goals up to 2030 and the long-term goal of carbon neutrality in 2050, increased recycled efforts and waste decrease, and usage of more sustainable materials in production.

For example, Adidas own sites, office buildings, distribution centers, manufacturing lines, retail, and also travel, accumulate to 2 % of their total carbon footprint. It appears plausible to assume similar proportions for other top brands. That is why, it is critical to achieve carbon neutrality for the upstream activities. Converse's case is unique in the way that it emphasizes commute. Converse reports that 80 % of its employees come to work via bicycle, public transport, or on foot. Gymshark stresses the use of high-quality fibers that promise a longer product lifetime and needs less replacement. Ultimately, the brand's circularity efforts appear to be the most ambitious ones, thriving for a complete closed loop process by 2025. It is important to note that Gymshark provides more details on recycled materials and distinguishes between post-industrial (offcuts and waste from manufacturers) and post-consumer recycled content.

Regarding supply chains and sourcing, brands acknowledge the large share of the total impact that is accounted for by manufacturing facilities. However, some brands explicitly state that they do not run any original factories but only purchase and sell goods. Hence, it remains questionable how global sports fashion brands will address supply chain issues in detail.

If a consumer is in doubt about which eco-friendly product to choose, it is best to favour a local designer. By doing so, the consumer reduces the carbon footprint of transportation and supports the local community and its economic development. There are more and more "eco-friendly" brands in Russia. Designers are striving to meet the modern agenda. Many Russian brands are already trying to be environmentally friendly, build sustainable business processes, conduct ethical communication and work to reduce their environmental impact.

Kazan-based startup brand Natural Advance has released its debut collection of sportswear for spring 2021, which includes T-shirts, hoodies, sweatshirts, pants, and sports jackets [6]. All clothing is made from breathable and moisture-wicking eco-material, which is made from recycled plastic bottles and cotton. For example, 30 plastic bottles were used to create the T-shirts and 99 were used for the tracksuits. Over the past year, Natural Advance has made great strides: it has started to cooperate with Russian soccer, hockey and basketball clubs. The brand is focused on prioritizing quality over quantity. The brand strives to educate customers and reduce waste in the production process by implementing a customized waste separation and collection system.

The Frencia company appeared in 2019. It was created by Russian designer Olga Kolkova [7]. She decided to found the company after she saw a huge amount of plastic waste accumulated in the ocean during a trip to Bali. The brand produces swimwear in a variety of colors and designs, made of 78 % mesh and recycled plastic. It also makes T-shirts from surplus milk donated by local farmers and food

brands. First, expired dairy products are skimmed, dried and ground into a powder called casein. It is then placed in lye to produce a special solution, which is then turned into yarn. Another synthetic fiber called spandex is added to the resulting yarn. This process takes place at the Mi Terro factory in Los Angeles. Frencia also makes tracksuits and fitness apparel. If a client wants to get rid of an old swimsuit of this brand, he can return it to the store and the company will send the old item for recycling, and the client will receive a 20 % discount on a new purchase.

Nnedre is a St. Petersburg brand founded by Nelly Nedre, which is considered one of the leading representatives of eco-fashion in Russia. The production is located in St. Petersburg and is as open as possible. Nnedre does not have its own warehouse and the company produces as much as the market demands. The brand produces things from recycled polyester, viscose and tencel. Nnedre tries to minimize the amount of plastic used for packaging and make the production cycle transparent. Nnedre strives to reduce production waste. The brand's philosophy is sustainable fashion that respects natural and human resources, and Nnedre intends to start its own production of fabrics made from recycled materials to minimize its ecological footprint for the circular economy.

The St. Petersburg brand Black Sand creates comfortable women's sportswear. The brand's designers use high-quality recycled materials with GRS (Global Recycled Standard) certification. And to reduce its ecological footprint, Black Sand brand uses only biodegradable packaging.

Relay You is a young brand from Moscow that produces safe and eco-friendly sportswear for girls aged 5 to 14 years old. Relay You is sewn from certified recycled fabrics that are produced in European factories. It is important to note that original bags from production are used as packaging to minimize waste. The company's products are available in a wide range of colors and sizes.

In conclusion, the connection between sustainability and sports fashion brings both problems and possibilities for the industry and its buyers. While big global brands have made efforts to support eco-friendly practices, there are still issues with how these practices are applied and how clear they are. However, new local brands in Russia are showing creative ways to produce clothing that cares for the environment while also focusing on community involvement and ethical behavior. As customers become more aware of how their purchases affect the environment, they will push the industry to be more responsible. By choosing local designers who care about sustainability or by demanding that global brands take more responsibility for their environmental effects, every consumer can help create a more sustainable future for sports fashion.

Список литературы:

1. Kopplin, C. S. (2023) Sports fashion and sustainability: a perfect match? // *International Journal of Sports Marketing & Sponsorship.* Vol. 24. Issue 5. 891-912. Publisher: International Marketing Reports Ltd.; Emerald Publishing Limited. URL: https://www.emerald.com/insight/content/doi/10.1108/ijsms-04-2023-0078/full/html (date accessed: 20.03.2025).

2. Adidas: [сайт]. – 2025. – URL: https://www.adidas-group.com/en/sustainability/ (дата обращения: 21.03.2025). – Текст: электронный.
3. Adidas x Parley : [сайт]. – 2025. – URL: https://parley.tv/initiatives/adidasxparley/ (дата обращения: 21.03.2025). – Текст: электронный.
4. Asics : [сайт]. – 2025. – URL: https://www.asics.com/us/en-us/ (дата обращения: 24.03.2025). – Текст: электронный.
5. The New Wave of Eco-Fashion in Sports: Sustainable and Stylish : [сайт]. – May 18, 2024. – URL: https://www.venuez.dk/the-new-wave-of-eco-fashion-in-sports-sustainable-and-stylish/ (дата обращения: 27.03.2025). – Текст: электронный.
6. Natural Advance : [сайт]. – 2025. – URL: https://nat-advance.ru/ (дата обращения: 01.04.2025). – Текст: электронный.
7. Филатов, В. В. Инновационные стартапы производства спортивной одежды из экоматериалов и переработанного пластика в стиле sustainable fashion / В. В. Филатов, С. Г. Сунаева, Е. А. Дубоносова, Ю. В. Колгушкина. – Текст : электронный // Инновационная экономика: информация, аналитика, прогнозы. – 2023. – № 2. – С. 85-95. – URL: https://cyberleninka.ru/article/n/innovatsionnye-startapy-proizvodstva-sportivnoy-odezhdy-iz-ekomaterialov-i-pererabotannogo-plastika-v-stile-sustainable-fashion (дата обращения: 05.04.2025).

© Курышева Я. В., Осинцева Т. Н., 2025

УДК 7.075

Christoljubowa Tatjana Pawlowna,
Kandidat der Kunstgeschichte, Dozent,
St. Petersburger Universität für Geistes- und Sozialwissenschaften,
Sankt Petersburg, Russische Föderation,
takhristol@gmail.com

SELBSTPORTRÄT DES KÜNSTLERS IN DER SOWJETISCHEN KUNST DER 1920er–1930er JAHRE

Zusammenfassung. Der Artikel widmet sich der Untersuchung von Selbstporträts sowjetischer Künstler der 1920er–1930er Jahre als einzigartiges Phänomen, das die komplexen Beziehungen zwischen Individuum und Gesellschaft in der Zeit revolutionärer Veränderungen widerspiegelt. Die Autorin betrachtet Selbstporträts als Instrument des Selbstausdrucks, der Selbstreflexion und der Auseinandersetzung mit der Rolle der Künstler im neuen soziopolitischen Kontext. Am Beispiel der Werke von Kusma Petrow-Wodkin, Robert Falk, Alexander Schenderow, Wladimir Malagis und Alexander Samochwalow werden die Besonderheiten des Genres, seine Entwicklung und seine Bedeutung im Kontext der sowjetischen Kunst aufgezeigt. Selbstporträts werden als Dokumente der Epoche analysiert, die den Geist der Zeit, die philosophischen Reflexionen der Künstler und deren kreative Suche vermitteln. Im Artikel wird betont, dass das Selbstporträt nicht nur ein Mittel der Selbsterkenntnis, sondern auch eine wichtige historische Quelle ist, die die Vielseitigkeit der künstlerischen Persönlichkeit und ihre Interaktion mit der sie umgebenden Realität offenbart.

Schlüsselwörter: Sowjetische Kunst, Selbstporträt, 1920er–1930er Jahre, Kusma Petrow-Wodkin, Robert Falk, Alexander Schenderow, Wladimir Malagis, Alexander Samochwalow.

Khristolyubova Tatyana Pavlovna,
PhD in Art History, Associate Professor,
Saint Petersburg University of the Humanities and Social Sciences,
Saint Petersburg, Russian Federation,
takhristol@gmail.com

THE SELF-PORTRAIT OF THE ARTIST IN SOVIET ART OF THE 1920s–1930s

Abstract. The article is devoted to the study of self-portraits by Soviet artists of the 1920s–1930s as a unique phenomenon reflecting the complex relationship between the individual and society during the era of revolutionary transformations. The author examines self-portraits as a tool for self-expression, self-reflection, and understanding the role of artists in the new social and political context. Through the works of Kuzma Petrov-Vodkin, Robert Falk, Alexander Shenderov, Vladimir Malagis, and Alexander Samokhvalov, the article explores the features of the genre,

its evolution, and its significance in the context of Soviet art. Self-portraits are analyzed as documents of the era, conveying the spirit of the time, the philosophical reflections of the artists, and their creative quest. The article emphasizes that the self-portrait becomes not only a means of self-discovery but also an important historical source, revealing the multifaceted nature of the creative personality and its interaction with the surrounding reality.

Keywords: Soviet art, self-portrait, 1920s–1930s, Kuzma Petrov-Vodkin, Robert Falk, Alexander Shenderov, Vladimir Malagis, Alexander Samokhvalov.

Христолюбова Татьяна Павловна,
канд. искусствоведения, доцент,
Санкт-Петербургский Гуманитарный университет профсоюзов,
Санкт-Петербург, Российская Федерация,
takhristol@gmail.com

АВТОПОРТРЕТ ХУДОЖНИКА В СОВЕТСКОМ ИСКУССТВЕ 1920–1930-х гг.

Аннотация. Статья посвящена исследованию автопортретов советских художников 1920–1930-х гг. как уникального явления, отражающего сложные взаимоотношения между личностью и обществом в эпоху революционных преобразований. Автор рассматривает автопортреты как инструмент самовыражения, саморефлексии и осмысления роли художников в новом социально-политическом контексте. На примере творчества Кузьмы Петрова-Водкина, Роберта Фалька, Александра Шендерова, Владимира Малагиса и Александра Самохвалова раскрываются особенности жанра, его эволюция и значение в контексте советского искусства. Автопортреты анализируются как документы эпохи, передающие дух времени, философские размышления художников и их творческий поиск. В статье подчеркивается, что автопортрет становится не только способом самопознания, но и важным историческим источником, раскрывающим многогранность творческой личности и ее взаимодействие с окружающей действительностью.

Ключевые слова: советское искусство, автопортрет, 1920–1930-е годы, Кузьма Петров-Водкин, Роберт Фальк, Александр Шендеров, Владимир Малагис, Александр Самохвалов.

Die sowjetische Kunst der 1920er bis 1930er Jahre stellt eine einzigartige Periode dar, in der das Schaffen untrennbar mit sozialen und politischen Veränderungen verbunden war. In dieser Zeit wird das Selbstporträt als Genre nicht nur zu einem Mittel des künstlerischen Ausdrucks, sondern auch zu einem Spiegel der komplexen Beziehungen zwischen Individuum und Gesellschaft, zwischen dem Persönlichen und dem Kollektiven. Durch die Untersuchung der Selbstporträts sowjetischer Künstler dieser Periode kann man erkennen, wie sich ihre Ansichten veränderten, wie sie ihre Rolle in der neuen Welt reflektierten und wie die Kunst zu einem Instrument der Identitätssuche in einer Ära revolutionärer Umbrüche wurde.

Dieser Artikel betrachtet das Selbstporträt als ein Spiegelbild der Epoche, das nicht nur die innere Welt des Künstlers, sondern auch den Geist der Zeit voller Widersprüche und Hoffnungen offenbart.

Das Selbstporträt nimmt in der heimischen Kunst einen besonderen Platz ein, da es nicht nur ein Mittel der Selbsterkenntnis und Selbstrepräsentation des Künstlers ist, sondern auch ein wichtiges Instrument, um die eigene Rolle im kulturellen und historischen Kontext zu reflektieren. Für den Künstler wird das Selbstporträt zu einem Dialog mit sich selbst und dem Betrachter, der es ermöglicht, innere Empfindungen, kreative Suche und die Haltung zur umgebenden Realität auszudrücken. In der sowjetischen Kunst, wo das Individuum oft an der Schnittstelle zwischen dem Persönlichen und dem Kollektiven stand, gewann das Selbstporträt eine zusätzliche Bedeutung: Es konnte sowohl ein Akt der Bestätigung der eigenen Identität als auch ein Spiegel der sozialen, politischen oder ästhetischen Ideale der Zeit sein. In verschiedenen Epochen – sei es die Romantik, der Realismus oder die Avantgarde – diente das Selbstporträt dem Künstler als Mittel, um seinen Platz in der Geschichte festzuhalten, den Geist der Epoche zu vermitteln und einen einzigartigen Blick auf die Welt zu bewahren, der sich unter dem Einfluss kultureller und gesellschaftlicher Prozesse formte. Somit wird das Selbstporträt nicht nur zum Schlüssel für das Verständnis der Persönlichkeit des Künstlers, sondern auch zu einem wichtigen Dokument der Epoche, das die komplexen Beziehungen zwischen dem Schöpfer und seiner Zeit offenbart.

Die Selbstporträts des russischen und sowjetischen Künstlers Kusma Sergejewitsch Petrow-Wodkin (1878–1939) sind nicht einfach Abbildungen, sondern tiefgründige philosophische Aussagen, die seine kreative Suche und innere Welt widerspiegeln. Im Jahr 1918 malt Petrow-Wodkin ein Selbstporträt, das später zu einem Schlüsselwerk seines Schaffens wurde. „Die Zeichen der realen Wirklichkeit verbinden sich organisch mit dem Symbolismus, der die Nähe zur Ikone deutlich zeigt“ [1, S. 83]. Die bräunlich-ockerfarbenen Töne, in denen das Porträt gemalt ist, kontrastieren mit dem blauen Hintergrund. Dem Hintergrund seiner Bilder maß der Künstler große Bedeutung bei. „Für mich ist der Hintergrund dasselbe wie Nase, Augen usw. Deshalb arbeite ich am meisten am Hintergrund, denn für mich ist die Räumlichkeit einer der wichtigsten Erzähler des Bildes“ [2], sagte Petrow-Wodkin einmal bei einem Treffen mit Zuschauern. Der Künstler platzierte die Figuren seiner Bilder oft vor einem blauen Hintergrund, in dessen Raum Silhouetten, Gesichter und sogar ganze Kompositionen auftauchen konnten (vgl. „Rührung böser Herzen“ (1914–1915), „Nach dem Kampf“ (1923), „Selbstporträt“ (1926–1927) u.a.).

Im Selbstporträt von 1918 blickt der Künstler im Dreiviertelprofil mit durchdringendem Blick auf den Betrachter. Die rostfarbene Strickjacke – eine einfache Arbeitskleidung für das Atelier – verschmilzt fast mit der dunklen Haut des Halses und des Gesichts des Künstlers. So wird die Aufmerksamkeit des Betrachters auf die Augen gelenkt, auch dank der drei blauen Streifen, die dynamisch zu einem Punkt hinter dem Kopf des Künstlers zusammenlaufen. Wir sehen nicht den Künstler im Atelier mit Pinsel und Palette in der Hand, sondern einen Denker, der entschlossen nach vorne blickt, alle Schwierigkeiten betrachtet und bereit ist, sie zu überwinden.

Die Selbstporträts des russischen Avantgarde-Künstlers und Mitbegründers der

Künstlergruppe „Bubnowy Walet“, Robert Falk (1886–1958), zeichnen sich durch tiefen Psychologismus und Experimente mit Form und Farbe aus. Falk stellte sich oft in verschiedenen Stilen dar: von frühen Werken, die den Einfluss des Kubismus und Expressionismus zeigen, bis hin zu späteren, die in realistischer Manier mit feiner Stimmungsübertragung ausgeführt sind. In seinen Selbstporträts lässt sich die Entwicklung seines künstlerischen Weges von avantgardistischen Experimenten bis zu einem reifen, tief individuellen Stil nachvollziehen. Fast alle Selbstporträts Falks sind weit entfernt von Repräsentation. Laut Vera Tschaikowskaja stellt Falk sich selbst „entweder in äußerst aufgewühltem Zustand oder in ruhiger, konzentrierter, selbstversunkener Haltung“ dar [3, S. 18].

Im „Selbstporträt in Gelb“ (1924) posiert Falk gewissermaßen vor sich selbst, wahrscheinlich in seinem Atelier, mit Pinseln in der Hand. Vor dem blassen Hintergrund der Wand hebt sich ein Fragment eines Bücherregals mit einer Vase darauf ab, das dem Porträt zusätzlichen Akzent verleiht und die Komposition rechts etwas überlädt. Auf dem Selbstporträt ist der Künstler 38 Jahre alt, doch die gelbe Jacke und der weiße Schal um den Hals in Kombination mit dem ernsten Blick, den er durch die Brille auf den Betrachter wirft, lassen ihn wie einen Teenager erscheinen, der sich als Erwachsener verkleidet hat. Wie Vera Tschaikowskaja treffend bemerkt, „durchzieht die Note der, jugendlichen‘ Unsicherheit, des Nichtwissens sowie die Betonung der Eigenartigkeit oder sogar Absurdität des eigenen Aussehens fast alle Selbstporträts des Künstlers“ [3, S. 23]. Falk blickt schweigend vom Porträt auf den Betrachter, als lade er zu einem stummen Dialog ein. In seinen Händen hält er das vertraute Attribut des Künstlers – die Pinsel, doch das Selbstporträt zeigt ihn nicht bei der Arbeit, sondern er hält die Pinsel so, als müsse er seine Hände beschäftigen, während seine Gedanken weit entfernt sind.

In den 1930er Jahren erlebte das Schaffen eines weiteren sowjetischen Künstlers, des Schülers von M. W. Dobuschinski – Alexander Schenderow (1897–1967), eine aktive Entwicklung. Die Selbstporträts des Künstlers ermöglichen es, nicht nur sein Äußeres zu sehen, sondern auch seine innere Welt, seine Stimmung und die Entwicklung seines künstlerischen Stils nachzuvollziehen. Wie in seinen anderen Werken hielt sich Schenderow an eine realistische Technik. „In seinen Werken verwendet der Künstler eine durchdachte und präzise Komposition, er ist immer konzentriert und aufmerksam gegenüber Details“ [1, S. 93]. Der Künstler stellte sich oft in Momenten des Nachdenkens oder des kreativen Prozesses dar, was den Porträts Tiefe verleiht. In einigen Selbstporträts verwendet Schenderow symbolische Elemente wie Pinsel, Leinwände oder Bücher, um seine Verbindung zur Kunst zu betonen. Seine Werke sind oft in einer zurückhaltenden Farbpalette gehalten, mit einem Fokus auf die Ausdruckskraft des Blickes. Die Selbstporträts Schenderows spiegeln die Epoche wider, in der er lebte. In der schwierigen Zeit der Sowjetunion, in der die Kunst oft ideologischen Aufgaben untergeordnet war, blieben die Werke dieses Künstlers intim, symbolisch und stets sehr persönlich, was sie besonders wertvoll macht.

Sein „Selbstporträt im Spiegel“ (1936) kann kaum als Selbstporträt im engeren Sinne bezeichnet werden: Vor uns liegt ein Stillleben mit Attributen der Kunst. Blätter mit grafischen Arbeiten, eine geöffnete Farbtube, ein Mahlstock, ein

Fläschchen mit Lösungsmittel und ein Lappen sollen zeigen, dass wir den Arbeitsraum des Künstlers vor uns haben. Er selbst ist in dem Bild nur als Teilreflexion in einem kleinen runden Spiegel an der Wand präsent. Wir sehen eine kurz geschorene Schläfe, einen Teil der Wange, ein Ohr und den durchdringenden Blick eines Auges, das auf den Betrachter gerichtet ist. Dieses Stillleben wurde von einem Künstler geschaffen, der Verhaftung, Gefängnis und einen Aufenthalt in einem Arbeitslager überlebt hatte. Dieses Werk kann mit den holländischen Vanitas-Stillleben verglichen werden, in denen jedoch anstelle des allmächtigen Totenkopfs – eines Symbols des Todes und des Nichts – der Künstler seinen schweren und trotzigen Blick platziert, der sein Recht auf Leben und Kunst verkündet.

Ein weiteres Selbstporträt, das durch eine Spiegelreflexion dargestellt wird, finden wir bei Wladimir Malagis (1902–1974). Im Zentrum seines Schaffens stehen Porträts von Zeitgenossen: Wissenschaftlern, Künstlern, Arbeitern und Arbeiterinnen der neuen Epoche. Diese Bilder, mal poetisch, mal alltäglich und schlicht, erweitern unser Verständnis der ästhetischen Ideale der Kunst der 1930er Jahre. Durch sie vermittelt der Künstler die zentralen Stimmungen und den Geist seiner Zeit und bewahrt wichtige historische und kulturelle Nuancen. Die Porträts dieses Künstlers spiegeln seinen einzigartigen Stil und sein tiefes Interesse an der inneren Welt des Menschen wider. In seinen Werken verband er Elemente des Realismus mit einer expressiven Malweise, oft unter Verwendung satter Farben und dynamischer Linien. Seine Selbstporträts erfassen nicht nur das Äußere, sondern vermitteln auch den emotionalen Zustand, philosophische Reflexionen und spirituelle Suche. Malagis erforscht durch seine Bilder Themen wie Identität, Zeit und das Wesen des Menschen und lässt den Betrachter über die Vielschichtigkeit der Persönlichkeit nachdenken. In seinen Werken greift der Künstler oft aktuelle soziale und gesellschaftlich bedeutsame Themen auf.

So ist beispielsweise sein Gemälde „Auf den Tod von Clara Zetkin“ (1933) eine Art Selbstporträt. In einem konventionell dargestellten Raum steht vor dem Betrachter im Vordergrund ein kleiner runder Tisch mit einer darauf liegenden Ausgabe der Zeitung „Prawda“, die von einem Glas auf einem Untersetzer beschwert wird. Die Schlagzeile der Zeitung lautet: „Clara Zetkin ist gestorben – eine große Kämpferin für den Triumph des Sozialismus“, und es ist ein Foto dieser legendären Teilnehmerin der kommunistischen Bewegung abgebildet. Im Hintergrund an der Wand befindet sich ein kleiner Spiegel, in dessen Reflexion man das Selbstporträt des Künstlers sehen kann. Eine Uhr mit Pendel an der Wand zählt den unaufhaltsamen Lauf der Zeit weiter. Die komplexe Komposition dieses Bildes umfasst „ein Stillleben im Vordergrund, den Spiegel als Grenze zwischen der realen und der ‚Spiegelwelt‘ – im Mittelgrund – und das Selbstporträt, das im Spiegel sichtbar ist und im Hintergrund existiert“ [1, S. 97]. Die Farbgebung des Bildes basiert auf dem Kontrast zwischen Gelb und Blau, und nur die schwarz-weiße Zeitung fügt einen Dissonanz in dieses helle, fast sonnige Werk ein. Was das Aussehen des Künstlers selbst betrifft, so ist es etwas verschwommen, wie es bei Spiegelreflexionen oft der Fall ist. Der Künstler ist in entschlossener Haltung dargestellt, die Hände in den Taschen, sein Blick ist in seiner Direktheit ausdrucksstark. Er trauert um Clara Zetkin (1857–1933) – eine Teilnehmerin der deutschen und internationalen

kommunistischen Bewegung, Aktivistin im Kampf für Frauenrechte und Initiatorin des Internationalen Frauentags.

Die Selbstporträts eines weiteren sowjetischen Künstlers – Alexander Samochwalow (1894–1971) – spiegeln nicht nur sein Äußeres, sondern auch seine innere Welt sowie die Ästhetik der Epoche wider. In frühen Werken ist der Einfluss der Avantgarde und von Experimenten mit der Form spürbar. Sie sind expressiver und emotionaler. In den reifen Selbstporträts strebt Samochwalow nach Realismus und betont seine Individualität und Verbindung zur Epoche. Sie zeichnen sich durch klare Linien, Aufmerksamkeit für Details und psychologische Tiefe aus. In seinen Selbstporträts ist eine Verbindung von klassischer Malerei mit Elementen der Moderne zu erkennen. Die Selbstporträts Samochwalows sind nicht nur ein Spiegel seiner Persönlichkeit, sondern auch ein Dokument der Epoche, das den Geist der Zeit und die künstlerische Suche des Künstlers vermittelt.

Das Selbstporträt „Mann mit Schal“ (1928) ist eines der Schlüsselwerke dieses Künstlers, entstanden in der Blütezeit seines Schaffens. Dieses Werk, in Tempera auf Leinwand ausgeführt, spiegelt nicht nur die Individualität des Künstlers wider, sondern auch den Geist der 1920er Jahre, als die Kunst aktiv nach neuen Formen und Inhalten suchte. Man kann der Ansicht zustimmen, dass „Samochwalow seine Werke buchstäblich Fragmenten alter Fresken gleichsetzt, er strebt danach, die Form zu verallgemeinern und zu vergrößern. Die Individualität der Porträtcharakteristik wird gedämpft, sie strebt danach, ein Antlitz zu werden“ [1, S. 101]. Das Porträt ist in grünlich-lila Farbtönen gehalten. Die Hand des jungen Mannes greift nach dem Kinn – eine Geste, die für viele Figuren in den Werken von Samochwalows Lehrer Petrow-Wodkin charakteristisch ist. Das Gesicht des Künstlers ist mit Präzision und Detailtreue dargestellt, was seine innere Konzentration und intellektuelle Tiefe unterstreicht. Der Schal, der um den Hals geschlungen ist, verleiht dem Bild Dynamik und eine gewisse romantische Note, die einen Kontrast zum ernsten Gesichtsausdruck bildet. Bemerkenswert ist, dass der Schal als Symbol der kreativen Freiheit oder Individualität interpretiert werden kann, die der junge Künstler selbst unter den schwierigen Bedingungen des totalitären Sowjetstaats zu bewahren versucht. Somit ist „Mann mit Schal“ nicht nur ein Selbstporträt, sondern ein Manifest der kreativen Persönlichkeit, die ihre Individualität in einer sich wandelnden Welt bewahren will. Das Werk zeigt Samochwalows Meisterschaft in der Darstellung psychologischer Zustände und seine Fähigkeit, das Persönliche mit dem Universellen zu verbinden.

Somit werden die Selbstporträts sowjetischer Künstler der 1920er bis 1930er Jahre nicht nur zu einem Spiegel ihrer inneren Welt und künstlerischen Suche, sondern auch zu einem wichtigen Dokument der Epoche, das die komplexen Beziehungen zwischen Individuum und Gesellschaft festhält. Durch die Linse der Selbstporträts von Meistern wie Petrow-Wodkin, Falk, Schenderow, Malagis und Samochwalow sehen wir, wie die Kunst zu einem Instrument der Reflexion über die umgebende Welt, der kreativen Suche und des Ausdrucks des Zeitgeistes wird. Diese Werke, erfüllt von tiefem Psychologismus, Symbolik und philosophischen Reflexionen, ermöglichen es uns nicht nur, die Individualität jedes Künstlers besser zu verstehen, sondern auch den Puls einer Epoche zu spüren, die voller

Widersprüche, Hoffnungen und revolutionärer Umbrüche war. Das Selbstporträt als Spiegel der Zeit bleibt eine wichtige Quelle für das Studium des kulturellen und historischen Kontexts und offenbart die Vielschichtigkeit der menschlichen Persönlichkeit und ihre Interaktion mit der umgebenden Welt.

Список литературы:

1. Мое я : автопортрет в собрании Русского музея : каталог произведений / авт. ст.: Егор Могилевский, Елена Столбова ; авт. аннот.: Екатерина Андреева и др. – Санкт-Петербург : Palace Editions, 2016. – 183, [1] с. – Текст : непосредственный.
2. Академия художеств. Вечер, посвященный встрече с художником Петровым-Водкиным. 9 декабря 1936 года // Научный архив РАХ. Ф. 7. Оп. 2. Ед. хр. 594. – Текст : непосредственный.
3. Чайковская, В. И. Три лика русского искусства XX века : Роберт Фальк, Кузьма Петров-Водкин, Александр Самохвалов / В. И. Чайковская. – Москва : Искусство-XXI век, 2006. – 195, [4] с. – Текст : непосредственный.

© Христолюбова Т. П., 2025

МАТЕРИАЛЫ
VI Всероссийской научно-практической конференции
с международным участием
«ДИАЛОГ ПОКОЛЕНИЙ: ИЗУЧАЕМ. ОБУЧАЕМ. УЧИМСЯ»

2025 • Часть I

PROCEEDINGS
of the VI All-Russian Research and Practice Conference
with International Participation
«DIALOGUE OF GENERATIONS: LEARN. TEACH. STUDY»

2025 • Part I

Редактор и корректор А. А. Чернышева
Технический редактор М. Д. Баранова

Научное электронное издание сетевого распространения

Системные требования:
электронное устройство с программным обеспечением
для воспроизведения файлов формата PDF

Режим доступа: http://publish.sutd.ru/tp_get_file.php?id=202016, по паролю.
- Загл. с экрана.

Дата подписания к использованию 17.06.2025 г. Рег. № 5277/25

Высшая школа технологии и энергетики СПб ГУПТД
198095, СПб., ул. Ивана Черных, 4.