# THE WORLD OF ACADEMIA:

## CULTURE, EDUCATION

2019
№ 4

# THE WORLD OF ACADEMIA: CULTURE, EDUCATION

Registration number: Эл № ФС77-73671 dd. 28.09.2018.

Up to 28 September, 2018 the Journal was called "News of Southern Federal University. Pedagogical Science". ISSN: 1995-1140. The Journal has been published since 1 June, 2007.

**Founders:**
Southern Federal University
Volga-Caucasian Department of the Russian Academy of Education

**Editor in Chief**

**I.E. Kulikovskaya** – Doctor of Pedagogics (habil.), professor, head of Pre-school Education dpt. of Southern Federal University, Head of South-Russian Research and Educational Centre of Spiritually-Moral Education of Children and Youth of Southern Federal University

**Deputy Chief Editors**

**G.A. Berulava** – Psychology Doctor (habil.), professor, academician of RAE, Rector of International Innovation University
**V.I. Mareev** – Doctor of Pedagogics (habil.), professor, Advisor of the Rector of Southern Federal University

**International Editorial Board**

**I.V. Abakumova** – Psychology Doctor (habil.), professor, correspondent member of RAE, Don State Technical University (Russia)
**A.Yu. Belogurov** – Doctor of Pedagogics (habil.), professor, Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation (Russia)
**S.I. Beryl** – Physical and Mathematical Sciences Doctor (habil.), professor, Pridnestrovian State University named after T.G. Shevchenko (Pridnestrovian Moldavian Republic)
**N.M. Borytko –** Doctor of Pedagogics (habil.), professor, Volgograd State Social and Pedagogical University (Russia)
**N.N. Veresov** – Philosophy Doctor (habil.), professor, Monash University (Australia)
**A.Ya. Danilyuk** – Doctor of Pedagogics (habil.), professor, corresponding member of RAE, Moscow Pedagogical State University (Russia)
**P.N. Ermakov** – Biology Doctor (habil.), professor, academician of RAE, Southern Federal University (Russia)
**A.K. Kiklevich –** Philology Doctor (habil.), professor, University of Warmia and Mazury (Poland)
**M.V. Korepanova** – Doctor of Pedagogics (habil.), professor, Volgograd State Social and Pedagogical University (Russia)
**I.B. Kotova** – Psychology Doctor (habil.), professor, corresponding member of RAE, International Innovative University (Russia)
**V.T. Kudryavtsev** – Psychology Doctor (habil.), professor, Moscow State Psychological and Pedagogical University (Russia)
**A.K. Kusainov** – Doctor-engineer of Germany, Pedagogics Doctor (habil.), professor, winner of the State Award of the Republic of Kazakhstan, president of Academy of Pedagogical Sciences of Kazakhstan (Kazakhstan)
**O.A. Omarov** – Physical and Mathematical Sciences Doctor (habil.), professor, academician of RAE, Dagestan State University (Russia)
**I.V. Robert –** Doctor of Pedagogics (habil.), professor, academician of RAE, Institute of Education Management of RAE (Russia)
**A.I. Savenkov** – Doctor of Pedagogics (habil.), Psychology Doctor (habil.), corresponding member of RAE, Moscow City Pedagogical University (Russia)
**N.K. Sergeyev** – Doctor of Pedagogics (habil.), professor, academician of RAE, Volgograd State Social and Pedagogical University (Russia)
**V.V. Serikov** – Doctor of Pedagogics (habil.), professor, corresponding member of RAE, Institute of Strategy of Education Development of RAE (Russia)

**Editorial Board**

**A.A. Andrienko** – Candidate of Philology (PhD equivalent), associate professor (Rostov-on-Don)
**A.G. Bermus** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**V.I. Bondin** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**T.I. Vlasova** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**L.V. Goryunova** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**N.K. Karpova** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**G.V. Karantysh** – Biology Doctor (habil.), associate professor (Rostov-on-Don)
**A.M. Mendzheritsky** – Biology Doctor (habil.), professor (Rostov-on-Don)
**P.P. Pivnenko** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**E.I. Rogov** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**O.D. Fedotova** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)
**R.M. Chumicheva** – Doctor of Pedagogics (habil.), professor (Rostov-on-Don)

**The Journal is included in the List of Russian peer-reviewed scientific journals where main scientific results of theses for Degrees of Candidate of Science and Doctor of Science should be published**
**(Date of inclusion edition in the List 01.12.2015, № 678)**

# МИР УНИВЕРСИТЕТСКОЙ НАУКИ:

## КУЛЬТУРА, ОБРАЗОВАНИЕ

2019
№ 4

# МИР УНИВЕРСИТЕТСКОЙ НАУКИ: КУЛЬТУРА, ОБРАЗОВАНИЕ

Регистрационный номер: Эл № ФС77-73671 от 28.09.2018.

До 28 сентября 2018 г. журнал назывался
«Известия Южного федерального университета. Педагогические науки». ISSN: 1995-1140.
Журнал издается с 1 июня 2007 г.

**Учредители:**
Южный федеральный университет
Поволжско-Кавказское отделение Российской академии образования

**Главный редактор**
**Куликовская Ирина Эдуардовна** – доктор педагогических наук, профессор, заведующая кафедрой дошкольного образования Южного федерального университета, директор Южно-Российского научно-образовательного центра духовно-нравственного воспитания детей и молодежи ЮФУ

**Заместители главного редактора**

**Берулава Галина Алексеевна** – доктор психологических наук, профессор, академик РАО, ректор Международного инновационного университета
**Мареев Владимир Иванович** – доктор педагогических наук, профессор, советник ректора Южного федерального университета

**Международная редакционная коллегия**

**Абакумова Ирина Владимировна** – доктор психологических наук, профессор, член-корреспондент РАО, Донской государственный технический университет (Россия)
**Белогуров Анатолий Юльевич** – доктор педагогических наук, профессор, Московский государственный институт международных отношений (университет) Министерства иностранных дел Российской Федерации (Россия)
**Берил Степан Иорданович –** доктор физико-математических наук, профессор, Приднестровский государственный университет им. Т.Г. Шевченко (Приднестровская Молдавская Республика)
**Борытко Николай Михайлович –** доктор педагогических наук, профессор, Волгоградский государственный социально-педагогический университет (Россия)
**Вересов Николай Николаевич** – доктор философских наук, профессор, Университет Монаш (Австралия)
**Данилюк Александр Ярославович** – доктор педагогических наук, профессор, член-корреспондент РАО, Московский педагогический государственный университет (Россия)
**Ермаков Павел Николаевич** – доктор биологических наук, профессор, академик РАО, Южный федеральнъй университет (Россия)
**Киклевич Александр Константинович** – доктор филологических наук, профессор, Варминско-Мазурский университет (Польша)
**Корепанова Марина Васильевна** – доктор педагогических наук, профессор, Волгоградский государственный социально-педагогический университет (Россия)
**Котова Изабела Борисовна** – доктор психологических наук, профессор, член-корреспондент РАО, Международный инновационный университет (Россия)
**Кудрявцев Владимир Товиевич** – доктор психологических наук, профессор, Московский государственный психолого-педагогический университет (Россия)
**Кусаинов Аскарбек Кабыкенович** – доктор-инженер Германии, доктор педагогических наук, профессор, лауреат Государственной премии Республики Казахстан, президент Академии педагогических наук Казахстана (Казахстан)
**Омаров Омар Алиевич** – доктор физико-математических наук, профессор, академик РАО, Дагестанский государственный университет (Россия)
**Роберт Ирэна Веньяминовна** – доктор педагогических наук, профессор, академик РАО, Институт управления образованием РАО (Россия)
**Савенков Александр Ильич** – доктор педагогических наук, доктор психологических наук, член-корреспондент РАО, Московский городской педагогический университет (Россия)
**Сергеев Николай Константинович** – доктор педагогических наук, профессор, академик РАО, Волгоградский государственный социально-педагогический университет (Россия)
**Сериков Владислав Владиславович** – доктор педагогических наук, профессор, член-корреспондент РАО, Институт стратегии развития образования РАО (Россия)

**Редакционный совет**

**Андриенко Анна Александровна** – кандидат филологических наук, доцент (Ростов-на-Дону)
**Бермус Александр Григорьевич** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Бондин Виктор Иванович** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Власова Татьяна Ивановна** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Горюнова Лилия Васильевна** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Карпова Наталья Константиновна** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Карантыш Галина Владимировна** – доктор биологических наук, доцент (Ростов-на-Дону)
**Менджерицкий Александр Маркович** – доктор биологических наук, профессор (Ростов-на-Дону)
**Пивненко Петр Петрович** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Рогов Евгений Иванович** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Федотова Ольга Дмитриевна** – доктор педагогических наук, профессор (Ростов-на-Дону)
**Чумичева Раиса Михайловна** – доктор педагогических наук, профессор (Ростов-на-Дону)

**Журнал включен в Перечень российских рецензируемых научных журналов, в которых должны быть опубликованы основные научные результаты диссертаций на соискание ученых степеней доктора и кандидата наук (дата включения издания в перечень 01.12.2015, № 678)**

## Šenph“ h leŠndhj` nar)emh“ h bnqohŠ`mh“

**Молодшева Ю.Н., Науменко М.В.**

К ВОПРОСУ О ПРОФИЛЬНОМ ОБУЧЕНИИ ПОДРОСТКОВ
С РАЗЛИЧНЫМ УРОВНЕМ СОЦИАЛЬНОГО ИНТЕЛЛЕКТА ..... 21

**Ян Шанюэ**

ОБУЧЕНИЕ ГРАФИЧЕСКИМ СРЕДСТВАМ ВЫРАЗИТЕЛЬНОСТИ
КРАТКОСРОЧНОГО РИСУНКА В РОССИЙСКОМ И КИТАЙСКОМ ИСКУССТВЕ ..... 27

## Šenph“ h leŠndhj` opnteqqhnm`k|mncn nap`gnb`mh“

**Шишлова Е.Э.**

СОЦИОКУЛЬТУРНЫЙ ПОДХОД В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ
МЕЖДУНАРОДНИКА КАК ОТРАЖЕНИЕ
СОЦИОКУЛЬТУРНЫХ ТРЕНДОВ МИРОВОЙ ПОЛИТИКИ..... 35

**Кунаковская Л.А.**

РЕАЛИЗАЦИЯ ПРИНЦИПА РЕФЛЕКСИВНОСТИ
В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ-ПСИХОЛОГОВ
В КАЧЕСТВЕ УЧИТЕЛЕЙ (ПРЕПОДАВАТЕЛЕЙ) ПСИХОЛОГИИ И ПЕДАГОГИКИ ..... 41

## nay`“ oqhunknch“, oqhunknch“ kh)mnqŠh, hqŠnph“ oqhunknchh

**Шевелева А.М.**

ПОКАЗАТЕЛИ ОДАРЕННОСТИ ДЕТЕЙ, ЗАНИМАЮЩИХСЯ ТЕХНИЧЕСКОЙ ДЕЯТЕЛЬНОСТЬЮ
В РАМКАХ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ ..... 49

## oed`cnch)eqj`“ oqhunknch“

**Бакаева И.А.**

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ КЛАСС
В КОНТЕКСТЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ..... 57

**Желдоченко Л.Д.**

ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНЫХ ПРЕДСТАВЛЕНИЙ
У СТАРШЕКЛАССНИКОВ ПРОФИЛЬНЫХ КЛАССОВ..... 64

**Улыбышева И.Н.**

ПРОФЕССИОНАЛЬНЫЕ ПРЕДСТАВЛЕНИЯ БУДУЩИХ ПЕДАГОГОВ,
ОБУЧАЮЩИХСЯ В ПРОФИЛЬНЫХ ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ КЛАССАХ..... 70

oqhunknch“ p`gbhŠh“, `jlenknch“

**Моисеенко О.С., о ов Е.И.**

ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ РАЗВИТИЯ ЛИЧНОСТИ
В ПРОФИЛЬНЫХ ПЕДАГОГИЧЕСКИХ КЛАССАХ ..... 77

**анк а ова И.А.**

ИСПОЛЬЗОВАНИЕ МЕТОДОВ АКТИВНОГО СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОГО ОБУЧЕНИЯ
ПРИ ПСИХОЛОГИЧЕСКОМ СОПРОВОЖДЕНИИ
ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТАРШЕКЛАССНИКОВ..... 85

**Жолудева С.В.**

ПРОФЕССИОНАЛЬНЫЕ ПРЕДСТАВЛЕНИЯ ПЕДАГОГОВ
ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ КЛАССОВ..... 92

НАШИ АВТОРЫ ..... 97

ПРАВИЛА ДЛЯ АВТОРОВ ЖУРНАЛА
«Мир университетской науки: культура, образование»..... 100

## THEORY AND METHODS OF TEACHING AND MORAL INSTRUCTION

**Molodsheva Yulia N., Naumenko Marina V.**

TO THE QUESTION OF FIELD-SPECIFIC TEACHING OF TEENAGERS WITH DIFFERENT LEVELS OF SOCIAL INTELLIGENCE ..... 21

**Yang Shangyue**

TEACHING GRAPHIC MEANS OF EXPRESSION IN FAST DRAWING IN RUSSIAN AND CHINESE ART ..... 27

## THEORY AND METHODS OF PROFESSIONAL EDUCATION

**Shishlova Ekaterina E.**

SOCIO-CULTURAL APPROACH IN PROFESSIONAL TRAINING OF INTERNATIONAL AFFAIRS SPECIALIST AS A REFLECTION OF SOCIO-CULTURAL TRENDS IN THE WORLD POLITICS ..... 35

**Kunakovskaya Lyudmila A.**

IMPLEMENTATION OF THE PRINCIPLE OF REFLEXIVITY IN PREPARING FUTURE TEACHERS-PSYCHOLOGISTS FOR WORK AS TEACHERS OF PSYCHOLOGY AND PEDAGOGY ..... 41

## GENERAL PSYCHOLOGY, PERSONAL PSYCHOLOGY AND HISTORY OF PSYCHOLOGY

**Sheveleva Anna M.**

INDICATORS OF GIFTEDNESS OF CHILDREN ENGAGED IN TECHNICAL ACTIVITIES IN ADDITIONAL EDUCATION ..... 49

## PEDAGOGICAL PSYCHOLOGY

**Bakaeva Irina A.**

PSYCHOLOGICAL AND PEDAGOGICAL CLASS IN THE CONTEXT OF ADDITIONAL EDUCATION ..... 57

**Zheldochenko Lyudmila D.**

PECULIARITIES OF PROFESSIONAL VIEWS OF SENIOR PUPILS MAJORING IN FIELD-SPECIFIC CLASSES ..... 64

**Ulybysheva Irina N.**

PROFESSIONAL PERFORMANCE OF FUTURE TEACHERS ENROLLED IN SPECIALIZED PSYCHO-PEDAGOGICAL CLASSES ..... 70

## PSYCHOLOGY OF DEVELOPMENT AND ACMEOLOGY

**Moiseenko Oksana S., Rogov Evgeniy I.**

PSYCHOLOGICAL PROBLEMS OF PERSONALITY DEVELOPMENT IN SPECIALIZED PEDAGOGICAL CLASSES ..... 77

**Pankratova Irina A.**

USING METHODS OF ACTIVE SOCIAL AND PSYCHOLOGICAL TRAINING IN PSYCHOLOGICAL SUPPORT OF PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOL STUDENTS ..... 85

**Zholudeva Svetlana V.**

PROFESSIONAL IDEAS OF TEACHERS OF PSYCHOLOGICAL AND PEDAGOGICAL CLASSES ..... 92

OUR AUTHORS ..... 97

Áàêàåâà Èðèíà Àëåêñàíäðîâíà

ÏÑÈÕÎËÎÃÎ-ÏÅÄÀÃÎÃÈ×ÅÑÊÈÉ ÊËÀÑÑ
Â ÊÎÍÒÅÊÑÒÅ
ÄÎÏÎËÍÈÒÅËÜÍÎÃÎ ÎÁÐÀÇÎÂÀÍÈß

Â ñòàòüå ïðåäñòàâëåíî àâòîðñêîå âèäåíèå ïðîáëåìû ïðîôèëüíîãî ïñèõîëîãî-ïåäàãîãè÷åñêîãî íàïðàâëåíèÿ â äîïîëíèòåëüíîì îáðàçîâàíèè. Â ïñèõîëîãî-ïåäàãîãè÷åñêîì ïðîôèëå îñíîâíûìè çàäà÷àìè îáðàçîâàíèÿ ÿâëÿþòñÿ: ðàçâèòèå ñîöèàëüíî-ïñèõîëîãè÷åñêîé êîìïåòåíòíîñòè, èññëåäîâàòåëüñêîé êóëüòóðû, ïñèõîïðîôèëàêòèêà è çàáîòà îá îáùåì ïñèõîëîãè÷åñêîì áëàãîïîëó÷èè îáó÷àþùèõñÿ. Ïðîàíàëèçèðîâàíû ïðåèìóùåñòâà è íåäîñòàòêè äîïîëíèòåëüíîãî îáðàçîâàíèÿ. Ðàçâèòèå ñàìîñòîÿòåëüíîé ïîçíàâàòåëüíîé äåÿòåëüíîñòè ÿâëÿåòñÿ îäíèì èç ãëàâíûõ ïðåèìóùåñòâ äîïîëíèòåëüíîãî îáðàçîâàíèÿ. Äëÿ ðåøåíèÿ äàííîãî êðóãà çàäà÷ íåîáõîäèìî ïðèìåíåíèå ðàçíîîáðàçíûõ òåõíîëîãèé îáðàçîâàíèÿ. Ðàññìàòðèâàåòñÿ îïûò ïðèìåíåíèÿ èíòåðàêòèâíûõ è äèñòàíöèîííûõ òåõíîëîãèé â îáðàçîâàòåëüíîì ïðîöåññå. Ðàçðàáîòàíà àâòîðñêàÿ êëàññèôèêàöèÿ äèñòàíöèîííûõ òåõíîëîãèé â ñîîòâåòñòâèè ñî ñìûñëîîáðàçîâàòåëüíûì ïîäõîäîì È.Â. Àáàêóìîâîé. Èññëåäîâàíèå ïðèìåíåíèÿ äèñòàíöèîííûõ òåõíîëîãèé äîêàçûâàåò ïðåèìóùåñòâà ñìåøàííîãî îáó÷åíèÿ (î÷íîãî è äèñòàíöèîííîãî) â ðàçâèòèè ñàìîñòîÿòåëüíîé ïîçíàâàòåëüíîé äåÿòåëüíîñòè, ïîâûøåíèè ïîçíàâàòåëüíîãî èíòåðåñà è ìîòèâàöèè äîñòèæåíèÿ îáó÷àþùèõñÿ. Ðàçâèòèå ïñèõîëîãî-ïåäàãîãè÷åñêîãî ïðîôèëÿ â îáùåì è äîïîëíèòåëüíîì îáðàçîâàíèè íåîáõîäèìî â ðàçëè÷íûõ âàðèàíòàõ, êàê â ôîðìàòå ñòàöèîíàðíûõ êëàññîâ íà áàçå øêîëû, òàê è â ôîðìàòå äèñòàíöèîííîãî êóðñà èëè êóðñà äîïîëíèòåëüíîãî îáðàçîâàíèÿ â êà÷åñòâå êóðñà ïî âûáîðó, êîòîðûé áóäåò ôîðìèðîâàòü èíäèâèäóàëüíóþ òðàåêòîðèþ ðàçâèòèÿ ðåáåíêà è ðàñêðûâàòü äëÿ ó÷åíèêà áîëüøèé âûáîð îáðàçîâàòåëüíûõ ìàðøðóòîâ.

Æåëäî÷åíêî Ëþäìèëà Äìèòðèåâíà

ÎÑÎÁÅÍÍÎÑÒÈ ÏÐÎÔÅÑÑÈÎÍÀËÜÍÛÕ
ÏÐÅÄÑÒÀÂËÅÍÈÉ
Ó ÑÒÀÐØÅÊËÀÑÑÍÈÊÎÂ
ÏÐÎÔÈËÜÍÛÕ ÊËÀÑÑÎÂ

Â ñòàòüå ïðîâåäåí òåîðåòè÷åñêèé àíàëèç ïîíÿòèÿ «ïðîôåññèîíàëüíûå ïðåäñòàâëåíèÿ». Ïîêàçàíî, ÷òî ñôîðìèðîâàííûå ïðîôåññèîíàëüíûå ïðåäñòàâëåíèÿ èãðàþò âàæíóþ ðîëü â ïðîôåññèîíàëüíîì ñàìîîïðåäåëåíèè è â äàëüíåéøåì ïîñòðîåíèè êàðüåðû. Îñîçíàííûé ïðîôåññèîíàëüíûé âûáîð, îñíîâàííûé íà öåëîñòíûõ è àäåêâàòíûõ ïðåäñòàâëåíèÿõ î áóäóùåé ïðîôåññèè, äåòåðìèíèðóåò óñïåøíóþ ñàìîðåàëèçàöèþ â ïðîôåññèîíàëüíîé ñôåðå è âûñòðàèâàíèè ïðàâèëüíîé òðàåêòîðèè êàðüåðû. Àâòîðîì ðàññìîòðåíû ðåçóëüòàòû èññëåäîâàíèÿ ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé ñòàðøåêëàññíèêîâ îáùåîáðàçîâàòåëüíûõ ó÷ðåæäåíèé. Óñòàíîâëåíî, ÷òî ïðåäñòàâëåíèÿ î áóäóùåé ïðîôåññèè ó ñòàðøåêëàññíèêîâ ïðîôèëüíûõ êëàññîâ áîëåå ÷åòêèå, ÿðêèå, ïîëíûå, àäåêâàòíûå â ñðàâíåíèè ñî ñòàðøåêëàññíèêàìè íåïðîôèëüíûõ êëàññîâ, ó êîòîðûõ ïðîôåññèîíàëüíûå ïðåäñòàâëåíèÿ òîëè÷àþòñÿ ôðàãìåíòàðíîñòüþ, ìîçàè÷íîñòüþ è ðàçìûòîñòüþ. Ïðåäñòàâëåííûå â ñòàòüå ðåçóëüòàòû è âûâîäû ìîãóò áûòü ïîëåçíû â ïðîôîðèåíòàöèîííîé ðàáîòå ïåäàãîãîâ, ïåäàãîãîâ-ïñèõîëîãîâ ó÷ðåæäåíèé îáùåãî îáðàçîâàíèÿ, ìîãóò áûòü èñïîëüçîâàíû äëÿ ðàçðàáîòêè ïðîãðàìì ïñèõîëîãî-ïåäàãîãè÷åñêîãî ñîïðîâîæäåíèÿ ïðîöåññà ïðîôåññèîíàëüíîãî ñàìîîïðåäåëåíèÿ, ó÷òåíû ïðè ñîñòàâëåíèè ïðîãðàìì äîïîëíèòåëüíîãî îáðàçîâàíèÿ â ïåäàãîãè÷åñêîé äåÿòåëüíîñòè. Íàó÷íî-èññëåäîâàòåëüñêàÿ ìåòîäèêà àâòîðà âíîñÿò âêëàä â ðàçâèòèå òåîðåòè÷åñêèõ îñíîâ àêìåîëîãèè è ïñèõîëîãèè òðóäà, ïåäàãîãè÷åñêîé ïñèõîëîãèè, ìîãóò áûòü ïîëåçíû ïðàêòè÷åñêèì ïñèõîëîãàì, ïåäàãîãàì, ìàãèñòðàíòàì, àñïèðàíòàì, íàó÷íûì ðàáîòíèêàì.

Æîëóäâàà Ñâåòëàíà Âàñèëüåâíà

ÏÐÎÔÅÑÑÈÎÍÀËÜÍÛÅ ÏÐÅÄÑÒÀÂËÅÍÈß
ÏÅÄÀÃÎÃÎÂ ÏÐÈ ÎÏÅÐÀÒÈÂÍÎÌ-
ÏÅÄÀÃÎÃÈ×ÅÑÊÈÕ ÊËÀÑÑÎÂ

Ïåäàãîãè÷åñêèå ðàáîòíèêè ïðèõîäèòñÿ-ïåäàãîãè÷åñêèõ êëàññîâ ïðåäñòàâëÿþò ñîáîé êëþ÷åâîå çâåíî ðàáîòû ñ îáó÷àþùèìèñÿ, íàöåëåííûì íà ïåäàãîãè÷åñêèå ñïåöèàëüíîñòè. Ñîâåðøàíèå ïðîôåññèè ïðèõîäèòñÿ-ïåäàãîãè÷åñêîé íàïðàâëåííîñòè ñâÿçàíî ñ ïîñòîÿííîé êîìóíèêàöèåé. Ïðîôåññèîíàëüíûå ïðåäñòàâëåíèÿ ïåäàãîãîâ äîëæíû áûòü íîâîñòüþ ñôîðìèðîâàíû â ñåáÿ ïîíèìàíèå ïðîöåññà ðóêîâîäñòâà îáó÷àþùèìñÿ, ðàçâèòîå ÷óâñòâî ýìïàòèè, óìåíèå ïîääåðæèâàòü è íàïðàâëÿòü äåÿòåëüíîñòü äðóãèõ ëþäåé, ïîíèìàòü ñïåöèôèêó ðàçëè÷íûõ âîçðàñòíûõ ýòàïîâ îáó÷àþùèõñÿ. Â ñòàòüå ïðåäñòàâëåíû äàííûå î ðåçóëüòàòàõ èññëåäîâàíèÿ, íàïðàâëåííîãî íà âûÿâëåíèå ñïåöèôèêè ñîäåðæàíèÿ ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé ïåäàãîãîâ ïîñòîÿííî-ãî-ïåäàãîãè÷åñêèõ êëàññîâ. Äëÿ ðåàëèçàöèè ïîñòàâëåííîé öåëè èñïîëüçîâàëèñü ìåòîäèêè «ßêîðÿ êàðüåðû» Ý. Øåéíà è «Èçó÷åíèå ìîòèâàöèîííîãî ïðîôèëÿ ëè÷íîñòè» Ø. Ðè÷è è Ï. Ìàðòèíà. Â èññëåäîâàíèè ïðíÿëè ó÷àñòèå ïåäàãîãè ïñèõîëîãî-ïåäàãîãè÷åñêèõ êëàññîâ ã. Ðîñòîâà-íà-Äîíó. Ðàñïîëîæåíî îñíîâíîé âíèìàíèå ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé ïåäàãîãîâ íà ðåàëèçàöèþ ïðîôåññèîíàëüíûõ ôóíêöèé. Ïðåäëîæåíû ðåêîìåíäàöèè, íàïðàâëåííûå íà ïîâûøåíèå ýôôåêòèâíîñòè ïðîôåññèîíàëüíîé äåÿòåëüíîñòè ïåäàãîãîâ ïñèõîëîãî-ïåäàãîãè÷åñêèõ êëàññîâ.

Êóíàêîâñêàÿ Ëþäìèëà Àëåêñàíäðîâíà

ÐÀÀËÈÇÀÖÈß ÏÐÈÍÖÈÏÀ
ÐÅÔËÅÊÑÈÂÍÎÑÒÈ Â ÏÐÎÖÅÑÑÅ
ÎÏÃÃÎÒÎÂÊÈ ÁÓÄÓÙÈÕ
ÏÅÄÀÃÎÃÎÂ-ÏÑÈÕÎËÎÃÎÂ
Â ÊÀ×ÅÑÒÂÅ Ó×ÈÒÅËÅÉ
(ÏÐÅÏÎÄÀÂÀÒÅËÅÉ) ÏÑÈÕÎËÎÃÈÈ
È ÏÄÀÃÎÃÈÊÈ

Â ñòàòüå ðàññìàòðèâàþòñÿ òåîðåòè÷åñêèå ïðàêòè÷åñêèå àñïåêòû èñïîëüçîâàíèÿ ïðèíöèïà ðåôëåêñèâíîñòè â îáó÷åíèè áóäóùèõ ïðåïîäàâàòåëåé ïñèõîëîãî-ïåäàãîãè÷åñêèõ äiñöèïëèí; ïðåäñòàâëåíà êëàññèôèêàöèÿ ðåôëåêñèâíûõ ìåòîäîâ ïðîôåññèîíàëüíîãî îáó÷åíèÿ ïåäàãîãîâ-ïñèõîëîãîâ â ñîîòâåòſòâèè ñ ïðîôåññóàëüíîé êîãèòîí îðìèðîâàíèÿ èõ ðåôëåêſèâíîãî ñîçíàíèÿ.

Ìîèñååíêî Îêñàíà Ñåðãååâíà,
Ðîſîâ Åâãåíèé Èâàíîâè÷

ÏÑÈÕÎÏËÎÃÈ×ÅÑÊÅ ÏÐÁÁËÅÌÛ
ÐÀÇÂÈÒÈß ËÈ×ÍÎÑÒÈ Â ÏÐÎÔÈËÜÍÛÕ
ÏÅÄÀÃÎÃÈ×ÅÑÊÈÕ ÊËÀÑÑÀÕ

Â ñòàòüå ðàññìàòðèâàþòſÿ ïñèõîëîãè÷åñêèå ïðîáëåìû íà÷àëüíîé ôàçû íåïðåðûâíîãî ïåäàãîãè÷åñêîãî îáðàçîâàíèÿ – ïðîôèëüíûõ ïåäàãîãè÷åñêèõ êëàññîâ â ñðåäíåé øêîëå. Â êà÷åſòâå ìåòîäîâ ïîäãîòîâêè ïîäãîòîâêè áóäóùèõ ïåäàãîãîâ âûſòóïàåò õîäíóòâåííîãî ñàìîðàçâèòèÿ è ſàìîðåãóëèðîâàíèÿ. Àâòîðû ïîëåìèçèðóþò îſ ïîâîäó ïåðèîäà íà÷àëà èçó÷åíèÿ ïåäàãîãè÷åñêèõ çíàíèé, ïðèíöèïîâ îòáîðà ſòàðøåêëàſſíîé â ïðîôèëüíûå ïåäàãîãè÷åſêèå êëàſſû è êàäðîâîãî ſîſòàâà ſáó÷àþſèõ. Ïîäðîáíî ðàſſſìàòðèâàåòſÿ ïîäáîð ïðîôåſſèîíàëüíîãî ðàçâèòèÿ ïåäàãîãîâ ſîöèàíî, ÷òî ôîðìèðîâàíèå ïðîôåſſèîíàëèçìà èäåò ſſ òðåſ ſſſſîâíûſ íàïðàâëåíèÿſ: ſſâîſåíèå äåÿòåëüſſſſòè, ôîðìèðîâàíèå ëè÷íſſòè, ſſçíàíèå è óſſòàſſîâëåíèå ſòſſſøåíèé ſ ſáúåêòſſ äåÿòåëüſſſſòè. Sſâſſåíèå ſèſſòåſſ äåÿòåëüſſſſòè ſſðääſſèäàåò èçó÷åíèå åå ôóſêöèé, ſòðóſèóðû, âſðäàſſòêó ſſðâè÷íûõ íàâſêſâ, ÷òſ â äàëüſåøåſ äſëæſſ

ñòàòü îñíîâàíèåì èíäèâèäóàëüíîãî ñòèëÿ äåÿòåëüíîñòè. Â çàêëþ÷åíèå àâòîðû
ïðèõîäÿò ê âûâîäó, ÷òî ãëàâíàÿ öåëü ïðîôèëüíûõ êëàññîâ â øêîëå – ëè÷íîñòíîå
ðàçâèòèå è óñïåøíàÿ ñîöèàëèçàöèÿ äåòåé.

Ìîëîäøåâà Þëèÿ Íèêîëàåâíà,
Íàóìåíêî Ìàðèíà Âëàäèìèðîâíà

Ê ÂÎÏÐÎÑÓ Î ÏÐÎÔÈËÜÍÎÌ ÎÁÓ×ÅÍÈÈ
ÏÎÄÐÎÑÒÊÎÂ Ñ ÐÀÇËÈ×ÍÛÌ ÓÐÎÂÍÅÌ
ÑÎÖÈÀËÜÍÎÃÎ ÈÍÒÅËËÅÊÒÀ

Â ñòàòüå ðàññìàòðèâàåòñÿ ôåíîìåíîëîãèÿ ïðîôèëüíîãî îáó÷åíèÿ, àêòóàëè-
çèðóåòñÿ ïðîáëåìà ïðîôèëüíîãî îáó÷åíèÿ, ñîñòîÿùàÿ â îòñóòñòâèè åäèíîãî
ïîäõîäà â ñîâðåìåííîé ñèñòåìå îáðàçîâàíèÿ ê ïîíèìàíèþ äàííîãî êîíñòðóêòà.
Ðàñêðûâàþòñÿ ðàçëè÷íûå ïîäõîäû ê àíàëèçó ïîíÿòèÿ «îäàðåííîñòü», ïåðå÷èñ-
ëÿþòñÿ âèäû îäàðåííîñòè, ïñèõîëîãî-ïåäàãîãè÷åñêèå îñîáåííîñòè îäàðåííûõ
ïîäðîñòêîâ, ñïîñîáû âûÿâëåíèÿ îäàðåííûõ ïîäðîñòêîâ, àêòóàëèçèðóåòñÿ ïðî-
áëåìà âàæíîñòè ïðîôèëüíîãî îáó÷åíèÿ äëÿ ðàçâèòèÿ ñïîñîáíîñòåé îäàðåííûõ
äåòåé è ïîäðîñòêîâ. Ïðèâîäÿòñÿ ðåçóëüòàòû èññëåäîâàíèÿ, ðåàëèçîâàííîãî
ïðè ïîìîùè ìåòîäèêè äèàãíîñòèêè ñîöèàëüíîãî èíòåëëåêòà Äæ. Ãèëôîðäà è
Ì. Ñàëëèâåíà, â êîòîðîé ñîöèàëüíûé èíòåëëåêò ðàññìàòðèâàåòñÿ êàê ñèñòåìà
èíòåëëåêòóàëüíûõ ñïîñîáíîñòåé, íå çàâèñÿùèõ îò ôàêòîðà îáùåãî èíòåëëåêòà
è ñâÿçàííûõ ïðåæäå âñåãî ñ ïîçíàíèåì ïîâåäåí÷åñêîé èíôîðìàöèè, êîòîðàÿ
âûñòóïàåò â êà÷åñòâå îñíîâû îáùåé îäàðåííîñòè. Ôîðìóëèðóåòñÿ âûâîä,
ñîãëàñíî êîòîðîìó ïðîôèëüíîå îáó÷åíèå ïðåäñòàâëÿåòñÿ êàê íàèáîëåå îï-
òèìàëüíûé âàðèàíò, ñïîñîáñòâóþùèé ìàêñèìàëüíîìó ðàçâèòèþ îäàðåííûõ
ïîäðîñòêîâ.

Ïàíêðàòîâà Èðèíà Àíàòîëüåâíà

ÈÑÏÎËÜÇÎÂÀÍÈÅ ÌÅÒÎÄÀ ÀÊÒÈÂÍÎÃÎ
ÑÎÖÈÀËÜÍÎ-ÏÑÈÕÎËÎÃÈ×ÅÑÊÎÃÎ
ÎÁÓ×ÅÍÈß ÏÐÈ ÏÑÈÕÎËÎÃÈ×ÅÑÊÎÌ
ÑÎÏÐÎÂÎÆÄÅÍÈÈ ÏÐÎÔÅÑÑÈÎÍÀËÜÍÎÃÎ
ÑÀÌÎÎÏÐÅÄÅËÅÍÈß ÑÒÀÐØÅÊËÀÑÑÍÈÊÎÂ

Â ñòàòüå ðàñêðûâàåòñÿ ýôôåêòèâíîñòü èñïîëüçîâàíèÿ ìåòîäà àêòèâíîãî
ñîöèàëüíî-ïñèõîëîãè÷åñêîãî ñîïðîâîæäåíèÿ ïðîôåññèîíàëüíîãî ñàìîîïðå-
äåëåíèÿ ñòàðøåêëàññíèêîâ. Àâòîð îáîñíîâûâàåò àêòóàëüíîñòü èññëåäîâàíèÿ
ïðîáëåìû, îñîáî îòìå÷àÿ, ÷òî ñîâðåìåííûå ñòàðøåêëàññíèêè ÷àñòî íå ïîíè-
ìàþò, êåì õîòÿò áûòü. Ïðèâåäåí îáçîð êàê îòå÷åñòâåííûõ, òàê è çàðóáåæíûõ
èññëåäîâàíèé, ïîñâÿùåííûõ ïðîáëåìàì ñîïðîâîæäåíèÿ ïðîôåññèîíàëüíîãî
ñàìîîïðåäåëåíèÿ. Îïèñûâàåòñÿ ýêñïåðèìåíò, äîêàçûâàþùèé ýôôåêòèâíîñòü
èñïîëüçîâàíèÿ ìåòîäà àêòèâíîãî ñîöèàëüíî-ïñèõîëîãè÷åñêîãî ñîïðîâî-
æäåíèÿ ïðîôåññèîíàëüíîãî ñàìîîïðåäåëåíèÿ ñòàðøåêëàññíèêîâ. Ðåçóëüòàòû
èññëåäîâàíèÿ ïîçâîëÿþò ðàçðàáîòàòü èíäèâèäóàëüíûå ðåêîìåíäàöèè ïî ñî-
ïðîâîæäåíèþ ïðîôåññèîíàëüíîãî ñàìîîïðåäåëåíèÿ ñòàðøåêëàññíèêîâ. Ñòàòüÿ
áóäåò ïîëåçíà íå òîëüêî ïåäàãîãàì, íî è ïñèõîëîãàì, îðèåíòèðîâàííûì íà
ðàçâèòèå ïîòåíöèàëà ëè÷íîñòè.

Óëûáûøåâà Èðèíà Íèêîëàåâíà

ÏÐÎÔÅÑÑÈÎÍÀËÜÍÛÅ ÏÐÅÄÑÒÀÂËÅÍÈß
ÁÓÄÓÙÈÕ ÏÅÄÀÃÎÃÎÂ, ÎÁÓ×ÀÞÙÈÕÑß
Â ÏÐÎÔÈËÜÍÛÕ ÏÑÈÕÎËÎÃÎ-
ÏÅÄÀÃÎÃÈ×ÅÑÊÈÕ ÊËÀÑÑÀÕ

Îñîáåííîñòè ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé èãðàþò çíà÷èìóþ ðîëü â
ôîðìèðîâàíèè îáðàçà ìèðà è êàðòèíû áóäóùåé êàðüåðû ñòàðøåêëàññíèêà.
Êëþ÷åâûì ìîìåíòîì â ôîðìèðîâàíèè ïðîôåññèîíàëüíî óñïåøíîãî ñïåöè-

àëèñòà ÿâëÿþòñÿ ïðåäñòàâëåíèÿ ñåáÿ â ïðîôåññèè è â îáùåñòâå. Îáúåêòîì
èññëåäîâàíèÿ ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé â ñòàòüå âûñòóïàþò îáó÷à-
þùèåñÿ ñòàðøèõ êëàññîâ ïñèõîëîãî-ïåäàãîãè÷åñêîãî ïðîôèëÿ ïîäãîòîâêè.
Èçó÷åíèå ñïåöèôèêè ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé áóäóùèõ ïåäàãîãîâ,
îáó÷àþùèõñÿ â ïðîôèëüíûõ ïñèõîëîãî-ïåäàãîãè÷åñêèõ êëàññàõ, ÿâëÿåòñÿ
àêòóàëüíîé ïðîáëåìîé îáùåñòâà, òàê êàê íåäîñòàòîê êâàëèôèöèðîâàííûõ
ïñèõîëîãî-ïåäàãîãè÷åñêèõ êàäðîâ îáúÿñíÿåòñÿ íå ñòîëüêî íåõâàòêîé
êîíòèíãåíòà çàèíòåðåñîâàííîãî äàííûì íàïðàâëåíèåì ïîäãîòîâêè, ñêîëüêî
îòñóòñòâèåì ÷åòêèõ, ñêîððåêòèðîâàííûõ ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé
áóäóùèõ ñïåöèàëèñòîâ. Â ñòàòüå ïðèâåäåíû ðåçóëüòàòû èññëåäîâàíèÿ, óêàçû-
âàþùèå íà íåäîñòàòîê èíôîðìèðîâàííîñòè ñòàðøåêëàññíèêîâ î áóäóùåé ïðî-
ôåññèè, ÷òî ïðèâîäèò ê íåñôîðìèðîâàííîñòè îáúåêòèâíûõ ïðîôåññèîíàëüíûõ
ïðåäñòàâëåíèé. Òàêæå àâòîðîì ïðèâåäåíû ðåêîìåíäàöèè äëÿ êîððåêòèðîâêè
ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé ñòàðøåêëàññíèêîâ ïðîôèëüíûõ ïñèõîëîãî-
ïåäàãîãè÷åñêèõ êëàññîâ.

Øåâåëåâà Àííà Ìàêñèìèëèàíîâíà

ÏÎÊÀÇÀÒÅËÈ ÎÄÀÐÅÍÍÎÑÒÈ ÄÅÒÅÉ,
ÇÀÍÈÌÀÞÙÈÕÑß ÒÅÕÍÈ×ÅÑÊÎÉ
ÄÅßÒÅËÜÍÎÑÒÜÞ Â ÐÀÌÊÀÕ
ÄÎÏÎËÍÈÒÅËÜÍÎÃÎ ÎÁÐÀÇÎÂÀÍÈß

Â ñòàòüå îïèñàíû ðåçóëüòàòû èññëåäîâàíèÿ ïîêàçàòåëåé îäàðåííîñòè äå-
òåé, çàíèìàþùèõñÿ â ðàçíûõ ñåêöèÿõ òåõíè÷åñêîé íàïðàâëåííîñòè – «Àâèà-
ìîäåëèðîâàíèå», «Êàðòèíã», «Èíôîðìàöèîííûå òåõíîëîãèè». Â êà÷åñòâå
òàêèõ ïîêàçàòåëåé èññëåäîâàëèñü õàðàêòåðèñòèêè òâîð÷åñêîãî è òåõíè÷åñêî-
ãî ìûøëåíèÿ. Ãèïîòåçà èññëåäîâàíèÿ ïðåäïîëàãàëà íàëè÷èå îñîáåííîñòåé
âûðàæåííîñòè è âçàèìîñâÿçåé ýòèõ õàðàêòåðèñòèê ó äåòåé, çàíèìàþùèõñÿ
ðàçíûìè âèäàìè òåõíè÷åñêîé äåÿòåëüíîñòè. Âûÿâëåíî, ÷òî óðîâåíü ðàçâèòèÿ
òåõíè÷åñêîãî ìûøëåíèÿ íàõîäèòñÿ â ïðÿìîé âçàèìîñâÿçè ñ ïîêàçàòåëÿìè
òâîð÷åñêîãî ìûøëåíèÿ «îðèãèíàëüíîñòü» è «ðàçðàáîòàííîñòü». Îáíàðóæåíî,
÷òî â ðàçíûõ âèäàõ òåõíè÷åñêîé äåÿòåëüíîñòè ðàçëè÷àþòñÿ ïîêàçàòåëè òâîð-
÷åñêîãî ìûøëåíèÿ «áåãëîñòü» è «ðàçðàáîòàííîñòü»: íàèâûñøèå ïîêàçàòåëè
ó äåòåé, çàíèìàþùèõñÿ ïî íàïðàâëåíèþ «Èíôîðìàöèîííûå òåõíîëîãèè».
Â ýòîé æå ñåêöèè îáíàðóæåíû íàèáîëåå òåñíûå êîððåëÿöèîííûå âçàèìîñâÿçè
òâîð÷åñêîãî è òåõíè÷åñêîãî ìûøëåíèÿ.

Øèøëîâà Åêàòåðèíà Ýäóàðäîâíà

ÑÎÖÈÎÊÓËÜÒÓÐÍÛÉ ÏÎÄÕÎÄ
Â ÏÐÎÔÅÑÑÈÎÍÀËÜÍÎÉ ÏÎÄÃÎÒÎÂÊÅ
ÌÅÆÄÓÍÀÐÎÄÍÈÊÀ ÊÀÊ ÎÒÐÀÆÅÍÈÅ
ÑÎÖÈÎÊÓËÜÒÓÐÍÛÕ ÒÐÅÍÄÎÂ
ÌÈÐÎÂÎÉ ÏÎËÈÒÈÊÈ

Â ñòàòüå ðàññìàòðèâàåòñÿ âîçðàñòàþùàÿ ðîëü ñîöèîêóëüòóðíîãî àñïåêòà â
ðàçâèòèè ìåæäóíàðîäíûõ îòíîøåíèé, îáóñëîâëåííàÿ òåì, ÷òî â íà÷àëå íîâî-
ãî âåêà ìû íàáëþäàåì î÷åâèäíûé ðàçâîðîò è â ïîëèòèêå, è â íàó÷íîé ñôåðå
â ñòîðîíó ÷åëîâåêà. Ïðåäñòàâëåí íàó÷íûé è ïðàêòè÷åñêèé îïûò ÌÃÈÌÎ ïî
èññëåäîâàíèþ è ðåàëèçàöèè ñîöèîêóëüòóðíîãî àñïåêòà â ïðîôåññèîíàëüíîé
ïîäãîòîâêå. Îòðàæåíèå ìåæäóíàðîäíîãî è íàöèîíàëüíîãî ñîöèîêóëüòóðíîãî
äèñêóðñà â ñîäåðæàíèè ïðîôåññèîíàëüíîé ïîäãîòîâêè ñïåöèàëèñòà ìåæäó-
íàðîäíîãî ïðîôèëÿ ðàññìàòðèâàåòñÿ êàê íåîáõîäèìîå óñëîâèå ðåàëèçàöèè
ñîöèîêóëüòóðíîãî ïîäõîäà. Â ñòàòüå ïðåäëîæåíî îïðåäåëåíèå íîâîãî äëÿ ïðî-
ôåññèîíàëüíîé ïîäãîòîâêè ñïåöèàëèñòà ìåæäóíàðîäíîãî ïðîôèëÿ ïîíÿòèÿ
ñîöèîêóëüòóðíîãî ïîäõîäà.

ßí Øàíþý

ÎÁÓ×ÅÍÈÅ ÃÐÀÔÈ×ÅÑÊÈÌ ÑÐÅÄÑÒÂÀÌ
ÂÛÐÀÇÈÒÅËÜÍÎÑÒÈ ÊÐÀÒÊÎÑÐÎ×ÍÎÃÎ ÐÈÑÓÍÊÀ
Â ÐÎÑÑÈÉÑÊÎÌ È ÊÈÒÀÉÑÊÎÌ ÈÑÊÓÑÑÒÂÅ

Ñòàòüÿ ïîñâÿùàíà ïðîáëåìå ïîèñêà ïîòåíöèàëüíîãî âèäà èçîáðàçèòåëüíîé äåÿòåëüíîñòè, áëàãîäàðÿ êîòîðîìó âîçíèêíó èëëþñòðèðîâàíèå óíèâåðñàëüíûõ çàêîíîìåðíîñòåé èçîáðàçèòåëüíîé ãðàìîòû ñòóäåíòàì, ïðåäñòàâëÿþùèì ðàçëè÷íûå õóäîæåñòâåííûå êóëüòóðû. Áîëüøóþ ðîëü â ïðîöåññå îáó÷åíèÿ ñïåöèàëèñòîâ â îáëàñòè äèçàéíà, æèâîïèñè, ãðàôèêè è àðõèòåêòóðû èãðàåò îáó÷åíèå êðàòêîñðî÷íîìó ðèñóíêó, êîòîðûé ïîçâîëÿåò ðàçâèâàòü ìîòîðèêó, íàáëþäàòåëüíîñòü è õóäîæåñòâåííûé âêóñ.

Bakaeva Irina A.

PSYCHOLOGICAL AND PEDAGOGICAL CLASS IN THE CONTEXT OF ADDITIONAL EDUCATION

Key words: psychological and pedagogical education, field-specific class, additional education, interactive technologies, distance education.

The article presents the author's vision of the problem of field-specific psychological and pedagogical direction in additional education. According to the paper, the main objectives of education in psychological and pedagogical field are: development of socio-psychological competence, research culture, psychological prevention and care of the overall psychological well-being of students. The advantages and disadvantages of additional education are analyzed. According to the paper, development of independent cognitive activity is one of the main advantages of additional education. To solve this range of problems, it is necessary to use a variety of educational technologies. The author considers the experience of using interactive and distant technologies in educational process. The author's classification of distance technologies in accordance with the sense-building approach of I.V. Abakumova is worked out. The study into the use of distance learning technology proves the benefits of blended learning (onsite and distant) in the development of independent cognitive activity, enhancing cognitive interest and increasing motivation of students. Development of psychological and pedagogical field in general and additional education particular is necessary due to various reasons, both in the mode of usual school classes and in the format of a distance course or a course of additional education as an elective course which will form individual trajectories of children development and provide a wider choice of educational routes.

Kunakovskaya Lyudmila A.

IMPLEMENTATION OF THE PRINCIPLE OF REFLEXIVITY IN PREPARING FUTURE TEACHERS-PSYCHOLOGISTS FOR WORK AS TEACHERS OF PSYCHOLOGY AND PEDAGOGY

Key words: reflection, principle of reflexive learning, reflexive learning technology, reflexive methods of teaching pedagogy and psychology.

The article deals with theoretical and practical aspects of the use of the principle of reflexivity in training future teachers of psychological and pedagogical disciplines. The author gives classification of reflexive methods of professional training of teachers-psychologists in relation to the procedural logic of developing their reflexive consciousness.

Moiseenko Oksana S., Rogov Evgeniy I.

PSYCHOLOGICAL PROBLEMS OF PERSONALITY DEVELOPMENT IN SPECIALIZED PEDAGOGICAL CLASSES

Key words: pedagogical psychology, professional development, humanization of education, professional self-determination, field-specific classes, high school students, socialization.

The article deals with psychological problems of the initial phase of continuous pedagogical education – specialized pedagogical classes in secondary school. As for the methodology for training future teachers, the authors set forth the humanistic

philosophy which considers a person to be the subject of their own self-development and self-realization. The authors argue about the period when it is appropriate to start studying pedagogical knowledge, the principles of selection of high school students for specialized pedagogical classes and teaching staff. The model of professional development of a teacher in relation to field-specific classes is considered in detail. It is shown that professionalism is shaped in three main directions: development of activities, development of personality and establishment of relations with the object of activity. Development of the system of activity involves the study into its functions, structure, and development of primary skills which in future should lay the foundation for the individual style. Finally, the authors come to the conclusion that the main goal of field-specific classes in school is personal development and successful socialization of children.

Molodsheva Yulia N., Naumenko Marina V.

TO THE QUESTION OF FIELD-SPECIFIC TEACHING OF TEENAGERS WITH DIFFERENT LEVELS OF SOCIAL INTELLIGENCE

Key words: focus of education, educational program, teenager, field-specific training, psychological and pedagogical features, giftedness, education system, social intelligence.

The article deals with the phenomenology of field-specific teaching and training, which consists in the lack of the unified approach to understanding of this construct in the modern education system. The article covers various approaches to the analysis of the concept “giftedness”, types of giftedness, psychological and pedagogical features of gifted adolescents, methods of identifying gifted teenagers, the importance of specialized training for the development of abilities of gifted children and adolescents. The authors share the results of the study, which employed methods of social intelligence diagnostics by J. Gilford and M. Sullivan, in which social intelligence is considered as a system of intellectual abilities that do not depend on general intelligence and are associated primarily with the knowledge of behavioral information, which is seen as the feature of general giftedness. The authors come to the conclusion that specialized training is the most appropriate option which contributes greatly to development of gifted adolescents.

Pankratova Irina A.

USING METHODS OF ACTIVE SOCIAL AND PSYCHOLOGICAL TRAINING IN PSYCHOLOGICAL SUPPORT OF PROFESSIONAL SELF-DETERMINATION OF HIGH SCHOOL STUDENTS

Key words: professional self-determination, high school students, professional ideas, individual trajectory of development.

The article reveals effectiveness of using methods of active socio-psychological support in professional self-determination of high school students. The author sets forth the relevance of the issue under study noting that modern high school students often do not understand what they want to do in future. The article gives review of both national and foreign studies on the problems of support of professional self-determination. The article describes an experiment that proves the effectiveness of using methods of active socio-psychological support in professional self-determination of high school students. The results of the study enable the author to work out individual recommendations for support of professional self-determination of high school students. The article will be useful not only for teachers, but also for psychologists interested in development of personal potential.

Sheveleva Anna M.

## INDICATORS OF GIFTEDNESS OF CHILDREN ENGAGED IN TECHNICAL ACTIVITIES IN ADDITIONAL EDUCATION

Key words: giftedness, creativity, creative thinking, fluency, flexibility, originality, development, technical thinking, technical abilities.

The article describes the results of the study into indicators of giftedness of children engaged in different technical extracurricular activities, such as “Aircraft modeling”, “Karting”, and “Information technology”. Characteristics of creative and technical thinking are referred to as such indicators. The study hypothesis suggests some features of severity and evident connection between these characteristics in children who are engaged in different types of technical activities. It is revealed that the level of development of technical thinking is in direct relationship with indicators of creative thinking, such as “originality” and “development”. The paper claims that different types of technical activities consequently refer to different indicators of creative thinking, such as “fluency” and “development”: the highest rates of which are expressed by children engaged in “Information technology”. The closest correlations between creative and technical thinking are found in children involved in this kind of activity as well.

Shishlova Ekaterina E.

## SOCIO-CULTURAL APPROACH IN PROFESSIONAL TRAINING OF INTERNATIONAL AFFAIRS SPECIALIST AS A REFLECTION OF SOCIO-CULTURAL TRENDS IN THE WORLD POLITICS

Key words: socio-cultural aspect of international relations, humanization of professional training content, socio-cultural approach, human capital.

The article deals with the growing role of socio-cultural aspect in development of international relations. This trend can be explained by the fact that at the beginning of the new century we see an obvious turn in politics and in the scientific sphere towards an individual. The article describes scientific and practical experience of MGIMO in research and implementation of socio-cultural aspects in professional training. Reflection of international and national socio-cultural discourse in the content of professional training of a specialist of international major is considered as a necessary condition for implementation of socio-cultural approach. The article provides definition of the new concept of socio-cultural approach relevant for professional training of an international specialist.

Ulybysheva Irina N.

## PROFESSIONAL PERFORMANCE OF FUTURE TEACHERS ENROLLED IN SPECIALIZED PSYCHO-PEDAGOGICAL CLASSES

Key words: professional ideas, specialized training, high school students, world view, psychological and pedagogical class, self-determination, personality.

Professional ideas play a significant role in shaping the world outlook and image of future career of high school students. The key point in development

of professionally successful specialist is seeing oneself in the profession and in society. The object of the study into professional ideas, described in the article, is students of senior classes of psychological and pedagogical major. According to the paper, the study into professional ideas of future teachers who study in specialized psychological and pedagogical classes is an urgent issue in modern society. The author is sure that lack of qualified psychological and pedagogical personnel is not so much due to the lack of specialists interested in this area of training, but to the lack of clear, appropriate professional ideas about future specialists. The article presents the results of the study that indicate unawareness of high school students about their future profession, which leads to insufficiently developed objective professional ideas. The author also provides recommendations for shaping professional implications of high school students of specialized psychological and pedagogical classes.

Yang Shangyue

TEACHING GRAPHIC MEANS
OF EXPRESSION IN FAST DRAWING
IN RUSSIAN AND CHINESE ART

Key words:academic drawing, sketching, schizzo, fast sketching, tradiÿonal Chinese paiÿng,Þgure, tradi Ÿon of arÿs Ÿc culture, methods.

The article is devoted to the problem of finding the optimal type of visual activity which will make it possible to illustrate the universal laws of visual literacy to students representing different artistic cultures. According to the paper, an important role in training specialists in the field of design, painting, graphics and architecture belongs to the skill of fast drawing, which enables one to develop good motor skills, observation and artistic taste.

Zheldochenko Lyudmila D.

PECULIARITIES OF PROFESSIONAL
VIEWS OF SENIOR PUPILS MAJORING
IN FIELD-SPECIFIC CLASSES

Key words:professional ideas, professional choice, professional orientaÿon, Þeld-specÞc classes, career, professional self-realiÿza.

The article presents a theoretical analysis of the concept “professional ideas”. According to the author, professional ideas play an important role in professional self-determination and further career building. Conscious professional choice, based on holistic and adequate ideas about the future profession, determines the successful self-realization in the professional sphere and guarantees the choice of the right career path. The author considers the results of the study into professional ideas of high school students of educational institutions. It is found out that the idea about the future profession of high school students who major in one field is clearer, brighter, more complete and adequate in comparison with implications of high school students of non-core classes, whose professional ideas are fragmentary, mosaic and blurred. The results and conclusions presented in the article can be useful in career guidance for teachers, psychologists of general educational institutions, can be used to develop programs of psychological and pedagogical support of professional self-determination and be taken into account in preparation of programs of additional education. Research materials of the author contribute to the development of theoretical foundations of acmeology and psychology of work, pedagogical psychology, can be useful for practical psychologists, teachers, undergraduates, postgraduate students, researchers.

Zholudeva Svetlana V.

PROFESSIONAL IDEAS OF TEACHERS
OF PSYCHOLOGICAL
AND PEDAGOGICAL CLASSES

Key words: professional ideas, teachers, professional position, self-determination, self-actualization, self-realization.

Teaching staff of psychological and pedagogical classes is the key element of work with students who plan to take up pedagogical careers. The core aspect of the profession of psychological and pedagogical kind is associated with constant communication. Professional ideas of teachers should be fully formed, include understanding of the mechanisms of leading students, a developed sense of empathy, ability to support and guide activities of other people, to understand the specifics of different age periods of students. The article presents data on the results of the study aimed at identifying the key aspects of professional ideas of teachers of psychological and pedagogical classes. To achieve this goal, the methods of “Career Anchor” by E. Schein and “Study of motivational profile of personality” by S. Ritchie and P. Martin were used. The study involved teachers of psychological and pedagogical classes of Rostov-on-Don. The author describes the influence of professional ideas of teachers on fulfilling their professional functions. The recommendations aimed at improving the efficiency of professional activity of teachers of psychological and pedagogical classes are suggested.

Šenph“ h leŠndhj`
nar)emh“
h bnqohŠ`mh“

- Ìîëîäøåâà Þ.Í., Íàóìåíêî Ì.Â. Ê âîïðîñó î ïðîôèëüíîì îáó÷åíèè ïîäðîñòêîâ ñ ðàçëè÷íûì óðîâíåì ñîöèàëüíîãî èíòåëëåêòà
- ßí Øàíþý. Îáó÷åíèå ãðàôè÷åñêèì ñðåäñòâàì âûðàçèòåëüíîñòè êðàòêîñðî÷íîãî ðèñóíêà â ðîññèéñêîì è êèòàéñêîì èñêóññòâå

**УДК 37.047**

Ìîëîäøåâà Þ.Í.,
Íàóìåíêî Ì.Â.

Ê ÂÎÏÐÎÑÓ
Î ÏÐÎÔÈËÜÍÎÌ
ÎÁÓ×ÅÍÈÈ ÏÎÄÐÎÑÒÊÎÂ
Ñ ÐÀÇËÈ×ÍÛÌ ÓÐÎÂÍÅÌ
ÑÎÖÈÀËÜÍÎÃÎ
ÈÍÒÅËËÅÊÒÀ

¶ # @ 8 <# ( : & * , # & & ( - / = , ( &, A , ( / # = & , (A , -% %, * ( , ( - / , ( ! * , ( 4 # = & (( 1 8 & * - 5 ( # ( * ( ( 8 - ! ( - ( & & ( , - / ( , & & ( , - / = - / %( , ( &, A ( 6 # = & < & / # #. ! /

© Ø ú ÷ ú ð ñêî.ìÙ, 2019
© Ù ì ÿ ø ñ ùØ ÎÚ, 2019

¦ & < % & * , # & / , % & - 4 - ( , % 6 - ( , % & & 9 ( ! ( # < A # A / - A & , & * , ( 4 # = & ( ( 1 8 & & A - / , 9 - / 1 * . & Á ( # - ¶ ( ( - & 6 * 6 % ( , & 6 ( , ( & A À ( - - - ! ( Ç , 6 - % ( 1 8 - @ : % - A / , 9 5 # - - ( & ( 5 ( % ( * , ( - / / = ( % ( & ( - / = / = & 1 # = ( & < , ( / # = & < * , ( , % , % < / ( % 8 - # * 1 / % , ( 4 # = & (( ( 1 8 & A * , ( 4 - - ( & - # = & ( * ( ( / ( ! ¿ , ( 4 # = & ( ( 1 8 & ( # & ( ( * , # / = & ( # A - 5 - ( , & ( , ( & A ( & ( , % & & ( ( / = 1 - # ( A # A - % ( - / - ( A / # = & ( < ( ( , 8 # ( .!

¦ & - / ( A : , % A & < * ( 5 ( ! 4 & ( % & ( # ( * , ( 4 # = & ( ( 1 8 & ( A / - 1 / - / . 1 Á ( # - & ( ( # , - * , ( - / , & & & * ( % 1 % & * , @ 4 # = & ( ( 1 8 & , - - % / , / - A ! ! 4 4 , & 6 6 1 8 A & * , 5 ( , % , % & * , # & & 1 8 / & / , - - ( * ( / , & ( - / ( 1 8 @ : 5 - A * , * ( # @ : 1 A # 1 # & & 1 8 & ( / # = & ( < 5 # - / & &.

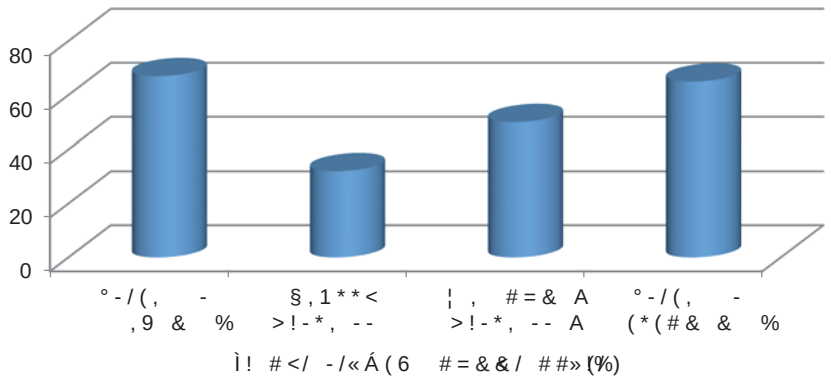
» * , # & & ( ( - / , = ( &, A # ( * , ( 4 # = % ( & ( * , # / = ! ( , & / 6 ( @, ( / # = & , ( ( , % % & < ! ( & ! , / & < # - / & & A < A / # = & , ( - / / ( , < ( * , - # A @ / * , % / - & ( % / 8 - ! ( - ( , &, * , ( # @ : < 1 8 & ( A / # = & ( ( - / 1 8 @ : 5 - A / , ( & ! A , 1 # = / / ( - % ( & A ( , ( / # = & * ( ( , % % / < # & ( ( , ( / # = & , ( & 6 ( ® ( # 1 , ¤ & / ( & , ( 2014).

½ , ( / # = ( &, A & 6 % A ( / ( / ! , < / = & # & - ! ( # = * ! , ( ( 4 # * , 8 , & 1 A - / & ( # & & ( ( Ç § ½ Á , ! ( / ( , < 5 < # A @ - / / - / & & ( & 1 , 8 & 1 % & / , & < 6 # = - & > ! ( & ( % 8 , - / ! 5 & ( # ( - 8 - ! , 1 & , - # = & , < ( 4 #

¦ * ( - # & , % A & 4 ( & - / , % / # = & ( , ( / A 5 & 8 - ! % < - #

( : - / & & < 5 % ( ( / & ( 9 , & * , ( Á 6 # = , @ & & ( < A # , & , A -
4 - - ( & # = / & , < 5 ( & , * , - ; / A ( , & & < 5 / , * , ( % - ( &
A # A % l < , 5 ( / & ! % , # 8 & < 5 / , , ( 9 5 < - ( ! ( - / & A
- 4 , 5 A / # = & , ( - / * , ( - , # 8 & ( < 5 # - / A & 5 1 , ! - ! 1 - - / ,
, ( & - A % 5 / 5 4 , - / & ( / - A - * ( , / & ( - 4 , , / ! ( 9 - 5
- ( # ( 8 & < / % / 4 ! , / 8 / ( - A 1 - * 5 / 5 & 8 - ! / ( % , 8 - / ,
/ , 6 ( & & ( < : ( , ( / # = & < Á ( 8 2014 . - ( & ( , ( / - # =
9 ! ( # < & 1 - * @ / , ( / & = & < 6 & / « , Á , 1 » , - ( & ( 8
( : - / & & 1 , @ & / & ( - / = # 1 ! ( / ( , ( A # A / ( - / A ( , ( , & & < 5
8 ( ( : ( , ( / # = & * , < ( , - % / - ( - / 5 1 8 & * ( , ( 4 - -
% < 9 ! ( # # 1 8 9 - % # 1 8 # 9 = ( ( - ( & # = & ( % 1 / @ - 4 , , ( / -
& A @ * / ( , - - & / < 5 & ( # ( , & 8 @ : 5 * ( / , & ( - / A % & / , - . %
- * ( - ( - / 1 @ 5 / / @ ¥ ( ( A # & ¿ , & ¦ / ¦ . ¿ 1 / & A , # 8 / ( # A
- ! , A 2012). ¦ - A - > / % ( , - / / À ( - - & ( & * ( / , A / & = ( & ( (
& 8 % ( * / , ( 4 # = & 9 ! ( # : < % - & / # & / # ( ( & ! 1 - # ( A ( 5 , =
& ( - - / % - & ( A / # = & ( - / * & ( < 5 ( < & / # # ! / 1 # , = & 1 , - < % -
& 1 # 6 , A ( / # = & ( , ( ( ¿ 1 / : & # A À ( - - & ( . , https://
* , ( 6 - , - - ( & ( - / ( , ( & < / 8 @ / rass.ru/obschestvo/3469164).
- ( , % & & < * % , ( - % 8 & ( - / » % < # ( * , ( & ( - - # - (
( - 1 , - / 6 # ( , % - , 1 ( – & - & , & * , # & & ( < A # &
& ( * , ( A ! / & ( 5 ( % ( - / - ( 6 # = & ( & ( / # # ! * / ( , ( - / ! . (
* , ( 4 # 6 ¥ ( - - # ( & < A - / 1 * # ¥ ½ Ä
¦ % - / - / % # @ % A ( , & - Á ½ Ì ¶ 1 * . Ä - / - ª = ( & 6 ! ( À ( ( - / - (
6 A - ( , 9 & - / ( & - / % < - ! ( ( # - / Á * ( % ( : = % @ / ( !
& 8 / # = & / ( * & - A ( / / # @ & ( - / ! - ( 6 # = & ( & ( / # # ! /
, ( # @ : 5 < - ( ! % 1 , ( & % ª . § # 4 ( , º . Á # # ( & * / -
- * ( - ( & ( - , / 9 , ( ! % 1 , 1 ( ( , ( % 6 A « Á º 5 # ( ) ( < # ( * , # &
/ ( , 8 - ! % % < 9 # & . ¦ % A - ! ! ( : 1 , ( & - = ( 6 # = & ( & (
> / % , & & < # @ % ( 1 / < - / 1 * / = / # # ! , / / ! ( ( / # = & < ( - / -
! ! % ( : & 9 , - 1 , - ( - * 8 - # A @ : , < , @ : - A - # 1 @ : 5
@ : , / - ( , % & & - ( - / % < 9 ! # : 5 « º - / ( , - , 9 & » % ( & -
( , ( & , A ! ! * , ( 1 ! / * , # & & < A # & - * ( - ( & ( - ! /
½ & ( * , ( , / / & < ( 5 6 # = * , ( & ( , ( & * ( @ & A ( - & (
& < 5 8 - ( , % & & À ( ( - - A # A & # 8 1 - / > % ( 6 ) , « § , 1 * * > < ! - -
/ - A - ( & 1 - # ( , ( - * 8 - @ * , - - » ( , - ! , < & < ! & #
: 5 < A # & , / ( , & & < 5 & , # = & * ( ( & , A % % , ! * ( -
/ < - ( ! ( % ( / , ( & & < 5 , - / ( ) , « ¦ , # = & > A - * , - » A
, - ! , < / - ( * ( / & 6 * # ( - ( & # , 1 - * / ( - ( & ( - ! / = , # =
, ( - / ! ( & ( ! ( % % 1 & ! - 6 1 8 / ( ! % ( & / ! - /
¶ ( & 6 * 6 ( A & 6 ( & # = - & - ( ( - * , A / ) , « A º - / ( , - ( * ( # & & » %
- / % < < A # & , A / A % ( # ( < 5 ( < A # A - * / ( - ( & ( - ! / = & # * 1 (
/ # & / ( ( * , # A / ( < * , & 6 & A & ( - & ( 1 % & ( , A & / , - (
* < < A # & * A ( , ! ( , & & < 5 / = - A - ( 6 # = & ( ( ! % 1 & * , ( -
/ # & / # < 5 , * ( , ( - / ! , ( @ & ( & ( , ( / # = ( ! 1 / A / 1 6 )
9 ( ¶ ( & 6 * 6 ( A & 6 ( & # = & º ( 5 # ( ( ¤ # 9 ) & 1996).
- - / % . , < http://www.consultant.ru/ Ã ( , / 8 - ! ( ( - & ( ( - - # ( -
document/cons_doc_LAW_131119/). & A A # A # * - ( A 5 ( ª . § # 4 ( , . Á - (

6 # = & < & / # # , ! / - - % / , / - A # A & 9 & 6 ( & # = / & ( 6 .
§ # 4 ( , ( ! % ! - ( ( ! 1 * & ( - & = / # # ! À - * ( & & - / * < ( ( & < % , 1 # = / - /
/ 1 # = & - * 5 ( - ( & ( - , / # : 5 ( - % - * ( - ( & < , & ( & / , * , / , ( / =
& ( * ( & & , ( A * , # A @ : ( 5 : 1 @ - ( - / ( A & 8 A 1 - / & % , & # A @ ,
( , & & ( - / = * ( ( # A @ : & 5 - / # @ * , ( A # A % * / & & < < ! - 5 ( A
& & < - 5 * ( - ( & ( - / * , ( ( / = & # > ! - * , - - & * < 5 ( A # &
& # * ( & 8 - ! ( & 4 ( , % 6 » ( # & ! , 1 # = / / 4 ! -
( Ó & & ( , 1984). À 1 # = / * / , < - , ( & * ( 9 ! # « § , 1 * * > < ! - * , - »
& & ( - - # ( & * , A - / # & ( < 30%), 8 / , ( ( % ( , & / ( ! ( 1 - # - (
& , - 1 & ! # & ( 1 # = / 1 , & ( < - % & & ( - / A %
¶ ! & ( , - 1 & , ! & ( # * , ( A : % ! ( / - 1 / - / , ( @ ( & & (
< - ( ! , 1 # = / / < 4 ! - , ( & * < ( , ( - / ! ( ( % ( , - / , ( * < / & #
* ( 9 ! # % ° - / ( , A , 9 & » % & , # = & ! < % * ( & & ( / ( : & A
« ° - / ( , A ( * ( # & & » ( % 67 66% - A - & ( - / / ( 8 & * < , % % & & %
- ( ( / / - / ) & & < - ( ! * ( ! / # & & ( ! ( ( % * ( & & ( / : & A ! ( % % 1
* ( # 1 8 & & < & & < 9 % ! # , % - & ! / & ( * % ( 6 - .
/ # = - / 1 ( @ < - ( ! ( % 1 , ( & ( : ½ : < - ( ! 1 , ( & - = ( 6 # =
- ( 6 # = * & - ( 5 ( # ( 8 - ! ( % * & ( ( & / # # ! / < A # 1 & 6 % 1 8 -
/ & 6 - * < / 1 % < 5 - * ( - ( & ( - / - / ( 9 5 - - # ( & * ( , ( - /
* , ( & ( - / 8 - ! ( A / # = & , ( - 1 / % & ! ( , 8 / ( ( ( , / ( 5 - * ( - ( & ( - /
( , & / , ( / = - - A ( 6 # = & ( ( ! % 1 - 1 - * 9 & ( & # , ( * / ( = & - 8
& , 1 # # % = # ( & 8 / # , = & & < - ! 1 @ & 4 ( , % 6 , ! ! - # - / ,
- 1 : - / & & < # A ( : ( & A - # 1 8 9 * / , ( / = ª A & & 1 ! @ / -
/ 1 6 / # . À 1 # = / * ( / # 1 8 & & < ( , @ - * ( & & / % ( & ( - 6 & / =
* ( 9 ! # « ¦ , # = & > A - * , - », A ! ! # , 6 ! ( / ( , < * , ! 8 - / & & ( -
- ( - / # A 49 % , 8 / ( 5 ( / A & , 8 % * ( & 6 ( , ( / # = & * ( , ( ( 6 - ,
, & , - - % ( / , & & 9 < % # , % ( & ! ( 8 - / & ( - * / , & , & * , ( 4 # =
* ( ( # A / ! # @ 8 , 8 / ( - - # 1 % < & ( ( ( 1 8 & , % A ( 1 / < / = ( / & - & ! <
* ( , ( - / ! 5 , ! / , 1 @ / ( - A # = & ( , 1 * * ( , & & < * 5 ( , ( - / ! (
< - ( ! % 1 , ( & % - 4 ( , % , ( & & ( - / » - ( & A 9 & & = ( # = 9 & - / (
& < ! 1 8 / ! ( & / ! - / ( - * , A / A * - 5 ( # ( , ( - ( ( / & ( - A ( - - # ( -
8 / , ( ( % ( , & ( ( 1 - # ( # > & / ( & - 8 & A / ( , ! ( & , & 6 4 ! / ( , (
- ! % ( - ( & & ( - / A % < - ( ! ( ! ( & - / ! * , & , @ 8 / / ( 1 , ( , & - = ( ( -
- / & ( - / = ! ( @ % % 1 & ! , 6 , ! / , & ( 5 , ! / , / A ( , & & ( - /



(Slavin, 1990).

(Vernon et al., 2000; Vernon et al., 1977).

# %<: &,A*( <9 &&&A, & A / @5 & & & /(#=!((*, -
( 1 %(.-/= # &&(&%*, # &&( ( # -/
ª,1 (/*( , &&(–/ <-(! A-(6 #=&(&(/ ##.!¿,(4 #=&<
&(,%– >/(/( ( , &&< /, &( !# -%<, --% /, %8 -/
(, ((# # (*(#18,&&<%- ( , ( / #=&( ;!(/(, A -
/ (-( (( , &&.< -* 8 /( %( &(-,/= / A*,(A-
¶,(%/( ,(-1: -/ 1 / -/ * & # & A(,8 -!(!/ &(-/ !( -
-4(,% ,( &&(-/, &&(:/!/-1 , &&<5/ / -*( <9 &&(
#=& A*(/ &6 #=&!/A1 #=& A/( &(-/=(@18 &, /@! /
( , &&(–/>/(/(/1,( &,= -(-!,</<%4(,% %( , &&(-/
/ A-*(-( &(-/1, &!,!(/(,< ¥# ( ,*A,(4 # 69!(#=&(
%<%( %& # @ /&= -/(A: ( 18 &*, &(/ /=(# & -
, %,A . >/(/( 8 ((&1 ( # 1 # ,( &,4<1%!6 (& #=
-A (*, # &&(( # -/ %( / &<%>44 !/ &<%!(#=!1
-( ( &(, % &A&/=*, !/ ! ¿( – *,(4 #=&(( 18 & *,(4--
/ &6 #=&,A &&(-&= #@ /-A - (& #=&(A(/( !A #A@/-A
1/5 / ,!(/(,< % @/<-(! 8 -/=@& 1 #=&<,5( -
*(/ &6 #=*(-( &,< /=-A / #=&*,5( , %,%
/(%# &(%& *, # &&( - #1– *,(4 #=&(( 18 & (# &((-
! !-5# (( -/(A/ #=&/%( 1>//-( &( , % &(&( ( # -
(- # /(=Ó,! ,82011). # A-5-( , & ( , ( & A
¿,( , & 6, (/<-( -( /1-#( A# A- %(-/(A
, &&<%/=%1-#( A5:( - / #=&(<(,8 #( ;!
, ( / #=&9(#<, 8=(# & – *,(4 #=&(( 18 &(-&( &(
/(-( & /!( ( , ( /-#= & 44 , &6 6-( , & A
&(-, ;!(/(, A -*8 #< -18 /(%, ( / #=&*<(/5, -
( %( &(-,/= / A*,(A # & A &(-/ &/ , -(( 18 @:;5-A
/(,8 -!(!/ &(-/-/ %1# -( – *,(4 #=&(( 18 &( -*8 -
# *,(A # &( , &&(-1 / / 1 #1 # &&1(18 &(/ #=&<5
*( ,(-/!(! !- !/1 #=,&/( ! 18 &*<5 %/( *, %/&<5
-*(/ &6 #=(&(, &&(-,/= @ ( # -/-((/ /-/ 1@(:,-
1 / -*( <9 &&((/( &(-/=@ ( / #=&*(,( , %%(<, (-
( 18 &, /@! 1 / -(-!,</<% / #=&((, & 6,
4(,% %( , &&(-/ 8 -/&(--/ – *,(4 #=&(( 18 &-*(-( -/ 1 /
, / <%(6 #=&<&% ##!./(% , / @& 1 #=&<(5 -&
¦-A ->/ %*,(4 #=&(( 18 &– & (#(*/ % #=&<, &/#A & (-/9!(#=&, !(8 -/&(-/
( , &&<5, # 8&<45, 5/; -(#( / A, 8 -! 5
(&(1 /-*(-( -/ ( ,/= / @ -*(-( &(-/ (@18 &, /@! /
&/(#=!(5 & & (*, # &&(% ( , &&(-/
&*, # &&( -(6 #=&(&(/-# 1. ¶(&6 *6(A & 6 (& #=-&(/ %<<
# !/. A # & A / A%(#( <5# &/((1/.
¿, &/(À%C3 *, #2012 ., ¶ ¿-827).
°/ ,!*,(4 #=&(( 18 &*, - URL: http://www.consultant.ru/document/
-/ #A /&-A%& (#(*/ %-#= cons_doc_LAW_131119/.
&<%, &/(,% / A / ,( - 2. *Богоявленская Д.Б.* ¿-5(#(/ A, 8 -! 5
, &&<5, # 8&<45, ,54 !/(,(,% -*(-( &(-/º.:¤! %, 2012.
-*(-( -/ 1@:%%!-% #=&(%1 3. *Дружинин В.Н.* ¿-5(#(( A 5-*(-( &(-/
Á¿.:¿ / ,,2007.

4. *Жолудева С.В., Антонова А.О.* ¦ % ( - A* , = ( 4 - - ( & # = * & , < 5 - / # & * , - / # & ( 1 - * 5 1 - / 1 & / , ( & < - 5 * 6 # = & ( / / ¿ , ( 4 - - ( & # = * & < - / # & - A & 1 8 / , 1 ( ° & / , & ! ( & . 4 « ¯ & 8 & * , - / - # & ( , ( & * , ( 4 - - ( & # = & ( % - / & ( # & # 8 & ( » / À ( - / ( & ª : º ¤ À , Ã 2014.
5. *Михайлова (Алешина) Е.С.* º / ( ! ª . § # 4 ( , º . Á # # « & Á ( 6 # = & & / # # » . ! / Á ¿ : ° º ¤ Ã ½ 1996.
6. ¿ - 5 ( # ( ( A , & & ( - / / * ( , ( - / ! ( 1 8 . * ( - ( / * ( , . » . Á ¸ / - . º . : ¤ ! - % , Á 2000.
7. ¿ 1 / : & # A À ( - - & ( & / , A / = # & / - # < 5 / 1 - # ( A ( 5 , = < , - 1 , - / < Ñ # ! / , ( & & 1 < , & Ã ¤ Á ¤ Á URL: https://tass.ru/obschestvo/3469164.
8. *Рогов Е.И.* » - / ( # = & & A * , ! / 8 - ! ( ( * - 5 ( # ( 1 8 . * ( - ( : 2 ! & º . : ¦ ¸ ¤ ª ½ , Á 2001. ¶ & 1.
9. *Южанинова А.Л.* ¶ * , ( # % & ( - / ! - ( 6 # = & ( & ( / # # ! # 8 & ( - / / ¿ , ( # % < ( 6 & & A - 5 ( # ( . Á , / : ( ° - ( Á , / ( 1 - & / , 1984.
10. *Юркевич В.С.* ½ , & 6 * - A 5 ( # ( 8 - ! ( ( - ( * , ( ( & ( A , & & < * 5 , ( - / ! ( * , ( 6 - - 5 * , ( 4 - - ( & # = & ( % ( ( * , # : & A % / ( , ! ( % & 6 º . : º ( - . ( , * - 5 ( - # * . 1 - & / , 2011.
11. Slavin, R.E., 1990. Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. Review of Educational Research, 60(3), 471–499.
12. Vernon, P.E., G. Adamson and D.F. Vernon, 1977. The psychology and education of gifted children. London: Methuen.


Reference


1. The concept of the national system for identification and development of young talents (app. by the President of the Russian Federation, April 3, 2012, ¶ PR-827). URL: http://www.consultant.ru/document/cons_doc_LAW_131119/.(rus)
2. Bogoyavlenskaya, D.B., 2012. Psychology of creative abilities. Moscow: Academia. (rus)
3. Druzhinin, V.N., 2007. Psychology of general abilities. St. Petersburg: Piter. (rus)
4. Zholudeva, S.V. and A.O. Antonova, 2014. Relationship between professional perceptions and views on success of students of different specialties. In: Professional presentations: Proceedings of the Internet Conference “The importance of ideas in education and professional development of personality”. Rostov-on-Don: MART. (rus)
5. Mikhailova (Aleshina), E.S., 1996. Methods “Social intelligence” by J. Guildford and M. O’Sullivan. St. Petersburg: Imaton. (rus)
6. Leites, N.S. (Ed.), 2000. Psychology of giftedness of children and adolescents: textbook. Moscow: Academia. (rus)
7. Putin: it is important for Russia not to lose talented children in the struggle for resource. TASS Electronic magazine. URL: https://tass.ru/obschestvo/3469164. (rus)
8. Rogov, E.I., 2001. Handbook of a practical psychologist: textbook: in 2 books (Book 1). Moscow: VLADOS. (rus)
9. Yuzhaninova, A.L., 1984. To the problem of diagnostics of social intelligence of a person. Problems of assessment in psychology. Saratov: Publishing house of Saratov University. (rus)
10. Yurkevich, V.S., 2011. Organization of psychological support of gifted adolescents in the process of their professional self-determination: methodical recommendations. Moscow: Moscow Urban Psychological and Pedagogical University. (rus)
11. Slavin, R.E., 1990. Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. Review of Educational Research, 60(3), 471–499.
12. Vernon, P.E., G. Adamson and D.F. Vernon, 1977. The psychology and education of gifted children. London: Methuen.

**УДК 372.874**

ßí Øàíþý

# ÎÁÓ×ÅÍÈÅ ÃÐÀÔ×ÅÑÊÈÌ ÑÐÅÄÑÒÂÀÌ ÂÛÐÀÇÈÒÅËÜÍÎÑÒÈ ÊÐÀÒÊÎÑÐÎ×ÍÎÃÎ ÐÈÑÓÍÊÀ Â ÐÎÑÑÈÉÑÊÎÌ È ÊÈÒÀÉÑÊÎÌ ÈÑÊÓÑÑÒÂÅ

¶ # @ 8 <# ( : ! % 8 - !, - 1 & (,! & , ( - ! , - ( !, / , 6 ( & & ! / - ! A ( * -,=! , / ! ( - , ( 8 &,< - 1 & (,!/ , 6 5 1 ( - / & &1( # = / 1 , < % / ( .!

© ë ùã ì ù , 2019

Á ( , % & &(- 9 , & %( ( / & ( 9 & % 1À ( - - ¶ / % / , /- - 4 , <( , ( &, A / ( %8 - # 5 1 ( - / & .&Á( ! ( - < % ( ( %, - / /! ( # 8 - / ! (/ - - ! 5- / 1 & / (* , < @ : &5 ( 1 8 & , ( - - - ! 1 .<

É # = & & (- / / =— < A /(=* / % # = & < ( , / # = & (- A / # = &,( &/ ! ( / ( , ( %( % ( & ( # # @ - / , , ( 1& & , - # = &- < 5 ! ( & ( % , & ( - / ( , / # = & (- % ( / < / 1 & / *% - / # A @ : % , # 8 & 5 1 ( - / & &1 # = / 1 , < Á 8 -! / & ( / - A ( / , 1 - & 8 - / (( - - - ! 5! / - ! 51 ( ( # - / 5 1 ( - / & &(( , ( ( - & ,A , 5 / ! / 1, < & ¦- < / ( , 8 - ! - 5 6 # = & ( -// ! # & 8 - A & &-< 5 1 # 6 ( - ( * -, = , 4 ¦ - ! 1 # = * / 1 , &, 5 / ! / 1, , / , 1 @( / : ( 1 , ( & A 5 1 ( - / & &5 ( ( / ( ! # & A ( - & ( % ( , / # = & (, % ( / < ¤ ! / 1 # = & ( / - = ( 1 - # ( # & / %8 / ( - / 1 6, ! ( ( & ( , 1 -* * & % @ / (- A - ! ! / - ! - / 1 &, / (< & , 1 /* , A( # % - A & &- , A & 6 1 # = & ( (* ( / , / ! * , ! / ! 5 1 ( - / & & ( A A / # = &,( - / ; A - & A @ : , - # 8 %* ( # 1 8 & & <5 & < ! ( ( , - / # = & ( A / # = &.( ¦ ( % & ( (>% ( - A & (* , & 6 * # = & (< #% 8 % , ( - - - ! ( ! / - ! ( 1 # = & ( ! 1 # = / 1 , ( < & A( / , 1 # = / / ( - , / # = & ( A / # = &.( - / À / 1 % & - 4 , ( , - / # = & ( A / # = & (& / , , < & ( - A & (& < ! % < - / , ( 4 ! - 6 1 # = & (& 4 ( , % 6 & - % ( ( / / ( ,( A # A /#- A> / ( , - ( ! ( , # = & -( 1 : - / 1 @ : ( ( ! / # / ( , 8 - ! ( ( % < -.# ¦ # & & < ! %( , / ! ( - , ( 8 & ( ( , - 1 & !( * , # A - / 6 # - /( - 5 - 4 , 5 1 ( - / & & (A / # = & ( - / . Ä % & < - / , ( 4 ! - , ( //< / # & ( 1 # = &% / , & (-

• » , ( - ( ! Ñ / ( ! , / ! ( - , ( 8 & ; < - 5 1 ( - / & & (( , ( . ¿ , ( & A
- 1 & ( & ( # = 9 , 5 % , ( ! ( / ( , ( % & , - - ( & ! # ! ! # # @ - / , 6
% & % 1 % , / # = & - < 5 - / * , - & * ( # A - 5 / ! ( * , ( & 8 # = & (
/ ( - & ( & < 5 , ! / , - / & / 1 „ < - 8 / # « = / # % & / # # ! / 1 » , # (
( ( : & , / # = & < * 5 8 / # & / ! ! ! & & ( / 5 & ! ( 4 ( , % # A # - =
/ , & - 4 ( , % , 1 / 5 - 1 A ( - / & & < 8 : - ( # / , / 1 , & * < , ( & A
( , . « § # & ( & & 8 & & , ( - ! - * , ( , & < 1 5 8 & < 5 ( > / ( » - % ( / , A
! # @ 8 / - / A ( % 8 / ( < ! ( , ( / ! * , ( - & / ( 8 / ( > / ( / ( , & A -
% 1 / ( ! , % & – ( 3 0 % & 1 - / * , - * ( # & A / - A / = @ # ( ! * ( - (
/ = * , ( * ( , 6 , & 5 , ! / , > - / / ! ! # # , 4 ( & % /
% ( # / = ( : * , - / # & ( & - - , - / < , / # = & ; (! - ( / / ( , <
/ 1 „ # ! ( & 8 & ( ( : & & ( / ( , / = - ( - / & & < , ( * - ! ( , 4 !
/ * 8 & ( & . » , ( - ! < * ( # & A @ / - % & & * ( A / & ( # & . @
- & / 1 „ < ( * % A / * ( * , - / # & @ § 1 & 5 , ! / , 1 / - ( A # : / # - =
* ( ( ( , & , @ - * ( # = 1 @ / ! - - A & ( * , ( , ( / ! ( 4 ( , % < & ( - , - /
8 - / 1 * , & & A / ! < - / 1 * @ / < , / # = & ( / - / % / , 8 / ( * ( ( # A
, ( # * ( ( / ( / # = & % ( / , # # A / - ( ( / & - / & & < ( , & A
! , / & > < ( Ã @ / @ & 2 0 1 5 , - 3 6 ) . » , ( , ( * - ! ( , 4 ! ( . ¦ , ( * - ! ( %
- ! , < * ( # & A % < ! , & ! ( , ( / ! - ! 1 - - / % 1 & # ( 8 & < & , - - % (
* , ( % 1 / ( ! , % & & < @ / - A ! - / , & & < & , ( - ! , - ( !.
%. ° 5 ( - & ( & < & % & 8 & A % # A / - A ½ : % # A * ( ( & ( , ( / < A -
# A ! ( & 8 & 4 A - 6 A ( % * ( - # A / - & A ( 5 ( % ( * - ( / = / ( A & & ( (
6 ( & & ( ( % < - . # ¦ < * ( # & A @ / - & A - 1 * , & & A , / ! ( - , ( 8 & ( % 1 & ! ,
/ 1 , < _ * ( ( ( , & @ * ( * % A / 8 / ( ( / % 8 @ / ! / - ! , / ! -
• _ , - ( . ! _ 8 , - ( ! – , ( * - ! / ( , <
( / , ( / / = - ( & & ( & < % ( % & / ¿ , 8 & * ( ! ( / ( , ( % / ( 1 * , -
& / 1 , & ( % ( / , , # , ( , / = ( & & A * ( / ( , & A # A / - A & -
! ( & - / , 1 ! / & < ( & & ( , - / 9 / = 9 % ( - ( & % / ( ( , ( / < &
4 ! / 1 , * 1 , % / # * ( ( , / % / ! , / ! ( - , ( 8 & ; < % 1 & ! , ( % ! # @ 8 / - A
, # # A ! ( % * ( 6 _ , - ( ! / ( / ( % 8 / ( - ! 1 - - / ( < - / , ( ( - 1 & !
% ( / < * ( # & A / = & A / 1 „ * ( ( ( - & * , A % - 1 @ & ( & < ! , % 4 ( ;
, & @ # * ( * % A / ½ / & , ( - ! % , 1 % < % * , ( 6 - - , - ( &, A
, - ( ! 1 / # 8 /, % A ! ( / ( , ( , / ( % ( / ( , !. ( ª & & < & < !
( & ( < 8 & ( < * ( # & A, / - A % & & ( ( 4 ( , % , 1 @ / – ! A # @ 8 / # = , & ( 1 # =
* ( # 1 / ( , 8 - ( _ , - ( ! % ( 1 < / = / / # / # = & ( ( ( / ( , &. A
/ : / # = & * ( ( , ( / & < / ( & ¦ & < % - * ! / ( % > / ( % , ( 6 - - A -
¶ A > / 5 , 1 * * % / ( # # A / - , A / ( * , # & & & 5 < ! (
- # ( & 1 @ - - 4 ! 6 ! @ / ( , A - % < 9 # & Ã A ¦ % < 9 # & ( 1 - # ( # & (
- / ( / 6 # % / ( , ( / < « * , ( 4 - - ( & # = & A ( / # = & ( , - / = @
¦ ! / - ! ( 5 1 ( - / & & 1 ( # = / 1 > - / / 8 - - & , - / & & * ( ( 6
, / ! - 1 : - / 1 / & * , # & A ( # /, A ( % * 6 4 8 - ! ( 5 ( &
# # @ - / , , 1 @ * : 5 % & && < ! ( & ( - / , * , ( A # A @ : 5 - A & * , #- &
< - / , ( ( - 1 & ! - - ( < - / , A - / ) = & ( - / - * ( - ( 5 , ( A # & A % ( %
1 & ( / : / # = & ! A - / ) = Ñ / ( &- 5 , ! / , * , ( / ! & % A < - # / # = & < 5
* , # & A ( 5 1 & 6 ( & # = & ( - * , ( 6 - - ( ½ & ( - * 6 4 8 - ! 5
- ! ( ( * -, * , * ( # @ :, - 8 , // ! ( (% < 9 # & AA # A /& A * , -
# 8 & < * ( 5 ( < ( , & . @ ¶ ! # & & ( - & = * , ! / 8 - ! ( - * ( # & &
- # 1 / & &, A - * , * ( # / * ( - ! < , / # = & ( 9 & A & ! ( (
/ ( 8 & ( - / = 1 & ! < - / , ( % < , & ( , , ! ( / ( , < ( & ! / - ( & &

, 1 # = / /( - / ,A # 8 & < 5% / ( ! , / - * ( # = ( & -
4 ! / ( , ( - / / # = & » ( Ä 9 & , # A & * ( 5 - ( , % & : & (
2009, - 144). ª & & < & < ! ( / # 8 & ( – * ( - ( ,A # # @ - / , , 1 @ - * 6 4
4 ( , % , 1 @ / - * A ( 6 - - & A / A % 8 - ! * , % < , ( / < , # 8 & < 5
% ! , / ! ( - , ( 8 & ( , ( - 1 & . ! / 5 & ! 5 , 4 ! ! , / ! ( - , ( 8 & ( %
° & / , - & < * , % , % ( & ( * , - , - 1 & ( % / , # – < / 1 9 , = * - / # =
- / # ( , A & # % 1 / ( ! ( 1 , 4 / & < ! , & , 94 # ( % - ) / , ,
8 & A 1 1 : 5 # # , 4 ( ¶ / . – & # A & * < ( - ( , A # # @ - / , - , 1 @
Á 1 : - / 1 - @ * / 6 # = , & ( , ( / - & : , & ( & ( - ! / , / ! ( - , ( 8 & ( (
& < , ( # 4 < ! ( % * # ! - 5 < > # , - 1 & . ! Ã ! * ( - ( A & ( % ( 1 /
% & / , ( ( , & ! ( / ( , < 5 1 8 & ! < / = - ( * , ( ( & < & 4 ( , % 6
( # & ( - / ( / ( % / . % 5 ( / ( % ! ! ( * , ( , % & <
& ( , - ( - / # / & ! % ( , ( % 8 / ( < * ( # & A / ( A # & ( , - 1 & ; !
* , ( 6 - - ( , & A 1 8 & - ! % ( – & # A & * < ( - ( , A * ( - A : & & <
, / = % < , & ( ( , & < < , # 8 & < * , % % , % ( / < % -
* ( ( , ( / ( & % ! - / , ( / , ( / / = - / , ( ;
( - & ( & < & A , 1 ! . – & # A & % < / , , # < # # @ - - / ,
Á > / ( 6 # = @ ! / - ! ( / , 6 - , 1 @ : ( - ( & & ( - * / , ( * ( , 6 - (
( & & ( ( * - ( 5 1 < # A @ / / < , & # = & ( - / ( ( & / A # , # 8 & < 5
# ( , ( & < % 5 ( / . Ñ / ( ( , & A ( / & < 5 # @ .
/ ! 6 / 1 : - # , < ( , 5 , % Á , - 5 * ( - ( % ( & ( < -
1 ! 5 , & / . % ¶ < ( > / 5 # / = , 1 * * - 1 / 9 5 # - - 8 - ! , %
, - / & % / - ( 4 # ( - ( 4 - ! ( % & : & ( ( , 1 ( ! ( ¤ ª @ , ) , > ! ( , 9
- % ( # 8 - ! & 8 & & , ( ! , ( % ( ® - ¤ § 1 ( ) & * , ( ( # ( 8 & % ( #
> / ( , ( ( , & ! ( ( & 5 ( ¤ ¿ Á * ( & ! ) , ( 8 1 8 # / 6 -
( # & ( < / = < * ( # & / & ( ! 8 / ( < ( / & < 5 & & < * ( - ( A ( ( # A @ /
* , / 1 & ! # = & 5 < , ! / > / 5 - / 1 & / ( % # 8 / ( = - * , A / 4 ( -
% ( / . ( Ã , ! % 1 – ! ( * # ( : & % < * , ( - / , & - , / / ! - ( # @ / =
- # < - / ( ! ( - / – * 9 / - A 1 , & & < ( - & ( & < * ( # ( & A ( , / # = & (
%, ( / , < - / < % % ! % % @ : % , % ( / < ! ( & ( % , & ( - / % & & A
( - / , < ! , A 8 / ( ( / # 8 / ( ( / & & < 5 ( - * , A / 4 A ( , % < / 5 # & < 5 , -
! , 1 # < # 5 * - / ! ( , - * 1 - ! @ : – # A ! 1 , - & < 5 / 1 6 A & 5 ( % ( #
< – - % ( # % ( # ( ( - / # @ , - & < ¶ , 1 * * % / ( 8 - ! - 5 , - / , ! ( / (
( , ( & . A * , % , 8 / < , 5 , < % ( & ( / & - / ! & ( # > 4 4 - !
( - & ( & < 5 * ( ( , & A / - ! / & < % * , ( 6 - - ( 1 8 & ! A / ! ( - , ( - 8
% - / , ! % 1 8 # - ( 5 ( - * / - & & ( % , 1 - 1 & , ! ( 1 / & ( - A / - A & % 8 & <
& ! ( < / = & % / # = & ! < 5 % , ! / , 1 & # A & * < ( - ( . A Ñ / ( & & ( 6 ( & & <
( , % ( ( / ( , % A 4 ( , % - - , - / ( 1 8 & ! A / ( , < & ( 5 ( % (
, ( # & ( 5 ( % & < ! % ( / ( , ! - * ( # = ( / = ( , % & & % 5 / ( ! 5
ª & & < * , % ( 1 8 & A 9 9 * ( ( / ( ! - * 6 # - / 5 1 ( - / - &
( & 9 ( , % & * ( # & ! / 1 # & & ( ( * , ( 4 # ( A * , % , 1 * , ( ! / ( , , <
# A - ( , % & & % 5 / ( ! ( / < - ( % ( & - / , , 1 @ , : * , ( 1 ! 6 5 ( , - (
- / 1 & / 5 % 1 ( - / & & 1 < 5 ( » - 9 ( ! 8 - / ( 1 8 @ : 4 # = % * <
( 5 ( % ( < A / = - - / % / , ( / = & & ( % / ( 8 - ! ( - / % )
( - & ( & < * , & 6 * , < ( / < & ! , - ½ & % & ( 9 - 5 , - / & -
/ ! ( - , ( 8 & < , % 1 & ! , ( 8 % / ( * ( ( # ( / * - # A & ( - A / # A @ ( / - 1 A 8 @ : ( &
/ % , ( / = - = * , ( 6 - ( 1 8 & A # - & / , & - # A . 6 ! & / , & / - 1 : -
¥ ( # = 9 1 , @ # = ( 1 8 & ! , / ! - ( - / 1 % & ( - / ( ( 1 , ( ! , ( ! !
- , ( 8 & ( % 1 - 1 & ! 1 - ( , % & & ( # = & ( % % & / ! * - & & < 5

½ & ! (( ( # = & 8 ( - / ( 8 - / / ( ! 5 - A & ! ( % % 1 & ! / 4 & 1 ( & ! 6
& A / ( - / # A / # / # 1 8 9 , ( - ! 1 - - / , ! ( / ( , 1 @ / % 8 @ - / 5 ( # (
/ ! ! ! ( / ( A / ( - & & * , ( 4 - - - ( & / , ( * ( # ( - ! 1 - - / ( < - ! 1 - - /
& # = & < 5 % 1 ( & ! % & ( - A ( / : - - 5 > * ( , 5 ! # @ 8 ( A - / ( , 8 - ! . 1 ¤ @
, @ : 5 , ! / . ª 5 ( , - ( - ( 6 / & ( % < 9 # & - * ( - ( & ( - / =
9 , , , ( / & & * < , ( 4 - - ( & # ( ( % ( : / = ( , , < # A A ( & ( #
% - / - ! , # - % ( / < / = < , & & 8 / # = & 5 < , ! / , - / , ! * ( - (
! ( & / ! - ( 1 8 & A & ! ( , , ! / & ( - # A @ / & / 4 6 , ( / = ( , & .
* , & A ( / 1 8 @ : % , 8 - / A ( & / & ( « ° ( , & ( ; ! / * ( , 1 % /
# A & - = * , ( 6 - ( 1 8 & A - ( ( - , & & , - ( ( / & - & ( ; ! /
Ã % & % & ( % ( & ( - / & & ( ( % ( # ( , / # = & ( ( ( , . ½ ,
- , - / - = % ( 9 , & < - / & ( A / - A & * , - / # A - ( / ( / ( 8 & ( % 5 & - 8
- ( # ! / 1 # = & < % ( , % & & < - 5 ( ! ( * ( - * , & % % ( ( ; ( ! / »
1 - # ( A ( 5 1 8 & ! A ! À ( - - , / ! ( ¤ , & 5 , 2012, - 93).
¶ / . ¦ 1 - # ( A # 5 ( # 6 ( , ( ½ - ( & & ( & ( & & ( 1 % &
& A % ( # = & ( - 1 ( ( / ( , & - - ! 1 - - / < - / , ( ( - 1 & , ! ! ( ( -
6 , , ( / ! / ! 5 - , - / ( 1 8 & A & ( # & 5 1 ( & ! ( # & & - / ( # = ! (
( % & ( ( % - / > 4 4 ! / & ( ( / , - / ( 8 & * ( , / = ( - & ( & < 1 # = & <
( / # = & < 5 / % ¿ ( > / ( % , 1 & ! - 5 , ! / , - / ! ( , % ( ( ( ; ! / ,
/ 1 # = & < * % - / # A @ % - A ( ! * ( - 8 / ( , / # , = & - % ( / ( , ( ! ! (
( # A @ : , ( / / = - * ( # = ( & % 1 # = & ( < * < / ( & % , / - % ( « ( -
/ ! 5 % / ( 8 - ! - 5 , - / & # A & . ( - / , - ( / » = - ( & & & & < * , % /
¦ - # 1 8 , , ( / ! % / ( 8 - ! ( & / 4 6 , ( / = ( ¶ ! ( / % 8 /
- - / % , 1 8 / < @ : ( * < / ( 1 8 & A § ¦ . ¯ 1 ! , ( « ! / - ! ( ! # - - 8 - ! (
( , / # = & ( % 1 1 - - / 1 , & < 5 1 5 ( & ( , 6 / % “ ! , / ! ( - ” /
- / , & , % 5 ( & ( , & ( < - / ( = & % / & ( % - » ( ( ¯ 1 ! , ( 2012,
% - / & % - / - ! , # - - * , * ( / - 314), > / ( ( % & ( ( ( % & ( - / - ! A 1 # =
# 1 ( À ( - - ¶ / , A - * , # - / 1 , ! , / ! ( - , ( 8 & ( , ( - 1 & . !
8 & % , ( 4 - - ( & # = * & , < 5 ( - Á > / % A # & - % A ( & & - -
8 ! ( - # / > / ( / * , ( 6 - - ( - / 1 * & < % % < 5 & / , - & < - 5 * ! / ( ( - / A
# A - / 1 & / ( 5 - / , . & * , ( & A ! 1 - - / & , / # A
½ 1 8 & ! , / ! ( - , ( 8 & ( , % - 1 - & Ã ! ( * ( 5 ( ! - ( & @ ( , & A
! 1 ! / - ! - 5 / 1 & / , ( # 1 / - A * ( - ( & ( / = 1 , / # A : 1 : &
* ( - , - / ( ( % , & 6 % - - * , 8 - / & ( - / - ( / ( , - / - 5 1 ( &
6 * # & , & - < A 5 , % & & * ( , - ! ( % ( / 8 ( , / # = * ( # 1 8 ( / * ( #
% & & A , ! / ! , - ( & A & & & / # = & 1 ( ( ( # = - / .
, # 8 & & 5 1 ! & * , % * , - 5 ( # ( Ñ / ( A # & , & ( & ( ! , / ( & * ( - - &
1 # = & ( ( - ( * , A / A % < 9 # & A & ( * - 5 ( # ( - ! 1 - - / , / !
« Á ( A * , ( 6 - - , - ( & A , - - ! 1 - - / ( , & % / ( # = 9 ( & 8
4 8 - ! 5 1 ( - / & & ( < , ! ! & # A & 9 ( - - # ( & , * A ( - ! ( # = ! 1
- # ( & 1 - @ - / % ( 1 , & A ( ; ! / - * ( ( # A , / - ! , < / = / 1 & / % & 8 &
& ( - / / # = & , ( , - / - 1 @ : * ( - ! , / ! ( - , ( 8 & ( , ( - 1 & ! ! ! - % ( - / - ( A
& / * ( - / * & , & * ( - # ( / # = & / ( # = & ( * ( ( & A ( , / # = - & (
* , 5 ( & A - ( # < - ( ! 1 , ( & ( - ! 1 - - / , % @ : 5 ( 1 ( - / & & 1 @
* ( & & » ( A , 1986, - 5). 6 & & ( . - Ñ = / ( & ( 1 8 / < / = * ,
Ã ! & * , % , , & & ( A ( - * , A / - * ( # & & 1 8 & < 5 ( . / ª «
* # ( - ! ( - / * ( % ( @ / 9 / = ( * , ( - < 1 8 & ( , ( / * ( , - 1 & ! 1 ( * -
! ( % * ( 6 , - * ( - ( & ( - 4 ( = , % - , ( - & / 1 , < - * , - 1 / - / 1 ( / # A ( ( -
/ = 5 1 ( - / & & ( < , & * , A % 1 @ & , A * ( % ( @ : - A ( - / = @ -

, / , / 1 ,

1. *Арнхейм Р.* ° - ! 1 - - / ( 1 # = & ( - * , A /. º .: ¤ , 5 / ! / 1 Á 2012.
2. *Даниэль С.М.* ° - ! 1 - - / ( / = ½ / ( , 8 - ! 5 - * ( - ( & ( - / A - 5 * , A /, ( A A < !# & ! , - - ( ! ( ( - * / & , / # A : ° - ! 1 - - / , 1 9 9 0.
3. *Зубко Г.В.* ° - ! 1 - - / ¦ ( - / ( ! ! 1 , # ! 6 . º .: ¦ ( - / ( 8 & ! & A , 2012.
4. *Кирцер Ю.М.* À - 1 & ( ! ( * -:=1 8 . * ( - ( . º .: ¦ < - 9 A ! ( #, 2000.
5. *Медведев Л.Г.* Ç ( , % , ( & , 4 8 - ! ( ( 5 1 ( - / & & ( , ( & & A / * A ( 5 - 1 &! 1 1 8 . * ( - ( . º .: ¿ , ( - : &, 1986.
6. *Роули Дж.* ¿ , & 6 *!< / - ! ( ( * - . º .: » 1 ¦ 1989.
7. *Тютюнова Ю.М.* ¿ # &: > &, , ( - ! , - ( ! , > / @ : 1 8 . * ( - ( . º .: ¤ ! % 8 - ! * , ( ! / 2015.
8. *Ушанева Ю.С.* À / 5 1 ( - / &( & ( - & ( % < 9 # &- / A 1 & / ( 1 ( & & A / A 5 ( * - = @ & * , % , * ( ( / ( ! 5 1 ( & ! ( - * ( ) // ° - / Á Ó & ( 4 , # = & ( 1 & , - /. ¿ ( 8 - ! & 1 ¦ 2009. ¶ 9. Á 144–150.
9. Gulik, R.H. van, 1981. Chinese pictorial art as viewed by the connoisseur: notes on the means and methods of traditional Chinese connoisseurship of pictorial art, based upon a study of the art of moving scrolls in China and Japan. N.Y.: Hacker Art Books.
10. Macmillan, D., 2000. The expressive power of Chinese art. The Lancet, 355 (9213): 1467–1468.

Reference

1. Arnheim, R., 2012. Art and visual perception. Moscow: Architecture-C. (rus)
2. Daniel, S.M., 1990. Art to see: About creative abilities of perception, about language of lines and paints and about education of the viewer. Leningrad: Iskusstvo. (rus)
3. Zubko, G.V., 2012. Art of the East: course of lectures. Moscow: Vostochnaya Kniga. (rus)
4. Kirtser, Yu.M., 2000. Drawing and painting: teaching manual. Moscow: Vysshaya Shkola. (rus)
5. Medvedev, L.G., 1986. Formation of graphic artistic image in the drawing classroom: teaching manual. Moscow: Prosveshcheniye. (rus)
6. Rowley, G., 1989. Principles of Chinese painting. Moscow: Nauka. (rus)
7. Tyutyunova, Yu.M., 2015. Plain air: sketches, schizzo, drawings: teaching manual. Moscow: Academic Project. (rus)
8. Ushaneva, Yu.S., 2009. Development of artistic and imaginative thinking of university students in the classroom painting (case study of training artists-teachers). News-Bulletin of Southern Federal University. Pedagogical Science, 9: 144–150. (rus)
9. Gulik, R.H. van, 1981. Chinese pictorial art as viewed by the connoisseur: notes on the means and methods of traditional Chinese connoisseurship of pictorial art, based upon a study of the art of moving scrolls in China and Japan. N.Y.: Hacker Art Books.
10. Macmillan, D., 2000. The expressive power of Chinese art. The Lancet, 355 (9213): 1467–1468.

Šenph“ h leŠndhj`
opnteqqhnm`k|mncn
nap`gnb`mh“

- Øèøëîâà Å.Ý. Ñîöèîêóëüòóðíûé ïîäõîä â ïðîôåññèîíàëüíîé ïîä ãîòîâêå ìåæäóíàðîäíèêà êàê îòðàæåíèå ñîöèîêóëüòóðíûõ òðåíäîâ ìèðîâîé ïîëèòèêè
- Êóíàêîâñêàÿ Ë.À. Ðåàëèçàöèÿ ïðèíöèïà ðåôëåêñèâíîñòè â ïðîöåññå ïîäãîòîâêè áóäóùèõ ïåäàãîãîâ-ïñèõîëîãîâ â êà÷åñòâå ó÷èòåëåé (ïðåïîäàâàòåëåé) ïñèõîëîãèè è ïåäàãîãèêè

**УДК 378.1**

Øèøëîâà Å.Ý.

# ÑÎÖÈÎÊÓËÜÒÓÐÍÛÉ ÏÎÄÕÎÄ Â ÏÐÎÔÅÑÑÈÎÍÀËÜÍÎÉ ÏÎÄÃÎÒÎÂÊÅ ÌÅÆÄÓÍÀÐÎÄÍÈÊÀ ÊÀÊ ÎÒÐÀÆÅÍÈÅ ÑÎÖÈÎÊÓËÜÒÓÐÍÛÕ ÒÐÅÍÄÎÂ ÌÈÐÎÂÎÉ ÏÎËÈÒÈÊÈ

¶ # @ 8 < # ( : - ( 6 ( ! 1 # = / 1 , & * < ! / % 1 & , ( & ( < 5 ( 9 & , 1 % & 6 / - ( , & * A , ( 4 - - ( & # = * & ( ( / ( ! , - ( 6 ( ! 1 # = / 1 , * & < 5 ( , 8 # ( - 8 - ! ! * / . #

© ä ô ÷ ú î Ñé, 2019

Á ( 6 ( ! 1 # = / 1 , - & ( 6 A ( 1 % & / , & * A , ( # % / & * , ( / A & & 8 / # = * & ( , ( ( , % & & A # A # * - , = ( , / / & ( - 4 , % - , ( ( * ( # / ! % 1 & , ( & < 5 ( / & ( 9 & , - ( ( / / - / , & & ( & - 5 ( # ( # & ( ( ( / , & A * , ( 4 - - - ( & # = & * ( ( / ( ! - * 6 # - / ( % 1 & , ( & * ( , ( ( 4 # A , 6 & / , & % & * A # / ! ( % 1 & , ( - & ! ( ( - / # - * = , - ( ( & & ( * ( # / 8 - ! ( / 8 - / * ( # / - ! > ! - ( & ( % 8 - ! * , ( # % < Á 1 : - / & & < * , # ( % & % / # - ! A ( & 6 È È = & 8 # È È . ½ & < # - A - & , ( , ( / ( % - / ( , ( & 8 1 # ( , ! - ( , - / & % & / , - ! 1 % & / , & < * % ! / % ( # / ! % 1 & , ( & ( < 5 ( 9 & Á ( 6 # = & < 1 % & / , & - < * ! / < * ( # / ! - / # - * ( # = ( / ! = ! - A - 4 , % ( - / A ( / , 1 & - 8 - / , ! ! - , - / ( , / , A ! , - 1 , - ( - / & , 1 - / , & <

¶ ( & 4 # ! / < ( & < - ( * , ( ( - @ / - A ( & A ! / & < % - / A % - ( 6 # = & ( 1 % & / , & 4 ( , . 5 ½ & ( , % & * & , ( ( , - - & < # % A & % % , ( 1 * @ ( # / ! 1 % - 1 & , ( & < ( / & ( 9 & - ( A 6 # = & A 1 % & / , & 4 A , * ( , ( # & ( < A * ! ( & 4 # ! / < 9 - ( 6 # = & < , - ! ( # % , , ! ( / ( , < * , ( A # - A / - A ( , & / 6 ( & ( 8 - / # @ & / , & - & 6 ( & # ( = / & < 9 & , A , 1 ( – & ( , : & , % ! & - 6 ( & # = & , < 5 & 6 ( - 1 , - / ! < 5 ( 8 # ( ! * , # < & 6 ( & # = & < 5 , & 6 ( - 1 , - / * ( , ( # / ! 4 - & ( % , & ! < ! & 4 ( , % 6 ( & & ( < & , < , & < ( & , < 6 / & < , ( # @ 6

Á ( 6 ( ! 1 # = / 1 , - & ( 6 A ( 1 % & / , & * A , ( # % / , - ! / 9 A ! / - 1 # = & ( - ( , % & & % % , , & 5 ( / - ( ( / , & % 1 & , ( & < 5 - - # ( & ( A / 5 8 - / & & < / 5 , ( . À ( - - - ! 1 8 & < 4 ! / 8 - ! ( / ! , < # & ( ( & * , # & % 1 & , - (

(Nye, https://cdn.mashreghnews.ir/old/files/fa/news/1393/4/11/637473_515.pdf).

2002).

2013, c. 537).

[illegible] 2012–2013). [illegible]

[illegible] (2016).

[illegible] (2001).

[illegible] 2018, 7). [illegible]

[illegible] 2013, c. 54).

[illegible] highpolitics. [illegible]

A &((/ , & / ( , * , ! / ! Ì - / ( * ,#2019). «¿ , ( 4 - - ( & # %
A < ! ( (* ( ( / ( !- * 6 # - /% 1 & , ( &! !! * , - / / # A
% 1 & , ( &*( , ((4 # ÄA 8 & < - ( - / , & *, * ( # ( /8 /#
*, * ( / #º § ° º ½¸. § ¦ & & ( ( - % < - # & ( / ( 8 ! ( / - 8
«¦. ¦ ( ( , º . ¦. Ã % 8 &, ! ( - % / – *, & # & ( -! / ( *, # & & (
/, @-/( 6 ( ! 1 # = / 1 ¦ &% * ( & &! / 1 # = / 1*,, 1 & & % &!
! ! *, ( & < @ : - =( , ( - ! 1 # = / 1 , &,( %&1 ( ( , » (@Á # - &
/ # = & *, ( 6 - - ( / 8 @ : / = , https://mgimo.ru/upload/iblock/
4 ( , % , ( &1 - / 1 & /*( , ( 4 - - dc0/yazyk-cennosti-smysl-aksiologo-
- ( & # = &1 (=%‰ * / & (6¦ & & antropologicheskie-osnovy-obucheniya-
2003; ¦ ( ( , 2007). Á ( 6 ( ! 1 #-= / 1ki¸na-sovremennom-ehtape.pdf).
& < ! ( % * ( & -&( / , & A < ! ( ( ( ª & & *A ( # % * ( - ! , -
( , ( & ,A # 1 / # A& ( --/ , 9 & A( / , & < / % 5, * ( -
& ( & , (% - * 8 @ : - /% & -( % < 8& , # 8 & +5 4 , 5 4 ! 1 # =
# & / ( , 8 & (# & ( - ( 6 ( ! 1-# = / 1/, 5 § ° º ½ ! 1 , - ( & * , %¡ «¿ --
& ( # 8 & ( -(/¦ ( ( , 2019). À ! / ( , 5 ( # ( 8 - ( - & ( ‰ ! 1 # = / 1 , & < 5
º § ° º ½ ! % À ¤ »¤ ¦. Ã ( , ! 1 & ( , # 8 », « Ô < ! ( !A, / & % ,
* , / - / & & (#% 1 8c / & ! % * - 5 ( # ( &A 6 ( & # = &5 ( , ( ! / »
% ! 4 , # = &- ( % ( & ;, * ( - ( 9 ! ( # & - % 1 & , ( &1 (=%‰
/ # & ( - / , & &A< 5< ! (º § ° º ½ * / & 6, ! 4 , * ( ! * - 5 - (
« Ô < ! ( (/ 1 , 1 -, 8 ( * ( - # ( ); « § # ( # 6 *A( # / 8 - !
& *, ( 4 - - ( &- % 1 & , ( & ! *, ( 6 - - & - ( , % & &¦ (( % / ( !
( & ! ( / ( , ( (*, ( &1 (6 - - / , & 6 *A ( - ! & 6 ( & # = & (
( & <‰ 1 ( - !! (5& 4 , & 6 & / 8 & (› -(/4 ! 1 # = /% / 1 -&
( * 1 # ! ( 3& 2 (- ( , & !& 1 8 & <,5 ( & < 5/ & ( 9 & ! 4 , ( - /-(
% / , #) (( * , # #( # =1 & - , ! ( &); A< ¶ 1 # = / 1 ,( , ( &
- / / ! ! # , , , ( / ! / ( , % , ( * ( # / 8 - ! (% % , &
*, ! / ! *, * ( & !A/ & (( 4 ! 1 # = /1 */, # & *A ( # / ,!
, @ : #A & ( ! 1 # = / 1-, ( #( 4 , % , ( <*5 ( # / 8 - !* ,5 (
8 - ! ( - 6 * # & <# & ( - / ,- & 6 - - ); « ¿ , ( # %% ! 1 # = / 1 , & ( (
& . A % ( - / » (A% 1 & , ( - &,( -
¿ , ( 4 - - ( º § ° º ½ º . ¦. Á # - & ( ( 4 ! 1 # =¸/ ! /4 , 4 # ( - ( 4
/ = ¤ ¦. Ì - / ( * # ( ( , A( / & (- % ¤ Ç Ì 9 ! &); « § # ( # = & (
5 ( % ( - / ( / , 1 & 8 -# & ( ! 1 # =¸ ( & # = & (% ( , 4 8 - ¦ ( -
/ 1 , ( # ( 4 # ( - ( 4 ! 1 # = / 1¸ ( <- / » ( 4 ! 1 # = /% / 1 & , ( & (1 ¸
- * 8 @ : ! ((% * # ! - & ( 1 8 & & # - / , !! 4 , - ( 6 ( # ( ) ,.
*, ( 6 - - (% ! 1 # = / 1 ,! &( % % 1 & ¿ , ( # %# < 8 & ( - / 8 # ( 8 - ! ( (
! 6 ! ! & ( &( *, # &* (A 4 ! / ( , - ( 6 ( ! 1 # = / 1 , &*( %/
( / ( ! *, ( 4 - - ( & -#% ( 1 & ¸ ( , - ! , < @ / -/A % : 5¸ 8 & ( - / =!
& ! (. ¿ ( % & & 1 (8 &, <( 5 , : & ( ; ! / - - # ( & ! 1 # = / 1 , & (
! / ! ( % 1 - * ! / 1 ( , % 1 & ¸ ( & / , ( * ( # (» (% 1 & , ( - &,( (
& < 5( / & ( 9 & ! ! % ! 1 # = / 1 , & ( 4 ! 1 # =¸ / ! /4 , 4 # ( - ( 4
% ( - /, * ( (# A ( / % - % ¤ Ç Ì 9 ! &); « ° & 1 # = & (
, ( / = ( % % 1 & ! / * &( <6 - ,- < * - 5 ( # ( 8 –! ( - / # 8 & (» /
- ( A , - * ! / 1 % & (1 (- ( 9 ! ( # & - % 1 & , ( & < 5
& A * ( , & A 1 % & < 5 ! ( % * / &, 6 ! 4 , * ( !
% ( < ( &( <5& ( 9 & ( Á # & / =¸ * - 5 ( # ( ) ,.

¿ ( (/ ( !- * 6 # -/ ( ( # -/ Á ( 6 (! 1 # = / 1 *, (& <5 ( (# % 1 & , ( &(< & ( 9 & ! ! ( / %- 1 ! ( %% < - # > / (4 & ( %, (& - *- 8 /¤ ¦. Ã ( , ! 1 & ( /! , / @ 8 @ : 4 ( , % , ( &- ( 6 (! 1 - # = 8 # ( 8 - ! !( *( / # * , 8 %& / 1 , & !(( % * / & / & ( 8 & ( -/ * 6- / ( # = ! (# AÀ ( - - , * ( - ! ( # = - ! 1 6 - # - / % 1 & , ( &*(, ((4 # A # - / < ( # - / % 1 & , ( &(< & - ( & ( / ; % # % </ %, ( & %b ( / ( , ( ( 9 & - # 1 ( *, ( 4 - - ( & # = & A( # A @ */ ,-(A4 - - ( & # = ! & % * A / # = & ( -& ( # = 9 - / * & / & 6 , / ! # 8 & ( - / & - < ( - / ! # @ 8 &% 1 & , ( &*<, ( 6 - - < 6 & & ( - / &( < & ( 9 & 8A/ (* ( 1 / ( Ã ( , ! 1 & (2013). ! *, ( A # & - @6 # = &(( / - / - &

Ã ! % , (,% - - # ( &&-A & ( - / * , ( 6 - -*, ( 4 - - ( & # = & ( ( 1 8 & (9 ! ( # <º § ° º ½1 ! < @& / % ( - / A% & ( ( % , & ( #% ! / 1 # = & (1-8 =/ - ( 6 (! 1 # = / 1 , &!(1 #( = / 1 , & ( (% / , & -./ ¦ > / ( %% < - - * ! / % 1 & , ( &(< & ( 9 & A 5 - ( 6 (! 1 # = / 1 ,*& <5 ( # / !- *, ( 4 - - ( & # =*& (( (/ ( !- * 6- 6 & & % ( - / ! ( % * / & 6 # - / % 1 & , ( &*(, ( 4 # A8 / ( # 8 & ( - / & < 5 ( 9 & 8 / (* , - - ( & ( 5 ( %*<, * ( - < # ! - / # && ( ( - / / ( 8 & (% @ : - A # A & - / / 1 6 ( & # - (6 6 (! 1 - # = # / , / 1 , (* < /. / 1 , & ( *(( 5 ( ( , ( / # = & ( %½ / ( # ! ( & - A6 (! 1 # = / 1 , & ( ( *, ( 6 - - 1 . Á * 6 # = & <- 5 # - ( * ( 5 ( *, ( 4 - - ( & # = *& ( -( & - ( 6 (! 1 # = / 1 , *& (( 5 (( *, ( - / ( ! - * 6 # -% 1 & , ( & ( ( 4 - - ( & # = *& (( (/ ( !- * 6 # - / * , ( 4 # /A - & ( % ( - A , & 5 < % 1 & , ( & *( , ( 4 # & * , *, - , # & 1 - # ( , &((& ( / , @ / & % # (, - = & , & *, ( & # , ( &/ & & 6 @% & 6 ( 6 # = & < 5 (4 1 & ! 6 ( & # = / & 1 A/ 1 , & ( *, - *, ( 6 - -, ( 5 ! ! 1 # = / 1 , , 6 . *, - # & % / ( (# ( 8 -(! - & ( & A & A % - % < - # # A 8 # ( .!

Á ( 6 (! 1 # = / 1 *, (& <5 ( *, ( 4 - - ( & # = *& (( (/ ( !- * 6 # - / % 1 & , ( &*(, ((4 # %% ( & ( *, - / / = 9 , (! ( %4 # ( - ( 4 - ! ( * ( 8 - )! ( %1 ! ( %% 5 & ( # -( 8 - ! ( )% % < - # ¦ 5 9 , (! ( % % < - # > / (4 & ( %, && *, # A @ ( , -( / # = & *, ( 6 - & 4 ( , % , ( & - ( 6 (! 1 # = / 1 ( , %% ( / & / & ( - 8 & ( - / - * 6 # ,- / * ( - ( & (! ( ( 8 / & /@ 6 & & ( 6 ! ! & - ( / ; % # % - < 5 , ( & ( 6 (! 1 # = / 1 , & < 5 / , & - 4 ( , % , 6 *, ( 4 - - ( & # = & ( 1 % % ( - /, ( - 1 : - / # A % ( %% & - / < ! & 6 ( & # = & ( % ( 1 - & , ( & ( ( *, - / , & -./ ¦ > / ( %% < - # - ( 6 (! 1 # = / 1 *, & <5 ( - * ( # = 1 / ( * < /, # 6 ! 1 # = / 1 , ( # ( 8 - ! ( & *, # &, & A ! ( * # & & < º § ° º ½ # A ! 6 & & , % ( & 6/ , - 6 & & ( 6


, / , / 1 ,

1. *Большова Н.Н.* « ¿ » ! ! *, % % - - ( < 5 *, ( / - / & < 5 & , ( & ! 9 5 « , ( * * ( # A & %% , 6 ( & &!(, ( - // ¿ ( # / 8 - ! - - # ( & 2016. ¶ 3. Á 123–137.
2. *Веденина Л.Г.* ° & ( A < 8 & 1 # A = / 1 , ( 1 8 & & ( - / , & & A < % ! /% , & ( - / , & ( : & % / ( <& # , / 5 & ( # ( ( 1 8 & ¿A , < % 1 ( - ! - % & *, ( # & ( - / , & ( - & @º .: º § ° º ½ Ä & , - ,/ 2003. Á 10–16.
3. *Воевода Е.В.* ½ - & ( && < *, # &* , A ( 4 - - - ( & # = &, ( & / , ( & &A ( < ! ( (* ( ( / ( ! - * 6 # –% 1 & , ( & º !: º ( -. ( - ( # 1 - & 2019. Á 94–96.
4. *Воевода Е.В.* Á ( 6 (! 1 # = / 1 !, (& <* / & 6 ( 4 - - ( & # = & (( A < 8 & (( (/ ( !- * - 6 # -/ % 1 & , ( &// » 1 8 & < - / & ! ¦ ( , ( & - ! ( (( - 1 , - / & & , (5 ( / ! / 1 , & ( - / , ( / # = & 1 , & ( , - /. Á ., Á ( , % & & < # & - / 8 - ! % / ( - ! ( ! / 8 - ! ( - - # ( & 2007. ¶ 8. Á 119–127.
5. *Лебедева М.М.* À / - ( 6 # = & ( 1 % & / , & (* , ( # % / ! % 1 & , ( & < 5 - - # ( &: A (5 - - ! , ! 1 , / ¦ - / & ! º § ° º ½ Ä & , - /. 2018. ¶ 1. Á 7–25.

6. *Подберезкин А.И.* » 6 ( & # = & <# ( -8 - ! ! * / :#¦ 5 /. º .: º § ° º ½Ä & , - ,/ / 2012–2013.
7. *Силантьева М.В.* Ô <-! 6 & & ( –/ - % <:- # ! - ( # (- (& / , ( * ( # ( 8 {! & ( {< 1 8 & A À ¶ & - ( , % & &>(/%* URL: https://mgimo.ru/upload/iblock/dc0/yazyk-cennosti-smysl-aksiologo-antropologicheskie-osnovy-obucheniya-rki-na-sovremennom-ehtape.pdf.
8. *Силантьева М.В.*, *Шестопал А.В.* ¤ & / , ( * (-# ( 8 - ! 6 & & ( - / &( <& ( & ! (A% % 1 & ! 6 : / ( , / 8 - ! * , ! # & < - * ! / #/ ¶ ( & 6 . 2019. ¶ 1. Á 12–23.
9. Á ( , % & &%< 1 & , ( &{< & ( 9 & A 1 8 &/ !* ( , . ¤ ¦. Ã ( , ! 1 &,( ¤ ¦. º # = & º .: ¤ - * ! ¿ , -, 2013.
10. *Торкунов А.В.* ¿ ( ! * ( ( / ( !- * 6- # - / {% 1 & , ( & /! (¦ - / & ¶ § ° º ½ Ä & , - /. 2013. ¶ 1. Á 7–8.
11. *Цыганков П.А.* § 1 % & %b A 1 & , ( & < 5 ( / & ( 9 & * , ( / ( , 8 A* , ( ! - /{< ½ : - / & && 1 ! - ( , % & &.(1998. ¶ 1. Á 51–59.
12. *Чугров С.В.* ¶ ( * , ( - (1 * , 5B # ( ! , ( - - - ! ( & 9 & * ( # / !// º , ( A > ! ( & ( % !% 1 & , ( &{< & ( 9 & 2001. ¶ 6. Á 3–13.
13. Nye, J.SSoft power and higher education. URL: https://cdn.mashreghnews.ir/old/files/fa/news/1393/4/11/637473_515.pdf.
14. Nye, J.S.2002. The paradox of American power: Why the world's only superpower can't go it alone. Oxford: Oxford University Press.


Reference


1. Bolshova, N.N.2016. "Pegida" as an example of mass protest movements that arose in Europe under the inßuence of the migraÿon crisis. Poliÿcal studies, 3: 123–137. (rus)
2. Vedenina, L.G.2003. Foreign-language culture and teaching foreign languages. In: Linguÿsÿcs: methods of analysis, educaÿon technology: First Inter-University Seminar on Linguÿcs (, ,. 10–16). Moscow: MGIMO-University. (rus)
3. Voyevoda, E.V.2019. Main direcÿons of professionally oriented language training of internaÿonal a+airs specialist. Moscow: Moscow Region State University: 94–96. (rus)
4. Voyevoda, E.V.2007. Socio-cultural competence in professional foreign language training of internaÿonal a+airs specialist. Scienÿc Journal of the Voronezh State University of Architecture and Construcÿon. Series: Modern linguÿcs and methodical and didacÿc researches, 8: 119–127. (rus)
5. Lebedeva, M.M.2018. Development of social and humanitarian problems in internaÿonal studies: Russian perspeÿve. Bulleÿn of MGIMO-University, 1: 7–25. (rus)
6. Podberezkin, A.I.2012–2013. National human capital: in 5 vols. Moscow: MGIMO-University. (rus)
7. Silantieva, M.V.Language – values – meaning: axiological and anthropological grounds of teaching Russian as a foreign language at the present stage. URL: https://mgimo.ru/upload/iblock/dc0/yazyk-cennosÿ-smysl-aksiologo-antropologicheskie-osnovy-obucheniya-rki-na-sovremennom-ehtape.pdf. (rus)
8. Silantieva, M.V.and A.V. Shestopal.2019. Anthropological and value background of communicaÿon: theoreÿcal and applied aspects. Concept, 1: 12–23. (rus)
9. Torkunov, A.V.and A.V. Malgin(Ed.), 2013. Contemporary internaÿonal relaÿons: textbook. Moscow: Aspect Press. (rus)
10. Torkunov, A.V.2013. Educaÿon and training of specialists in internaÿonal relaÿons. Bulleÿn of MGIMO-University, 1: 7–8. (rus)
11. Tsygankov, P.A.1998. Humanizaÿon of international relations: contradictions and paradoxes. Social Sciences and Modernity, 1: 51–59. (rus)
12. Chugrov, S.V.2001. On the issue of human rights in Russian foreign policy. World economy and internaÿonal relaÿons, 6: 3–13. (rus)
13. Nye, J.SSoft power and higher education. URL: https://cdn.mashreghnews.ir/old/files/fa/news/1393/4/11/637473_515.pdf.
14. Nye, JS., 2002. The paradox of American power: Why the world's only superpower can't go it alone. Oxford: Oxford University Press.

**УДК 378**

Êóíàêîâñêàÿ Ë.À.

## ÐÅÀËÈÇÀÖÈß ÏÐÈÍÖÈÏÀ ÐÅÔËÅÊÑÈÂÍÎÑÒÈ Â ÏÐÎÖÅÑÑÅ ÏÎÄÃÎÒÎÂÊÈ ÁÓÄÓÙÈÕ ÏÅÄÀÃÎÃÎÂ-ÏÑÈÕÎËÎÃÎÂ Â ÊÀ×ÅÑÒÂÅ Ó×ÈÒÅËÅÉ (ÏÐÅÏÎÄÀÂÀÒÅËÅÉ) ÏÑÈÕÎËÎÃÈÈ È ÏÅÄÀÃÎÃÈÊÈ

¶ # @ 8 <# ( : , 4 # ! - , A, & 6 , 4 # ! - & ( ( / 1 8 & , A 4 # ! - & % - / ( < ( 1 8 & * A ( ! * - 5 ( # ( .

© Ö ÿ ù ì ö ú î ý × ð ì, 2019

, ( & 1 - / 1 & / *( ( # ( / # = & ( ¿ ( ( / ( !* ( ( * - 5 ( # ( (
* , ( 4 - - ( & # = & ( ( & 6 * 6 , > % ( ! 8 - / * , * ( / # * ( !
6 ( & # = ( & , & & A - < : & & ( - / = - 5 ( # ( * , * ( # 4 / ( , % - , (
& A / , *A ( 1 & & / , - ! - % ( & , / * , ( 4 - - ( & # = & (
* ( & & @ % ( , 1 # A * 6 ( 4 - - * ( 8 - !, ( 4 # ! - & ( - & (
- ( & # = & *( ( ( & ; A , , - * - , # ( ! > / * (, 4 # ! - & (* , (( 6 - -
# & 4 1 & ! 6 , ( # ( * # / , < ! ! - % ( - ( 1 ; ! / * - 5 ( # ( * ( -(
- - / % « * , * ( / # = - / 1 « & / 8 - ! ( A / # = & , ( - / ! ( 1 8 - @
- ( & / % ( - 4 , *< ( 8 - ! ( ( 5 - A ¶ 1 & ! ( - , ! 2 0 1 5 ). À # 6 A
* , / & , - / / ( , 8 - ! ( - ( ( < * , & 6 *, 4 # ! - & ( - / A &
5 ( % ( - / . A * , % & & ( - % < 5 5 & ( # (
¦ - ( , % & & < 5 # ( & ( A 5 % / ( (( 1 8 & * A 5 ( # ( * ( -(
8 - / & & < 5 ( , ( ( / , / - * A , ( 8 - ! % - 6 * # & & % * , # & & < 5
# % , 4 # ! - & (( ( 1 8 & A * ( - & * ( - / ( A & & ( 1 @ & / , ( & & ( - / =
( / ( ! 1 1 : 5 ( ( ( *Доманский*, 1 1 : 5 , * ( / # * - 5 ( # (
2009); , - - % / , / , - A # ! - & A * ( ! & / ( # = ! & ( - ( , &
A / # = & ( - / 1 = & / ( ¶ ( # - & - ! ( 1 8 & ( % ( / , , # & , ( > / ( # &, (
, Ã ( % 9 - , ! 2 0 1 7 ); / , / - A & * , # ( % # & ( * ( ( / & ( 9 & ! @
* , ( # % & ( 4 # ! - & * < ( 5 ( ! - % ( % 1 , , 1 , % ( % 1 1 1 :-
, , ( / ! * , * ( & 1 @ 8 & < 5 % , 1 / . & 4 ( , % , ( & # 8 & ( - / & ( (
! 1 , - (( ª & / (, 2017). À 1 # = / / < * , ( 4 - - ( & # = & % < - . #
- - # ( & * ( , 4 # ! - & * ( , ( ¦ * , ! / ! * , ( 4 - - ( & # = & ( 1 (
# % / ( » § ¤ # ! - , ¶ Ô ¦ & , 8 & A 1 1 : 5 ( -( * - 5 ( # ( (
¦ . ¶ « # - , ª . Á « , % !, ( Ñ ¦ . ° # = - & , 4 # ! - & < 5 & ( # ( , # 1 - @ /
! ( , ¦ . ¤ Á # - / & § & Í , ( 6 ! - A * ( - , - / ( % ( & - A # 1 @ : (
,.) * ( ( # A @ // , / = 8 / (, 4 ! ( % * # ! - ! / 8 - ! 1 5 # ( :
# ! - A # A / & A ( # = ! 4 ( ! / ( , ( % ! / 6 % A < - # / # = * & ( - 6 5 - -
# 8 & ( - / & *(, ((4 - - ( & # = & ( - ( - ( 5 ( & A / - A - * ( # = ( & %
/ A 8 # ( , ! & ( & - / , 1 % & / ( , % 1 * * ( 4 5 , % ( 1 8 & ( A ; - !
( - % < - # & * A , ( - % < - # ) & % A - ( - / 6 % A < 9 # & - / A 1 & / *( ,
- / & & ( * , ( 4 - - ( & # = ( & # ( 1 8 - , 9 & 1 8 & < 5 , ( 4 - - ( & - # =
& - ( * , ( 4 - - ( & # ) = & ( A / # = & , ( - / & < 5 ; 8 - / % 1 # , ( & % ( - / (
( / ! , < @ : * % 1 / ± - ( / # = & ( % A 1 # = & ( * - / ( - ( & - ( , & A
* , ( 4 - - ( & # = & ( ( 8 - ! ( - % 1 1 8 & ( % ( / , # % ! - % # = & (
% ( , / . @ , 1 & < * 5 1 # ! - 6 & / , # 6 4 ( , % # = & / ( #
A 5 % < % ( % ( & - / / , ( / & = / , - * ( , 5 & ( - / & (( * , ( , ( / ; ! , -
/ ( , ( ! ! / 6 & 1 / , & & 5 / 1 ( 1 8 @ : 5 * ( A ( / # = & (
, - 1 , - (# 8 & ( - / ( , ( / # = & ( @ ! ( & 6 * 6 , * , ( 4 - - ( & # = & * ( (
* , ( 6 - - 5 ( % ( - / * A / % % 1 , & & ( - / - ; > % (
( - ( 1 8 @ : % ½ A - 1 @ / - A ( & # = & A < : & & ( - / & = A / A
( * , ( - < 1 * , # & - A % ( , / % & / , ! - % ( * ( & & - @ , % # &
(Kassymova et al., 2018). 1 , - * 9 & ( - / ! - % ( , 1 # A * 6 ( 4 - - ( & # = & ( (
( 1 8 & * A - , - / ( - % % ( ( 6 & ! * ( & ; A / 5 ( ( / / , 6 ( & & < 5
- % ( * ( % ( ( Andrade, Valtcheva, 2009; 4 1 & ! 6 * , * ( / # A - / 1 & &
Richards et al., 2010) & & ( 6 ( & & ( - / & A / & ( - & ( * , , - * , # & A
( , ( / # = & *( , (( 6 - - ( Levanova, 4 1 & ! 6 , ( # ( * # / „ < ( % &
et al., 2018; Wright, 2014). , ( & * ( 8 - ! ( * ( , / & , - /

• º / ( «! ( * & A # 1» ÷ * , *-( / # = % ( & - / , , 11 % & - / & < / * * ( & & * A 5 ( # - ( * ( -( 8 - ! A5 # & - ( % - / & (( 1 8 @ : % - < A # A - / 1 : - / 1 @ : ( % ( & < * , ( / ( , 8 * A, 4 ( ; % 1 # , ( & * , ( 4 - - ( & # = & - ( ( 8 - ! 5 8 * ( - ! 5 , 9 - & ). » ( # * , % # % , < & % & 9 # A - = A # A / – A ( # = ( & * , * ( / # ( % % ( - / - 1 1 : % * ( % ! 5 , ! !« * , 8 & – - # - / », « 4 ( & – 4 1 », « 6 # = - , - / »( « 4 ( , % – - ( , &», « - 1 : – ( # & ÷ , « & , & - / , & » , / « & 9 & – & 1 / , & » & / . * . ¿ , * ( / # * =, % , % , ( 4 - - ( & # ÷ / & ( ( - 1 - / 1 1 : % * ( - % / - / & & ( * - / ( , ( & # ( % * - 5 ( # ( % ( * , ( ÷ « ¶ ! & & A > / 8 - ! 5 * ! / ( 1 8 & ( - ( ( / , 1 & / % ( # 1 8 & ( & A / ) , / 8 - / , - % ( # & ( - - % < - # ( < % # 8 & ( - / & , < - 1 , - ÷ ( 1 8 @ : , 5 * - ( A ! 6 & / % & ( - & ( & , - / & & < 5 % ( / % , ( , / = - A & 1 / , & & * 5 , ( 4 - - ( & # = ( & < 8 & / , ( > - ! * , ( / ( , 8 A 5 ( & % % = , , 1 - / & 6 # =, & 4 # ! - 6 # ( % 5 » , « ¦ 8 % # 8 & ( - / & < * , ( 4 - - * , & # * - 5 ( # ( * ( ( 8 - ! 5 - ( & # = & - % < - # 1 8 & & ? ÷ ( / * . 4 & ( % & (

• º / ( % / ( ( # ( 8 - ! ( - % < - # & ( A * , % / ( % - 1 & - A # 1 / 6 * , 4 # ! - & ( - / A & ( - ( - ! ( & 6 * / 1 # = ( & ( : & ! , / 8 & ( ( - % < - # & ( , & A 1 8 & ( % ( / ( & ( # , 4 ! / ( , * , ! / !, - ( < / - - / ( , ( / # = & * ( , % - / , & - ). À # 6 > A ( % / ( ( % ( & * , 8 - / ( & % / ( ( # ( 8 - ! ( 4 # ! - , / . ( 1 8 @ : – ( A % - / & ( * , * ( / # ( % 1 : - / # A , @ 4 / # - ! - & < & # - * ( 6 ( * , # - & & ( ( * ( 5 ( , ! ( & 6 * 6 , % / ( ( # ( 8 - ! 5 , & 6 * , ( * , % # < ( - * ( 6 / 5 # & < 5 ( 8 - ! 5 * - 5 ( # ( 8 - / ! ( 5 , ( , & 1 8 & ( % ( & ( - * ( # = & < 5 ( % ( & ( - * ( # = ( & % / ( - 8 - ! ( * , % « , 4 # ! - & < < 5 ( » , ! ( - / 1 & / - ( / & ( - A ( / & ! , / & ( 4 ! / 8 - ! ( ( - / 1 6 , - A ( < / , * ( - / 1 * , ( ¦ 9 & ) - ( : % ! ( & 6 * / 1 - 8 , * & & , ( / , = 1 @ / # = & 9 ( # = & ( % ! ( & ( % , & , ( * - / & 6 , * < ( / ( , ( 1 8 & A ( - * / & ). A

• º / ( 1 5 ( - & ( , - / & & ( / # = ( 8 - ! 6 5 & & ( - / * ( 8 , ! , / ( # = * , ( 4 - - ( & # = & ( ( / / - / & & ( - 1 / 1 : * ( ( - * - 5 ( # ( * , ( 6 & ! - ( < / A - # & * ( 8 - ! ( % ( - / , & - , / ! 6 & / , 1 > / 8 - ! ! ( & / ! - * / # & ( 8 - ! 5 8 * ( - ! 5 , 9 - ! 6 & / , 1 > / 8 - ! ! ( & / ! - * / # & & ). » ( # * , % # % , < & % & 9 , 1 % < 5 * , & A / ÷ 5 9 & < ( , # A - = A # A / – A ( # = ( & * , ( 4 - - ( & # = - & , < 5 , 1 ! - < * , * ( / # ( % % ( - / / & - / & & < % < - # * , ( , / / - 1 1 : % * ( % ! 5 , 1 % & - / 8 * - ( ! ( 6 * ( ! !« * , 8 & – - # - / », « 4 ( & – * , ( # % - & ( ( & 4 # ! / & < / 5 1 6 ). A 5 4 1 », « 6 # = - , - / »( « 4 ( , % – Ñ / ( % / ( ( 1 8 & , A # 1 / * ( A - ( , &», « - 1 : – ( # & ÷ , - , - / ( & % - < : & 1 A 8 & < - 5 « & , & - / , & » , / « & 9 & – & A / * ( * - 5 ( # ( * ( ! & 1 / , & » & / . * . ¿ , * ( / # * = , % , % , ( 4 - - ( & # ÷ / & ( ( - 1 - / 1 1 : % * ( - % / - / & & ( * - / ( , ( & # ( % * - 5 ( # ( % ( * , ( ÷ « ¶ ! & & A > / 8 - ! 5 * ! / ( 1 8 & ( - ( ( / , 1 & / % ( # 1 8 & ( & A / ) , / 8 - / , - % ( # & ( - - % < - # ( < % # 8 & ( - / & , < - 1 , - ÷ ( 1 8 @ : , 5 * - ( A ! 6 & / % & ( - & ( & , - / & & < 5 % ( / % , ( , / = - A & 1 / , & & * 5 , ( 4 - - ( & # = ( & < 8 & / , ( > - ! * , ( / ( , 8 A 5 ( & % % = , , 1 - / & 6 # =, & 4 # ! - 6 # ( % 5 » , « ¦ 8 % # 8 & ( - / & < * , ( 4 - - * , & # * - 5 ( # ( * ( ( 8 - ! 5 - ( & # = & - % < - # 1 8 & & ? ÷ ( / * . 4 & ( % & (

• º / ( % / ( ( # ( 8 - ! ( - % < - Ã ! % , ( , % , # 6 * A , & # & ( A * , % / ( % - 1 & - A # 1 / 6 * , 4 # ! - & ( – / A & ( - ( - ! ( & 6 * / 1 # = ( & ( : & ! , / 8 & ( & % & , & , % 4 # ! - & / < 5 ( - % < - # & ( , & A 1 8 & ( % ( / & ( # ( 1 8 & - A & ( 5 ( % ( - / = @ , #, 4 ! / ( , * , ! / !, - ( < / - - * ( # = ( & A # ! - & % 5 / ( ( - / ( , ( / # = & * ( , % - / , & - ). ( 1 8 & 1 A 1 : 5 - / 1 @ : 5 À # 6 > A ( % / ( ( % ( & * , 1 8 / # ( * , * ( / # ) * ( ! - / ( & % / ( ( # ( 8 - ! ( 4 * - 5 ( # ( . ½ & & * , # & & < * , - # ! - , / . ( 1 8 @ : – ( A % - / & ( ( , ( & , 4 # ! - & * ( , ! / ! * , * ( / # ( % 1 : - / # A , @ 4 / # - ! * , * ( & A , ( 4 - - ( & # = & ( - & < & # - * ( 6 ( * , # - & - % ( ( - 1 : - / # & 1 : 5 , * - ( & ( ( * ( 5 ( , ! ( & 6 * 6 , % / ( ( # ( / # ( 1 8 / # ) * ( ! 8 - ! 5 , & 6 * , ( * , % # < ( - * - 5 ( # ( . ¿ , > / ( % 4 # ! - & ( - / = * ( 6 / 5 # & < 5 ( 8 - ! 5 A # A / & - A ( 5 ( % 1 - % # ( % 5 * - 5 ( # ( 8 - / ! ( 5 , ( , & 1 8 > 4 4 ! / & * ( ( 8 - ! ( A / # = & < 5 ( % ( & ( - * ( # = ( & % / ( - & ( - / 1 - # ( A ( 5 # & ( ( - 8 - ! ( * , % « , 4 # ! - & < < 5 ( » , , ( / # = & ( & 6 ¿ , - ! ( - / 1 & / - ( / & ( - A ( / & ! , / & ( - / # & & , < 4 # ! - & % 6 / ( < 4 ! / 8 - ! ( ( - / 1 6 , - A ( < / , * ( ( 1 8 & & A * , / & 1 & A * ( # & 1 @ - / 1 * , ( ¦ 9 & ) - ( : % ! ( & 6 * / 1 - 8 , * & & , ( / , = 1 @ / # = & 9 ( # = & ( % ! ( & ( % , & , ( * - / & 6 , * < ( ( : & A 1 / ( 8 & & , A % & / - # = / ( , ( 1 8 & A ( - * / & ). A & ( ! * , ( 4 - - ( & # = & ( ( / ( !

* ( -(* - 5 ( # (, ( , ( 6 - -*1, -
* ( & *A- 5 ( # -(* ( ( 8 - ! 5
- 6 * # & < - 9 9 ! ( #.

, / , / 1 ,

1. *Дзейтова М.Х.* ¿ , ( # % & (4 # ! - & < *( 5 ( ! , , (/ ! *, *( & 1@8 & < 5 ! 1 , - ( * ( % , ( / ( , 8 - ! ((%, 1 ( & /@ ° - / Á & ( 4 , # = & (1 & , - /. / ¿ ( 8 - !& 1 ! 2017. ¶ 10. Á 74–80.
2. *Доманский Е.В.* À 4 # ! - & ( 1 8 & *( -( / ( ! 1 8 / # A & ( .! 2009. ¶ 3. Á 74–79.
3. *Карандашев В.Н.* º / ( ! *, *( & A *- 5 ( # (: 1 8 . * ( - ( . Á ¿ .: ¿ / ,, 2005.
4. *Колесникова Н.А.*, *Томашевская Л.А.* À / , 4 # ! - & ( A / # = & (--//1 & / ( *, ( 6 - - ( - ( & A& # - ! (A ( < ¥// ° - / A Ó & ( 4 , # = & (1 & , - /. ¿ ( - 8 - ! & 1 ! 2017. ¶ 9. Á 63–70.
5. *Кунаковская Л.А.* ¿ , ( 4 - - ( & # ¬ & 4 # A ! - A ! ! 4 ! / ( ,- % ( - ( , 9 & - / ( *& A( . ¦ ( , ( & : É » Ã, 2015.
6. *Пантелеева В.В.* ¶ *, ( # % - *( # = ( & A , 4 # ! - & % 5 / ( (( 1 8 &// RELGA. 2006. ¶ 16. Á 31–40.
7. ¿ , ! / 8 - ! * A 5 ( # ( ( A ( & : 1 8 . * ( - ( / * ( , . °. ¦. ª 1 , ( & ( Á ¿ .: ¿ / ,, 2007.
8. *Слободчиков В.И.* ¿ - 5 ( # ( 8 -*!, ( # % < - / & ( # & &A 1 / , & &% (, 8 # ( /// ¦ (- *, ( - <* - 5 ( # ( . 1986. ¶ 6. Á 14–22.
9. *Шаров А.С.* ¿ , & 6 * <% / ( ≤ 4 # ! - & ( ( ( 1 8 & A 1 // ¦ < - 9 ( , ( & À (-- - .2008. ¶ 6. Á 110–114.
10. Andrade, H. and A. Valtcheva, 2009. Promoting learning and achievement through self-assessment. Theory into Practice, 48: 12–19.
11. Kassymova, G. et al, 2018. Self-Development Management in Educational Globalization // International journal of education and information technologies, 12: 171–176.
12. Levanova, E. et al, 2018. Pedagogical Functions within the Educational Process. Revista Espacios, 39 (43). URL: https://revistaespacios.com/a18v39n43/a18v39n43p22.pdf.
13. Richards, K.C., C.E. Campenni, and J.L. Muse-Burke, 2010. Self-care and well-being in mental health professionals: the mediating effects of self-awareness and mindfulness. Journal of Mental Health Counseling, 32 (3): 247–264.
14. Wright, J., 2014. Participation in the Classroom: Classification and Assessment Techniques. Teaching Innovation Projects, 4 (1). URL: https://ojs.lib.uwo.ca/index.php/tips/article/view/3654.

Reference

1. Dzeytova, M.Kh., 2017. Problem-based and interactive approach to development and teaching courses in peacekeeping education. News-Bulletin of Southern Federal University. Pedagogical Science, 10: 74–80. (rus)
2. Domanski, E.V., 2009. Reflective learning in teaching teachers. Pedagogics, 3: 74–79. (rus)
3. Karandashev, V.N., 2005. Methods of teaching psychology: teaching manual. St. Petersburg: Piter. (rus)
4. Kolesnikova, N.A. and L.A. Tomashevskaya, 2017. Development of reflexive activity of students in the course of the English language acquisition. News-Bulletin of Southern Federal University. Pedagogical Science, 9: 63–70. (rus)
5. Kunakovskaya, L.A., 2015. Professional reflection as a factor of self-improvement of the teacher. Voronezh: TSNTI. (rus)
6. Panteleyeva, V.V., 2006. On the problem of the use of reflexive teaching methods. RELGA, 16: 31–40. (rus)
7. Dubrovina, I.V. (Ed.), 2007. Practical psychology of education: teaching manual. St. Petersburg: Piter. (rus)
8. Slobodchikov, V.I., 1986. Psychological problems of formation of the inner world of a person. Questions of Psychology, 6: 14–22. (rus)
9. Sharov, A.S., 2008. Principles and methods of reflexive learning in higher education. Higher Education in Russia, 6: 110–114. (rus)
10. Andrade, H. and Valtcheva, A., 2009. Promoting learning and achievement through self-assessment. Theory into Practice, 48: 12–19.
11. Kassymova, G. et al, 2018. Self-Development Management in Educational Globalization // International journal of education and information technologies, 12: 171–176.
12. Levanova, E. et al, 2018. Pedagogical Functions within the Educational Process. Revista Espacios, 39 (43). URL: https://revistaespacios.com/a18v39n43/a18v39n43p22.pdf.
13. Richards, K.C., Campenni, C.E. and J.L. Muse-Burke, 2010. Self-care and well-being in mental health professionals: the mediating effects of self-awareness and mindfulness. Journal of Mental Health Counseling, 32 (3): 247–264.
14. Wright, J., 2014. Participation in the Classroom: Classification and Assessment Techniques. Teaching Innovation Projects, 4 (1). URL: https://ojs.lib.uwo.ca/index.php/tips/article/view/3654.

nay`“ oqhunknch“,
oqhunknch“ kh)mnqŠh,
hqŠnph“ oqhunknchh

- Øåâåëåâà À.Ì. Ïîêàçàòåëè îäàðåííîñòè äåòåé, çàíèìàþùèõñÿ òåõíè÷åñêîé äåÿòåëüíîñòüþ â ðàìêàõ äîïîëíèòåëüíîãî îáðàçîâàíèÿ

**УДК 159.923**

Øåâåëåâà À.Ì.

# ÏÎÊÀÇÀÒÅËÈ ÎÄÀÐÅÍÍÎÑÒÈ ÄÅÒÅÉ, ÇÀÍÈÌÀÞÙÈÕÑß ÒÅÕÍÈ×ÅÑÊÎÉ ÄÅßÒÅËÜÍÎÑÒÜÞ Â ÐÀÌÊÀÕ ÄÎÏÎËÍÈÒÅËÜÍÎÃÎ ÎÁÐÀÇÎÂÀÍÈß

¶ # @ 8 <# ( : ( , & & ( ,- /= / - & ( - / ≠ ( , 8 - ! (% < 9 # & # ( -,/ = * , 2017). » ( - ( ( & 8 &- - / % < ( * ( # & / # = &( , ( ( & A, - / / - ! ( ( , & & ( - 1 ! < @ / ¤ ¦. ¥ ( < , °. ¤ À 1 ! (, A & « ( - * 8 &! ( % 1 8 : % 1 - A ( % ( & ( -“/, & ( {/ , /', - ( - - / * ( / , & ( - / - % ( , # 6 ( , & & ( , ( & ! ! ! # 8 & (,- / ( * , # & # = & 9 & ( * , -# & A* ( # 1 8 & %A( , ( &» (A¥ ( < , , À 1 ! (, 2015, -. 38).

Ã 5 & 8 --!4 A, * , * ( # / , & < < & * , # & A / # = & ( - / ( * , @ : -&A , # 8 & < ! ( & / & <* ( - ( & ( - / % & ( {( , & < 5 - ( 8 / & À( # = 5 & 8 -- ! ( ( / ( , 8 - / ( - * / & 1 8 : 5 - A / ! & 8 / # = &( & (- # 1 / -

© ä ñ î ñ ÷ ñ Ì.ìØ, 2019

& < 5 ( : - / & < 5 & # = & < 5 / # / ( , 8 - ! ( % < 9 # & « (A - # / , (1 - / & ( # & Ã, < ! 5 ( & # = & » ( - / « = , ( / & & » ( - / = * ( # 1 8 < - ( ! # # * ( ( , - ( ! ( > 4 4 6 ! & ( , # A 6 Á * , % & & # = & , ( ( - / < 8 & 5 ( , ! / - , 0,295 0,26 - ( ( / / - / & * & ( 1 , ( - 1 @ / - A - ( ! ( & / # # ! / 1 # = & ( & 8 % ( - 0,05) ( , - 1).

! / & ( - / = & ! ( & 4 ( , % & . ( - / = @ - ( & & ( ! - ( , , # A 6 ( & & < 5 Ã ! ( , & # = & * ( , - / = * - ( % ( - A / 5 & 8 - ! * 5 ( - ( & ( - / # / * ( - ( & ( - / / ( = % ( / * = - * ( ! / # A ! % / & ( - / , & < 5 A # & ( 8 & < 5 / , # = & < 5 ! 6 A ( 5 , @ ( / : 1 @ # A - < ( / / ( À , ( / & & ( 5 - / , = ! - / ( , ! / & & 6 @ ! # @ 8 @ # / - 9 A = , 1 / * ( - ( & ( - ! / = / # 6 / - & ( / > / 5 A . ¦ < ( , ! - ! . 6 « Á ( , % & & & 4 ( , % 6 ( & & < ° - - # ( # - = % ( - A * ( / 5 & ( # ( » ( & 8 & ! ( A > 4 4 - 6 ! / # ! , / & ( - / / 5 & 8 - ! 5 & / ! ( , , # A 6 & ( # < - ( ! - * ( - ( & ( - / & 1 , ( & ( : < (0,325 0,291 - ( ( / / - / & , & ( ( , ! - * < / 1 % < 5 < ( , ( ! ( * , - 1 , ( & & 8 % ( - 0,05).

# A % * , 5 & # & ( - / = * @ < / 1 ¿ ( , 1 # = / / - / % / - / 8 - ! ( ( % < 5 ! ( - ! 6 . ¿ , ( ( # - A & # ( & , 1 & & 8 % , < - - , & / # = & & # - - # ( & & < 5 8 % 1 - ! 6 A % * ( ! / # A 5 * ( ! / # % 1 - ! 6 A . % / ( , 8 - ! ( % < 9 # & « A # ( - » / = À 1 # = / / < # ( & * , A ( - « , , ( / & & ( - / » = < - 9 * ( ! - % ( & - / , , ( * # , ( # @ : 1 , ( - / # ( ( 5 - 1 / , & % @ : 5 - A & * ( ! / # ( , & & ( - / < * ( & * , # & « ° @ & 4 ( , % 6 ( & & < ( , ! 5 / , & % @ : 5 - A & < % / 5 & ( # ( » . Á % < & ! * ( ! - % / 5 & 8 - ! ( A / # = & ( - / / # # ( - / - ! 6 ! , / & . ( / # 6 ). Á % < & ! * ( ! / # , , ( / - &

¶ ( , , # A 6 ( & & < # < A # & ( - / – - ! 6 % ( # , ( . & A - # 1 @ : 1 @ & 6 @ 6 # ( % ( À # 8 * A ( - / # = & * ( % / # A % < ( , ! 1 , ( & , = / A 5 & 8 - - ! ( - / / - / 8 - & & 8 % À < 1 # = / / < ( % < 9 # & / A % < 9 , 8 % < 9 * ( - * , - / # & & < , - 2.

**Преобладающие уровни показателей одаренности детей**
**в разных видах технической деятельности**

| » * , # & A / # = & ( - / | Ä , ( & , = - / A / 5 & 8 - - ! ( ( % < 9 # & A | ¿ ( ! / # ! , = / & ( - / | | | |
|---|---|---|---|---|---|
| | | # ( - / = | ! ( - / = | ( , & | # = & ( - / = , , ( / & & ( - / = |
| ¤ % ( # , ( & | » ! | ¦ < - ( ! - ¦ < 9 & | | ( Á , & | » ! |
| ¶ , / & | » ! | ¦ < - ( ! ¦ < , 9 & | | ( ¦ < 9 , & | ( » ! |
| ° & 4 ( , % 6 ( & & < / 5 & ( # ( | » ! | ¦ < - ( ! | ¦ < 9 , & | ( ¦ < 9 , & | ( » - , & ( |

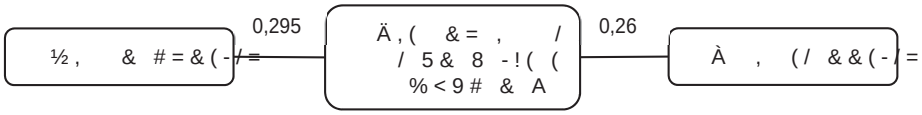



**Рис.** 1. ¯ & 8 % ! < ( , , # A 6 ( & & < % ( - A * ( ! / # ! , / & ( - / / 5 & 8 - ! % < 9 # & ( A : < ( , !

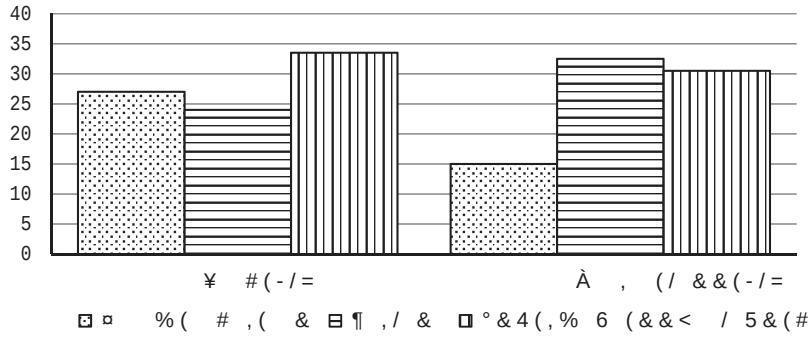



**Рис.** 2. ¯ & 8 %,< # 8 A - # ( & & < 5 / # , & < 5 ! 6 A 5 ( , 1 # = / - / / < / - / 8 - ! ( & ( # * ( ! , / , @ ¶ , 1 - ! - # Ä ( # # , – , & , & , 1 , ( & = & 8 % ( - 0,02)

Ã ! % , ( , % * ( # 1 8 & & < ( * # ( : & A * , ( , ! / ( , / 8 - ! 5 1 # = / * / < ( # A @ / = ( ( : & & 1 @ & & ( % ( & ( - * / , = ( , / / = 5 , ! / , - / ! < 1 ( , ! - * < / 1 % < 5 & ( < & & > A % * , 8 - ! * 1 / . % Ã - & % @ : 5 - 5 A & 8 - ! % % * , = ( - / 1 * & , < & ( ( , & & ( , < A / # = & ( - , / % ! 5 ( * ( # & / # - = & ( # A / ( , 8 - / - ( / ( < % / # A , % ( ( , ( &. A # A , ( / < - ! ( / ( , < % ( - / / ( 8 & ( ½ & , 1 , 8 / ( ( 6 # ( % ( < - / ( / * = ( & - / , 1 ! . 6 Ã ! % ( , ! * , ( # & / ! 1 , ( & = ( , ( , % - ( ! , : / - / A ( , 8 - ! - A ( , / A / 5 & 8 - ! ( % < 9 # & º A - / # A @ : / A 5 & 8 - ! ( A / # = & ( - / ( ; A - & A * ( % ( & < , 1 # = / , / < ( , - / / - * ( # & / # = - ! A * , < , 5 & ( - / / ! ( * % ! / 8 - ! ( ( ¦ - - # 1 ( / / % / , / 8 = / ( 1 , - ( ( * < / 1 8 : 5 , - A 5 & - * ( - ( & ( - / = @ = , / A 5 & 8 - ! ( % < 9 # & A - A / % = 1 - ( ( / ( , / 8 - ! / % < 9 , 8 % < 9 ( , & # = & ( - / = & & , * A ( # 1 8 & & < % ! 5 1 8 & A , , ( / & & ( - / = ( , 8 - ! ( % < 9 # , & < 9 5 ! ( # = & < 5 - 6 * # ( 4 ! , & . ¿ ( > / ( % 1 < - 8 / , 8 / ( * - ( % / % / , / ! 5 & ( # ( ) , * , & - / 8 - ! ( * - 5 ( # ( 8 – ! ( ( * , ( - ( 5 * , ! / ! 1 ¦ ( - / ( , < , 5 & ( - / / ( 8 & ( & ( * ( # & / # = & ( , ( ( & A , / ( / 5 & 8 - ! % < 9 # & / 5 & 8 - ! & ( * , # & ( A & ( 1 / , & A / < 5 5 & 8 - ! 5 5 ! # @ 8 , / = ( / 1 * ( - ( ( ! 1 * & ( , % - 1 A / # = & , ( % / ( / < / = - A & ( / @ > / 5 , 5 - ( - / # A @ : 5 < - ( ! % 1 , ( & , % / A % / - , Ã ! % ( & ( / % / , / 8 = / ( ( - 5 # = & ( ! 1 # = / 1 , < ( , % & & ( ( % - - ! 6 A * 5 , ( # / < - ( ! A # ( - / = - / . ¿ , / - ! ( % 5 & 8 - ! ( % < 9 # & A ! ( - / = < 9 - , & , ( / ( , 8 - / & - < # ( - / 1 * & < 8 / ( ( ( , / < - ( ! ( - * ( - ( & ( - / * ( , ( & < & - / , 1 ! 6 * ( 5 ( A : 1 8 : 5 - ! A & , 6 ( # = 9 ( ! ( # - ( - & : & , 8 - / * ( , % & A # * ( - = , 1 - 8 8 - / , & ( ( , A , - * ( - ( & ( & < % / , # ! < ( / ( , < & ( < # ( - - - / / = , & < - * ! / < * , ( # % < % ( - / ( A / # ( = & ( ( / / = * , 1 % , / = * , % & A , / = & < - / , / , 9 - 8 % % & & = ( - / @ , : ! ! - & . A ½ & ! , ( 9 & A < @ - / # ( ( / ( / = ( , ( / / = # 1 - # ( / # , ( , & ( < 8 % / # = – / 1 A 5 & ( * , # & & ( Ã ( / - / = % # - A / * , ( # & & < - ( ! ( 1 ( , ( & A * , ( - / ( , # A / ( , 8 - / , * , ! / 8 - ! ( ( , , ( / & & ( - /

½ - ( & & ( * ( ! / # / 5 & -8 %, < ( & ! ( & ( - / / ( 8 & & ( % & A
- ! ( ( , & & ( - / ! , / & ( - / - 1 # A @ / # = & ( , ( / ! * , -
/ , & % @ : 5 ; A & < 5 ! 6 A 5 # % < 5 9 & . ¦ < ( , ! ( - *-
! # @ 8 @ /, - A # 8 A 5 * & < / & & ! ( ! 6 « ° & 4 ( , % 6 ( & & <
, & & ( - / * ( ! / # ! , / & ( - / / 5 & ( # ( » & ( # / - & * A, A % A
/ - & ( / 5 ! ( , , # A 6 ( & & < A 5 % ( - A / 5 & 8 - ! * 5 ) - ( & (
- / 5 & 8 - ! - 0 % ( - ( & ( - / A % - / - ( , & # = & ( - / ; @ , ( / - &
Á , ( - * / & & - ! ( ! 6 & ( - / = / @ ( , 8 - ! ( % ( < 9 # & 8 A ( * (
« ¤ % ( # , ( & * ( ! / # & 9 % % 1 & &, ( @ , /5 , ! / ,
/ ( , 8 - ! ( % ( < 9 # & * , A ( # @ / A / # = & ( - ( / # - / & 4 ( , % 6 - ( &
< - ( ! A # ( - , / = ! ( - / = < 9 - , - & < 5 5 & ( # ( .
& , ( - , & A ( A , & # = & ( - & = ! A ¿ ( ( A / (, ( / % / , % & / ( * ( # - 1
, , ( / & & ( - ¿ / ( = ! / # , = , ( 8 & & < , 1 # = / * / ( < / , @ /
/ & & ( - / % < & ! - , & & & ( 5 ( % ( - # A ( , ( & & A -
- , 1 % - ! 6 A . % Ã , ! 1 8 : - A 5 ( / = ( % ( & ( - * / , ! / 8 - ! ( (
- * ( - ( & ! < & , , ( & % @ & ( - / * , % & & * ( A # 1 8 % < ( 5 : ( -
, & ( ( , & < 5 , ! ! ( , & - # = , ( / # = & 9 ( ! ( # / ( , / 8 - ! 5
& < , 5 / ! / , # = , & < 5 & @ & & * ( 1 8 % < % 6 * # & %
, & < 5 - * ! / ( - / , / , 9 & A # A - A < & * A , ! / ! & &
* , ( # % ( < & ! ( # 9 = ( : 5 8 - , , & < 5 - 6 * # . & ! ( % ( & ( - /
/ , 5 5 / # 6. 9 , ( ! ( * , - / # & < 5 & 8 - ! (
Á , ( - * / & & ! - ( ! 6 « ¶ - ; A / # = & ( , - / & ( - (( , &. A
/ & » * ( ! / # / ( , 8 - ! ( ¶ , ( % / ( , ( 6 # A * 5 ( < 9 & > A 4
% < 9 # & * , A ( # @ < - ( ! A - 4 ! / & ( - / / 5 & 8 - ! / ( (( , 8 - /
# ( - , / = ! ( - / = < 9 - , & , (( , - / @ & ( 9 , / 1 A & 5
& # = & ( - / 9 = - , & ( & ! A - ( ( / / - / 1 @ - : * 5 ) - ( & ( - / * - 5 ) (
, , ( / & & ( - ¿ / ( = ! / # = # ( - , / # ( - ( * ( 8 - ! - (( * , ( ( &
( & ! ( - % < & ! - , & & - ( , ( & / A 5 & 8 - ! & ( * , - #
, 1 % - ! 6 A . % Ã ! % ( , (, % & A % ( / ( * , / = - & A , / / 5
1 8 : - A & & ( - ! 6 - * ( - ( & ! < & 8 - ! ( % ( < 9 # & A ( ( ! 1 * & ( - /
* ( , ( & @ ( # = 9 ( 8 ( - # ( , - ( , & # = & ( - / ; @ , ( / & & ( - / = @
& # = & < 5 , & @ & < 5 - * - ! ! ! * ( ! / # ! , / & ( - /
/ ( - / , / , 9 & A , ( # % & ( ¤ / ( , < , / # ( , & ( - * / =
5 / # 6. ( - 1 - 5 ( # ( Ó 1 ¤ Ã , ( 5 # ( (
Á , ( - * / & & ! - ( ! 6 « ° & 1 8 - / - ( , ( , ( / ! > % - *
4 ( , % 6 ( & & < 5 & ( # ( » * ( ! - , 8 - ! ( % / , #
/ # / ( , 8 - ! ( % ( < 9 # & * , A
( # @ < - ( ! A # ( - , / = ! ( - / =
< 9 - , & , (( , & # = & ( < / 9 =
- , & ( , , ( / & & ( & - / =
- , & . ( ¿ , > / ( % ( ! / # # - (
- / , , ( / & & ( - / % < < - ( !
- , & & - , 1 % - ! 6 A . % Ã -
! % ( , ( , % 1 8 : - A & & ( - ! 6
- * ( - ( & ! < < & @ & ( - /
( , & # = & < 5 , & @ & < 5
- * ! / ( - / , / , 9 & A , ( #


, / , / 1 ,

1. *Бобырев А.В., Рудакова И.А.* Ã ( , / 8 - ! - - # ( & % A / ( (, ( / < - ( , & & < % / = % / ° - / Ó & ( 4 , # = & ( ( 1 & , - /. ¿ ( 8 - ! & 1 ! 2015. ¶ 8. Á 38–42.
2. *Дружинин В.Н.* ¿ - 5 ( # ( ( A 5 - * ( - ( & ( - / Á ¿ : ¿ / ,, 2007.
3. *Куликовская И.Э., Панов И.А.* À ( ( / ( / 5 & ( / ( ( * # ( : & A - / % ( , ( & A / ( 9 ! ( # = & ( ( ( , - /// ° - / Ó & - ( 4 , # = & ( 1 & , - /. ¿ ( 8 - ! & 1 ! 2018. ¶ 7. Á 21–26.

4. *Матюшкин А.И.* ¯ ! ( , & & ( - Ì .: ¿ , { - : & , 1993.
5. *Немов Р.С.* ¿ - 5 ( # (: 1Æ & !3 ! & º .: ¦ , ¤ ª ½ , Á 2001. ¶ & 3.
6. *Панов В.И.* ½ , & & < / : < A # & – ( 1 8 &– , / // ¿ ( .! 2001. ¶ 4. Á 30–43.
7. *Приступа Е.Н.* Á / , / 8 - & * , # & A 4. ( - * / & 9 A ( # = & ¥ / ( ° - / Á Õ & ( ( 4 , # = & (1 & , - /. ¿ ( 8 - ! & 1 ! 2017. ¶ 8. Á 19–23.
8. Falco, L.D., 2016. The school counselor and STEM career development. Journal of Career Development. 44 (4). URL: https://www.researchgate.net/publication/304814262_The_School_Counselor_and_STEM_Career_Development.
9. Galoyan, T. et al., 2019. Designing Experiential Learning Environments in STEM. Progress in Education, 59: 167–186.
10. Olszewski-Kubilius, P., 2010. Special schools and other options for gifted STEM students. Roeper Review: A Journal on Gifted Education, 32: 61–70.
11. Van Tuijl, C. and J.H.W. Van der Molen, 2016. Study choice and career development in STEM fields: an overview and integration of the research. International Journal of Technology and Design Education, 26 (2): 159–183.

Reference

1. Bobyrev A.V. and I.A. Rudakova, 2015. Theoretical researches into methods of work with gifted children. News-Bulletin of Southern Federal University. Pedagogical Science, 8: 38–42. (rus)
2. Druzhinin, V.N., 2007. Psychology of general abilities. St. Petersburg: Piter. (rus)
3. Kulikovskaya, I.E. and I.A. Panov, 2018. Robotics: From the idea to its embodiment in the educational system for preschoolers. News-Bulletin of Southern Federal University. Pedagogical Science, 7: 21–26. (rus)
4. Matyushkin, A.I., 1993. Mysteries of talent. Moscow: Prosveshcheniye. (rus)
5. Nemov, R.S., 2001. Psychology: textbook: in 3 books. Moscow: VLADOS, book 3. (rus)
6. Panov, V.I., 2001. Gifted children: identification – training – development. Pedagogika, 4: 30-43. (rus)
7. Pristupa, E.N., 2017. Strategic directions of moral education of school pupils. News-Bulletin of Southern Federal University. Pedagogical Science, 8: 19–23. (rus)
8. Falco, L.D., 2016. The school counselor and STEM career development. Journal of Career Development. 44 (4). URL: https://www.researchgate.net/publication/304814262_The_School_Counselor_and_STEM_Career_Development.
9. Galoyan, T. et al., 2019. Designing Experimental Learning Environments in STEM. Progress in Education, 59: 167–186.
10. Olszewski-Kubilius, P., 2010. Special schools and other options for gifted STEM students. Roeper Review: A Journal on Gifted Education, 32: 61–70.
11. Van Tuijl, C. and J.H.W. Van der Molen, 2016. Study choice and career development in STEM fields: an overview and integration of the research. International Journal of Technology and Design Education, 26 (2): 159–183.

oed`cnch)eqj`“
oqhunknch“

- Áàêàåâà È.À. Ïñèõîëîãî-ïåäàãîãè÷åñêèé êëàññ â êîíòåêñòå äîïîëíèòåëüíîãî îáðàçîâàíèÿ
- Æåëåçíîê Ë.Ä. Îñîáåííîñòè ïðîôåññèîíàëüíûõ ïðåäñòàâëåíèé ó ñòàðøåêëàññíèêîâ ïðîôèëüíûõ êëàññîâ
- Óëûáûøåâà È.Í. Ïðîôåññèîíàëüíûå ïðåäñòàâëåíèÿ áóäóùèõ ïåäàãîãîâ, îáó÷àþùèõñÿ â ïðîôèëüíûõ ïñèõîëîãî-ïåäàãîãè÷åñêèõ êëàññàõ

**УДК 159.99**

Áàêàåâà È.À.

# ÏÑÈÕÎËÎÃÎ-ÏÅÄÀÃÎÃÈ×ÅÑÊÈÉ ÊËÀÑÑ Â ÊÎÍÒÅÊÑÒÅ ÄÎÏÎËÍÈÒÅËÜÍÎÃÎ ÎÁÐÀÇÎÂÀÍÈß

¶ # @ 8 <# ( : * - 5 ( # -(* ( ( - 8 - ! ( ( , ( &, * , ( 4 # = & !<# ; - ( * ( # & / # = (& ( ( &, & / , - ! / & < / 5 & ( # (, - / & 6 ( & &( , ( &.

© Í ì ö ì ñ î Ò Ì., 2019

Á ( , % & &( <& & 6 , / A ( , ( & *A ( ! < @& / ( 5 (- % ( - / ,= - 9 , & !A, 1 ,8 ! ( / -( , < , 9 /( , ( / # = &1 (8 , - & . ° % & &- ( 6 # = & ( *( , ( - ( : - / & - ( , % & & (< *( 1-- ! & !, / ! % & &6 & & ( --/ & ( - % < - # ( -(4 , <- % ( (( 1 8 @ : ( - A / A /( * , ( - -( , & @ 4 ( , % % # 6 ( , ( / # = & ( * ( # / !(Arpentieva et al., 2018)¿ , ( 4 # = & ( 1 8 & ( - / / ( 8 &( , ( ! ( , / ( ( / 8 - / & & (- / %( , - ( & . A / % / 8 -, ! - / - / - & & ( & 1 8 &( #< - , < 1 % & / , & < A < ! ( < % & ( - / / ( 8 &, (( 8 & ( ( 9 # - - / %(1 , ( &. A ¿ - 5 ( # -(* ( ( 8 - !& ( * , - # & * , ( 4 # 6 ( , ( & A , # 1 / - A & 8 & < #5 1 8 -A-5 # % > & / 1 -( / ( , ( &. !A À -( - / ( - ! ( ( # - / , / * - 5 ( # ( ( * ( 8 - !! #5 - - (, # 1 / - A 2017 . ( , ( / # = & <1 8 , & - A % - ( % - / & ( ! % * - 5 ( # ( * ( ! Ó Ç .Ä ¿ - 5 ( # -(* ( -( 8 - ! ! # - - <A # A @*/ ,-(A4 # =-& < % < , @ / - A , 9 ! # - - & ! % ! 8 - / ( - & ( & (* ( ( 4 # ( A , ( - & .AÃ ! A4 ( , % * ( ( # A ( / 1 8 @ : % 1 - A1 8 / = & - * 6 # = & ( - / = * - 5 ( # ( * ( 1 & > / * 9 ! ( # < - # / (- ( & & &*< ( 4 - -- ( & # = & << ( ,( ¦ & , ,2015).

¿ , ( 4 # = &! <# - - <% @% & ( ( * , % 1 : :- /1 # 1 # &-& ( , - & * , % /,( * , * ( & * , ( 4 -- - ( , - ! -( * , * ( / # = - ! ( % / ( % 1 & , - /, /, # 8 & < & & ( 6 - ( & & < 4 ( , % < % ( - / . »A ( - / = & ( - / /. ! Ã ¦ ! , & ( ! - # - & ( < < ( , * ( # = (1 * , # & & ( ( * , ( 4 # A 8 , & ! ( / ( , ( , % A * ( & A( 9 ! 1 < ( ,, 1 & % ( / * ( % & A * /, (- 4 # (- 1 8 & A/ , 9 5 ! # - -; 51 1 8 ( / ( < %, & % / = 1 8 - / ( & 5 4 ( , % ,5 ( / <* , (

4 # = & (! # ( - , - ( & & - ( / ( À Ç ( / 4 - & / A 2014 . ¶ 1726-,,
- # ( / = % , % <! % % * < # A ! / ( & ! 1 , & / & , < % 1 : - /
/ & 6 A % , 1 & & ( * - , / ( = 4 # = & ( (( * ( # & / # = & ( , ( ( & : A
! # - - 8 - / ( & / ( % ( & ( - * / ( – - ( ( & < # 8 & ( - / & < ( , A
# 1 8 / = ! ! ( - / ( ( * ( # & / # = & ( / # = & ( , - ( * , # A @ : & -
( , ( &. 1 # = & , ( / 8 # ( ; !
Ñ / & ( - / / ! ( % * & - , 1 @ – / - A , / & ( - / ( = , & A 4 ( , %
, 1 ( % ( # = * @ ( 4 # = & ( * - ( 5 - ( ( , & 6 ( , ( / # = & ( (
# ( - ( * ( 8 - ! ( # ( - – > # - ! * , ( 6 - ; -
/ & < ! % 1 , - ( % ( * ( # & / # = & - ( % ( - / 1 * & ( - # = ( # = & ( & ( & A
( , ( & ª ( * ( # & / # = ( & ( & 4 ( , % 6 # A ! ( ; (
, ( & ( # % ( # = , & ( - – * / & ( - ! / = ( & ! @ : %
& (( ª ( * ( # & / # = ( & , ( ( & % & & . A %
/ ..., 2016). ¶ 1 , - # ( ; & Á ( , % & & < & & 6 , / A
& ( * ( # & / # = & ( , ( ( & & A & 1 ! ( , ( & ( A , & / , ( & <
% @ / - / ! ( * , A !! 1 8 & ( % & 1 - / , / 8 - ! 8 ( - 1 , - /
* # & ! % ( 1 % & A / = - A - % ( - / ! ( / ( , < * , ( ! / ( & < ( & 1 8 - & (
( / & / , - (( 1 8 @ : , ( % A / / 5 & 8 - ! , % / . % ¿ , ( , / / ( %
/ * , # # # = & & ( - ! ( # = ! ! 1 ( , - ( & 1 8 - & ( 5 & 8 - ! , ( ( / À Ç A # A
( * ( # & / # = & ( , ( ( &. ¶ A , ( % / - A * , 5 ( ! * , ( < % 6 4 , ( < %
/ ( , ( ( 1 8 @ : % A / * ( % & A / = & / # # ! / 1 # = * & ( < % ( - / & & < %
* , ( 4 # ( = 1 8 & A - , & / 5 & ( # ( , A ( % ( / , ( & & - < - %
1 8 & ( (( . Ã 5 & ( # ( 8 ( - * ( # - / % , % & ( < % % / , # % * ( – (
& / # = & ( ( , ( & / ! ( # % ! ( & - / , 1 , ( & / . A ª # A ( - / -
! ( % & 8. ¿ ( ( % 8 - / ( & A > / ( 6 # & ( 5 ( % - (( / =
* , % & A @ / 5 A & ( # ( & / , ! / - ( % ( & ( - / < A # & / A # & / # (
& ( ( % ( - / - ( A 1 8 @ : % , - A % ( # ( * ( - / , ( & 1 A - * 9 & ( ! -
# ( < % / 6 ( & & < , < * , ( , = , < ( # - / & 1 , ! / 5 & ( # (
! / & A - - # ( / # = - ! A A / # = & & ( 6 , ( - * 8 / % - % < % -
& ( - / = - / & 6 ( & & 4 < , % ( < ¤ , - / & / # # ! / 1 # = * & / ( & ( 6 #
& < 5 § 1 , ! , & 2015; ¥ ! ! , % , 2018; - / , & » < ( Á / , / & A 1 8 - & ( 5 & ( # - (
º 5 # ( , ¿ / , 1 9 , & 2017). 8 - ! ( , ( / . A , https://www.garant.
Á ( , % & & < - % # ( / # Ar % products/ipo/prime/doc/71451998/).
( * ( # & / # = ( & ( ( & , - - % Ã ( - / = , # = & ( - ( % 6 # = & ( %
/ , / - A ! 6 # & * , # & * & ( < ! - 4 ( , % 1 # , ( % & < - # ( = / ( %
6 - - ( - * / & A ( 1 8 & * A - , - 8 / ( < A # & , / / # & / (
- / ( % , # 6 ( * ( # & / # = & < 5 & < ( 5 # - / A ( 5 - / @ / 8 - A ,
( , ( / # = & * < ( 5 , % % ! & A - * ( # = ( & & ( ( , & ( < 5 , - (
( * ( # & / # = ( & , < 5 ( / # = & < / 5 # = & / < 5 & ( # ( 4 ( , % A / # =
1 - # 1 ( - 1 : - / # & ( A , ( / - # = & ( - / ¦ & < % / & ( / , - A /
& - ( & 4 ( , % 6 ( & & A / # = & ( - / & 1 # = & ( ! / ( , , / A
* , # % ( - & ( & < 5 , ( / # = & < ( 5 1 8 @ : , ( - A & ( - / ! , /
* , ( , % % & / , - 8 5 # ( , ! ( : - ( - # = & < / 5 ( , ( & - * ( - ( & ( - , /
- / , ( - 1 , - / ! ( , , ! / , ( ! - # < 5 / ( , ( & 8 & (
¶ ( & 6 * 6 , A / A ( * ( # & / - # = - / 1 8 & . !
& ( (( , ( & A / , 1 / , - & ½ & ( & ( # - ( , % & & < 5
& A À - * ( , A & ¿ , % / # = - / / 5 & ( # ( , ! / & ( & , A % < ( 5 -

: % ( * ( # & / # = & ( , % ( &,
A # A / - A / & 6 ( & & ( , ( &
(Panigrahi et al., 2018).
ª - / & 6 ( & / & 5 A & ( # ( * ( A & -
% / - & A % - ( & ( - / ( , ( & * !
% / / 5 & ( # ( ( / A , A % / -
8 , / < * ( 8 - ! (( , ( -
/ # = & ( 5 & ( # ( : > / ( - - / % A
/ # = & ( , - * / ( - / , ( & & & A * , & 6 * 5
, & ( * , , A ( - / 1 * & ( , - / ( ( & ( (
/ % * ( 1 8 & 1 A 8 : 5 - A % / - (
% / ( 8 - ! & - / , 1 % & / ,
( / # = & % 5 / ( , ( 4 ( , % - , - /
( 1 8 & ( A & ( < / & A ( * , # - &
& ( - - / % % # 8 & ( - / & < 5 % (
( / & ( 9 & ( 1 8 @ : 5 - * A ( (
(¥ ! , 2016).
Ã & & 6 - ( , % & & (( , ( -
( & A # A / 1 - A # 8 & 1 # =
& ( ( - - % ( - / ( A / # = & ( - (
/ # = & ( A / # = & ( 1 - 8 / : 5 - A
1 % & = 9 & ( # 8 - / 1 / ( , & < 5
8 - ( ( , ( / # = & * < ( 5 , % % 5
Ã 5 & ( # (( : ( ( * ( # & / - # =
& ( ( , ( & A ( # & < / =
* ( & / # = & & < / , - < & < !
( , & 6 - ( - / & & 1 ( 8 & ( -
A / # = & . ( - /
¦ * , ! / ! < A # & , A -
/ A / - ! ( ( , & & ( - / & 9 %
A # A / - ( A , ( - * ( 8 - ! ( (
* - 5 ( # ( 8 - ! ( * ( , ( ( & A &
1 # = & / ( ! / ( , , / A
, & ! Ñ / ( & - * , - / # A / - A
( % ( & < ( % 1 : - / & = # 8 & < %
- , - / % 1 8 , & ( A , ( & A
# ( , ( . ¯ 8 - / 1 ( @ ( -
/ # = & < - 1 , - < & ( 5 ( % < # A
* , ( & A , / A & ! % <
% ( % & / & / , & . / º - - ( <
( / ! , < / < ( & # - ! & 1 , - < & / , & /
( # % * , ! < ( & ! 1 „ - < / < - (
( : - / - * ( - ( - / 1 , @ / / @ -
# 8 & < 5

* ( < 9 & >A 4 4 ! / & ( - / % ( - & & & < ! ( * ( ( * , # A /
- / A & - 5 1 , ( & A 5 , ( / # = & ( 1 8 - & * ( ( & / # = & 1 # @ & A /
- - / % ª < & & < % / ( , - - % / , / 4 ( , % , 1 ! / ( ( , & , 1 ( / , ( -
& ( < ( % ( & ( - / ( / & ( 9 & A / 5 # = & * < , ( 6 - - 6 # A , 5 / A # - 8
« 1 8 & – ! * ( » , * # / 4 ( , % ( & ( - / (Pankratova, Rogova, 2016; Rogov,
A # A / - ( A , , , - 9 , A A , & 6 < Rogova, 2015).
1 8 - / A & 1 8 : ( . - A » ( * , ( 6 - - ( , ( & ( A - 1
¦ , % ! 5 8 & ( - - / & A / # = & ( - : / - / # A / & A / ( # = ! , ( - ! , < / &
& ( ( * ( 5 ( & * , < * # & < 5 ( A / 1 # = - & - ( 5 ( # ( 8 - ( ! - ( 5 - &
- % ( % ( / , 6 - A % ( ! ( & / , ( - # % - ( & ( - / * ( & / # = & ( A / # = & . ( - /
- / ( A / # = & ( - 6 / # 1 - / , % # & & Ã - ! = / 4 ( , % , ( & # 8 & ( - / & < 5
Ã ! ( % / ( * ( % ( , / - ! , < / & ( < ! 8 - , / * , ( 4 - - ( & # = 5 & < 5 ! / -
, & # 8 & ( , - / ( * , # / = ( # - 8 - / ! / . . Ñ / ( - & ( & * < , ( A # & A
& ( - / & , < / ( , 8 - ! , * , ( 4 - - ( & - # # 8 & ( - / & ! ( ( % * ( & & / 5 ( A / /
& < * ( / & 6 . Á # > / ( * ( 6 * , % - , & # 8 & ( - - / & A / # = & ( - / & ( %
& & & & < % 5 / ( ( * ( % ( / - * ( 5 ( (Vituli , Zupani , 2015).
/ = - # = & < / ( , ( & 1 8 & , ! / = ¦ 1 - # ( A 5 & % 8 - ! ( 6 -
& ( 9 ! , * 1 / 5 * , ( ( # & , & A # = & < 5 % & & ( - ( ( & 8 &
6 ! # / = & - A , ( 9 # ( , % - % ( / , / = * , ( , / * , % & & % / ( ( ! -
- / # ( 1 1 : ( ¿ & ! , / ( , 2012). / & ( - ( ( 6 # = * & - ( 5 ( # ( 8 - ! ( (
Ã ! % , ( , % ( - ( & & ( / - 1 ( 1 8 & A , ( / # = & ( # A
# = & < A % # A / – A # ( & & - - ( & * A , - / # & ( A * ( - ( & (
* , # & & & 1 8 & * , % & & A / A 5 & < ! 1 5 8 & ! ( ! ( / ( , < % - (
% / ( ( ! / & ( - ( ( 6 # = * & - ( 5 ( 1 / < / = * , & - & * < , ( 4 - - ( & - # =
# ( 8 - ! ( ( ( 1 8 & # A A , - ! , < / A & 1 @ # - / = A / # = & ( Ë / - / A ! , (
* , ( 4 - - ( & # = * & ( ( / ( & 6 # / - , § , 8 , 2014; Zhulina et al., 2018).
9 ! # - - & . ! ( Á 6 # = @ ( * , ( ( & * A , ( 4 - -
Á ( , % & & ( , ( & - / , - ( & # = & ( - ( % ( ( * , # & A % < #
% / - , A / = % ( - / ( A / # = , & 1 @ ( / & , & & ( ! ! ( & % / - (
* ( & / # = & ! 1 @ & ( - 1 - 8 & . ! ( ! / & ( - ( ( 6 # = * & - ( 5 ( # - (
» ( < % / ( < A # A @ * / 1 - A % , - 8 - ! ( ( ( 1 8 & ) , A ( / ( , < ! # @ 8 #
( ( # & % A & ( - 5 # ( & ( - / * , - - A , 1 « » , ( A / & * ( 1 / 9 - / » ,
& < ( - * 8 # = 8 & ( - - / & A & ! / « 1 ° 1 8 & * , ( 4 - - ( & # = & (
/ # = & ( - / & < 5 ( ( - * / / # = & & * , # & & » ( - / * , ( - & « ! ¶ , / ,
( , ( / # = & ( % 6 - . - ½ - & ( < < ( , * , ( 4 - - » , / 5 & - ! 1 1 #
# 8 & ( - - / & A / # = & ( - / * & ( ( 5 ( ( , 6 @ ¶ ! % A - A 1 * , ( 4 - -
* , ! ( / ( , ( % # 8 & ( - - / = % 4 ( , % - ( ( & # » , % / 5 & « 1 ¶ ( # - ( - 1 , - » ( ,
# - = * , ( 6 - - A / # = & , ( - < # / 5 & « Á / ( # % & / » ( / 5 & - ! 1 -
# ( & < : , ( / 5 ¥ § ¤ & & - = 1 # 6 « @ ( / , 1 @ : 4 ! / ( , <
, ¸ . Á ¦ < ( / - ! ( ¤ ( » . ¸ ( & / = , ( - / & 1 A - * 5 , / 5 & « 1 - / &
Á ¸ . À 1 & 9 / & , . ¦ ( - & ( & 6 9 ( ( - / & 1 A - * 5 , / 5 & ! 1
& ( ( * ( 5 ( # / A 8 / ( # & < % « º ( # , ( & , # = & ( » . /
> # % & / ( * % ( 6 - - ( 1 8 & A A # A ¦ & 9 % - - # ( & * , & % #
/ - A % ( 1 8 @ : – A ( 6 # , % - ( 1 8 - / 1 8 : - 1 A - 5 ! # - - , ( - A <
/ < - ! # ( & & ( ( - À 1 & 9 / , 2002). ( , ! < # , # & & * ( , 1 - *
° - 5 ( A * ( / , & ( - / ( - ( & & ( - / * < – > ! - * , % & / # = & ( 1 @ , ( - # =
- ! # ( & & ( - 1 8 : ( , - 1 A , ( & A ( & 1 . @ < ( , ! 1 ( 9 # ( 4 4 1 8 & ( ! > ! - -

* , % & / # = &1 A*– 18 8 # ( , ! 4 - - ( & # = &,< / A & *A ! # (
! ( & / , ( # = &, 1A* *– 26 8 # ( ). ! 8 / (- / , 9 ! # - - & % @& / ( - /
Ä 8 : 1 2 - 5 ! # - - (& 5 ( - A // ( 8 & 1 @ 4 ( , % 6 ( @ ( , &
- A - / 1 6 & / & - & (< ( ( , 1 1 : * , ( 4 - -, ( A & & (, - / A 5
* , ( 4 - - ( & # = *&1 (/, (* ( > / ( % 1 ! ( / ( , < & 1 & (1 / - * ( # &, A / =
1 - # ( A ! 5 & ( *(( - ! , 9 & , / - ( (* , ( 4 - - ( & # = & ( (
* , ( 4 - - ( & # = & (% (( ( * , # & - A % ( ( * , # . & < A , A* ( * 1 # - A ,
% / % - / ( - * ( # = ( & % / ( ( & < * , ( 4 - -, - / , 9 ! # - - & 1 ! ! (
! / & ( -(( 6 # = *& - ( 5 ( # ( 8 - - ! ( % ( / , A & / * , ( 6 - - % ( , # 6
( ( 1 8 & A & .5 ¦ < ( , ( % , ( 4 - - ( & # = & ( (
» % - * ( # = ( # % - ( : < - % ( ( * , # & # A « / < / ( »
( * , ( - & ! # A < A # & (A ( & ( - / & & (A - ( , & * , ( 4 - - .
! < ( , 1 * , ( 4 - - ( * ( ( / ( # & ° ( / / ( & ( * , ( - « ¶ ! A* , (
¦ . ¥ Ä - * & - ), % / ( « º ( / < 4 - - A A ( # = 9 - (* , # ! . /
< ( , * , ( 4 - - » ( À ¦ . ½ 8 , ( ), ¿ ( 8 % » 1 « ¶ ! 1 @, ( 4 - - /@
( * , ( - & * ! , ( 4 - - ( & # = & # < (5 & - ( / 1 @ / , / = ( / #? » < A - &
& ( - / ¸ . ± ( 9 ( % ( 4 ! 6 # ( - , = 8 / ( < ( , - / , 9 ! # - - & ! <
§ ¦ . À * ! & ) . ( ( , , ( / # A 8 - / 1 & @ - ( * @ /
¿ , % & & * , ( , % % < 5 ( 8 / (* , ( /! & ( - / / ( 8 & 1 ( , - &
# ( - (* ( 8 - ! - (( * ( , ( ( - & ( - / - / , 9 ! # - - & ! ( 5 - # 5
& A* , ( 4 - - ( & # = ( & ( & / 6 & ( / ( & ( - / A / & - A ( / / - / - &
- / , 9 ! # - - & - ! ( - * ( # = ( & & % ( - / = * , ( 4 - - ( & # = & < (.,
% / ( ( ! / & ( - (( 6 # = *& - ( ¦ - # - / > / ( ( / - 1 / - / 1 & // , -
5 ( # ( 8 - ! (( 1 ( 8 & * ( A ( # A / , - ! , < / @ ( 5 * , ( 4 - - ( & # = & < 5
& * , / * = , ( 6 - 4 ( , % , ( & ( A - ! # ( & & ( - / - * ( - ( & ( - /
/ ( & ( - /! < ( , 1 * , ( 4 - - ! - ( & ¦ ( * , ( - < ( - ( , & * , ( 4 - -
/ # = & ( % < 1 ( , 1 * , ( 4 - - ( & # = & ( (( ! < , @ 8 // (- / , 9 ! # - - & ! (
- % ( ( * , # & 1 A % & # - / -, * , # ! / & 9 & A / A ( , ( & * , (
9 ! # - - & ! - % ( (# 8 & ( - / & ( 4 ( - - , ( * , ( - * , - / & ( - / 8 -
/ ( , 8 - ! ( (* , ( 4 - - ( & # = & ( ( ( - / 1 @ 1 - # ( # % & & & - % - / ( , ( & <
/ & 6 . # ¦ * , ( 6 - -, , ( / & & ( ( , 1 # = /, / < , A* , - / & 1 @
& % / , & & / , @ / - A * , ( 4 - - , @ / , 9 ! # - - & 1 ! * 1 - ! @ /
- * ! /, < ! # & , & / , , – ! # (- & ( % ( & ( - * / (= # 1 8 / = - / / # = & (
& ( - / = ( / , & ( - / = , & ! * , ( ( - / , ( & & 1 - @ ( / / - / - ( - (
4 - - ( & # = & ( A / # = &. ( - / % ( % ( & ( - / . A » % 1 % & & #
° , « » , ( A / &* (1 / 9 - / » , ( / = ( - ( & & ( --/ ( (* , ( 4 --
& 8 #* , ( , % % ; < ( - / # A - / ( & # = & * (( / ( & 6 * #, ( /!
( % ( & ( - /4 = ( , % , ( / (= , - & , & ( % < 1 ( , 1 * , ( 4 - - ( & # = & ( (
/ # = & 1 & @ 4 ( , % # = & / 1 % @ - 4 , 1 - % ( ( * , # . & A
, 1 * , * ( - ! ( # = ! (1 - - ( /( ( - ¿ ( - # * , ( & > A ! - * , % & (/
, % 1 @ / 1 6, 8 @ / (* ( ( # # ( & , & * @ ( , % % < 5 ( # ( * (
1 , & A / = / ( , < - / , % # & # - ( 8 - ! (- (( * , ( ( & * A ( 4 --
& / ( , 8 - ! 5 % ( & ( - / - 5 - ( & # = & (( & / 6 - / , 9 ! # - - -
- / , 9 ! # - - & . ! ( & ! ( < # ( - 1 : - / # * & ( / ( , & A
° 1 8 & & ! / = , ( 4 - - ( & - # = & ( - / ! ( / ( & ( - / < ( , 1 * , (
& ( & * , # & & , ( - / ( / ( , ( - / -, 4 - - , % ( / ( < ( , * , ( 4 - -
9 ! # - - & * ! ( , ( & ( * - # * , ( * , ( 4 - - ( & # = & # < (5 & & ( - /

< (,*,(4 -- ( ,(-,#58% Á( , &*,(4 -- (& #=&( (
-/ ,9 !# --& &!( # 5& - - %((*, # &(-A/( & /(#=!(
(# # A@: %& < (,*,(4-- & *, # &&(</ (,*,(4 ---(
- . ¿, ( # & & 1 #=&&(#=&( A/ #=&,(&/( -((/&(
& 8 %%5(/ ( < (,*,(4 -- 9 & &1/, &,&*-55(#( 8,-! 5
6 #(%# (*, A/&#( A & *,( -(6 #=&(<5&( & &&( (< (
6 --, -!,</ *A,(4 -- (& #=&,(. °(-*(#= ( &% /( (!/ &( (
*(/ &6 .#½* , A&= &1/, &&-(6 #=*&-( 5(#( 8 -!((1(8 & A
, -1,-<*( 1 @:!*,(6 --1*, *- 5(#-(*( ( 8 -!-((%
*,(4 -- (& #=-&%(, # ,6 *,( ( &*,(4 -- (& #=&( (
-/ ,9 !# --& (!/( <( (/ /-/-&- %((*, # & 1A-#( # (/-
&(%*1, &A/,@9 & (A < (, & !&( &(-( & &&*<(54 ---(
*,(4 --. ¦<-(! *(! / #&- & #=&<154(&&(-/ ( %( &(-/
1 #=&&( 8 %%5(/ ( < (, (*, # &*A,(4 -- (& #=*&,(-(
*,(4 -- 5 , !/ , 1@(#A=9 &.A°( # ,1 /-*A(/, &(-/=
-( , / #=&(-,/=@&/ , -( &&(-/, %# &*(&A/-=( *,(4 ---(
-/=@& /(#=!9(!(#=&<(%, ( & & #=&*(, &. ¿(>/(,%(1 , A-=
%,&( ( %( &(-/1=@1 # & A& %(/ << (,*,(4 --, -/ ,9-
*,(6 -*,(4 #=&( (18 & A !# --& (8 & (*, #A@1//=
¿( &&<,% 1#=/ /% (% &(*,(4 -- (& #=,&(# 6.
- # /=< (, 8/(*(-#*,( & A ª &&<--# ( &*,A(4 ---(
*,( , %%*< 5(#(*( ( 8 -!( (& #=&<15(&&(-/ / #=-/ 1@/
-(*,( ( &*A,(4 -- (& #=&((%8/(*(-#*, % & &*,A(
(, &/ 6-/ ,9 !# --&-!(- , %%*< 5(#-(*( ( 8 -!( (
*(#= ( & %%/( ( !/ &(-(( -(*,( ( &*A,(4 -- (& #=&(
6 #=-&*( 5(#( 8 -!(1(8 & A(, &/ 6-/ ,9 !# --& !-(
& 1 #=&&(8 %%(/ <% & #(-(=*, A/ % - ( 5*,(
< (,*,(4 -- -/ &( A/(-*A, - 4 -- (& #=-&!#5(&&(-/Ã * ,=
#A@: % < (,*,(4 -- (& #=&-(!#(&&(!-/,= (/ -#@ =%,(
A/ #=&.(-/ A # (#=9 8A -/!=# --(54%, -
Ã ! % @/& 8 &-(6 #=&(*(& &)/(Ñ/(( (, ( /(%8/(
& 8 %%(/ << (,*,(4 --, -*(#= ( &% /( ( !/ &( (
5 < # #27%-/ ,9 !# --&. !(-(6 #=*&-( 5(#( 8 -!((1(8 & A
® # &*(%( #=@ A-%(-&(-( *( (#A>/44 !/ &4(,% ,( /=
*(# @:!, / , %(/ 6 *, -/ # &( A 8&(-/&*<(54 --
>/(%-* !/ Ç !/(,<(6 #=&( (& #=&<!5(&&(-/A5#A&&/=
*- 5(#( 8 -!((&/ !-(! < @/- ( -*(-( &(-*/( ,1 %1 #(%
& % #(& 8 & < (,*,(4 -- ¦ =*,(4 -- (& #=!&#(A&&(-/=
(& #=&*(,( &.A #@ /*-A & *, # & /(#=!& (-/ &
, - 8 & & 1 #=&&(8 %<5, 1#=/, &( & - %*,(6 -*,(
-(6 #=&&( 8 %%5(/ ( < (, 4 -- (& #=&(A/ #=&.(-/
*,(4 --, *(-!(#=!*1% %((6 -& °&/ , !-*,(4 -- (& #=&A(
! - ( 5&/ , -,(-*(-( &(-/ / #=&(-*/( 1 /*( & / #=&<
*,(4 -- (& #=/&<5( &, & ( 41&!6# 8&(-& 4(,% ,( &
%( &(& , /= , -8 /-(6 #=&((*, # &&&( *, # &&(-%-(
( -/ -(-/(,(&<,1 5#@ / ( < (, *,(4 -- (& #=&A(
& < (,*,(4 --. / #=&(.-A / *,(4 -- (& #=&(

1. *Авдонина В.И., Тихонина Т.А.*

* ( , ( - / !// Á / 1 & 8 -& ! 1 XXI ! . 2015. ¶ 3. Á 59–60.
2. *Панкратова И.А.* ¦ % ( - A* ,= - / # & ( 1 - * 9 & ( , ( 4 - - ( & # = & A / # = & ( - / - * , ( 4 - - ( & # = & ( * , # & & ( -1 / - / @ & / ( * ( 8 - ! 4 5 ! 1 # = / // ( ° - / A Ó & ( 4 , # = & ( 1 & , - /. ¿ ( - 8 - ! & 1 ! 2012. ¶ 5. Á 113–120.
3. *Рубинштейн С.Л.* ½ - & ( ( < : * - 5 ( # ( . Á ¿ : ¿ / ,, 2002.
4. *Трубина Г.Ф.* À ( # = , * , ( 4 # = & ( * ( ( - 4 # = & (( (1 8 & A * , ( 4 - - ( & # = - & ( % % ( ( * , # & 1 8 : 5 / / A ¿ ( .! 2014. ¶ 9. Á 59–63.
5. *Чистякова С.Н., Грачева Л.Ю.* ¿ ( 8 - ! A * ( , ! < ( , * , ( 4 - - ( & # = ! & , ( = , < 1 8 : ( / / A ¿ ( .! 2014. ¶ 10. Á 8–17.
6. Bergh, V.V. et al. 2006. New Assessment modes within Project-Based Education – the Stakeholders. Studies in Educational Evaluation. 32 (4): 345–368.
7. Pankratova, I.A. and E.E. Rogova, 2016. Feature career structure of the image at different stages of professional development. International Journal of Cognitive Research in Science, Engineering and Education, 4 (2). URL: http://www.ijcrsee.com/index.php/ijcrsee/issue/view/9.
8. Rogov, E.I. and E.E. Rogova, 2015. Professional ideas as factor of attitude towards performed activity // Asian Social Science, 11 (8): 233–242.
9. Vitulić, H.S. and M. Zupančič, 2015. Robust and specific personality traits as predictors of adolescents' final grades and GPA at the end of compulsory schooling. European Journal of Psychology of Education, 28 (4): 1181–1199.
10. Zhulina, G.N. et al. 2018. Features of Emotional Intelligence of Adolescents with Different Levels of Internet Addiction. Astra Salvensis – review of history and culture, 1 (11): 535–547.

Reference

1. Avdonina, V.I. and T.A. Tikhonina, 2015. Interrelation between professional and value orientations at professional self-determination of a teenager. Student science of the XXI century, 3: 59–60. (rus)
2. Pankratova, I.A., 2012. Relationship between ideas about successful professional activities and professional orientation of students of pedagogical faculties. News-Bulletin of Southern Federal University. Pedagogical Science, 5: 113–120. (rus)
3. Rubinshteyn, S.L., 2002. Fundamentals of General psychology. St. Petersburg: Piter. (rus)
4. Trubina, G.F., 2014. Role of pre-profile and profile training in professional self-determination of students. Pedagogics, 9: 59–63. (rus)
5. Chistyakova, S.N. and L.Yu. Gracheva, 2014. Pedagogical support of the choice of professional career by a student. Pedagogics, 10: 8–17. (rus)
6. Bergh, V.V. et al. 2006. New Assessment modes within Project-Based Education – the Stakeholders. Studies in Educational Evaluation. 32 (4): 345–368.
7. Pankratova, I.A. and E.E. Rogova, 2016. Feature career structure of the image at different stages of professional development. International Journal of Cognitive Research in Science, Engineering and Education, 4 (2). URL: http://www.ijcrsee.com/index.php/ijcrsee/issue/view/9.
8. Rogov, E.I. and E.E. Rogova, 2015. Professional ideas as factor of attitude towards performed activity. Asian Social Science, 11 (8): 233–242.
9. Vitulić, H.S. and M. Zupančič, 2015. Robust and specific personality traits as predictors of adolescents' final grades and GPA at the end of compulsory schooling. European Journal of Psychology of Education, 28 (4): 1181–1199.
10. Zhulina, G.N. et al. 2018. Features of Emotional Intelligence of Adolescents with Different Levels of Internet Addiction. Astra Salvensis – review of history and culture, 1 (11): 535–547.

**УДК 159.9**

Æîëóäåâà Ñ.Â.

# ÏÐÎÔÅÑÑÈÎÍÀËÜÍÛÅ ÏÐÅÄÑÒÀÂËÅÍÈß ÏÅÄÀÃÎÃÎÂ ÏÑÈÕÎËÎÃÎ-ÏÅÄÀÃÎÃÈ×ÅÑÊÈÕ ÊËÀÑÑÎÂ

¶ # @ 8 < # ( : * , ( 4 - - ( & # = & < * , - / # & * A ( , * , ( 4 - - ( & - # = & * A ( 6 , A % ( ( * , # , & - % ( ! - / 1 # 6 , A % ( , # .6 A

© Ò ú ÷ ÿ ð ÝÎì, 2019

¦ - - / % - ( , % & & ( ( , ( - ( & A * , ( - # / / - A & & 6 ! A & 1 / , * , ( 4 - - ( & # = 4 & 4 ( , - & 6 6 , / . ! , # & * @ ( 4 - - - ( & # = & ( A / # = & ( 8 - / , , / & ( # > 4 4 ! / , & ! < 5 8 - / & & ( & ( < 5 ( A / # = & ( - ( / # - / * ( 8 - ! * ( , ! / ! ( ¶ 1 & - / ( , 2012). Ç ( , % , ( & / ! 5 ! - 8 - / & & ( < 5 ( A / # = & ( - / ( 1 - # ( # & ( % & & 5 % , ! / , ( 1 8 & A ( - * / & , ! A ( / ( , ( < & ( - ( 6 # = & ! ( ( & ( % 8 - , ! - % / % 1 - # ( & ( 1 8 @ : 5 - A * ( ( * - 5 ( # - ( * ( ( 8 - ! 5 ! # - - , ( / ! & 1 8 - & ( 5 & 8 - ! % * , ( , - - ( ( Richards et al., 2010).

¿ , ( 4 - - ( & # = * & < - / # & A * ( ( * - 5 ( # - ( * ( ( 8 - ! 5 ! # - - ( ! ! 1 % 1 # , 1 - @ / / ! * ( ! / , # ! ! * , ( 4 - - ( & # = & ( , / , # 8 & ( - / & ( ! 1 # = / 1 , & ( , / , & < ! - % ( * , & / , 6 * , ( 4 - - ( & # = - & A * , * ( - / , ( & * 1 / , / A * ( 8 - ! * ( , ( 4 - - ( ® ( # 1 , ¤ & / ( & , ( 2014). ¤ & # / ( , / 8 - ! * ( 5 5 ( ( * ( ( # A - / # / = < ( , 8 / ( * , ( 4 - - - ( & # = & * < , - / # & / A & ( - % ( - A - & ( < ! , 1 @ : - / - / # = & ( - ( ( Levanova et al., 2018). Ã , ! ( / % 8 , / 8 A ( * , ( 4 - - ( & # = & < * , - / # & * ( A # 1 8 & @ / ( 5 ( - % ( , / * , & * ( - , - / & & ( * ( , ! * , ( 4 - - ( & # = - & ( < , ! ( / ( , ( * , ( - 5 ( , / / # - 8 & ( - / ! ! * , ( 4 - - ( & ( Magnus, Peresetsky, 2018).

¿ , ( 4 - - ( & # = * & < - / # & A * ( ( , ( / 5 % & ( 5 - # ( - / # , - - % / , @ - / * - ( A 6 % - ( / 6 ( & & - ( 4 , < * , ( 4 - - ( & - # = & ( A / # = & ( ( Barnhardt, Ginns, 2017; Kassymova et al., 2018; Rogova, E.E. et al., 2016). ! ( / ( , A ( * , # A / - A * ( / , & ( - / A % < , / - A & / - , - , 5 ( / & ( 9 & , A 6 5 # & * , # & & < 5

1 - # A 5 ( (* - 5 ( # ( * ( ( - ¦ / ( , A * ( & 8 % ( - ( , / # =
8 - ! 5 # - - ( & A 5 , ! / , - / * , ( 4 - - ( & # = & < 5
Ã ! % , (, % * , ( 4 - - ( & # = & *<, - / # & – ! , = , & ( A , & /
* , - / # & * A ( ( - ( , / 6 A & - # 1 &, ! ( / ( , A 5 , ! / , - 1
- / , ! / ( , * , ( 4 - - ( & # = & (/ - ( A - / , % # & * % ( (* - 5 ( # (
, / A À ( ( ® # (8 & 2015), * 1 ( * ( 8 - !! # 5 - - ( (* # ( / / =
/ ( - / & A * , # & & ( - / ( / 1 - *, ( 4 - - ( & # = & A / # = & (-- / (
( : - / & & (-% & &, * ( < 9 & 6 & & ( - / #.< Ã ( - / =* , ( 4 - -
! # 4 ! 6 * ( 8 - !, 5 ( / & - ( & # = & *<, - / # & ( - A & ( && <
! ( , ! !, 1 # =, / * ( < 9 & 1 , ( & A - / , % # & * , & ( - / * = ( # = (1 : -
% / , # = & (( (& , & * A - - / 1 , # ( / - = ( 6 # # <
( ( * - 5 ( # ( * ( ( 8 - !! # 5 - - ( * , ( 4 - - ( & # = & (& .
( Ä # < < 9 , ® ( # 1 , 2018). Á # 1 @ : * ( - / , 8 % ( - (
ª # A < A # &- (A , & * A , ( , / # = & 5 , ! / , - / ! * (, (
4 - - ( & # = &, < 5 - / # & * - ( 4 - - ( & # = &, < 5 - / # & * - (
( * - 5 ( # ( * ( ( 8 - !! # 5 - - ( ( * - 5 ( # ( * ( ( 8 - !! # 5 - - (
< # - * ( # = ( &‰ < / ( !« Ô ! ( , A A # A / ! - A = , & ( A & / 6 & A
! , = , »< Ñ Ì & « ° 1 8 & % ( / - / , % # & & / , , ( / = # -
6 ( & & (* , (( 4 # # A 8 & ( » / Ì . À - &. Ã ( - / =* , ( 4 - - ( & # =* & <-
8 ¿ º , / &. ¦ - - # ( & * , - - / # & A & & <, 5 - * ( & & / (-
& A # 1 8 - / * ( * - 5 ( # ( * ( - & ( & & & / , , ( & - 5 - 4 ,
( 8 - ! ! # 5 - - (. À ( - / (- & - ª ( &. 1 & # A ( - / & A , % ( & 1
ª & & <, * ( # 1 8 & & ( < % / ( ! & 5 & / A , ! ( < , & & ( - ( , % # & A
Ñ Ì & « Ô ! ( , A , = , »<, * , - / - ! * , ( 4 - - ( & # = - & % ( , # .6
# & & , - 1. º & < , & & < % ( , / # =
¿ , ( & # , ( * ( # 1 8 & & <& & < % 5 , ! / , - / ! * % ( 4 - - (
& <, % ( & ( # / =< (, 8 / (*, ( 4 - - & # = & *<, 5 - / # & * ( (* - -
- ( & # = & *<, - / # & * A ( ( 5 ( # (- * ( ( 8 - !! # 5 - - ( A # A @ / - A
* - 5 ( # ( * ( ( 8 - !! # 5 - - (( - ! , = , & <( , & / 6 & *, ( 4 - - - (
& ( & & - / , % # &! - / # = & ( - / & # = & 1 ( @ % * / & / & ( - / = ( & ( % , @
& & ( - / < , & & ( , ( (8 ( % - / < ( - / # = & ( % = - / / # = - /.
& # / # = & <, % & & ( , ( % 1 /. ( ! ¿ ( # 1 8 & & <& & <* ( ( # A @ /

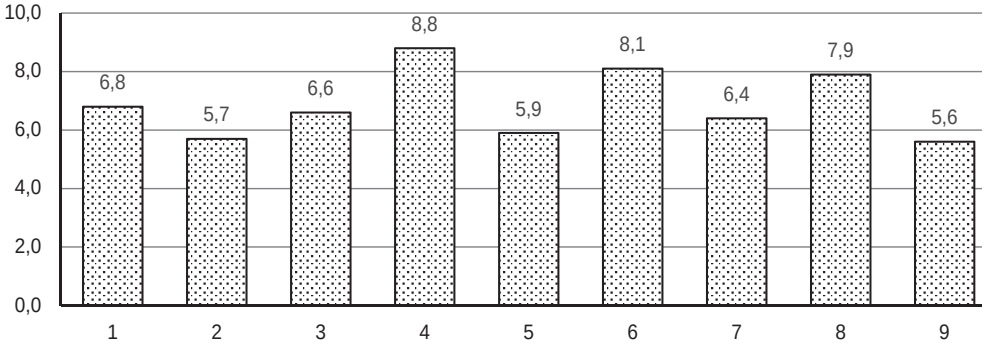



**Рис**. 1. ¦ < , & & ( - / =, ( 4 - - ( & # =! &, <= 5 , & < ( 5 & / 6 1 * ( ((- , & # #) <
1 – * , ( 4 - - ( & # = & % A * / & / & 2 – / % & %; 3 & – / / ( & ( % ( & A - % ( ; - / =
4 – - / # = & (, - / = ( / ; 5 – - / # = & ( % / = / / # = - / , 6 – - # 1 & 7 – < (;
8 – & / , 6 - A # & ; 9 – * , * , & % / # = - / (

# / = < (, 8 / (, - * ( & & / 8 / @ / ¤ & # , 1 # = / , /*(, - / # &
& < %, & & ( : - / ( % ( 5 & < 5 & , - 1, * ( ( # A - / # / = <
/ # & /,(1 % & & < ! ( - / , % A / - A ( , 8 / (* ( * - 5 ( # -(* ( -
! ( * , # & & (-% 1 / 1 - 1 ( : - / . ( 8 - ! ! # 5 - - (- ( , / # = & (
¿ ( - * , & & < % , = , & < % & * ( # & A * @ ( / 4 - - ( & # = * & <-
( , & / 6 A % - ( 5 * , ( 4 - - ( & - # = / # & / A ! % * ( 6 A , % 1 ! - / -
& < 5 , - / # & - A 8 5 / @ ( / % ( - # = & (, - 1 = , & & ( - / = / , 9 & %
& < % 1 * , # A / , = 1 %# @ = % # A (- &, ( * - & (, - / ( = % ( & ( - * / , =-
- / & A : 6 #, & (1 * , # && & ( - / * = ( # = (1 : - / , 1 & / , 6 A
1 / A # A / = # A & 5 6 # = @ ( 4 - - 5 - 4 , &. Á # ( / #, = / & -(
- . § # & - / 1 @, : (1 # @ - = , / ! / ( , A & A * ( 8 - ! (
/ ( & ( % A ( ( *, ( 4 - - ( & # = & * ( , ( 4 - - & & < * 5 ( ( 1 /
( < (, . ½, & / 6 & A * ( - / ( A & - / * ( , ( ! / ( & * , & & < % , = - ,
% - / / # = - / / ! 5 , ! / , 1 / & < % ( , & / 6 A %
, - * ( & & / ( ! - / # = & ( 5 & / ª # , - * ( & & / < % # * , -
, ( & & < 5 * ( - / ( A & - # (8 & ( - / # ( & % / ( ,! & * , # & & A
¦ & < % A # A // - (A 8 / (* ( , 1 # = 1 8 & % ( / 6 ( & & ( ( 4 # A
/ / %% / ( !Ñ Ì & * ( ( # 8 & (,- /, ( / & & Ì . À 8
* - 5 ( # -(* ( ( 8 - ! # 5 - - (- ¿ º , / & (, % Á * ( % ( : = @ & & (
& ! % 1 , ( & % , = , & < (5 & / 6 * - 5 ( & ( - / 8 % ! (/ ( ! < #
< A # & ( < #. ( ¥ < # < A # & << A # & % < ( / 6 ( & & <! / ( , <
% & <, & & < , = , & < ( , & * , ( 4 - - ( & # = & A ( / # = & (*--/
/ 6 , ! ! (/ ( , < % / & ( - A / (-, A & / 6 ( ( ! (/ ( , < * , - / # A - @ / (
& *, *, & % / # = - / % ( & %. & / 1 : 1 @ # 1 # 8 & ( - / * , ( 4 - - .
¿ ( * ( # 1 8 & & < & & < % ( & ( # / = ª & & ; < * ( # 1 8 & & ( - % / ( ,!
! # @ 8 , & 8 / (, - * ( & & & < - / A / & *, # & & & ( 1 8 & % ( / - 6
6 # = @ ( *, ( 4 - - ( & # = & A / # = ( & & ( *( , ( 4 # # A 8 & ( - / * , - / #
& ( - / - ( & & ( < 5 1 - # 1 # - / = & < & , - 2.

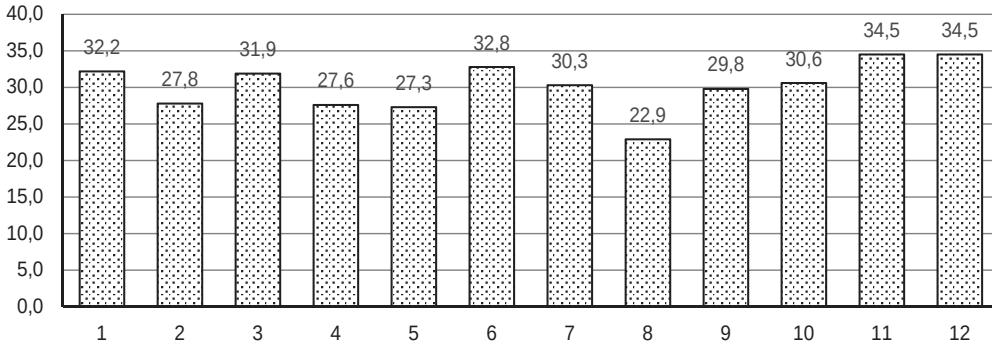



**Рис.** 2. ¦ < , & & ( - * / = - / # & ( % ( / 6 ( & & 4 < ! 5 ( , 5 ! , = , 1 * ( ( ( - , & # # ) < 1 – * ( / , & ( - / = < - ( ! ( , ( / & ( * # ¡ 2 – * ( / , & ( - / 5 ( , ( 9 5 - # ( A 5 ( / < 3 – * ( / , & ( - / 8 / ! ( % / , 1 ! / 1 , , ( & ( / < 4 – * ( / , & ( - / = ( 6 # = & ! & / ! ¡ 5 5 – * ( / , & ( - 4 < , % , ( / = ( , / = ( # ( - , ( 8 & < / # = & < % ( ( / & ( 9 ; & A 6 – * ( / , & ( - / = ( & *, & & 7 A - * ( / , & ( - / F / = , & ( & & < # ( & < 6 # ( - / / = 5 8 – * ( / , & ( - / ( = # A / # = & ( - # ¡ 9 – * ( / , & ( - / = & (( , , * , % & 5 - / % 1 # A 6 / , % # & / = 1 / & 1 0 – * ( / , & ( - / < = , / & < 1 1 – * ( / , & ( - / = - % ( - ( , 9 & - / (; 1 2 – * ( / , & ( - / = & / , - & (( : - / & & ( # & ( (/

¶ ! * ( ! &&( , ÷ 2, A , ! ( ≤ » < , & <1 * ( (* - 5 ( # ( , & & <%5 ( / 6 ( & &4 <!5 ( , ( (* ( 8 - !! #5 - - ( - # 1 @ : 1 * ( (* - 5 ( # ( * ( ( 8 - ! 5% ( / 6 ( & &4 <! / ( , <* , ( 4 - -- ( ! # - - ( < A # &&( < #. ( ¥ < # ≤ & # = & *<, 5 - / # & * ( / , & ( - / = A # &%% ( / 6 ( & &4 <! / ( ,, < %- 5 ( , ( 9 5 - # ( A 5 ( /;< * ( / , - @ : ( # & 8 %;< 1 # = / */ ( < & ( - / = < - ( ! ( , ( / & (* # /, * ( - , & & - A, 1 %! / ! %4 ! / ( , % / , & ( - / =8 / ! ( %/ , 1 ! / 1 , , ( & ( / & ( - A / * ( A / , & ( - / = % ( - ( - , , ( /;< * ( / , & ( - 4 ( , % , ( / = 9 & - / ( &* ( / , & ( - / = & / , - - * ( , / = ( # ( - , ( 8 &( < & ( 9 & ( ( : - / & &*(( # & ( A / # = & ;A* ( / , & ( - / = ( 6 # = &! ( &5 & ( - / À - * ( & &- //< ! % % ( / - / ! / ;5 - / # = & < % ( ( / & ( 9 ; & A 6 ( & & < %% ! / ( , %5 , ! / , 1 @ / * A / , & ( - / = ( & * , & &; A & 6 # & & ( - &/ = # @ 8 & ( - / &, ( - / * ( / , & ( - / = / = # A - A - # ( & < * , ( 4 - - ( & # =, & ( / . Ã ( - / = 6 # ( - / / = 5 * ( / , & ( - / = - 1 * ( (* - 5 ( # ( * ( ( 8 - ! 5 % &; 5 / , % # & / =, 1 / & < ! # - - (- * , ( # & %& & <*5 ( * ( / , & ( - / ≤ / = ! , / & ≤ % ! / # - 1 : - / 1 * ( / , & ( - / = ( Ã ! %( , (,%* , ( & # , ( - / ( A & &*( (% < 9 & ! # 4 ! 6 & & <* ( * , ( & & <* % 5 ( - 1 - ( , 9 & - / ( *& ( 8 - ! &( - / 8 - ! %%% / ( !, %% ( & ( - & < ! ( ª # A ( * / % 6 5 * , ( 4 -- # / = < ( ( * , ( # & * , ( 4 -- - ( & # = & ( A / # = & ( - / & ( - ( - - ( & # = &* ≤ 5 - / # & * A 5 - ( / = 1 - # ( A # A * ( < 9 & 1A, ( & A ( * - 5 ( # ( * ( ( 8 - !! #5 - - ( * , ( 4 - - ( & # = &< &5 1 % & - / , % # &! A % ( ! / 1 # 6 * , ( 8 , ( , & 6 ! @ 0, - ( - % & , ( 4 - - ( & # = & A / # = & ( 8 - /, ! ( & 4 , & 6 / , & & . ( # 8 & ( - / & ( / , * , ( 4 - - ( &- # = ¤ & # * ( # 1 8 & & < 5 # = / / ( & ( - % ( - ( , 9 & - / ( , ,& ( - / * - - / # = - / (1 - / , % # &* - ( ( 8 - ! ( , ( 4 - -. ¸ 8 & ( - / & < ( * - 5 ( # ( * ( ( 8 - !! #5 - - ( , ( - / * , ( 4 - - * ( * - 5 ( # ( ( ! & / , - & ( ( : - / & & ( & 8 % ( * ( 8 - ! #5 - - ( < , / - A * , ( 4 - - ( & # = & A / # = &. ( ª # A - / , % # &! / ( & ( % - ( ( ( * / % 6 * , ( 4 - - ( & # = * & ( * , ( 4 - - ( & # = & A / # = &, ( / - / . ( 8 - ! ( A / # = & (*- / ( ( * ( - / , % A /, - A # ( < / = ( - & & < /% * ( %% ( / 6 ( & &4 <!5 * , ( 4 - - ( & # = 4 & 1 <& ! 6 - ( ( - / ( , ( - # 1 ( / ( & 8 / ¸ = 1 ( : - & ( , * , % # %% # ( 8 & ( # A & 5 4 ( ¸ - / & &*(( # & < 5 ,, ! ( / ( , < , - %. ¦ & ( - ( - / # A @ * , ( 4 - - - ( # 1 @ / - ¸ A % ! 5, ( 4 - - ( & # = & & ( # = & *<, 5 - / # &, - * ( & & / ( A / # = & ( - / & & <, 5 - * ( & &. / ( A # A / - 5 A / , % # &! ( : - / & & ( » % & < , & & <%% ( / 6 * ( # & ( & ( # A ( : - / - ( & & < 4 % ! / ( , ( %# A * ( (* - 5 - ( A / # = &, ( - # A & 5 & ( * , & & # ( - ( * ( 8 - !! #5 - - ( A # A / - ( A : - / ( % 5 A / # = &, ( ( & - / , - * ( / , & ( - / ( = # - / # A / # = & ( - / % A / ¦ A ( 6 # = & (( % ( 1 , & @ ( 5 ¿ ( - & & < %% ( / 6 ( & & <* ( % ( 4 - - ( & # = & <- 5 . 4 ! / ( , ( %! # ( & & ( * ( - / # A / = A - , 1 %# @ =, % / , % A / # A A / = , / , / 1 , & * ( & A / # = & (( - ! / , - 1 - @ : ,5 * ( 6 ( & , 1 - @ / A ! ! ! ( & ¦ 1 , & / ( - * ( - ( &* ( 5 4 - - ( & .# (

1. *Жолудева С.В., Антонова А.О.* ¦ % ( - A* , ( 4 - - ( & # = *& , < 5 - / # & * , - / # & ( 1 - * 5 1 - / 1 & / , ( & <- 5 * 6 # = & ( # / ¿ , ( 4 - - ( & # = * & < - / # & - A & 1 8

/ , 1 ( ° & / , & ! ( & .4 « ¯ & 8 &* , - / - # & ( , ( & * , ( 4 - - ( & # = & ( % - / & ( # & # 8 & ( » / À ( - / ( & ª : º ¤ À , Ã 2014.
2. *Кунжигитова Г.Б.* Ç ( , % , ( & ( / ( & ( - / 1 1 : 5 1 8 / # ! * , ( 4 # = & ( ( % 1 1 8 & @ - / , 9 ! # - - & ! ( ( : ( , ( / # = & ( 9 ! ( # : / ( , .4 - . ... ! & . * . & 1 ! ¶ 1 , - & Ã @ , 2012.
3. *Рогов Е.И., Желдоченко Л.Д.* À ( # * = , ( 4 - - ( & # = & * < 5 - / # & 4 ( , % , ( & / , ! / ( , * , ( 4 - - ( & # = , & ( ( / / A ° - / Ó & ( 4 , # = & ( 1 & , - /. / ¿ ( 8 - ! & 1 ! 2015. ¶ 12. Á 107–112.
4. *Улыбышева И.Н., Жолудева С.В.* ¿ , - / - # & ( A * , ( 4 - - ( & # = & A ( / # = & ( 1 - / - / , 9 ! # - - & - ! , ( & ( * , ( 4 - - ( & # = & ( 4 & * , # & & ( / / ¦ = @ / & Ë # A & - ! ( ( - 1 , - / & & * ( ( ( 8 - ! ( 1 & , - /. / 2018. ¶ 5. Á 200–209.
5. Barnhardt, B. and P. Ginns, 2017. Psychological teaching-learning contracts: academic integrity and moral psychology. Ethics and Behavior, 27 (4): 313–334.
6. Kassymova, G. et al, 2018. Self-Development Management in Educational Globalization. International journal of education and information technologies, 12: 171–176.
7. Levanova, E. et al, 2018 Pedagogical Functions within the Educational Process. Revista Espacios, 39 (43). URL: https://revistaespacios.com/a18v39n43/a18v39n43p22.pdf.
8. Magnus, J.R. and A.A. Peresetsky, 2018. Grade expectations: rationality and overconfidence. Frontiers in Psychology, 8. URL: http://www.janmagnus.nl/papers/overconfidence.pdf.
9. Richards, K.C., C.E. Campanelli and J.L. Muse-Burke, 2010. Self-care and well-being in mental health professionals: the mediating effects of self-awareness and mindfulness. Journal of Mental Health Counseling, 32 (3): 247–264.
10. Rogova, E.E. et al, 2016. Studying interrelation of professional motivation and professional concepts of specialists with different professional orientation as a basis for career building. International Journal of Environmental and Science Education, 11 (17): 10137–10153.

Reference

1. Zholudeva, S.V. and A.A. Antonov, 2014. Relationship between professional perceptions and views on success of students of different specialties. Professional presentations: scientific collection. Proceedings of the Internet conference. “The importance of ideas in education and professional development of personality”. Rostov-on-Don: MART. (rus)
2. Kundjigitova, G.B., 2012. Formation of readiness of future teachers to profile training of senior pupils in secondary school: abstract of Candidate’s Thesis in Pedagogics. Kurgan-Tube. (rus)
3. Rogov, E.I. and L.D. Zheldochenko, 2015. The role of professional implications in formulation of professional development trajectory. News-Bulletin of Southern Federal University. Pedagogical Science, 12: 107–112. (rus)
4. Ulybysheva, I.N. and S.V. Zholudeva, 2018. Ideas about professional activities of high school students with different professional orientation. Journal of the Chelyabinsk State Pedagogical University, 5: 200–209. (rus)
5. Barnhardt, B. and P. Ginns, 2017. Psychological teaching-learning contracts: academic integrity and moral psychology. Ethics and Behavior, 27 (4): 313–334.
6. Kassymova, G. et al, 2018. Self-Development Management in Educational Globalization. International journal of education and information technologies, 12: 171–176.
7. Levanova, E. et al, 2018 Pedagogical Functions within the Educational Process. Revista Espacios, 39 (43). URL: https://revistaespacios.com/a18v39n43/a18v39n43p22.pdf.
8. Magnus, J.R. and A.A. Peresetsky, 2018. Grade expectations: rationality and overconfidence. Frontiers in Psychology, 8. URL: http://www.janmagnus.nl/papers/overconfidence.pdf.
9. Richards, K.C., C.E. Campanelli and J.L. Muse-Burke, 2010. Self-care and well-being in mental health professionals: the mediating effects of self-awareness and mindfulness. Journal of Mental Health Counseling, 32 (3): 247–264.
10. Rogova, E.E. et al, 2016. Studying interrelation of professional motivation and professional concepts of specialists with different professional orientation as a basis for career building. International Journal of Environmental and Science Education, 11 (17): 10137–10153.

## ÍÀØÈ ÀÂÒÎÐÛ

**Бакаева Ирина Александровна** – кандидат психологических наук, старший преподаватель кафедры психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, корп. 4, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* iabakaeva@sfedu.ru

**Желдоченко Людмила Дмитриевна** – кандидат психологических наук, доцент кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пр-т М. Нагибина, 13, г. Ростов-на-Дону, 344038
*Телефон:* (863) 23032-07
*E-mail:* ludmilakateryna@yandex.ru,

**Жолудева Светлана Васильевна** – кандидат психологических наук, доцент, и.о. заведующего кафедрой организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, корп. 4, г. Ростов-на-Дону, 344065
*Телефон:* (961) 296-94-59
*E-mail:* svzholudeva@sfedu.ru

**Кунаковская Людмила Александровна** – кандидат педагогических наук, доцент кафедры педагогики и педагогической психологии Воронежского государственного университета
*Служебный адрес:* пр-т Революции, 24, г. Воронеж, 394000
*Телефон:* (473) 255-72-01
*E-mail:* kynludal@mail.ru

**Моисеенко Оксана Сергеевна** – соискатель кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета, директор лицея № 57 г. Ростова-на-Дону
*Служебный адрес:* ул. Мечникова, 19 А, г. Ростов-на-Дону, 344012

## OUR AUTHORS

**Bakayeva Irina A.** – Candidate of Psychological Sciences (PhD equivalent), senior lecturer of Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University

*Address (work):* 116, build. 4, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* iabakaeva@sfedu.ru

**Zheldochenko Lyudmila D.** – Candidate of Psychological Sciences (PhD equivalent), associate professor of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 13, M. Nagibin Avenue, Rostov-on-Don, 344038
*Tel.:* (863) 230-32-07
*E-mail:* ludmilakateryna@yandex.ru

**Zholudeva Svetlana V.** – Candidate of Psychological Sciences (PhD equivalent), acting head of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, build. 4, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (961) 296-94-59
*E-mail:* svzholudeva@sfedu.ru

**Kunakovskaya Lyudmila A.** – Candidate of Pedagogical Sciences (PhD equivalent), associate professor of Pedagogy and Pedagogical Psychology dpt. of Voronezh State University
*Address (work):* 23, Revolyutsii Avenue, Voronezh, 394000
*Tel.:* (473) 255-72-01
*E-mail:* kynludal@mail.ru

**Moiseenko Oksana S.** – degree seeker of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University, principal of lyceum No. 57 of Rostov-on-Don
*Address (work):* 19 A, Mechnikov Street, Rostov-on-Don, 344012

*Телефон:* (863) 232-59-11
*E-mail:* licei57rostov@yandex.ru

**Молодшева Юлия Николаевн** – магистрант Академии психологии и педагогики Южного федерального университета

*Служебный адрес:* пер. Днепровский, 116, корп. 4, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* molodsheva.j@yandex.ru

**Науменко Марина Владимировна** – кандидат социологических наук, доцент кафедры организационной и прикладной психологии образования Академия психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, корп. 4, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* mvnaumenko@sfedu.ru

**Панкратова Ирина Анатольевна** – кандидат психологических наук, доцент кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11610
*E-mail:* iapankratova@sfedu.ru

**Рогов Евгений Иванович** – доктор педагогических наук, профессор кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, корп. 4, г. Ростов-на-Дону, 344065
*Телефон:* (863) 230-33-07
*E-mail:* profrogov@yandex.ru

**Улыбышева Ирина Николаевна** – преподаватель кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* Iulybysheva@sfedu.ru

*Tel.:* (863) 232-59-11
*E-mail:* licei57rostov@yandex.ru

**Molodsheva Yulia N.** – Master's degree student of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, build. 4, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* molodsheva.j@yandex.ru

**Naumenko Marina V.** – Candidate of Sociological Sciences (PhD equivalent), associate professor of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, build. 4, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* mvnaumenko@sfedu.ru

**Pankratova Irina A.** – Candidate of Psychological Sciences (PhD equivalent), associate professor of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, доб. 11610
*E-mail:* iapankratova@sfedu.ru

**Rogov Evgeniy I.** – Doctor of Pedagogical Sciences, professor of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University

*Address (work):* 116, build. 4, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 230-33-07
*E-mail:* profrogov@yandex.ru

**Ulybysheva Irina N.** – lecturer of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University

*Address (work):* 116, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* Iulybysheva@sfedu.ru

**Шевелева Анна Максимилиановна** – кандидат психологических наук, доцент кафедры организационной и прикладной психологии образования Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* amsheveleva@sfedu.ru

**Шишлова Екатерина Эдуардовна** – кандидат педагогических наук, доцент кафедры педагогики м психологии Московского государственного института международных отношений (университета) Министерства иностранных дел Российской Федерации
*Служебный адрес:* пр-т Вернадского, 76, г. Москва, 119454
*Телефон:* (495) 234-83-53
*E-mail:* katerina.shishlova@mail.ru

**Ян Шанюэ** – аспирант Академии психологии и педагогики Южного федерального университета
*Служебный адрес:* пер. Днепровский, 116, г. Ростов-на-Дону, 344065
*Телефон:* (863) 218-40-00, доб. 11645
*E-mail:* yangshangyue@hotmail.com

**Sheveleva Anna M.** – Candidate of Psychological Sciences (PhD equivalent), associate professor of Organizational and Applied Psychology of Education dpt. of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* amsheveleva@sfedu.ru

**Shishlova Ekaterina E.** – Candidate of Pedagogical Sciences (PhD equivalent), associate professor of Pedagogy and Psychology dpt. of Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation
*Address (work):* 76, Vernadsky Avenue, Moscow, 119454
*Tel.:* (495) 234-83-53
*E-mail:* katerina.shishlova@mail.ru

**Yang Shangyue** – post-graduate student of Academy of Psychology and Pedagogics of Southern Federal University
*Address (work):* 116, Dneprovsky Lane, Rostov-on-Don, 344065
*Tel.:* (863) 218-40-00, ext. 11645
*E-mail:* yangshangyue@hotmail.com

## ÏÐÀÂÈËÀ ÄËß ÀÂÒÎÐÎÂ ÆÓÐÍÀËÀ

### «Ìèð óíèâåðñèòåòñêîé íàóêè: êóëüòóðà, îáðàçîâàíèå»

1. ® 1 , & «# , 1 & , - / / - !& 1 ! ! 1 # = / 1( , ( & » ! # @ 8 & , 8 & = 1 : 5 , 6 & , 1 % & 5 1 8 & < 5 1 , & #,( , ! ( % & ( & & < ¶ À Ç # A * 1 # ! 6 ( - & ( & < 5 1 # = / / ( - - , / 6 ( & & < 5 # ( & & - ( - ! & 1 8 & < 5 * & ( ! / ( , ! & / & 1 ! ( * ( ! * - 5 ( # ( ( / ! # @ 8 & ¿ A , 8 & 1 01.12.2015,¶ 678).

2. ® 1 , & * # 1 # ! 1 - / / = * ( 9 , ( ! ( % - 1 * ! / , 1 ( , / 8 - ! 5 * , ! # & < * 5 ( # % - 4 , 5 % / ( ( # ( / ( , ( , ( & , A - / ( , * ( ! ( - * / & A 1 8 & A # 8 & ( , - / & 4 ( , % 6 ( & / & 5 & ( # ( ( , ( & , - * 6 # = & * ( ( ! * , ( 4 - - - ( & # = & ( ( , ( & , A ( < 9 & ! A # 4 ! 6 - * 6 # - / ( ( % * / & / & ( - / * & ( 5 ( ( ( , ( & , * , ! / 8 - ! ( * - 5 ( # ( ( , ( & , ( A , ( & A , ( - # , < 5 1 * , # & A ( , ( / # = & < % - / % % - 5 1 , ( & / . ¶ * 1 # ! 6 * , & % @ ( / , - A & # = & < % / , # < ( , : , 1 # = / & < 1 8 & < 5 # ( &

3. ½ ; % / / = ( # & < / = & % & 10 & ( # 18 - / , & . Ã A ! - / & , / - A - ( ( - / / - / - * , # % ! ( % * = @ / , & ( ( , - ( & ( - / ( , ( & < # ( ( # - / 1 % - / & - , / & ( ( 4 ( , % / ( ¤ 4).

4. ª # A ! & / ( & 1 ! / ( , ( , & % @ : & 5 1 8 & - ( / * & & ( 5 ( % * , ( ( - / # & , 6 & * ( * - = @ ( ! / ( , & 1 ! ( - * 6 # = & ( * / ( ! # * - 5 ( # ( ). A

5. Ã 5 & 8 - / ! , ( & ! A ( 4 ( , % # & - / @ / * , & < & - / 1 , & # * ( , - : 1 http://pedsciencemag.ddk.com.ru.

6. À ! 6 ( & & - < ( / , ! ( # # * A , ( ( A ( / / ( , * ( - / 1 * 9 % 5 / , # ( , - * , - # A @ 5 * ( , 1 , ! . % ( / - A * 6 # = & 1 A , ! « » 1 8 - & * ( ( 8 - ! * ( - ! - * , - & / ( ». ¿ # / - - * , & / ( * 1 # ! 6 - @ / & % / . - À ! 6 ( & & ( A # ( A / # A / - ( ( * , ( & , ! / , ( & - / / - - ( 5 , & & % ( , - ! ( ( , & / & 1 8 & ( - ( ( , & A ¦ - # 1 8 & ( 5 ( % ( , - / ! ( # # A / 1 * / * , * - ! 1 / ( , % * ( > # ! / , ( & & ( * ( 8 / % ( / ( , / / = - A * , ( - = ( ( ( , ( / ! % / , # ( Á / / , = & - ( ( / / - / 1 @ : * , 8 - # & & / < % ( & A & % * 1 # ! 1 @ / * ( A 8 / ( ( * , - < # ! ( & ( , : @ / . - A

7. ¤ / ( , - ! ( & ( , , & < * # 8 @ / - A

8. ª ( * ( # & / # = & 1 < # ( * A 1 # ! 6 < - < # @ * ( A * , ( - 1

---

¤ , -, ! ( # # :

344006, . À ( - / ( & - ª ( & , 1 1 # ¥ ( # = 9 Á A ( , 1 105/42.
Ó & < 4 , # = & 1 < & , - / /
½ / / - / & & < ! , / , = Á ( 5 » / # = ¿ A / , ( &
Ã # 4 !:-(863) 240-47-08, e-mail: n2404708@yandex.ru

**Принимается подписка**:

® 1 , & # < 5 ( 1 0 , ( .
¿ ( * - & ( & ! 47204 * ( ¶ / # ( À 1 ( - * 8 . / ¿ ( * - ! * , & % / - # A @ ( % # & - A À ( - - . ¥ ( A / ( % ( - * ( * - ! & * ( # 1 ( – 600 , 1 .; ( ! ( & 8 / # = & 1 @ 1 - / & # , @ / ( & # = & 1 < * , # & * ( A 8 / ( ( - A .
º ( & ( ( 4 ( , % / * ( * - ! 1 , ! 6 .
¦ , ! 6 / ! * , & % / * ( A * - ! & > # ! / , ( & & 1 , @ @ 1 , & # ( & * ( # 1 ( – 500 , 1 ., & ( – 1000 , 1 .). Ñ # ! / , ( & & < * 1 - ! 4 ( , % / PDF ( - / # A / & A 1 ! & & < % e-mail.
¤ , 5 1 , & # * 8 / & ( % > # ! / , ( & & ( % % ( & * ( , ( , - / , ! 6 .
¿ ( - % ( * , ( - % * ( * - ! , * 1 # ! 6 ) * , ( - = ( , : / = - A ( / / - / & & ( - % 1 , / , @ 1 , & # » / # = ¿ / , ( & Á ( 5 ( * ( > # ! / , ( & & ( 8 / n2404708@yandex.ru.

*Научно-педагогическое издание*

# МИР УНИВЕРСИТЕТСКОЙ НАУКИ: КУЛЬТУРА, ОБРАЗОВАНИЕ

**2019. № 4**


| | |
|---|---|
| Редактор | *Н.В. Бирюкова* |
| Компьютерная верстка | *Е.А. Солоненко* |
| Дизайн обложки | *О.Ф. Жукова* |
| Перевод | *А. Андриенко* |

Сдано в набор 29.05.2019. Дата выхода в свет 27.06.2019.

Адрес редколлегии: 344006, г. Ростов-на-Дону, ул. Большая Садовая, 105/42.