

O. V. Popova

**Institutionalization of a united system of public power at the city level  
in the Russian Federation**

**Abstract.** The article is devoted to an urgent scientific and practical problem of city management modern concept formation in a context of public authority modern norms implementation. In the Russian Federation, concept and practices of public authority have been developing since the early 1990s. They received their final legalization in the early 2020s. A system of self-government is turning into the “lower floor” of state power. This political decision carries both undoubted pluses and some minuses. As a prerequisite, it is assumed that the population influence will increase in the development of the city's development policy. It is expected not just to take into account the opinion of the citizens, but to recognize the preferences of the population as priority tasks for the activities of the authorities. The public policy of city management involves the implementation of the so-called norms of advanced development. These include: taking into account the real potential of the totality of material and social resources; orientation to the application of the most progressive, advanced methods of solving urgent problems to create favorable living conditions for citizens; use of authoritative public expertise of strategic decisions; professionalism of managers at the level of world standards; timely development and use of the best technologies for solving management problems; adequate and timely resolution of potential conflicts in the interaction of local authorities and citizens. Modern public policy of urban management is increasingly turning to the “smart city” concept. The practice of digitalization is now becoming its important component. However, now in Russia it is justified to talk about the introduction of public policy of managing a “smart city” only in relation to Moscow, St. Petersburg, Yekaterinburg, Kazan and Krasnoyarsk.

**Keywords:** public authority; public politics; city government; local government; smart city

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L. A. Shpiro

**Human resources for the development of institutional models of project activities in public  
administration**

**Abstract.** The author describes the institutional model of project management in the Russian Federation, which includes two interconnected sets of institutional mechanisms (strategic design and project management) at the national and regional levels. The empirical methods of the study were a traditional analysis of documents and an expert survey of representatives of regional and departmental project offices of the Krasnodar Territory), experts in project management. Two waves of expert interviews were conducted (2019 and 2021), within the framework of which 40 experts were interviewed. According to the results of the study, a set of resources (personnel, political-administrative, socio-economic, communication-network) for the development of the project management system in the state authorities of the Krasnodar Territory was determined, as well as problems in the formation of personnel resources were identified and described. In modern realities, the personnel resource for the development of the institutional model of project activity is key in the public sector of the Krasnodar Territory. In this regard, a set of competencies is defined that are necessary for the successful implementation of projects in state authorities; here are described technologies of development of project competences of state civil servants (educational, network, psychological, technologies of social elevators) implementing the project activity; practical recommendations for improving project management in the state authorities of the Krasnodar Territory have been developed, based on work with project teams. The set of problems and factors identified and formulated by the author that affect the effectiveness of the implementation of project management in the Krasnodar Territory, as well as reasonable resources and technologies for the development of project competencies of state civil servants, can be used in the design of effective institutional mechanisms for the further development of project activities in the public administration of the Krasnodar Territory.

**Keywords:** public administration; project management; state authorities; personnel resources of development; civil servants; Krasnodar Territory

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**Ja. Ju. Shashkova, S. Ju. Aseev**

### **Patriotic youth organizations of the “Two Altais”: current state and development patterns**

**Abstract.** The article is devoted to the analysis of the spectrum of youth patriotic organizations in the Altai Territory and the Altai Republic. Based on the data of the mass survey of schoolchildren in 8-11 grades conducted in the fall of 2020, adolescents show a low assessment of the role of these organizations in the formation of patriotism and little involvement in their activities. The study of the main directions of the functioning of existing patriotic organizations made it possible to conclude that military sports organizations are predominant among them engaged in the preparation of young men for the army and the propaganda of the power-militaristic version of patriotism. Against their background a much smaller share of the spectrum is taken by search teams and museums at schools and other organizations. The trend of increasing importance in the regions of the departments of resource-secured all-Russian movements “Russian Movement of Schoolchildren” and “Unarmia” was highlighted. Their projects cover all the main areas of patriotic work with young people, which leads to the absorption of RMSH and Unarmia of previously created patriotic organizations (primarily in educational institutions) or the establishment of partnerships with them. On the basis of the comparative analysis of the structure of patriotic organizations of the Two Altais, its identity was established, with a higher percentage of youth participation and the intensity of influence on it in the national republic. It was concluded that the modern patriotic organizations of the studied regions are not able to have a significant impact on the studying youth in view of their small number and limited possibilities of mass mobilization. It is noted that in practice, the existing spectrum of patriotic organizations covers primarily young men from small towns and rural areas, only fragmentally attracting the remaining segments of the student youth.

**Keywords:** youth; schoolchildren; patriotism; patriotic education; patriotic organizations; NKO (noncommercial organizations); Siberia

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**T. A. Aseeva, Dmitrij A. Kachusov**

### **Influence of participation in patriotic projects on the process of patriotism formation in the youth environment**

**Abstract.** Recently, more researchers have been talking about the importance of civil-patriotic practices in the formation of patriotism in the youth environment. The article explores the patriotic self-identification of high school students in the Siberian Federal District. The authors analyze the degree of their awareness and the nature of inclusion in the activities of patriotic organizations and projects.

The mass survey of high school youth of the Siberian Federal District made it possible to determine the low patriotic identification of schoolchildren, as well as the weak inclusion in patriotic projects implementation. At the same time it was possible to record a tendency that as respondents grow older, the number of identifying themselves as patriots increases. Students have insufficient information about the implementation of patriotic projects. Less than half of them have ever participated in patriotic actions and events. School youth of the Siberian Federal District, like most young people of modern Russia, prefer short-term participation in patriotic events, such as visiting museums and patriotic exhibitions.

The trend of increasing schoolchildren's patriotic self-identification was recorded as the inclusion of patriotic projects increased. Also, among schoolchildren who have identified themselves to varying degrees as patriots, patriotic activity is increasing. Thus, there is a correlation between personal experience and the nature of patriotic identification. Consequently, it is necessary to consolidate the efforts of actors engaged in patriotic education in order to increase the positive experience of youth participation in patriotic projects. A condition that increases the positive perception of this activity may be its compliance with the values of modern youth and the organization of communication within the usual communicative practices for this social group.

**Keywords:** youth; schoolchildren; patriot; patriotism; patriotic identification; regional political process; Siberian Federal District

The study was supported by the RFFI under the scientific project 20-011-00346

**T. V. Bugaichuk**

**Civic identity of the russian younger generation:  
specifics and patterns of formation**

*Abstract.* The article presents the current research trend in the political science – the study of the identity of a citizen of the country, the peculiarities of its formation – the formation and development of the younger generation, since the political science is on the verge of a new stage in recent history, when the concepts of citizenship and civil society become decisive for the successful development of the political system. In this regard, the article analyzes such important aspects of the problem as the identification of the laws on the formation of civil identity in the younger generation of Russians in modern unstable socio-economic, political conditions and describes the specific features of the development of civil identity as a political concept, determines the influence of socio-cultural transformation in Russia on the formation of the civil identity of the modern young generation. The author attaches particular importance to the role of state power in the development of civic identity of young Russians (educational and youth policy), reveals important meaningful characteristics of the formation of the civic identity of the younger generation in the context of the socio-cultural transformation of modern Russia from phenomenological positions based on an integrative approach, such as: the duality and contradiction of the formation of civic identity among the younger generation in connection with world globalization and social, and cultural transformational processes in Russia; the integrative nature of the process of civil identity formation; the influence of Western ideas of autonomy and collectivist traditions of the Russian mentality on the becoming personality; age-specific characteristics of civic identity formation; structural components of civic identity – cognitive component, value-motivation component and activity component; the impact of social media on the younger generation; personal orientation of a particular person.

*Keywords:* civic identity; integrative approach; young generation; sociocultural transformation; formation of civic identity

**THEORY, METHODS AND ORGANIZATION  
OF SOCIO-CULTURAL ACTIVITIES**

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**V. P. Golovanov**

**Educational component of socialization  
in the system of children's supplementary education**

*Abstract.* Modern supplementary education of children objectively defines education as a dominant, considering it as a priority component of supplementary education. Despite the fact that in the Federal Law of July 31, 2020 No. 304-FZ “On Amending the Federal Law” On Education in the Russian Federation “On the education of students” there is no direct indication of the obligation to develop an exemplary program of education in organizations of supplementary education, objectively in the modern sociocultural situation, there is a need to implement the educational potential of supplementary general education programs. In this regard, this article deals with new approaches to organizing educational activities in the educational system. It is noted that in modern socio-cultural conditions, education should be focused on achieving two interconnected goals: the success of socialization of younger generations and the self-development of a person as a subject of activity, as a person and as an individual. Education is considered as a pedagogically organized process of personal development, development and acceptance of values, moral standards of society. The article takes into account that in connection with the legislative initiative of the President of the Russian Federation V. V. Putin of May 21, 2020 on the draft federal law “On Amendments to the Federal Law” On Education in the Russian Federation “on the education of students”, the appeal to the problem of education in the education system becomes especially relevant. The emphasis is placed on the State's conscious need to restore the educational function of education and its new understanding.

*Keywords:* education; supplementary education; educational function; learning; educational vector; educational activity; educational potential; new meanings; educational dominant of education; social activity

**A. V. Selkova**

### **Criteria for the formation of professional intercultural interaction between Russian and foreign students**

**Abstract.** The trajectory of the development of the modern world determines the special significance of the individual's ability to exist and act successfully in conditions of cultural diversity in the field of professional activity, which actualizes the problem of mastering the skills of professional intercultural interaction by future specialists. Participation in this type of interaction becomes possible already at the stage of mastering the profession in the educational organization of higher education due to the pedagogical meaningful organization of professional communication between Russian and foreign students. The article describes the criteria by which the success of professional intercultural interaction between Russian and foreign students is determined, the initial results of experimental work on the study of indicators according to these criteria are presented. The study was carried out from the position of a cultural approach, according to which subjects of pedagogically organized interaction are considered as representatives of a certain socio-cultural type. The main focus is on the interpretation of indicators obtained by specialized methods with comparison of responses from both Russian and foreign students. The results of the experiment allow us to approach an objective understanding of the initial and current state of the process of professional intercultural interaction between Russian and foreign students and take measures to intensify it in the conditions of the Russian educational organization of higher education. In conclusion, the problems of professional intercultural interaction between Russian and foreign students are formulated, which are correlated by the author with educational work at the university and focus pedagogical science on the search for methods, means and forms designed to ensure the appearance and development of Russian and foreign students both the need for professional intercultural interaction and the ability to carry out this interaction, to be a full and active participant there.

**Keywords:** professional intercultural interaction; Russian students; foreign students; criteria; education; educational organization of higher education

**O. S. Shcherbinina, I. N. Grushetskaya**

### **Features of the socialization of younger schoolchildren with giftedness signs**

**Abstract.** The results of numerous studies in the field of pedagogy and psychology indicate the peculiarities of the development of gifted children and the specifics of their interaction with the microsocium. This specificity affects the success of timely solving the problems of socializing gifted children. Problems in solving a block of problems can lead to maladaptation or even victimization of students. The relevance of the issue of solving the problems of socializing gifted children successfully is at all age stages and at each has its own specificity.

During primary school age, it is not always possible to talk about the gifted child. Mostly we are talking about signs of giftedness. At the same time, the support and assistance of such children become especially important for the disclosure of their potential and the development of abilities in the context of the crisis of adaptation to school and during further training in the student community. At the same time, the creation of conditions for the harmonious development of all spheres of the child and the timely solution of all blocks of socialization tasks remains extremely important.

The purpose of the article is to determine the features of solving socio-cultural problems in socialization of primary school age children with giftedness signs.

To solve the presented goal, we conducted a study on the basis of two general education organizations in the city of Kostroma, which covered 217 students. Based on the developed indicators (cognitive interests, creativity, performance and victories in competitions), a group of primary school-age students with signs of giftedness was identified, which became the main sample of our study (n=61). This group of children participated in a study aimed at studying the features of solving natural-cultural, socio-cultural and socio-psychological problems of socializing children of primary school age with signs of giftedness. In this article, we present the results of studying the peculiarities of solving the socio-cultural problems of primary school age students by socializing younger schoolchildren with signs of giftedness.

**Keywords:** endowments; gifted child; socialization; goals of socialization; students; primary school age

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**T. N. Gushina, O. G. Selivanova**

### **The pedagogical accompaniment of the development of the senior pupil 's subjectivity**

**Abstract.** The article contains an analysis of domestic and foreign studies of the modern education paradigm, in the context of which the activity of the student is a priority. In connection with the formation of a student's own activity, the problem arises of changing the nature of pedagogical activity: from formation and support to accompaniment. As the analysis of studies in Russia and abroad has shown, that the problem is topical and little studied. The article reveals the content and stages of the author's technologies of pedagogical accompaniment developed and tested in seven regions of Russia for the development of the senior pupil's subjectivity. The purpose of the article is to characterize the essence and justify the effectiveness of the presented technologies in the educational process of general education and additional education of children.

The methodological basis for the study was the idea of an existential approach, that upholds the subjective orientation of human; an environmental approach, that reveals the possibilities of using the environment in the personal development of students; a reflexive-environmental approach, developed by the authors of the article on the basis of the idea of interaction between the subject and the environment, based on the actualization of the processes of reflection; a technological approach, representing the technology as a scientifically and practically justified system of optimizing activity.

The main results of the research consist in the disclosure of the essence and implementation of the analysis of the effectiveness of pedagogical accompaniment in the development of subjectivity of higher school age students, as well as in understanding the domestic and foreign experience in implementing the modern subjective education paradigm and identifying similar problems. The article proves, that the technologies of pedagogical accompaniment in the development of the senior pupil's subjectivity are effective and can be used in formal and informal education.

The approbation results of the pedagogical accompaniment technologies of the development of the senior pupil's subjectivity presented in the article contribute to the development of such subjective qualities as social responsibility, independence, freedom of will.

**Keywords:** subject; high school student; subjectivity of the student; pedagogical support; technology of pedagogical support; children's additional education; general education; reflexive-environmental approach

**E. V. Zautorova , F. I. Kevlya**

### **Study of the level of need development for self-education in future FSIN Russia students**

**Abstract.** The concept of lifelong education in modern Russia is focused on significant expansion of the entire educational space, where the issues of self-education and self-development of the individual are paramount. The problem of developing the skills of student's self-education in departmental organizations of higher education for the formation of a stable highly professional staff of the penal system is especially urgent, since self-education allows them to ensure the conscious development of professionally important personality traits.

The aim of the study was to study the level of need for self-education among future employees in a departmental university. The tasks of the experimental work is diagnostics of the process of self-education of students and the study of ways and means of organizing the process of self-education in a departmental university. The study was based on the Federal State Educational Institution of Higher Education "Vologda Institute of Law and Economics of the Federal Penitentiary Service of Russia". The study involved 10, 3-year students of the Faculty of Psychology; was used the questionnaire "The need for self-education" (by S. V. Yudakova), consisting of three parts: 1) it allows you to identify the ability of students to develop; 2) is aimed at identifying factors that stimulate and hinder the self-education of the subjects; 3) allows to identify the degree of proficiency in the skills of independent work by future specialists.

The results of the survey revealed the following: 20 % of students scored more than 55 points and have a high desire and motivation for self-education. Most of the subjects – 50 % – scored from 36 to 54 points and showed an average level of desire for self-education. Three respondents – 30 % of students have a low level of development of the need for self-education. Thus, the results obtained made it possible to reveal that future employees of the penitentiary system have, predominantly, an average and low level of development of the need for self-education. Consequently, it is expedient to work on organizing the process of developing the need for self-development and self-education skills of students in a departmental educational organization of higher education.

**Keywords:** higher education; departmental organizations; penal enforcement system; students; self-education; self-development; development of self-education skills