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**Essence and criteria of technologies for constructivizing youth participation in the electoral process**

**Abstract.** The article formulated the “technologies for constructivizing youth in the electoral process” concept as socio-political practical-oriented methods and techniques of purposeful stimulating influence on the political consciousness and electoral behavior of youth, aimed at developing the mentality and behavior of a celerational voter capable of scaling in the conditions of modern statehood. The essential criteria of technologies for constructivizing the electoral participation of young people are given and investigated, such as: goal-setting, socio-political nature of genesis, orientation to education, enlightenment, mentoring; the possibility of conscious choice by young people of their position; focus on the goal of sustainable development of the young person's personality; compliance with the basic principles of social engineering; possibility of evaluation from the standpoint of efficiency, effectiveness and influence as measures to counter the development of “tough”, propaganda technologies for zombying young people, it was recommended to direct the efforts of domestic political scientists in the direction of justifying the development of practical civil law competencies of young people, promoting the formation of a competent, patriotic, responsible, active and constructive participant in the electoral process, the development of expert and analytical skills of a purposeful rational voter in the youth environment. For this, it is recommended to give priority attention to “soft” technologies of an educational, up-bringing, interactive nature, the implementation of which should be carried out in the mode of subject-subject interaction. It is recommended to study the international and Russian experience in generating and using technologies to stimulate civil and electoral activity of adolescents and youth in order to compile a database of positive and negative experiences in the use of such technologies. It is advisable to develop a methodology and methods for assessing technologies to work with young people for their productivity, effectiveness, and impact assessment. The key factors in the development and expansion of such technologies should be both government agencies and NGOs, as well as informal activists.

**Keywords:** electoral participation of young people; political technology; political culture; political values; elections

T. V. Naumova

**Socio-political aspects of reforming russian academic science**

**Abstract.** The article considers some areas of reform of academic science, namely a radical change in the existing form of academic scientific activity, the restructuring of domestic science according to Western models, in addition, some attention is paid to such a direction of reform as reduction in the number of research institutes and scientists working there. In this regard, on the basis of the analysis of important components of science, it is shown that academic science is now the most effective sector of science, the basis of the country's scientific potential. As for the policy of the state aimed at optimizing scientific activity, in other words, restructuring science, it negatively affects its development. The article gives an assessment of the reform results, it turns out its impact on the state of Russian science. In this regard, the level of Russian research in certain fields of science is assessed, the place of modern domestic science in world science is being investigated. The main focus is on the question of in which scientific fields Russian research is at the level of development of world science or ahead of it, and where – to one degree or another lag behind it. Particular attention is paid to the consideration of measures to accelerate the development of fundamental science in our country. In this regard, the problems of increasing research funding, eliminating state interference in the process of self-organization of the academic scientific community, modernizing the infrastructure of academic science, ensuring the worthy position of the scientific elite, especially young scientists, whom the future of Russian science in the third millennium largely depends on, are analyzed.

**Keywords:** academic science; university science; reduction in numbers; criteria for the level of research; the state of research; influence on world science; a place in the global scientific community; development measures

**S. L. Talanov**

**State policy in the field of higher education in the Russian Federation: aspects of its implementation in Central federal district universities**

*Abstract.* Within the framework of the sociological study presented in the article, priority areas of educational policy in the Russian Federation are studied. As part of the study, representatives of faculty (associate professors, professors, head of departments, deans) from head (basic, classical) regional universities of the Central Federal District were selectively interviewed. The data of the Federal State Statistics Service of Russia, the results of sociological research conducted by employees of the Institute of Sociology of the Federal Research Center of the Russian Academy of Sciences, and regulatory legal and by-laws governing the field of higher education were studied. In addition, the federal budget expenditures for the implementation of particularly significant measures in the field of higher education were analyzed. It was established that regardless of gender, age, job characteristics, the attitude towards the reduction (unification) of universities is negative. Moreover, that part of the teachers who worked at the university, annexed (liquidated) as institutes or faculties, is more satisfied with the unification of universities than that part of the teachers working at the university to which they joined. It is believed that the main criterion for assessing the university is the research conducted by teachers (articles, books, monographs, etc.) and the number of doctors and candidates of sciences. It was revealed that a significant part of the respondents have a negative attitude towards the accession of the Russian Federation to the Bologna process. The higher the age and position held at the university, the more negative the attitude towards the two-level training system (bachelor-master). In addition, it was established that the majority, regardless of their positions, gender and age characteristics, as well as the specialization of the university, earn extra money. Measures are proposed to improve Russian state policy in the field of higher education.

*Keywords:* competitive management; intellectual capital; investing in human capital; mass universities

**T. A. Aseeva**

**The issue of institutional effectiveness of the system of patriotic education in the regions of Siberian federal district**

*Abstract.* The article attempts to assess some aspects of the system of patriotic education of young people in two regions of the Siberian federal district (SFD) – Krasnoyarsk krai (KK) and Irkutsk oblast (IO). The aim of the paper is to compare the quantitative results of the patriotic education work in the regions with the ideas of high-school children about the way such work should be organized. Thus, the nature of patriotic organizations and institutions engaged in patriotic education of young people is analyzed. The key patriotic activities are identified. The financing of patriotic programs and projects is compared. A comparative analysis of the number of participants of patriotic organizations, their involvement in Internet communications, through social networks is carried out.

The results of the analysis show that the systems of patriotic education in the studied regions have different funding. At the same time, the number of patriotic education events is quite large and meet objectives of the “Patriotic education of citizens of the Russian Federation” federal project. However, despite the efforts made by the subjects of patriotic education, schoolchildren show poor awareness and involvement in patriotic events. Giving preference to the classical agents of patriotic education, schoolchildren still believe that patriotism should be developed without pressure from institutionalized subjects. They opt for watching feature films and reading patriotic literature as desired impact, while their experience is mostly limited by visiting museums of different levels. Innovations providing for values and expectations of the younger generation should be introduced to increase the effectiveness of the system of patriotic education and boost patriotic feelings among young people.

*Keywords:* the youth; school students; patriot; patriotism; patriotic education; regional political process, Siberian Federal District

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**A. V. Zolotariova, I. E. Sarafanova**

**Results of implementation of gaming technology as a pedagogical means  
of forming the organizational and managerial competence  
of a future manager**

***Abstract.*** The article presents the results of a study of the implementation of gaming technology as a pedagogical means of forming the organizational and managerial competence of a future manager at a university. The essence of the “means of learning” concept is revealed; the relevance of the use of pedagogical means in the process of vocational education is substantiated; the degree of development of the problem of using games in the process of training and professional development of managerial personnel at the university is shown. The competence-based and contextual approaches are presented as the methodological basis of the study; the features of the application of the competence-based process for the organization of the formation of the organizational and managerial competence of the future manager are disclosed; the concept, essence, structure and tools for assessing the organizational and managerial competence of a future manager are disclosed; the possibility of using the contextual approach for the formation of organizational and managerial competence of a manager in activities, including in the process of playing activities as a way of learning is shown; the principles of the implementation of games aimed at the formation of this competence are described - subjectivity, problematicity, professional orientation, dialogue, joint activity of game participants. The article presents a set of games implemented in the research process and includes the following game technologies: business game “Goal-setting as a basis for planning”, simulation game “Effective Communications”, role-playing game “Delegation of Authority”, business game “Effective Control”, “Organization of planning”, “Organization of control”. To confirm the effectiveness of the introduction of gaming technologies in the process of training student managers at the university, the results obtained in the control and experimental groups are shown, the results of processing the results based on the Mann-Whitney U-criterion are given; conclusions are drawn that the use of gaming technologies has proven its effectiveness.

***Keywords:*** pedagogical tool; competence approach; contextual approach; gaming technology; principles of game implementation; professional competence; formation of organizational and managerial competence of the future manager

**N. A. Shobonov**

**Public participation in general educational organization management**

***Abstract.*** Public participation in the management of an educational organization, which has a tradition in Russian educational practice since the XVIII century, is an integral part of its management activities. One of the fundamental principles of the relationship between the state and its citizens is the right of society to participate in governance. The state in educational policy, the National project “Education” considers the formation of state-public management of an educational organization as a priority in its activities, understanding the importance of public participation in education management. At the federal level, the rights and obligations of participants in educational relations are defined.

The article gives several definitions of the concept of state-public management of education, which reveal the essence of this process. Most Russian scientists understand the state-public management of education as constant participation in the management and interaction of two subjects expressing the interests, policies of both the state and the interests of society and the population. The author analyzes the historical experience of managing education with public participation, noting that the insufficient development of democratic institutions in Russia until the second half of the XIX century prevented the establishment of a dialogue between the authorities and society in matters of education. The Zemstvo reform of 1864 became the catalyst for the process of public participation in the management of education. Further, the author characterizes the activities of public governing bodies of educational organizations, such as the School Council, the governing council, the board of trustees, etc. The article presents a theoretical understanding of the forms of public administration, examples of successful educational practices are given. The federal law “On Education in the Russian Federation” defined the requirements for taking into account public opinion when making a number of managerial decisions by the heads of educational organizations, granted the right to teachers, students and their parents to participate in management.

Emphasis is placed on a list of a number of reasons that impede the development of public participation in the management of a general educational organization, and directions for optimizing the management process are proposed.

**Keywords:** educational organization; control; public participation; rights and obligations; historical management experience; educational practice

**Z. A. Zakharova, V. N. Yakunin**

### **Pedagogical conditions for the prevention of risky behavior of high school students by means of moral hardening**

**Abstract.** The relevance of the research topic is dictated by the concern of the state and society, scientists, teachers, practitioners, parents with the problems of growing up children, adolescents, youth, their physical, mental, social health in a situation of transformation of the country's socio-economic development, the results of which affected vital areas and social institutions.

During periods of transformation of social relations and lifestyles, the younger generations, due to a lack of experience in orienting themselves in the changes taking place in the micro-society and the macro-environment, very often find themselves in a group of social risk, become exposed to the influence of destructive factors, demonstrate various options for risky behavior.

The purpose of the study is to identify and substantiate a set of pedagogical conditions and methodology for using the moral hardening of older students in the prevention of their risky behavior.

Research objectives are to reveal the essence of the concept of "risk behavior" and to characterize its features in senior school age; to analyze modern approaches and methods to prevent risky behavior of minors; consider moral hardening from the position of a pedagogical means of preventing risky behavior of high school students; develop a set of preventive measures and the logic of their implementation to ensure the minimization of the causes and factors of risky behavior using moral hardening; to determine the effectiveness of the use of moral hardening as a means of preventing risky behavior of students.

The practical significance of the study is determined by the fact that the theoretical material, empirical data, conclusions and generalizations can serve as the basis for the development of methodological recommendations, innovative technologies for preventive activities, enrichment with facts and methods of the disciplines of the psychological and pedagogical cycle in colleges and universities.

Adapted diagnostic methods can be used in the development of preventive and monitoring programs in educational institutions of various types and kinds, in extracurricular activities, in the training and advanced training of class teachers, social teachers, educational psychologists, and life safety teachers.

**Keywords:** moral hardening; high school students; prevention; means; risky behavior; pedagogical conditions; method of risky behavior prevention

**L. V. Vandysheva**

### **Future social work professionals' ideas about social entrepreneurship**

**Abstract.** The relevance of professional training of future social work specialists for social entrepreneurship is justified by the modernization of the system of social protection of the population. Social entrepreneurship is like an innovative social technology. Social work professionals – social entrepreneurs can act as social innovators. In addition, the relevance is justified by the formation of a model of a socio-entrepreneurial university. Modern youth has an innovative potential and at the same time it is not ready for social entrepreneurship; theory and considerable experience have been gained in the methodology of professional training, but there is no built-in system for training future social entrepreneurs from among future social work specialists – this is the contradiction identified by the author. The desire to solve them determined the purpose of the study: to identify the ideas of future social work specialists about social entrepreneurship and their readiness to open a social enterprise. The theoretical analysis of the scientific literature indicates that social entrepreneurship is underdeveloped in domestic social practice. However, the infrastructure supporting social entrepreneurship has been specified; highlighted the role of universities in the training of social entrepreneurs; the prospects for the results of professional training of social entrepreneurs are determined. The article provides a secondary analysis of the results of foreign and domestic researchers who studied students' ideas about social entrepreneurship. The author's survey was conducted on the basis of Samara University. The sample consisted of future social work specialists (68 people). Conclusions are drawn about the poorly formed ideas of future social work specialists about social entrepreneurship. Interest in social entrepreneurship was noted. The common features of social entrepreneurship and social work are highlighted. The importance of entrepreneurial

skills for a social worker is recognized. "Helping people" appears to be the main motive for the potential opening of a social enterprise, according to the results of the survey.

**Keywords:** readiness for social entrepreneurship; students; professional training; social education; social entrepreneurship; social enterprise; social specialists; social work specialists

**V. V. Abramova, T. A. Romm**

### **Formation of professional subjective activity of future teachers in the field of upbringing**

**Abstract.** The increased attention of the state and society to education as an integral part of the educational process at all levels of education actualizes the problem of the readiness of future teachers to implement educational tasks. To determine the prospects of this activity, the provisions of the modern theory of education have a significant place, which is the methodological basis for considering the role and place of the teacher and his subjectivity in the process of preparing for educational activities. In order to achieve a high degree of readiness for professional activity, it is necessary to have a certain personal, intellectual and activity potential, which means that personal and professional changes are an integral attribute of the development of professionally significant personality traits that should be included in the logic of the organization of the process of professional education in the academic and extracurricular components.

The success of the educational activity of a novice teacher in the future largely depends on the student's activity in professional self-development during the period of study at the university. The readiness of teachers for educational activities is largely determined by the formation of professional subjective activity of the individual.

Professional subjective activity is considered as the activity of a personality that develops and implements its subjectivity in the space of professional activity. Its main characteristics are uniqueness, activity, independence, responsibility, authorship of one's own life and one's own history, value relations, the ability to master one's own behavior and generate one's own behavior. For their formation, it is necessary to create special conditions in a pedagogical university: the organization of horizontal and vertical subject-subject interaction; development of the mentoring system; development of the institute's life activity as a professional educational organization that creates a space for the accumulation of individual professional style and operational repertoire for solving professional tasks.

**Keywords:** education; professional subjectivity; subjectivity; professional training; future teachers

The study was carried out within the framework of the project "Development of scientific and methodological support for the training of class supervisors and curators of student groups in the implementation of the educational program", which is implemented with the financial support of the Ministry of Education of the Russian Federation, within the framework of state task № 073-03-2022-037