

T. V. Bugaichuk

Russian civilization and civic identity: interconnection of phenomena

Abstract. The article considers various points of view on modern political science and the practice of perceiving Russian civilization in the minds of Russian citizens, and the current socio-political situation emphasizes the urgent need to effectively form an all-Russian civil identity in order to increase the dynamics of development and simultaneously preserve the stability of civil society. According to the author, both phenomena – “Russian civilization” and “all-Russian civil identity” – determine the development of the national identity of Russian citizens, record the important role of Russian traditional values and worldview positions in determining Russian state sovereignty. Particular attention is paid to the structure of civic identity, which designates such components as cognitive, value-motivational and activity. The substantiated author's position emphasizes the need to form, first of all, a value-motivational component in the structure of civil identity, since it is from its development that the potential of further civic activity of the individual and its understanding of the importance of Russian civilization to preserve and strengthen traditional spiritual and moral values. There is no doubt that civic identity is responsible for the formation of a socially responsible person as a subject of historical action, capable to implement the real civil unity of Russian society and the Russian state – civilization through the interiorization of spiritual and moral values. The author draws attention to the fact that the policy of the state in the formation and development of the all-Russian civil identity in order to preserve Russian civilization is currently being systematized, based on the equal dialogue between representatives of state and municipal authorities, political, civil and ethnic organizations about the unifying national idea.

Keywords: civic identity; Russian civilization; public policy; worldview; values; national identity; Russia

G. P. Rogochaya

Political value orientations of generations X and Z in context of generational theory

Abstract. The socio-political transformations of Russian society in recent decades have influenced significantly processes of value self-determination and the choice of value orientations not only for young people, but also for generations whose formation took place in the Soviet years. During periods of socio-political transformations, the problem of "fathers and children" is aggravated, the conflict of generations is aggravated. The delimitation of value orientations within society has an impact on its stability, creates risks to sustainable development. Understanding these phenomena is possible within the framework of the "generational approach" and the concept of "political generations." To conduct a study comparing the political values and orientations of Russian generations X and Z, a survey was conducted in the form of a questionnaire.

The questionnaire survey made it possible to determine the specifics of the ideas about power and politics existing in various age cohorts of modern Russians, to identify key orientations towards certain political values among respondents, and to identify ideas about the state in which people would like to live. The results of the survey showed that the traditional conflict between fathers and children continues, but in a minimally aggravated form. Thus, the elder generation is more characterized by conservatism in the choice of values and political orientations, it is focused on economic and political stability. The younger generation is more focused on change, but without a radical change in the worldview paradigm. Both samples are characterized by a request for fairness and compliance with legal norms. Significant differences relate to the image of the future in ideas of different generations. The presented results of the study, in our opinion, reflect the established value state of the consciousness of Russians and set the direction for further in-depth studies of political values.

Keywords: political values; generational theory; political generations; political orientations; value orientations; political and psychological approach

O. V. Popova

Role of municipalities in shaping the policy of Russian agglomerations identity

Abstract. The relevance of the article is determined by the development of research in Russian political science – identity politics in agglomerations. Despite the fact that the study of agglomerations as an economic phenomenon has been actively conducted for several decades, identity politics as a strategy for forming the image of “own” territory by non-economic means is only beginning to be perceived by scientists and practitioners as significant. Real practices for implementing identity policy in agglomerations are traditionally associated with actions of regional authorities in the context of forming the image of settlement area as “own” at the level of a region or city, acting as the core of the agglomeration with more than a multi-million population. In Russian conditions, these are 14 regional centers with two megacities, Moscow and St. Petersburg, being independent subjects of the federation, simultaneously play the role of regional cities. Identity politics in this case concerns the formation of a unique image of territory in the mass consciousness and a positive image of “we”. The article raises the question of the fundamentally significant role of municipalities in implementing the identity policy of the agglomeration. Paradoxically, with very small budgets, local authorities have a serious resource: the possibility to acquaint residents with each other and form a fairly close-knit community through participation in joint projects to improve and restore the order (in the narrow practical and broad meaning of this word). The author understands that the formal introduction into the list of responsibilities of managers at the local, city and regional levels of the goal of implementing the identity policy of the inhabitants of the agglomeration will be perceived as unnecessary additional responsibilities with a difficult to predict prospect of practical implementation. Nevertheless, the examples given and the description of possible methods of action allows considering this process with a certain degree of optimism.

Keywords: agglomerations; metropolis; local governments; identity politics; municipality; strategy; Russia

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L. I. Nikovskaya, V. N. Yakimets

Municipal public policy: the Vologda region case

Abstract. The article provides results of the sociological study of municipal public policy in the Vologda region – on the example of the urban district of Vologda and the Vologda municipal district. This municipal district joins the process of municipal transformations related to the transition to a single-level system of the organizational and territorial structure of local self-government. It was shown that in the urban district of Vologda there was a discontinuous type of public policy associated with the passive position of local authorities, waiting for a transitional situation and having a passive position, which negatively affects the quality of interaction with representatives of small and medium-sized businesses. The integral index of municipal public policy showed that mostly negative assessments of small and medium-sized businesses and the passive position of local authorities led to a loss of the partnership spirit of the communicative component in the district, which affected the unfavorable status of the main parties to public interaction. The Vologda municipal district, included in the process of municipal transformation, has formed the most strategically correct type of municipal public policy – partner, which allows you to use the business and civil resources of the local community in order to more smoothly and constructively transit to a new model of municipal management and reduce the costs of the representativeness of public interests of the main target groups of inter-sector interaction in the field of public policy. In this regard, the style result of choosing to carry out public changes is very important: based on dialogue and partnership principles of interaction with a business and civil initiative, the local community as a whole, in order to mitigate possible dysfunctions of municipal

transformations and gaps in municipal public policy, or relying on a technological and administrative approach.

Keywords: local government; municipal public policy; type of municipal public policy; cross-sector partnerships; dialogue; structural interaction; civil society; municipal transformations

S. L. Talanov

Export of Russian higher education as a tool of “soft power”

Abstract. In the article, the author analyzed what tools and mechanisms are used by leading universities in Russia and the Government of the Russian Federation to attract and interest talented citizens from China. In 2023, students, master's students, post-graduate students from China studying at leading universities of the Russian Federation were interviewed. The article presents the results of interviewing positional experts (employees of centers (departments) of international education at universities, professors, etc.). The analysis of sites (sites of services, departments, departments for recruiting and accompanying foreign students) of leading universities in which the most citizens from China study was carried out in order to find out what conditions (opportunities) were created for applicants (students) from the PRC. It has been established that for most citizens from China, training in Russian universities is one of the stages on the way to building a successful career. Many still in China decided that after graduation in the Russian Federation they will leave to continue to study or work in the USA, Canada, Great Britain, etc. About one-third of undergraduate graduates have had their plans changed. Initially, they did not plan to continue their studies after graduating. But finishing the university in Russia, they decided to continue to study in the Russian Federation and also get a master's degree. It was found out that about one fifth of undergraduates from the PRC changed their plans and decided to continue their postgraduate studies in the Russian Federation. It was revealed that only a small number of graduate students from the PRC decided to stay to work in the Russian Federation. The article offers recommendations for improving the state mechanism for attracting and interested talented applicants from China.

Keywords: soft power; internationalization; export of educational services; competition for talent; student mobility; universities, barriers to the export of services; international students; academic mobility

A. S. Likhacheva

Social construction of militarized spaces of the Southwestern Front in the narratives of participants in the First world war

Abstract. The article is devoted to reconstructing the prosopography of the authors of military narratives about the experience of the interaction of the Russian army with the militarized spaces of the Southwestern Front during the First World War, and, in particular, about the experience of the occupation by Russian troops of the Austrian province, Galicia. The source base of this study is represented by personal materials (letters, diaries, memoirs) of representatives of two professional groups – combatants and medical personnel of the Southwestern Front. This group of sources allows investigating the specifics of the construction of belligerent landscapes in expert discourses, as well as determining the range of models for describing the militarized environment of Galicia in individual narratives of participants in the conflict. The article presents the results of the analysis of the direct social construction of military reality by participants in hostilities through the prism of their origin, level of education, group identity, professional affiliation, degree of involvement in real hostilities. The author of the article comes to the conclusion that the peculiarities of professional activity at the front affect the perception of what is happening, and determines the specifics of the discourse of each group. Thus, the social construction of the image of the environment depended on the cultural baggage of the author of epistolary materials and his previous military experience, on belonging to a specific kind of troops, on the contacts with militarized spaces and their population, on a specific phase of hostilities. The significance of the paramilitary environment through propaganda, religious, literary canons contributed

to the acceptance of the deadly horror of war, negative combat experience, mourning and nostalgia for lost life worlds for witnesses of events. At the same time, the professionalization of discourses of conquering the environment through a military-strategic and medical prism had a long-term institutional impact.

Keywords: World war I; Southwestern front; Galicia; individual narratives; sources of personal origin; military experience; prosopography; social construction of reality

The study was carried out within the framework of the project “The Great War and the Anthropocene: toxic legacies of empires and environmental transformation in Central and Eastern Europe” (RFBR / RCSR)

O. N. Litvinova

The system of leadership of the partisan movement during the Great Patriotic War: on the example of the Bryansk territory

Abstract. The relevance and scientific novelty of the study is determined by the importance of the theme of the Great Patriotic War for our state, as well as the emerging trends in revising the role and nature of the partisan movement, which can lead to distortion of historical truth. Among the territories that made a special contribution to the victory over fascism, the Bryansk Territory stands out as the region of the most intense partisan movement on the territory of the RSFSR, which took on a popular character and was distinguished by a sincere desire to chase away the invaders from their native land, directed and supported by the government of the country. Making a partisan movement was vital in view of the unsuccessful military operations at the initial stage of the war. However, both central and local governments made a number of mistakes in organization of the partisan struggle management system in 1941, caused by a lack of understanding of its specifics and the desire to turn partisans into auxiliary parts of the regular army. This led to the virtually autonomous development of the partisan movement until mid-1942, when the effect of spontaneity prevailed over organization, and the NKVD bodies carried out the greatest work to unify the partisan struggle. With the organization of the Central and Bryansk headquarters of the partisan movement, the process of ordering the people's struggle began to gain momentum, which ultimately led to the subordination of partisans to centralized leadership by 1943. The study examines the specifics of party and government organizational measures and their specific influence on the development of the partisan movement at different stages of the war, as well as the struggle of various trends in the system of management of partisans, which embodied the army and party leadership, as well as the state security bodies.

Keywords: USSR; partisan movement; the Great Patriotic War; Central headquarters of the partisan movement; Bryansk Territory; NKVD; interaction of partisan detachments; supply of partisans

XieGuolian, Sun Jian

Civilization-ideological conflict against the background of soviet assistance to China in the 1950s and 1960s

Abstract. The article emphasizes that China's attempts in the 1950-1960-s to achieve the goal of constructing a modern society with Soviet help caused a conflict between patriarchal ethics and scientific knowledge. Soviet aid to China was associated with both the need to consolidate Soviet interests in Northeast Asia and the ideals of strengthening the socialist camp, but ultimately it was associated with the restoration of Chinese independence under the guidance of scientific knowledge. It is noted that the request for help from China was based on ethical principles. When the Soviet Union deprived China of assistance in the field of nuclear technologies such as the atomic bomb, in terms of ideology, China assessed this as a result of introducing the “theory of peaceful coexistence” and concluded that Khrushchev revisionism was anti-Marxist. N. S. Khrushchev's “Theory of Peaceful Coexistence” was based on the historical development of Russia and corresponded to the realities of the Soviet Union. At the same time, China's criticism of Khrushchev's revisionism, based on the

revolutionary doctrine of Marxism-Leninism, was a generalization adapted to Chinese reality and based on China's overthrow of the "three big mountains", i.e. imperialism, feudalism and bureaucratic capitalism. It is emphasized that the USSR, through its help, not only provoked a civilization-ideological conflict, but also demonstrated its superiority based on scientific knowledge. China's ideological opposition to Soviet revisionism allowed the Chinese people to gain scientific knowledge about their national self-development, overcoming dependence on ethics.

Keywords: China; USSR; help; patriarchal ethics; ideology; scientific knowledge; conflict

O. S. Vorobiova

Objectification of process of patriotic education in context of a reflexive-environmental approach

Abstract. In determining the strategic goals of education at the stage of modern socio-historical transformations in society and the country, the problems of patriotic education of the younger generation are of particular importance. Due to the fact that modern pedagogical science has come to understand education as an interpersonal interaction and cooperation, it is supposed to create conditions in educational organizations in which the student becomes not an object of the teacher's influence, but an active participant in development and transformation of his own personality. A number of pedagogical approaches make it possible to solve certain problems of patriotic education, but the question on manifestation of the student's subjectivity in the process of patriotic education is not presented.

The connection between the internal processes regulated by the individual and the pedagogical influence on them reflects objectification. It is possible to objectify the process of patriotic education under a set of conditions that contain objective and subjective aspects of activity. This idea allows us to consider the objectification of the process of patriotic education as relationship between the subject and the environment, the result of which is the formation of patriotism.

The purpose of the article is to analyze the possibility of objectifying the process of patriotic education from the standpoint of a reflexive-environmental approach. The methodological basis of the study is the ideas of a reflexive-environmental approach based on the idea of interaction of the subject and the environment based on the actualization of reflection processes. This approach is considered as one of the new directions in the study of the problem of students' patriotic education, which combines pedagogical management of interaction in the educational environment and its reflexive refraction in formation of patriotic knowledge, feelings, beliefs and motives of activity by the student himself.

Keywords: objectification; pedagogical approaches; the process of patriotic education; reflexive-environment approach; educational environment; subjectivity; subject qualities of students; reflection

T. V. Romanova

Model of the formation of anti-terrorist consciousness of students of a pedagogical university

Abstract. One of the important aspects in work of a modern pedagogical university is formation of the anti-terrorist consciousness of young people. Currently, terrorist threats are of high relevance, so the task of teaching students to confront these threats is becoming increasingly important. Solving this problem from the position of pedagogy is possible by identifying socio-pedagogical conditions for effective formation of the anti-terrorist consciousness of young people, revealing the model of this process, which is the subject of this study. The article reveals the essence of the concept of anti-terrorist consciousness, and its structure is given. A model of the formation of anti-terrorist consciousness of students in a pedagogical university is presented, which includes a number of interconnected structural components: a target component, a meaningful and expert assessment. The target component includes the social order of society, based on modern realities, the goal, tasks and socio-pedagogical conditions. The content component determines the content of the activity, which includes the content, forms, methods and means for forming anti-terrorist consciousness among students in a pedagogical university. The expert assessment component includes parameters that make it possible to determine the level of formation of students' anti-terrorist consciousness. Based on the analysis of scientific and methodological literature, methods of pedagogical experiment were selected, the special course "Formation of anti-terrorist consciousness of students in a pedagogical university" was developed and tested. Experimentally, its effectiveness was proved on the example of activities at the psychological and pedagogical faculty, Chuvash State Pedagogical University named after I.Ya. Yakovlev. It was concluded that students should be actively involved in solving real problems and situations related to terrorism, which would allow them to apply the knowledge gained in practice and develop their leadership qualities. The article may be of interest to teachers, curators and mentors of student groups, organizers of educational work with students.

Keywords: model; anti-terrorist consciousness; formation; student environment; pedagogical university; youth; destructive ideology; educational environment

L. N. Danilova, N. S. Shenderovska

The concept of “pedagogical interaction” in Russian and Japanese pedagogical science

Abstract. Pedagogical interaction is the basis and tool for all pedagogical processes. Pedagogical interaction refers to personal contacts between participants in the educational process, leading to mutual changes in their relationship, actions, behavior, views, etc. It manifests itself in the field of didactics, educational, socio-pedagogical activities, therefore it is universal and has no national borders. However, the term “pedagogical interaction” is used in a few countries, in connection with which the question arises about the degree of understanding of this phenomenon in national pedagogical sciences. The most common terms are “communication”, “dialogue”, “relationship”. On the example of Japan, it can be seen that pedagogical interaction was not studied enough in science and under the great influence of Western pedagogical thought, primarily German. The purpose of the article is a comparative analysis of the concept of “pedagogical interaction” used in the pedagogical literature of the two countries. In Japanese science, the concept of “pedagogical relationship” and “relationship between a teacher and a student” has been established, and since the 1990-s psychologists, sociologists and teachers apply it. In Russian pedagogy, the concept of pedagogical interaction has been used since the 1970-s and for a long time it has been replaced by synonyms, but since the 1990-s it is deeply studied in various aspects. It can be argued that the phenomenon of pedagogical interaction has been developed in Japan, characterized, on the one hand, by insufficient theoretical understanding of national pedagogy, and on the other, by the basis of deeply established unique traditions and rituals of student contacts with teachers and other students.

Keywords: pedagogical interaction; pedagogical relations; Japanese pedagogy; education in Japan; comparative pedagogy; pedagogical process; teacher

A. V. Bartsaykin

Formation of readiness of high school students for self-education in an educational environment of physical culture and sports orientation

Abstract. Modern society is dynamically developing, imposing special requirements on the younger generation. At present, young people should have not only the necessary knowledge, skills, but also high spiritual and moral qualities. An integral condition for successful training in formation of these abilities is readiness for self-education. Self-education is important and time-consuming work that includes various aspects of self-improvement in accordance with the goals set. Readiness for self-education is of particular importance for high school students. It is during this period of personality formation that independence in decisions made, personal development, as well as the ability to introspect and assess one's own characteristics become relevant. The basis of this activity of high school students may be the process of forming readiness for self-education. In this regard, the task of finding the necessary pedagogical conditions and development of organizational and methodological support for the training of high school students who could contribute to the formation of their readiness for the process of self-education becomes urgent and timely. The article considers the educational environment of physical culture and sports orientation as one of the pedagogical conditions to form high school student's readiness for self-education. The author of the article shows various approaches to interpreting the content of the concept of “educational environment”, defines the educational environment of physical culture and sports orientation, highlights its structural components, and also describes the educational environment of physical culture and sports orientation, formed on the basis of Mordovian State Pedagogical University named after M. E. Evseev, its potential was identified in the development of the necessary competencies for high school students' successful readiness for self-education.

Keywords: self-education; readiness for self-education; high school students; educational environment; potential; physical education and sports focus; pedagogical condition