



# **SCIENTIFIC RESEARCH OF THE SCO COUNTRIES: SYNERGY AND INTEGRATION**

**上合组织国家的科学研究：协同和一体化**

**Proceedings of the  
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# 上合组织国家的科学研究：协同和一体化 国际会议

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这些会议文结合了会议的材料 – 研究论文和科学工作者的论文报告。它考察了职业化人格的技术和社会学问题。一些文章涉及人格职业化研究问题的理论和方法论方法和原则。

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These Conference Proceedings combine materials of the conference – research papers and thesis reports of scientific workers. They examine technical, juridical and sociological aspects of research issues. Some articles deal with theoretical and methodological approaches and principles of research questions of personality professionalization.

Authors are responsible for the accuracy of cited publications, facts, figures, quotations, statistics, proper names and other information.

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区域经济系统战略稳定性风险评估分析及方法  
**ANALYSIS AND METHODS OF RISK ASSESSMENT OF THE  
STRATEGIC STABILITY OF THE REGIONAL ECONOMIC  
SYSTEM**

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**摘要。**本文考虑了影响区域经济系统 (RES) 战略可持续性的风险分类。提出了一种分析RES战略可持续性风险的算法。考虑了风险评估方法。提出了旨在根据RES的潜力最小化其战略可持续性风险的措施。

**关键词：**风险、风险评估方法、战略可持续性、区域经济系统。

**Abstract.** *The article considers the classification of risks that affect the strategic sustainability of regional economic systems (RES). An algorithm for analyzing the risks of strategic sustainability of RES is presented. Approaches to risk assessment are considered. Measures aimed at minimizing the risks of strategic sustainability of RES in the context of its potentials are proposed.*

**Keywords:** *risks, risk assessment methods, strategic sustainability, regional economic system.*

Strategic sustainability of a regional economic system (RES) is an important factor in its development and stability. It is determined by the ability of RES to adapt to changes in the external environment, cope with crises and ensure long-term development. Identifying potential threats and developing measures to minimize them allows conducting a risk assessment of strategic sustainability. The choice of risk assessment method is made taking into account the classification of risks presented in Table 1 [1].



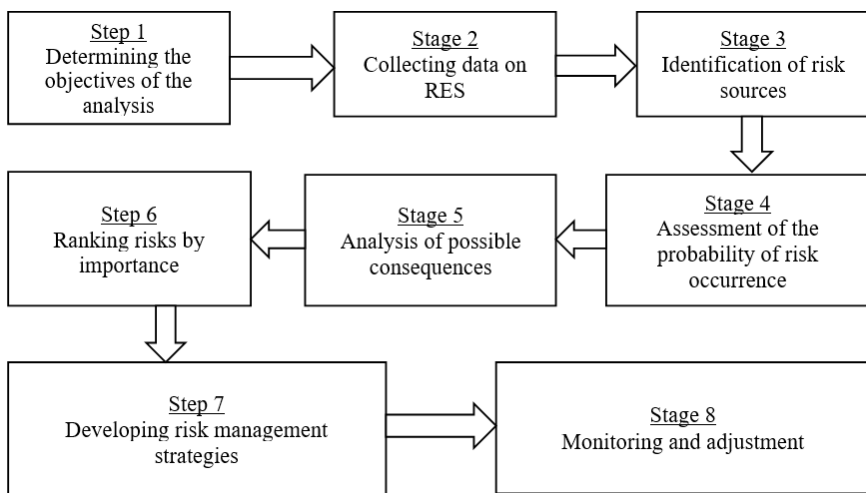
**Table 1**  
*Classification of risks of strategic sustainability of RES*

<b>Risk classification feature</b>	<b>Type of risks</b>	<b>Risk characteristics</b>
By source of origin	Natural risks	Associated with natural phenomena (fires, earthquakes, floods, hurricanes, etc.)
	Man-made risks	Caused by human activity, including accidents at industrial facilities, emissions of harmful substances, transport accidents, etc.
	Social risks	Include unemployment, crime, interethnic conflicts, migration processes, etc.
	Economic risks	Inflation, currency fluctuations, changes in supply and demand in the market, etc.
	Political risks	Instability of power, wars, sanctions, changes in legislation, etc.
By level of control	Controllable risks	Risks that can be predicted and managed through certain actions
	Uncontrollable (force majeure) risks	Occur regardless of human activity, they are almost impossible to prevent (for example, natural disasters)
By scale of distribution	Local risks	Affect a limited territory
	Regional risks	Spread to the entire region or a significant part of its territory
	National risks	Affect the entire country
	International risks	Have global significance and can affect several countries at the same time
By time of manifestation	Short-term risks	Manifest themselves quickly and require an immediate response
	Long-term risks	Develop gradually and can manifest themselves over a long period of time (for example, environmental degradation)
By probability of occurrence	High probability	Risks that are most likely will happen in the near future
	Medium probability	Less likely, but still possible
	Low probability	Unlikely events, but they should also be taken into account
By amount of damage	Catastrophic risks	Cause significant destruction and losses (human casualties, material damage)
	Significant risks	Cause serious negative consequences, but are not so destructive
	Minor risks	Cause minimal damage and are easily compensated

By nature of consequences	Direct risks	Directly affect the object or population (for example, the destruction of buildings during an earthquake)
	Indirect risks	Exert an impact through a chain of interrelated events (for example, a decrease in economic activity after a natural disaster)

Thus, the most important features underlying the proposed classification are: the source of risk occurrence, the level of risk control, the scale of risk occurrence, the probability of risk occurrence, the nature of the consequences, and others.

In order to minimize the adverse impact of risks, their analysis is carried out, which consists of several successive stages (Figure 1).



**Figure 1.** Algorithm for conducting risk analysis of strategic sustainability of RES

The presented algorithm allows for a comprehensive assessment of the risks of strategic sustainability of RES and the development of effective measures for their management.

The main objective of the assessment is to determine possible factors influencing the level of risks, i.e. deviations of risk sources (key risk indicators) from acceptable and maximum acceptable levels [3]. Key risk indicators may be:

- financial risks (increase in interest rates, unfavorable changes in exchange rates). Inflation and interest rate risks affect the cost of production, since an increase in the inflation rate and the cost of borrowed funds may entail an increase in costs;

- production and economic risks (risks of failure to fulfill plans as a result of emergency situations, downtime) [4];
- technical and technological risks (risks caused by incorrectly performed design and survey work) [5];
- innovation risks – risks associated with a shortage of highly qualified specialists; the emergence of new technologies and energy sources;
- social risks (risk of injury due to non-compliance with safety precautions, risk of low personnel qualifications, risk of losses from the activities of unscrupulous employees due to violation of information security policies, insufficient discipline, etc.) [6];
- personnel risks (increased staff turnover; incompetence of personnel, etc.);
- marketing risks (negative changes in world prices and demand for products, slowdown in demand for products, increased competition in the industry, increased transport component in cost);
- environmental risks (emissions and discharges of pollutants into the air and water bodies, land disturbance during mining, etc.).

There are several approaches to risk assessment, each of which has its own characteristics and is applied depending on the specifics of the RES and the objectives of the study:

1. Qualitative analysis. This approach is based on subjective expert assessments. Experts assess the probability of various risks and their impact on the RES. The method may include the use of questionnaires, interviews, and discussions. The advantage of qualitative analysis is the ability to take into account the unique features of the RES. However, it is subject to the influence of subjective expert opinions and may not be accurate enough.

2. Quantitative methods. These methods use mathematical models and statistical analysis to estimate the probability of risk events and their consequences. Examples of such methods include regression analysis, time series analysis, and scenario modeling. Quantitative methods provide an objective risk assessment, but require a large amount of data and can be difficult to implement.

3. Scenario planning method. This method involves developing several possible scenarios for the strategic development of the RES, taking into account various risk factors. Scenarios can vary from optimistic to pessimistic. The scenario planning method allows you to take into account uncertainty and flexibly respond to changes in the external environment. It is especially useful in developing long-term strategic plans.

5. Risk matrix. The risk matrix is a table where possible events are displayed on one axis and their consequences on the other. Each event is assessed by two parameters: the probability of its occurrence and the degree of impact on the RES. The matrix allows you to visually represent risks and prioritize measures to reduce

them. This method is convenient for visualizing and comparing various risks, but requires an accurate assessment of probabilities and impacts [3].

The choice of risk assessment method depends on the specific tasks and conditions of the region. For example, quantitative methods and a risk matrix can be used for short-term forecasting and operational management. Qualitative methods and scenario planning are more suitable for long-term strategies. It is important to note that the most effective is a combined approach, including the use of several methods simultaneously.

The measures aimed at minimizing the risks of strategic sustainability of the RES in the context of its potentials are presented in Table 4.

**Table 4**  
*Measures to prevent risks and minimize their impact on the strategic sustainability of the RES*

Strategic potential	Activities aimed at minimizing risks to the strategic sustainability of the RES
Financial potential	<ol style="list-style-type: none"> <li>1. Creating a reliable and flexible financial management system.</li> <li>2. Systematic factor analysis.</li> <li>3. Optimizing financial flows.</li> <li>4. Reducing non-production costs.</li> <li>5. Changing the asset structure of the balance sheet.</li> </ol>
Production and economic potential	<ol style="list-style-type: none"> <li>1. Carrying out territorial structural transformations.</li> <li>2. Modernizing production.</li> <li>3. Optimizing planning.</li> <li>4. Developing transport and logistics.</li> <li>5. Developing technologies for processing coal waste.</li> </ol>
Technical and technological potential	<ol style="list-style-type: none"> <li>1. Research and implementation of progressive experience.</li> <li>2. Modernizing equipment in order to completely or partially eliminate obsolescence and improve technical and economic characteristics.</li> <li>3. Creating favorable legal and economic conditions for attracting private investment in production development.</li> <li>4. Implementation of import substitution of equipment.</li> </ol>
Innovative potential	<ol style="list-style-type: none"> <li>1. Stimulating business to implement innovations.</li> <li>2. Improving the organization of innovation activities.</li> <li>3. Taking trends into account.</li> </ol>
Social potential	<ol style="list-style-type: none"> <li>1. Improving labor relations and remuneration.</li> <li>2. Developing and implementing corporate social programs.</li> <li>3. Developing a system of socially significant payments and compensations.</li> <li>4. Creating comfortable working conditions.</li> </ol>

Human resources potential	<ol style="list-style-type: none"> <li>1. Increasing the level of remuneration.</li> <li>2. Ensuring labor safety.</li> <li>3. Maintaining career growth.</li> <li>4. Implementing distance learning.</li> <li>5. Increasing the prestige of the profession.</li> </ol>
Marketing potential	<ol style="list-style-type: none"> <li>1. Selecting target markets or segments.</li> <li>2. Differentiating the product.</li> <li>3. Determining financial costs.</li> <li>4. Implementing innovations and digital technologies.</li> <li>5. Using PR.</li> </ol>
Ecological potential	<ol style="list-style-type: none"> <li>1. Implementing environmentally friendly technologies.</li> <li>2. Improving the environmental monitoring system.</li> <li>3. Reducing the discharge of polluted wastewater.</li> <li>4. Conducting an inventory and certification of production waste.</li> </ol>

Thus, using the methodology of quantitative risk assessment with the use of scenario analysis, it is possible to identify the most important risks for management in the short, medium and long term through:

- defining key risk indicators,
- analyzing their retrospective values,
- forecasting the probability of scenario implementation,
- assessing the consequences of these scenarios,
- establishing the significance of the risk level taking into account the impact of key indicators on the risk implementation at each of the assessment stages [3].

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顿涅茨克人民共和国可持续发展理念  
**THE CONCEPT OF SUSTAINABLE DEVELOPMENT OF THE  
DONETSK PEOPLE'S REPUBLIC**

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摘要。本文探讨了全球、国家和区域层面的可持续发展概念、其目标和相互关系。

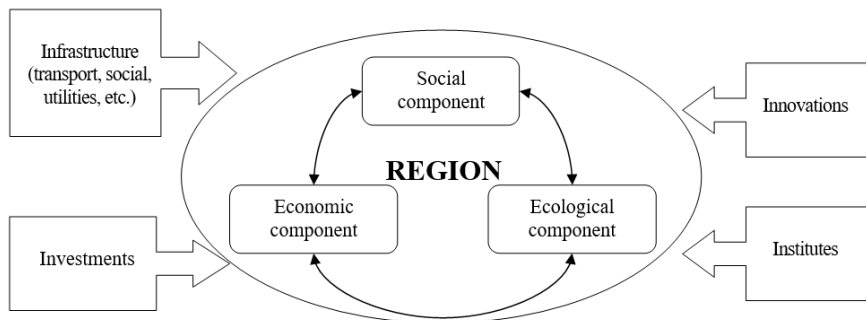
关键词：可持续发展、可持续发展目标、区域、社会经济体系。

**Abstract.** *The article examines the concepts of sustainable development at the global, national and regional levels, their goals and interrelationships.*

**Keywords:** *sustainable development, sustainable development goals, region, socioeconomic system.*

Today, one of the key tasks facing the leadership of the Donetsk People's Republic is to overcome the socio-economic crisis that arose as a result of the protracted military-political conflict. Difficult survival conditions, which are caused by the highest degree of uncertainty and unpredictability of the external environment, bring to the agenda the problems of stabilizing the economy, bringing it to the pre-war level and further sustainable development.

According to the wording proposed by the Interparliamentary Assembly of Member Nations of the CIS, sustainable development is stable development that ensures a balanced solution to socio-economic problems and problems of preserving a favorable environment, as well as natural resource potential in order to meet the needs of the present generation without infringing on the ability of future generations to meet their own needs [1]. In other words, sustainability as a property of complex open socio-economic-ecological systems embodies the integral parameters of their functioning, due to which it is in the center of attention of scientists, managers and analysts, and its attributes are such parameters as optimal internal structure, rational behavior of business entities, effective interaction with the external environment (Figure 1).



**Figure 1.** *Components of the region as a socio-ecological-economic system*

In September 2015, the 70th UN General Assembly adopted the 2030 Agenda for Sustainable Development, which includes 17 sustainable development goals (hereinafter referred to as SDGs) aimed at meeting the needs of humanity while preserving natural resources [2]. According to the Agenda, regardless of the level of development, all countries in the world should direct their efforts to overcoming the problems of our time, which is only possible with coordinated actions by the entire world community [3, p. 17]. However, despite the fact that the Agenda is considered universal by the UN, not all sustainability indicators are relevant for certain countries. Thus, according to Rosstat, in 2024, out of 248 SDG indicators, only 130 are being developed in Russia, 118 are not being developed [4]. In this regard, by Decree of the President of the Russian Federation dated May 7, 2024 No. 309 in the Russian Federation, 7 national development goals were defined, aimed at ensuring sustainable economic and social development (Table 1) [5].

The priority goal of state policy for achieving sustainable development in the Donetsk People's Republic (hereinafter referred to as the DPR) is to overcome the socio-economic backlog, as well as to achieve by 2030 the level of average Russian indicators of the quality of life of citizens of the Russian Federation and the all-Russian level of socio-economic development, as a result of which the following results are expected:

- achieving conditions for an increase in the standard of living of the population;
- creating conditions for ensuring sustainable economic growth;
- development of the social sphere;
- restoration of housing, facilities and engineering structures of the communal infrastructure system, as well as transport, social, innovative and other infrastructures;
- creating a favorable investment climate [6].



**Table 1**  
*Relationship between SDGs at the global, national and world levels [compiled by the author based on [2, 5, 6]*

Components of Sustainable Development	UN SDGs	National development goals of the Russian Federation	Strategic goals of the DPR, LPR, Zaporizhia region and Kherson region
Social Component	SDG 1. End poverty in all its forms everywhere SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture SDG 3. Ensure healthy lives and promote well-being for all at all ages SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG 5. Achieve gender equality and empower all women and girls SDG 10. Reduce inequalities within and among countries SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	a) preserving the population, strengthening health and improving the well-being of people, supporting families; b) realizing the potential of each person, developing their talents, raising a patriotic and socially responsible individual	Overcoming the socio-economic backwardness of the DPR, LPR, Zaporizhia Oblast and Kherson Oblast, as well as achieving by the said subjects of the Russian Federation by 2030 the level of average Russian indicators of the quality of life of citizens of the Russian Federation and the all-Russian level of socio-economic development, in particular: ensuring life support and restoring infrastructure in the territories of the Donetsk People's Republic, the Luhansk People's Republic, Zaporizhia Oblast and Kherson Oblast in order to ensure the life support of the population; creating a favorable investment climate in the territories of the Donetsk People's Republic, the Luhansk People's Republic, Zaporizhia Oblast and Kherson Oblast, ensuring the attraction of investments from participants in the free economic zone in fixed capital in the amount of 52.7 million rubles per participant in the free economic zone by 2030
	SDG 6. Ensure availability and sustainable management of water and sanitation for all SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable SDG 12. Ensure sustainable consumption and production patterns SDG 13. Take urgent action to combat climate change and its impacts SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	c) comfortable and safe environment for life; d) environmental well-being	
	SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all	d) sustainable and dynamic economy; e) technological leadership; g) digital transformation of state and municipal administration, economy and social sphere.	
	SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all		
	SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation		

Thus, the new subjects of the Russian Federation set themselves one global goal to achieve strategic sustainability by 2030, corresponding to the seven national development goals of the Russian Federation, which, in turn, are correlated with several UN sustainable development goals at once. The relationship between the UN SDGs, the National Goals of the Russian Federation and the strategic goals of the new subjects of the Russian Federation is due to the fact that achieving sustainable development is possible only through the joint efforts of all participants in international relations aimed at implementing the concept of sustainable development. It should be noted that the Russian Federation is one of the influential centers in the international arena, accordingly, the measures taken by it to achieve sustainable development at the national level play a special role in achieving the SDGs on a global scale.

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通关单证服务拓展前景

**PROSPECTS FOR EXPANDING SERVICES IN THE FIELD OF  
CUSTOMS CLEARANCE OF DOCUMENTS**

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**摘要。**本文讨论了与海关申报和文书工作相关的问题，以及通过扩大俄罗斯联邦海关总署提供的服务范围来解决这些问题的方法和方法。本文还研究了申报货物和填写相关文件时最常见和最典型的错误。所有这都可以让您避免不良后果并消除与不遵守法律相关的麻烦。在撰写本文时，使用现代互联网服务来确定优先问题并降低处理海关文件时的风险。作者提供了许多海关服务，这些服务将帮助公民正确地提交海关申报，应用可用的技术来自动化文书工作流程，从而减少他们的个人时间和金钱。

**关键词：**海关记录管理、信息库、报关行、货物申报、通关自动化、扩大服务范围。

**Abstract.** This article discusses the problems associated with customs declaration and paperwork, as well as ways and methods of solving these problems by expanding the list of services provided by the Customs Service of the Russian Federation. The article also examines the typical and most common mistakes when declaring goods and filling out the relevant documents. All this allows you to avoid undesirable consequences and eliminate the troubles associated with non-compliance with the law. When writing the article, modern Internet services were used to identify priority issues and reduce risks when working with customs documents. The author offers a number of customs services that will help citizens to properly file a customs declaration, apply available technologies that automate the paperwork process, reducing their personal time and money.

**Keywords:** customs records management, information base, customs broker, declaration of goods, automation of customs clearance, expansion of the range of services.

Customs is an important component of global trade. The problem of the development of customs document management is becoming an increasingly relevant topic for modern society. The customs clearance process is often lengthy and tedious. In this regard, there is a need to expand customs document processing services. To do this, it is necessary to use available technologies that automate the paperwork process, thereby reducing the cost of time and money.

Customs clearance is a complex procedure consisting of many stages, the most important of which is the preparation for the release of goods. Incorrect classification of goods, inaccurate calculation of the customs value, or minor errors in the preparation of documents can lead to a refusal to release goods into free circulation [1].

Like any activity, customs clearance is based on the following basic principles:

1. All submitted documents must be signed and executed in accordance with the requirements of the customs legislation.
2. It is necessary to provide complete and up-to-date information about the declared products.
3. It is necessary to provide information on what duties and tariff rates apply to these goods.
4. It is necessary to specify the exact source of origin of the goods and the place of their receipt.
5. It is also necessary to provide correct and up-to-date data for further accounting and control of the movement of goods.
6. All documents must be provided in a sufficient number of copies for customs inspection.
7. It is necessary to provide a written confirmation of the delivery of the goods [2, p. 24].

Violations in the customs clearance process are regulated by Chapter 16 of the Code of Administrative Offences of the Russian Federation. The main provisions are concentrated in Article 16.2 [3].

To avoid undesirable consequences of incorrect registration, it is necessary to analyze the typical and most common errors that occur when declaring goods and filling out documents:

- non-declaration of goods;
- false declaration;
- incorrect Incoterms terms;
- incorrect HS code;
- error in calculating the customs value;
- incomplete package of documents;
- errors in paperwork;
- errors in labeling and packaging of goods [4].

Before proceeding to the issue of expanding customs clearance services, let's study the problems that arise in this process.

Firstly, as part of the customs clearance process, there is a problem of the lack of a unified customs system at the international level. Although WTO rules are currently used, as well as some national elements, customs procedures vary from country to country.

Secondly, the process of customs clearance is still somewhat complicated and may require users to know many different forms and rules. This complicates the registration process, as well as increases the likelihood of errors and problems with incorrectly filled out documents.

Thirdly, customs authorities still lack powerful information systems that can provide fast and reliable access to data for completing documents. As a result, it forces users to constantly double-check and enter data manually, which takes a lot of time [5].

In general, Customs documents are a complex problem that requires an immediate and proactive solution. National and international rules should be more clearly defined and applied without modification. A more powerful information base is also required for the customs clearance process.

Having considered the main errors and problems that may arise when working with customs documents, you can proceed to the methods of their elimination.

There are many ways to solve this problem, and one of them is to expand customs clearance services. Let's look at some types of services that provide support activities.

The online service for customs clearance makes it easier and faster to collect and send customs data. It provides customers with the ability to create and send customs documents on any device, automates document creation, and maintains online verification status. The service helps to reduce the time for data collection and transmission, which allows for faster customs clearance [6].

Free courses on customs clearance can be found on the official websites of customs authorities and on the portals of state and municipal services. You can also find free courses on customs clearance on the websites of various educational institutions.

Paid courses on customs clearance can be found on the websites of private educational institutions, on the websites of online stores and on the websites of online educational portals. These courses offer a more detailed explanation of the customs clearance process and provide additional materials for studying this topic. They can also be useful for those who have a certain level of knowledge about customs procedures, but want to gain more in-depth knowledge and receive a certificate of completion of the course [7].

Expert advice on customs clearance can be very useful, especially for beginners in the field of customs. Customs procedures can be quite complicated and

confusing, so access to information provided by specialists can be very useful. Such consultations can be provided both free of charge and on a paid basis. For example, many customs companies provide consulting services on various customs procedures and rules. This can be useful, especially for those who are facing customs procedures and documents for the first time [8].

A customs broker is a subject of foreign economic activity and customs clearance of goods (in particular, a subject of customs declaration of goods imported into the territory of the Russian Federation). The main feature of his activity is that the customs broker, when processing goods transported across the Russian border, is given the same rights as the customer of his services (that is, the person who instructed the customs broker to represent his interests on a paid basis in the course of relations with the Federal Customs Service of the Russian Federation). The advantage of working with a customs broker is: the transfer of responsibility for declaring goods at customs, the absence of the need to install special software, communicate with customs authorities, monitor the specifics of customs legislation, the broker's ability to pay customs duties online, saving time [9].

Electronic reporting systems can be used to speed up the customs clearance process. Such systems allow users to send and receive documents for customs clearance without wasting time and money. It should be noted that such systems also provide a higher degree of security and transparency.

To improve customs document processing services, it is also recommended to use electronic documents that can be used to confirm the correctness of the submitted data [10]. Electronic documents have a high degree of protection and can prevent duplicate documents from appearing.

To improve the quality of customs document processing services, it is also recommended to develop and implement an automated document filling system. With this system, data for customs clearance can be filled in faster, which greatly speeds up the process.

Thus, it is necessary to take a number of measures to expand customs clearance services:

1. Open access to the tax and customs database to simplify the paperwork process.
2. Improve the process of obtaining permits for the import and export of goods through customs procedures.
3. Provide access to information on laws and regulations related to the customs valuation of goods.
4. Improve the process of submitting documents and processing them in the customs authorities.
5. Provide convenient access to customs data for customers.
6. Organize training programs and guides on customs clearance.

7. We will organize teams of specialists for consultations on customs clearance issues.

8. Ensure the availability of mobile applications for customs clearance. Based on the above, it can be concluded that the practice of proper customs clearance is very important in modern society.

The expansion of document processing services helps to avoid unwanted fines and increases the efficiency of customs. To improve the quality of customs document processing services, it is of course extremely important to have automated customs clearance. In this regard, it is necessary to provide convenient access to customs data, improve the process of submitting documents, as well as a clear organization of training programs and the availability of specialists to advise on customs clearance issues.

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上合组织是新世界秩序的支柱之一  
**THE SCO IS ONE OF THE PILLARS OF THE NEW WORLD  
ORDER**

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摘要。本文分析了最近举行的上合组织峰会，并在全球危机加剧、世界地缘政治形势复杂以及世界新秩序形成的背景下思考了上合组织成员国的发展前景。

关键词：上合组织、权威、合作、多极化、世界秩序、干预、安全。

**Abstract.** *The article analyzes the recent SCO summit and considers the development prospects of the participating countries against the backdrop of the aggravated global crisis, the complex geopolitical situation in the world and in the context of the formation of a new world order.*

**Keywords:** *SCO, authority, cooperation, multipolarity, world order, intervention, security.*

Rapid and irreversible changes in the world, turbulence and tension in global politics and economics have become commonplace in world practice. The international order established after World War II is irrevocably becoming a thing of the past. Even US Secretary of State Marco Rubio was forced to admit this fact [1].

The system of international relations that emerged almost eighty years ago is no longer able to withstand the combined challenges and growing threats of the 21st century. The process of building a completely new global governance architecture, which is based on the increased role of economic and political centers in Asia, Africa and Latin America, has received additional acceleration. In Eurasia, the Shanghai Cooperation Organization (hereinafter SCO), which appeared on the world political map in 2001, has become such an influential center of power [2].

With the advent of Donald Trump in the United States, who actively sought to return the United States to its former greatness, a real threat of escalation of confrontation between the West and the East arose. Against the backdrop of Western threats, the role of the SCO is more important and great than ever. The SCO really acts as a counterweight to the collective West in the person of the “Big Seven” (G7) and NATO during the ongoing hybrid war against Russia and the countries supporting it.

Since its formation, the SCO has been flexible, mobile, and adequately responding to systemic and structural changes in the economy. In the near future, its scale and potential will make it a transregional institution. The SCO remains of interest to other countries as a positive platform for cooperation and dialogue and is already exerting a significant influence on global processes.

Today, the SCO has a population of just under half of the inhabitants of the Eurasian continent. Created primarily to strengthen mutual trust and good neighborliness between the SCO member states, it has become a center of security and stability in the Central Asian region, and is now entering the expanses of global international political and economic cooperation of the SCO member states. The Foreign Policy Concept of 2023 enshrined cooperation between the Russian Federation and its partners in (SCO) in multilateral and bilateral formats as one of the international priorities. This refers not only to the use of the SCO's potential for developing relations on the Eurasian continent, but also to the formation of a broad integration contour - the Greater Eurasian Partnership through "facilitating the adaptation of the world order to the realities of a multipolar world" [3]. On July 4, 2024, in Astana, under the chairmanship of the Republic of Kazakhstan, at a meeting of the Council of Heads of State of the SCO, Russian President V. Putin said: "Russia attaches great importance to partnership interaction within the SCO. We are pleased to note that this interaction continues to develop progressively based on the principles of equality, consideration of each other's interests, respect for cultural and civilizational diversity, and the search for collegial solutions to pressing security issues" [4].

The 2024 SCO summit in Astana, in addition to summing up the results of the past year, became the next stage in the expansion of the organization. The accession of the Republic of Belarus to the SCO not only increased the number of members and improved the economic performance of the organization, but also served as the inclusion of a country with serious intellectual potential in the sphere of trade and economic cooperation. Now four out of five (Russia, Kazakhstan, Kyrgyzstan, Belarus) states of the Eurasian Economic Union (EAEU) are members of the SCO.

The status of the SCO in the international arena is steadily growing. The organization has already gone beyond the region, which is reflected in its working agenda, in which transregional and even global features are increasingly noticeable.

Today, the goals of the SCO can be divided into three areas of cooperation:

- regional security;
- trade and economic relations;
- cultural and humanitarian relations.
- strengthening mutual trust and good-neighborliness;
- joint fight against terrorism, separatism and extremism;

- cooperation in the political and trade and economic spheres;
- cooperation in the field of education, energy and transport;
- cooperation in the scientific, technical and cultural fields.

The list of problems that fall into the focus of the organization's attention is becoming wider and wider. In Astana, it was recorded that "member states support further improvement and reform of the architecture of global economic governance and will consistently defend and strengthen an open, transparent, fair, inclusive, non-discriminatory and multilateral trading system based on generally recognized international principles and rules that promotes the development of an open world economy, ensuring fair access to markets, and special and differential treatment for developing countries." This confirms the global dynamics towards a multipolar world, in which the actors are not only states, but also multilateral institutions. The shift of a large volume of practical dynamics of international cooperation to the level of regional (and interregional) institutions in the context of the growth of anti-global processes leads to an increase in the importance of international subsystems and relevant institutions. The increased importance of subsystem levels is explained by a number of reasons, including:

- the possibility of consolidating policies and concentrating resources to solve global problems of cross-border development;
- reducing uncertainty, stabilizing expectations and strengthening trust in relations between members, as well as with partners "outside" the relevant institution;
- the formation of contractual rules of the game that reduce transaction costs, which helps to strengthen the global positions of the relevant institutions and their members [5].

The Astana Declaration stated that "member states note the role of the SCO region in restoring the global economy, maintaining the stability of global production and supply chains, and ensuring further sustainable development." At the same time, this document makes a claim for the greater systemic influence of the organization: "Member States support further improvement and reform of the global economic governance architecture and will consistently uphold and strengthen an open, transparent, fair, inclusive, non-discriminatory and multilateral trading system based on generally recognized international principles and rules that promotes the development of an open world economy, ensures fair access to markets, and special and differential treatment for developing countries." However, SCO members are not inclined to radical methods of reforming the international system "by revolutionary means," the emphasis is on commitment to its stability and evolutionary development. "They also oppose protectionist actions, unilateral sanctions and trade restrictions that undermine the multilateral trading system and hinder global sustainable development.... SCO members emphasized that unilateral sanctions are incompatible with the principles of international law and have

a negative impact on the entire world community.” Despite the fact that the authority of the UN has noticeably declined recently, there remains a need to build effective interaction with this universal international organization. Thus, in July 2024, at the initiative of the Russian Federation, the UN Security Council held debates on issues of UN cooperation with regional and subregional organizations to maintain peace and stability. Following the Astana summit, China assumed the SCO chairmanship for 2024-2025. The SCO has entered the “Chinese period”. The SCO chairmanship is again transferred to the PRC after a seven-year hiatus. In Astana, Chinese President Xi Jinping promised that after assuming the chairmanship, China is ready for united interaction with partners in the organization, as well as for joint work with other countries and international organizations that share the “Shanghai spirit” and universally accepted human values [4].

The world community hopes that after the SCO summit in Qingdao in 2018, China will give impetus to the dynamic movement of the organization forward, which will serve the larger-scale development of the SCO. Last year, China solemnly celebrated the 70th anniversary of the proclamation of the “Five Principles of Peaceful Coexistence”, which are the basis of the “Shanghai Spirit”, and the SCO is a living example of the implementation of these principles in life. Developing in a spiral, humanity again found itself at a historical crossroads and again faced unprecedented challenges. In the context of real interference of the West under the auspices of the United States in the internal affairs of unwanted countries and organizations, the SCO invariably takes a historically correct and fair position. The SCO member countries unanimously resist attempts at external interference, supporting each other, taking into account mutual interests, smoothing out internal differences in the spirit of harmony, overcoming the difficulties of cooperation by finding common ground while maintaining different views. The founding countries of the organization, China and the Russian Federation, play an important role in promoting the development of the SCO in upholding universal human values, contribute to the implementation of the Global Development Initiative, the Global Security Initiative and the Global Civilization Initiative, being the initiators and ardent supporters of building a new world order and the “Five Principles of Peaceful Coexistence”. Speaking at the Astana Summit, Russian President Vladimir Putin noted that as the authority and influence of the SCO strengthens, this organization, together with BRICS, has already established itself as the main pillars of the emerging world order. This duo is a powerful locomotive for the establishment of a genuine multipolar world. The number of conflicts along the perimeter of the SCO’s external borders is not decreasing. The “evil empire” does not abandon its intentions to destabilize the situation within the SCO countries. After all, as is known, any local conflict has not only regional roots, but also a global dimension. A striking example is the conflict in Afghanistan, which has lasted for almost half

a century, the conflict around Nagorno-Karabakh, the Indo-Pakistani conflict, and the conflict in the Balkans [4].

The SCO is a striking example of the implementation of the principle of indivisibility of security at both the regional and global levels. In the context of ongoing and growing hybrid challenges and threats, the SCO countries continue to search for new, more effective forms of cooperation in the field of ensuring universal security.

Agreements have already been reached on the creation of a number of specialized institutions within the SCO: the SCO Universal Center in Tashkent by transforming the Regional Anti-Terrorist Structure (RATS SCO) created in 2002, the SCO Anti-Drug Center in Dushanbe, and the Center for Combating International Organized Crime in Bishkek. Thus, a powerful “security fist” is being formed within the SCO, which will have no analogues in the world and which will be able not only to take preventive measures, but also to decisively repel emerging threats in the field of security. In 2023, at the initiative of the President of the Republic of Tajikistan E. Rahmon, the Strategy for Economic Development of the SCO Region until 2030 was adopted. The philosophy of the adopted document is simple and clear: successful economic development of each SCO member state will contribute to the sustainable development of all partner states, and cooperation between successfully developing economies will serve as the basis for increasing the well-being of the entire Eurasian space. The strategic significance of this document is very great. If this Strategy is successfully implemented, it will be possible to launch cooperation programs in 15 sectors of the economy [6].

If all plans are implemented, the SCO space will become the most dynamically developing region in the world with a modern logistics infrastructure and new international transport corridors, which will increase the competitiveness of the economies of the SCO member states and strengthen the organization’s position in global economic relations. The source of viability and the driving force of the organization is mutual trust, mutual respect, equality in foreign relations, and the desire for fruitful joint development. These principles have entered the international political lexicon as the “Shanghai spirit”. This can be called the motto of the SCO as an organization of a new type. It is important that, regardless of changes in the world and the expansion of the SCO, the organization remains a reliable partner and steadily adheres to the basic principles laid down in the SCO Charter. The SCO has never opposed itself to the West, despite the fact that since its creation it has been constantly attacked by Western countries. There is no doubt that the external conditions for the SCO’s activities will become more and more difficult as the global crisis worsens. The key word in the name of the organization is “cooperation”. The more complex and severe the situation in the world, the stronger the mutual support and cohesion within the “big family” of the SCO should be

for the sake of joint protection of the interests of stable development of the vast Eurasian region.

Difficult times are coming for the SCO countries in connection with the coming to power in the USA of D. Trump, who, making radical decisions, declared an economic war on almost the entire world, and in particular on China. His time in office will not be easy. The SCO, together with BRICS, must create favorable conditions for the normal process of transition of the participating countries in mutual settlements to any currency other than the dollar. This is the most painful spot of the USA. Let's hope that the SCO and BRICS will be committed to their goals on the thorny path of building a new multipolar world order, especially since 2025 has been declared the Year of Sustainable Development!

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租赁协议在租赁类型协议体系中的位置  
**THE PLACE OF THE RENTAL AGREEMENT IN THE SYSTEM OF  
RENTAL TYPE AGREEMENTS**

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**摘要。**目前，俄罗斯立法对租赁协议的法律规定“稀疏”。这种情况与该领域研究的缺乏以及少数在某种情况下考虑租赁的科学家和司法实践中对该协议的法律性质的模糊性有关。作者指出，有必要确定租赁协议在一般民法合同体系和租赁类型协议体系中的地位

**关键词：**租金、协议、财产、消费者、租赁。

**Abstract.** *Today, Russian legislation contains “sparse” legal regulation of the rental agreement. This circumstance is connected with the lack of research in this area, and the ambiguity of the legal nature of this agreement both among a small number of scientists considering rental in one context or another, and in judicial practice. The authors note the need to determine the place of the rental agreement in the system of both civil law contracts in general and in the system of rental type agreements*

**Keywords:** *rent, agreement, property, consumer, rental.*

The rental agreement is defined in paragraph 1 of Article 626 of the Civil Code of the Russian Federation as an obligation under which the lessor, who leases out property as a permanent business activity, undertakes to provide the lessee with movable property for a fee for temporary possession and use. In accordance with the law, the property transferred under the agreement must be used by the lessee for consumer purposes, but the law allows the use of this property for other purposes. In this case, we see a strange uncertainty, which immediately raises the question of the possibility of using the property for purposes other than consumer

purposes. In other words, the legislator initially allows the lessor to include in the contract a condition on the other use of the property transferred under the contract.

The qualifying feature that separates the rental agreement from other rental agreements, writes Bespalov Yu.F., is the consumer nature of the agreement for the lessee and the entrepreneurial nature for the lessor [4, p. 204]. However, from the analysis of paragraph 1 of Article 626 of the Civil Code of the Russian Federation, which allows the rental of property for other purposes, this statement of the scientist becomes arguable.

In scientific and educational literature, the opinions of scientists agree that one-time transactions for the transfer of property cannot be called a rental agreement. At the same time, this statement is ambiguous, since it is not clear what is meant by the concept of “one-time transfer”. For example, in the winter, skate rental points open. In this case, it is not entirely clear whether their activities are considered permanent or whether these are one-time transactions for a short period.

Lease type contracts are usually classified as contractual structures for the transfer of property. However, this circumstance requires a little clarification. As such, the transfer of property in a lease agreement is present exclusively as the first action of the lessor, in the economic sense - an action of little significance, since for both parties to the agreement it is not the transfer that is important, but the opportunity to use the provided property. Moreover, the property is necessary to satisfy the interests of both the lessor (receiving funds) and the lessee (operation of the received property). In this regard, it seems that the legislator quite rightly refused to use the word “transfer” in relation to rent, and clearly speaks of “provision”. An interesting position is found in the criminal law sphere, where the concept of “entrustment” of property is mentioned in relation to the transfer of property under a rental agreement.<sup>1</sup>

As we can see, the rental is formulated as a type of lease agreement, therefore, it is characterized by the generic features of lease as a type of agreement, but, at the same time, it has distinctive qualities that have determined specific legal regulation.

As Belov V.A. writes, at present, the rental agreement is considered as a special type of lease agreement [2, pp. 100-120]. But, despite the fact that the rental agreement has distinctive features (term, consumer nature, etc.), at the same time, the allocation of these features as distinctive features from other lease agreements is not indisputable. Moreover, the author notes that even judges and parties to the rental or lease agreement do not always correctly determine the legal nature of certain relations.

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<sup>1</sup> Methodological recommendations for identifying and preventing crimes in the economic sphere and against the management order committed by parties to enforcement proceedings (approved by the Federal Bailiff Service of Russia on 15.04.2013 No. 04-4) // SPS "ConsultantPlus"...



Like any type of lease agreement, the rental is aimed at providing property for temporary possession and use, which allows many general provisions on lease to be applied to rental relations.

Analyzing lease agreements in general, Kokoeva L.T. notes that the legislator, assessing the lease, built a certain general model for all contracts of this type, regardless of the subject composition of the parties, the objects of the lease, essentially putting some features of legal regulation in their difference [5, p. 28]. Moreover, writes Kokoeva L.T., the entire structure of Chapter 34 raises many doubts as to whether it was necessary to allocate separate rules for the lease agreement, since this allocation makes little sense, and why then the legislator did not devote separate articles to the land lease agreement. A different position is held by Yu.V. Romanets, who analyzed all the rules devoted to lease and hire, and noted that the legislator, bringing the lease into a separate legal regulation, put one single condition into the basis of such allocation - the permanent entrepreneurial activity of the lessor [8, p. 333].

In our opinion, it is necessary to dwell in more detail on the subject composition of the lease agreement. By virtue of the norms of civil legislation, the lessor is a subject of entrepreneurial activity - a commercial organization or an individual entrepreneur. However, in the literature there is an opinion that the lessor under the rental agreement is exclusively a commercial organization [9, pp. 10-15]. At the same time, the Civil Code of the Russian Federation specifically indicates that for this entity, the rental of movable property must be the main type of entrepreneurial activity. It is in this context that the exclusive nature of the rental agreement is manifested. In this regard, it should be noted that if for a legal entity this type of activity is additional, then only the rules on the lease agreement can be applied to such relations, but not the rental agreement. Despite the fact that the legislator has established a rule on the permanent entrepreneurial activity of the lessor, at the same time, we see many different interpretations regarding this requirement in various regulatory acts. For example, medical organizations are granted the right to provide paid medical services, and, at the same time, to rent medical products<sup>2</sup>. In this case, a situation arises in which a medical organization in its constituent documents, in addition to providing medical care as a type of core activity, must also indicate the conclusion of contracts on a paid basis (including the rental of medical products) as also a core activity. Considering judicial practice, we note that it indicates rental as the core type of entrepreneurial activity. For example, as follows from the case materials, the charter of the joint-stock company "18th

<sup>2</sup> Order of the Moscow Department of Healthcare dated 02.10.2013 No. 944 (as amended on 14.06.2017) "On approval of the Rules for the provision of paid services to citizens and legal entities by state organizations of the Moscow city healthcare system" // SPS "ConsultantPlus".

Taxi Park” classifies the following as core activities, among others: provision of transport, forwarding services, rental, etc.<sup>3</sup>.

Since the rental agreement is a compensated one, the payment of rent is recognized as a mandatory attribute of this agreement. G.F. Shershenevich also pointed out that the feature characterizing the lease (rent) is the remuneration for the provided use. This feature is so essential that its absence turns the proposed agreement into a loan [10, p. 356].

Clause 1 of Article 630 of the Civil Code of the Russian Federation establishes that rent under the rental agreement must be made in the form of payments in a fixed amount, excluding the possibility of using other methods of payment listed in paragraph 2 of Article 614 of the Civil Code of the Russian Federation [6, p. 205], where an alternative method of payment may include the transfer of a fixed share of products, fruits or income to the lessor; provision of certain services by the lessee, etc.

Like all types of lease agreements, rental belongs to the category of compensated agreements, on the basis of which the lessor, transferring property to the lessee, has the right to claim rent.

Currently, the satisfaction of the landlord’s demands in the event of non-payment of rent is possible from a security deposit. A security deposit is quite common in rental relations. For example, when renting skis, skates, snow tubes for sledding, the landlord requires a “deposit” in the form of cash. However, as V.V. Akinfeeva notes, in this case, the functionality and generic features of a security transaction do not include a pledge of cash, but a security deposit [1].

One of the features characteristic of a rental agreement is its classification as a type of public contracts (clause 3, Article 626 of the Civil Code of the Russian Federation), which are characterized by the following features:

- the lessor is a business entity for which the rental of property must be the main type of activity;
- the rental organization is obliged to conclude an agreement with each capable citizen, without giving preference to anyone;
- in case of refusal to conclude a contract without any reason, the tenant has the right to apply to the court with a demand to compel the conclusion of the contract, as well as compensation for damages caused [3, p. 816]. By establishing special rules for public contracts, including rules related to the specifics of their conclusion, the state guarantees increased protection for certain participants in civil transactions. Thus, in the Resolution of the Constitutional Court of the

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<sup>3</sup> Appellate ruling of the Judicial Collegium for Administrative Cases of the Supreme Court of the Russian Federation dated 23.10.2019 No. 5-APA19-145 "On leaving unchanged the decision of the Moscow City Court dated 20.05.2019, which satisfied the claim to invalidate clause 14534 of Appendix 1 to the Resolution of the Government of Moscow dated 28.11.2014 No. 700-PP" // SPS "ConsultantPlus".

Russian Federation No. 4-P<sup>4</sup> it is noted that the Constitution of the Russian Federation guarantees freedom of economic activity as one of the foundations of the constitutional system (Article 8). At the same time, the court speaks of the absence of absolute freedom, and gives an example that, in particular, the institution of a public contract is provided for as a means of limiting the constitutional freedom of contract on the basis of federal law. Article 426 of the Civil Code of the Russian Federation is an innovation of the Civil Code; its analogues did not exist in previous civil codes of Russia. Since the criterion of publicity, as noted by A.N. Kucher, is partly evaluative, in a number of cases, in order to avoid doubts, the Civil Code of the Russian Federation directly qualifies some contracts as public, however, the absence of a direct qualification of the contract as public in the relevant paragraph of the Civil Code of the Russian Federation does not exclude the possibility of its qualification as public by virtue of the general provisions of Article 426 of the Civil Code of the Russian Federation [7, pp. 306-307]. Today, when the country's economy is rapidly developing, market relations require stable guarantees for the protection of the rights and interests of various legal entities in the economic sphere. In this regard, rental relations occupy a significant place in the economic activities of various entities. Property rental is diverse and multifaceted, and is widespread not only among legal entities, but also among individuals. Legal entities need to satisfy their everyday needs on a daily basis, which rental relations significantly contribute to.

The place of a rental agreement in the system of rental agreements is determined, first of all, by its specific features. Such features include the subject of this agreement and the subject composition of the participants in these contractual relations. Characterizing the subject of a rental agreement, it is necessary to note the following: the property transferred under this agreement must have a number of characteristics, two of which can be conditionally called generic, and the other two - specific. Generic characteristics include the fact that the property can only be movable and used for specific purposes, and specific characteristics include the property must be individually defined and non-consumable.

In our opinion, the purpose of using the property should not be entrepreneurial, even if this is directly provided for by the provisions of the agreement, since in this case, the difference between rental and ordinary lease is practically erased. The consumer nature of the rental is its "calling card", and, perhaps, its most striking characteristic. It is with the consumer focus of the use of the rented property that the legislator connects the public nature of the rental.

<sup>4</sup> Resolution of the Constitutional Court of the Russian Federation of February 23, 1999 No. 4-P "On the case of verifying the constitutionality of the provision of Part Two of Article 29 of the Federal Law of February 3, 1996 "On Banks and Banking Activities"". Civil law in acts of the Constitutional Court of Russia. Collection of documents. 1993-2004 / Under the general editorship of PhD in Law V.G. Golyshev. - M., 2005. Pp. 89-90..

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司法裁决作为国家法律政策的工具  
JUDICIAL DECISION AS AN INSTRUMENT OF LEGAL POLICY  
OF THE STATE

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注释。本文探讨了“国家法律政策”概念的方法，并定义了其工具。作者从以下论点出发：法律政策的主要和公认的工具是规范性法律行为，借助这些行为进行法律监管。然而，结论是，司法当局的决定同样重要和有力。立法的不完善反映在司法行为中。然而，由于司法决定，法律漏洞和法律不确定性被消除，社会正义得以实现。

关键词：判决、正义、政策、法律政策、国家、法律、法律不确定性、正义、规范性法律行为、司法控制。

**Annotation.** *The article considers approaches to the concept of «legal policy of the state» and defines its tools. The author proceeds from the thesis that the main and recognised instrument of legal policy are normative legal acts, with the help of which legal regulation is carried out. However, it is concluded that no less important and powerful tool of legal policy are the decisions of judicial authorities. It is in acts of justice that imperfections of legislation are reflected. However, thanks to judicial decisions legal gaps and uncertainties in the law are eliminated and social justice is achieved.*

**Keywords:** *judgement, justice, policy, legal policy, state, law, legal uncertainty, justice, normative legal acts, judicial control.*

The issue of legal policy of the state is a multilateral problem of modern jurisprudence. Its specificity lies in the fact that the concept of «state policy in the sphere of law» or «legal policy of the state» is in close relationship with such scientific phenomena as «policy», «state», «legal regulation», «justice».

It should be taken into account that «legal policy» is a species concept in correlation with such an integrative category as «politics», which in turn is a multi-dimensional formation<sup>1</sup>. As a consequence, the peculiarities of the Russian state

<sup>1</sup> Rybakov O.Y. Russian legal policy in the sphere of protection of rights and freedoms of the individual. - SPb.: R. Aslanov Publishing House «Legal Centre Press», 2004. P. 24.

policy not only reflects on the nature of legal policy in our country as a whole, but also determines its specificity within the framework of legal regulation of various spheres of social relations.

At present, the topic of legal policy has long been very attractive for the most prominent Russian legal scholars<sup>2</sup>. This, apparently, is explained by the fact that a comprehensive study of the mentioned problematics «allows to obtain a generally significant result, which is relevant both in concrete-historical terms and in the aspect of solving prospective problems»<sup>3</sup>.

Despite the fact that Russian legislation quite often operates with the terms «policy», «legal policy», no normative legal act defines them. Attempts to fill this gap have been repeatedly made in legal science, including at the level of dissertation research<sup>4</sup>. This has given rise to a large number of diverse opinions on the concept, essence and content of the category of «legal policy». At the same time, as N.I. Matuzov points out, «the issues of legal policy in our science are not yet sufficiently developed, at least at the general theoretical level. There are discussions, different opinions are expressed, including controversial ones: there is, in particular, a point of view that allegedly there is no specific legal policy, but there is a ‘state policy in the legal sphere of life of society’»<sup>5</sup>.

It is noted in the scientific literature that legal policy is a form of purposeful practical activity of some subjects, it is an activity related to law, it is a strategically sensible activity, etc., and the main subject of legal policy is the state represented by its federal and regional authorities<sup>6</sup>.

Obviously, the composition of the subjects of legal policy is very wide. One cannot but agree with the position of A.I. Demidov, who argues that the most important feature of politics is the presence of power hierarchical relations, the centre of which is the state, institutionality and its implementation in the majority on a professional basis<sup>7</sup>.

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<sup>2</sup> See, for example, Matuzov N.I. Legal Policy: Essence, Concept, Reality // Russian Legal Policy: A Course of Lectures. - M., 2003; Russian Legal Policy: A Course of Lectures / Edited by N.I. Matuzov and A.V. Malko. - M., 2003; Isakov N.V. Legal policy of modern Russia: problems of theory and practice: dissertation. ... doctor of juridical sciences. - Rostov n/D, 2004 and others.

<sup>3</sup> Rybakov O.Y. Mentioned work P. 16.

<sup>4</sup> See, for example: Korobova A.P. Legal policy: concept, forms of realisation, priorities in modern Russia: Dis.... candidate of juridical sciences. - Saratov, 2000; Subochev V.V. Legal policy of modern Russia in the sphere of lobbyism: theoretical problems: Dis.... candidate of juridical sciences. - Saratov, 2002; Isakov N.V. Legal policy of modern Russia: problems of theory and practice: Cand. ... doctor of juridical sciences. - Rostov n/D, 2004; Rudkovskiy V.A. Legal Policy and Implementation of Law: Theoretical and Methodological Aspect: Cand. ... doctor of juridical sciences. - Saratov, 2009 and other.

<sup>5</sup> Matuzov N.I. Legal Policy: Essence, Concept, Reality // Russian Legal Policy: A Course of Lectures. - M., 2003. P.77.

<sup>6</sup> For more details see: Malko A.V., Shundikov K.V. Goals and means in law and legal policy. - Saratov, 2003. P. 213-216.

<sup>7</sup> Demidov A.I. The doctrine of politics: philosophical foundations, - M., 2001. P.11.

In the context of the above, it is worth paying attention to the fact that within the framework of politics as a special phenomenon, any political action is purposeful. As V.I. Mineeva rightly states, «the mechanism of political action, in which the definition of the goal takes the first place, is of special importance for politics. It gives purposefulness to the action, meets such requirements as concreteness and realism, and where all circumstances of the intended action are taken into account»<sup>8</sup>.

Thus, legal policy is, first of all, the activity on realisation of strategic goals and tactical tasks in the field of law, which is carried out by the state represented by its bodies. It is noted in the legal literature that «legal (legal) goal can be defined as an ideally assumed by the subject of legal relations model of any legally significant result (phenomenon, state, process, etc.), the achievement of which he strives to achieve with the help of legal means and mechanisms»<sup>9</sup>.

We agree with N.I. Matuzov, who believed that «the content of legal policy is vast and rich, it includes many components: it is the strategy of legislation, and the principles of legal regulation, and constitutional construction, and judicial and legal reform, and the protection of human rights, and the improvement of electoral law, the foundations of federalism, statehood, and the strengthening of legality, law and order, discipline, and much more»<sup>10</sup>.

In turn, the specific number of the above-mentioned tasks, among which there are: improving the legal system, increasing the effectiveness of legal regulation, strengthening of law and order, combating crime, formation of law-abiding personality, etc., - as well as the ultimate goal of this activity depends, in our opinion, primarily on the level of development of social relations, the system of which has a special specificity within a certain historical era of existence of a particular state. In our opinion, the ultimate goal of the mentioned activity depends, first of all, on the level of development of social relations, the system of which has a special specificity within the framework of a certain historical epoch of existence of this or that state. However, it should be assumed that the main goal of legal policy is to create a state governed by the rule of law, which in theory is understood as a state where law has a prerogative role (compared to other socio-political regulators) and where the state apparatus acts as an equal (not enjoying any special advantages) subject in the system 'individual-society-state'; in this case, any legally significant actions of participants in socio-political relations cannot be excluded from the scope of the law<sup>11</sup>.

<sup>8</sup> Mineeva V.I. Legal policy of the Russian state in the field of ecology: problems of realisation: Cand. of Jurisprudence. - Stavropol, 2004. P. 19.

<sup>9</sup> Shundikov K.V. Goals, Means and Results of Legal Policy // Russian Legal Policy: A Course of Lectures. - M., 2003. P.113.

<sup>10</sup> Matuzov N.I. Mentioned work. P. 84-85.

<sup>11</sup> Romashov. R.A. State: prerequisites of emergence, mechanism of functioning, classification criteria. - SPb., 1997. C. 73.

The most important component of policy is the category of ‘means’, which in scientific literature is understood as ways and means of achieving goals, everything that policy actors use to achieve the result. At the same time, the means determine the result, and their absence makes the goal unattainable.

We should agree with the opinion of K.V. Shundikov that ‘in the field of legal policy there are special means, which can be labelled as legal. Legal (legal) means are a set of legal provisions (instruments) and forms of law enforcement practice taken in unity, with the help of which the interests of subjects of law are satisfied and the achievement of socially useful goals is ensured’. At the same time, the specific toolkit, which the policy operates, depends on its directions, which may well be considered as forms of its implementation. According to the author, the main forms of legal policy regardless of the historical period of development of the state and its institutions can be considered as follows: 1) law-making, 2) law enforcement; 3) legal support of the functioning of the state and its bodies; 4) doctrinal; 5) legal education.

We agree with A.V. Malko’s statement that legal acts are the main means of realisation of legal policy<sup>12</sup>. He is supported by V.N. Kudryavtsev, who argues that legal policy always gives preference to the method of legal regulation over other legal means of impact on social relations<sup>13</sup>.

It follows that if the result of legal policy is legal impact, then legal regulation as «a specific impact carried out by law as a special normative institutional regulator»<sup>14</sup>, that is a type of legal regulation. i.e. a type of legal impact, will be the result of the state policy in the sphere of legal regulation.

Thus, legal policy as a legal category reflects the basis of interaction between the state, its bodies, other subjects of legal relations, including the individual, primarily from the point of view of the current legislation. Legal policy «reflects power prescriptions, which are realised both on the basis of the action of the legal mechanism» and with the help of those prescriptions contained in legislative acts<sup>15</sup>.

At the same time, it is difficult to deny the fact that politics undoubtedly actively influences the law, and it is not always possible to state the presence of positive results. The problem of such impact is characteristic of our state. Russian history is replete with facts testifying to the adoption or cancellation of this or that normative act, or even the creation or destruction of a certain state-legal institution, if it pleases the structures in power.

At the same time, it is hardly appropriate to absolutise and single out the law-making form of legal policy as the most important because it is known that any, the most fair, verified decisions in the field of lawmaking will remain unrealised

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<sup>12</sup> Matuzov N.I. Mentioned work. P. 86.

<sup>13</sup> Kudryavtsev V.N. Law and Behavior. - Moscow, 1978. P. 163.

<sup>14</sup> See: Alekseev S.S. Theory of Law. - Moscow: BEC Publishing House, 1994. P. 145.

<sup>15</sup> Rybakov O.Y. Mentioned work. P. 34.



to the full extent if they are not supported by a strong policy in the field of law enforcement.

Indeed, a special, final stage of legal regulation is the application of law. This is an authoritative individual legal activity, which is expressed in decision-making on specific legal cases and as a result of which new elements - individual prescriptions - are included in the structure of the legal system.

Let us agree with V.V. Lazarev, who believes that «the application of law fulfils an intermediary role between legal norms and their main addressees. It provides purposeful movement of legal relations, creates additional legal guarantees for the correct implementation of law in legal life situations. Law enforcement is an authoritative, organising activity of competent subjects. Law enforcement acts are acts performed by these subjects in order to determine the presence or absence of subjective rights and legal obligations of third parties, in order to determine their measure on the basis of analysis of legal norms and factual basis of the case»<sup>16</sup>.

Indeed, the political-legal significance of law enforcement as a special manifestation of legal regulation is difficult to overestimate, since it fulfils such a function as ensuring the realisation of power by this or that managerial group in the process of legal regulation. Therefore, in the author's opinion, very logical in the considered context is the position according to which «universal forms of formation and implementation of legal policy, which, on the one hand, express its state-volitional character, and on the other hand, the features of the mechanism of legal regulation and the main spheres of legal practice, are lawmaking and law enforcement»<sup>17</sup>.

Judicial decisions are a powerful instrument of legal policy. The quality of judicial decisions can be used to judge the effectiveness of justice in a particular country, the development of the rule of law and the state of protection of citizens. Due to the law-enforcement effects generated by the activities of all parts of the judicial system, both society and the legislator develop a special psychology towards the law. Thus, for example, in a democratic state there is an understanding that the human being, his rights and freedoms are the supreme value, universal human norms and principles are an important part of the legal system.

The mechanism of ex post control by the judiciary is also an important factor. For example, thanks to this mechanism, courts can control the ex post fairness of contractual terms in cases where there are no suitable preemptory norms. As experts emphasise, courts and legislators in various legal orders, faced with increasing political and legal pressure on the principle of freedom of contract and

<sup>16</sup> Lazarev V.V. Socio-psychological aspects of the application of law. - Kazan, 1982. P. 17-18.

<sup>17</sup> Rudkovsky V.A. Law Enforcement Policy // Russian Legal Policy: A Course of Lectures. - M., 2003. P. 205.

ensuring fairness in economic turnover in general, have realised the impossibility of realising this task through the mere introduction of more and more peremptory restrictions on contractual freedom. This eventually led to the recognition of the inevitability of delegating the power to assess the fairness of contractual terms to the courts<sup>18</sup>.

One should agree with O.Y. Rybakov, who argues that «the realism of policy often comes into conflict with the requirements of legislation, and then there are possible variants that are formed under the influence of a specific political and legal situation, the features of a certain stage of development of state life»<sup>19</sup>.

Thus, it is necessary to note, on the one hand, the colossal role of judicial acts as specific means of protection and defence of the rights of all participants of property turnover, on the other hand, to highlight their flexibility in terms of ensuring the interests of individuals. Not being sources of law, judicial decisions as acts of law enforcement realise the content and potential inherent in the legal framework, and, therefore, act as an integral part of the legal policy of the state.

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<sup>18</sup> Karapetov A.G., Savelyev A.I. *Freedom of contract and its limits: in 2 vol. Moscow: Statute, 2012. T. 2: Limits of freedom to determine the terms of the contract in foreign and Russian law. 453 c. P. 160-166.*

<sup>19</sup> Rybakov O.Y. *Mentioned work. P. 34.*

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俄罗斯联邦残疾人就业援助法律规定

## LEGAL REGULATION OF ASSISTANCE TO EMPLOYMENT OF DISABLED PERSONS IN THE RUSSIAN FEDERATION

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注释。在现代社会中，残疾人就业和就业保障问题变得越来越重要。国家和雇主有责任为所有公民创造平等的机会，无论其身体或精神残疾如何。残疾人和雇主之间的有效互动只有在明确有效的法律机制下才有可能，这些机制旨在保护残疾人的权利、激励雇主并创造包容性的工作环境。

本文探讨了立法规范和实施残疾人就业权利的法律基础，并介绍了俄罗斯联邦残疾人就业和就业领域趋势的官方统计数据。确定了所研究领域残疾人面临的主要问题，并概述了解决研究期间研究问题的一些建议。

关键词：残疾人、法律规范、就业和就业、就业援助、实施残疾人工作和就业权利、残疾人工作配额。

**Annotation.** *In modern society, issues of employment and provision of employment for disabled people are becoming increasingly important. The state and employers are responsible for creating equal opportunities for all citizens, regardless of their physical or mental disabilities. Effective interaction between disabled people and employers is possible only with clear and effective legal mechanisms aimed at protecting the rights of disabled people, stimulating employers and creating an inclusive work environment.*

*The article examined the legal basis for legislative regulation and implementation of the rights of disabled people to employment and presented official statistical data on trends in the sphere of employment and employment of*

*disabled people in the Russian Federation. The main problems faced by disabled people in the area under consideration were identified and some proposals for solving the problems studied during the study were outlined.*

**Keywords:** *disabled person, legal regulation, employment and employment, assistance in employment, implementation of the rights of disabled persons to work and employment, quotas for jobs for disabled persons.*

“The right of all citizens to freely dispose of their abilities to work, to choose their occupation and profession” is one of the constitutional guarantees of the Russian Federation as a social state (Article 37 of the Constitution of the Russian Federation). The active part of the working population, which constitutes the national labor force, has the opportunity to exercise this right. In recent years, against the backdrop of a growing natural decline in the population, Russia has seen a decline in the labor force [3]. Against the backdrop of this trend, the issue of improving mechanisms for providing assistance in finding employment for all categories of the working-age population is becoming more pressing. In the current conditions, it is at least unreasonable to neglect the opportunities for involving people with disabilities in the sphere of social production [2, p. 273].

The implementation of the right of disabled persons to work and employment on an equal basis with other categories of citizens on the territory of the Russian Federation is ensured by a set of legal norms enshrined in sectoral legislation, both at the highest legal and subordinate levels, and at the regional level.

One of the main regulatory legal acts establishing guarantees for disabled persons in the field of labor and employment is the Labor Code of the Russian Federation of 30.12.2001 No. 197-FZ, however, the provisions enshrined in it reduce the attractiveness of disabled persons as workers in the field of employment, some of which may be associated with additional costs for employers, for example, for the provision of longer leave (since 01.09.2024, a rule was established to provide a disabled employee with at least 30 calendar days of annual paid leave, by amending the Labor Code of the Russian Federation by Federal Law of 08.08.2024 No. 268-FZ), a reduced working week (according to Art. 92 of the Labor Code of the Russian Federation, working disabled persons of groups 1 and 2 have the right to a reduced working week - no more than 35 hours, while payment remains the same as for full working hours), special working conditions (according to Art. 40 of the Federal Law of 12.12.2023 No. 565-FZ “On Employment of the Population in the Russian Federation” - employers are obliged to create the necessary working conditions for disabled persons hired in accordance with the individual rehabilitation or habilitation program for the disabled person), including in accordance with the individual rehabilitation and habilitation program (Order of the Ministry of Labor of Russia dated 26.06.2023 No. 545n “On approval of the Procedure for

the development and implementation of an individual rehabilitation or habilitation program for a disabled person, an individual rehabilitation or habilitation program for a disabled child, issued by federal institutions of medical and social expertise, and their forms” (Registered with the Ministry of Justice of Russia on 28.07.2023 No. 74506).

The fundamental document regulating the rights of disabled people in the Russian Federation is the Federal Law of November 24, 1995 No. 181-FZ “On the Social Protection of Disabled People in the Russian Federation”. This law establishes the principles of state policy regarding disabled people, their rights and obligations, and also defines measures of social support, including employment and employment (Articles 20–24 are devoted directly to employment and labor guarantees for disabled persons, but for the most part these norms are references to other special regulatory legal acts).

In the area of employment of disabled people, the Federal Law “On Employment of the Population in the Russian Federation” dated 12.12.2023 No. 565-FZ is of key importance. In Law No. 565-FZ, the norms for promoting employment of disabled people are built more successfully, since this regulatory legal act has a separate Chapter 7 (Articles 37-41) devoted to this, which contains provisions on special measures to promote employment of disabled people, on establishing a quota for hiring disabled people, on special jobs for the employment of disabled people, on working conditions for disabled people and on support in promoting employment of disabled people.

The Russian Government’s order of 02.09.2024 No. 2401-r approved the concept for increasing the level of employment of disabled people in the Russian Federation for the period up to 2030. The purpose of the concept is to provide disabled people with equal opportunities with other citizens in the exercise of their labor rights in order to improve their social status, level of competitiveness in the labor market, create conditions for professional self-realization and achieve financial independence.

The concept is planned to be implemented in two stages [6]:

- at the first stage (2025–2027) it is proposed to develop new or update existing federal regulatory legal acts governing issues of employment promotion and the specifics of the work activities of disabled persons, to prepare and approve federal and regional programs and action plans in terms of measures to increase the level of employment of disabled persons;

- at the second stage (2028–2030) Effective regional practices aimed at increasing the level of employment of disabled people should be summarized, an assessment of the effectiveness of adopted regulatory legal acts at the federal and regional levels should be carried out, and the implementation of the concept and the plan approved with it should be monitored.

It is assumed that, in general, the implementation of the concept and action plan will contribute to increasing the level of employment of disabled people and their level of competitiveness in the labor market, taking into account their qualifications and indications for work activity.

To improve the efficiency of the work of the employment service with the disabled, the Ministry of Labor of the Russian Federation issued: Order of the Ministry of Labor of the Russian Federation dated 02/01/2018 No. 46 “On approval of methodological recommendations for specialists of the employment service on organizing work with the disabled, including assessing the importance of impaired bodily functions of a disabled person for the performance of work functions”; order of the Ministry of Labor and Social Protection of the Russian Federation dated July 28, 2023 No. 605n “On approval of the approximate procedure for organizing social employment of disabled people”; Order of the Ministry of Labor of the Russian Federation dated 03/28/2022 No. 174n “On approval of the Standard of Activity for the Exercise of powers in the field of employment for the provision of public services for the organization of support in the promotion of employment of persons with disabilities”; Order of the Ministry of Labor of the Russian Federation dated 11/09/2017 No. 777 “On approval of methodological recommendations for identifying signs of discrimination against persons with disabilities in addressing employment issues”; letter of the Ministry of Labor of the Russian Federation dated 04/20/2023 No. 16-3/10/V-5982 “On the Order of the Ministry of Labor of the Russian Federation dated January 26, 2022 No. 24 “On conducting operational monitoring in order to ensure employment of the population””; Letter of the Ministry of Labor of the Russian Federation dated 07/30/2024 No. 16-6/OOG-1407 “On the conditions for fulfilling the quota for hiring people with disabilities and providing information on the fulfillment of the specified quota.”

The uniform procedure for concluding an agreement on the employment of disabled persons and its form were approved by the RF Government Resolution of 30.05.2024 No. 709 “On the procedure for employers to fulfill the quota for hiring disabled people», this act also defines the procedure for implementation employers set quotas for hiring disabled people.

The new procedure for setting quotas for jobs for disabled people has been in effect since 01.09.2024. The quota must now be calculated quarterly - before the 10th day of the month following the reporting quarter, based on the average headcount of employees for the previous quarter. When hiring a disabled person of group I, the quota will be counted for 2 jobs.

A list of cases in which it is not necessary to fulfill the quota has also been approved (for example, the bankruptcy of the employer, a reduction in the number of employees to a value at which the quota does not arise), and rules for concluding an agreement with another organization on the employment of disabled people if the employer cannot create jobs for them.

In addition, there was an increase in administrative fines for failure to comply with the obligation to allocate quotas for officials in the amount of twenty thousand to thirty thousand rubles; for individual entrepreneurs - from thirty thousand to fifty thousand rubles; for legal entities - from fifty thousand to one hundred thousand rubles (amendments approved on November 6, 2024).

Previously, the quota for hiring disabled people was calculated by the employer annually before February 1 based on the average headcount for the 4th quarter of the previous year. The procedure and cases for the employer to fulfill this quota before September 1, 2024 were established by RF Government Resolution No. 366 of March 14, 2022.

For employers with more than 35 employees, the quota is 2 to 4 percent of the average headcount. Quotas are established and differentiated in accordance with the Methodological Recommendations approved by Order of the Ministry of Labor of Russia dated 09.08.2024 No. 399 "On approval of methodological recommendations for establishing a quota for hiring disabled persons by a regulatory legal act of a constituent entity of the Russian Federation" (Part 1, 2, Article 38 of the Employment Law No. 565-FZ). The size of the quota in a constituent entity of the Russian Federation depends, in particular, on the specifics of the regional labor market, the number of disabled persons of various disability groups (clause 11 of the Methodological Recommendations) [4].

Every month, employers are required to submit a report on the allocation of quotas for jobs for disabled people to the Employment Center. The information is posted on the Work in Russia portal or on other information resources where such information can be posted in accordance with the procedure approved by the Government of the Russian Federation. The deadline is the 10th day of the following month, while Resolution No. 709 does not establish requirements for the duration of employment of disabled people. However, if an employment contract with a disabled person is concluded on the last working day of the quarter, the information for the first and second months of the quarter will contain information about the employer's failure to fulfill the quota (Letter dated July 30, 2024 No. 16-6 / OOG-1407 "On the quota for hiring disabled people").

Remote workers, external part-time workers, and workers with part-time work days/weeks can be counted towards the established quota (Letter dated 11.09.2024 No. 16-5/OOG-1690 "On the quota for hiring disabled people").

Earlier, the department also explained that disabled workers are included in the quota, for whom, in accordance with labor legislation, their jobs are retained, for example, during the period of maternity leave until the child reaches the age of three (Letter dated September 12, 2023 No. 16-5/10/P-7129 "On sending answers to frequently asked questions on the implementation by employers of the requirements of the legislation in terms of quotas for jobs for disabled people»). In to-



tal, letter No. 16-5/10/P-7129 contains answers to 55 questions. The explanations were given during the period of validity of the previous quota rules (Government Resolution No. 366 of 14.03.2022), but we believe that some of them are still relevant today.

By contacting the employment service in the Russian Federation, a disabled person can receive a whole range of state services free of charge that will help him find employment:

- to assist in finding suitable work, the employment service creates a database of disabled specialists, as well as a database of enterprises ready to hire disabled specialists;
- provision of information on the situation on the labor market in the region where the disabled person lives and organization of vocational guidance for the purpose of choosing a field of activity (profession), assistance in employment, undergoing vocational training and obtaining additional vocational education;
- psychological support is provided by the employment service to increase the disabled person's motivation to work, to activate his position in finding work and employment, to resolve or reduce the relevance of the disabled person's existing psychological problems that hinder his professional and social self-realization;
- social adaptation in the labor market;
- the employment service provides assistance to self-employment of disabled persons;
- a service for temporary employment, vocational training and additional vocational education for unemployed disabled people.

A disabled person may also seek assistance in finding employment from public organizations. Regional branches of all-Russian organizations of disabled people are active in this area: "All-Russian Society of Disabled People", "All-Russian Society of the Blind", "All-Russian Society of the Deaf", organizations of disabled people of the internal troops of the Ministry of Internal Affairs of Russia, organizations of disabled people of the war in Afghanistan, ROOI "Perspektiva", various charitable foundations and others.

In Moscow, a number of organizations assist in the employment of disabled people: Social and Labor Rehabilitation of the Moscow Regional Public Organization; MIKO Public Association of Disabled People (Disabled Labor Exchange); OASIS Labor - Inform Rokk. Assistance in the employment of disabled people is provided by the Krasnodar Regional Public Organization of Disabled People "Voskhodzhdenie", which operates throughout Russia, but primarily in Krasnodar, Sochi and the Krasnodar Territory. This organization also promotes the formation of a positive attitude towards disabled people and informs disabled people through the media about conferences, newspaper publications, and the possibility of participating in NTK stories. In Moscow, there is an organization that has been

engaged in the employment of people with disabilities since 2003 - ROOI “Perspektiva”; it cooperates with the CSO “Yaroslavsky” Employment Center of the Central Administrative District, and a “Job Seekers Club” was created on the basis of this institution. ROOI “Perspektiva” provides consulting services to employers, establishes cooperation with various labor organizations, provides resume writing services to job seekers, provides consultations with them on key employment issues, and also cooperates with government and business structures.

In addition, a disabled person looking for a job can participate in special social programs, such as specialized job fairs, use the help of clubs for the disabled, which conduct master classes, trainings, consultations, meetings with public organizations and employers. A disabled person can attend seminars dedicated to the algorithm of finding a job.

With all the diversity and attempts at meticulous regulation of the work and employment of disabled people in Russia, an important problem is that many employers simply do not know how and in what capacity to consider people with disabilities. And also, how to conduct interviews with disabled people, how to evaluate their work, how to train them, and how, if necessary, to create special working conditions for them and carry out adaptation in the workplace. Also, many employment specialists do not know all the specifics of working with disabled people: how to build communication with them and evaluate their capabilities [1, p. 13].

In the Russian Federation, there is a prepared ground for the implementation of the legal framework aimed at improving the lives of people with disabilities, the required measures aimed at providing disabled people with additional guarantees of employment have been implemented. Based on this, social protection of people with disabilities and employment centers that facilitate the search for jobs for disabled people need to introduce innovative approaches in their work aimed at improving their activities. In order for the implementation of currently existing legal and by-laws to occur in a positive way, it is advisable to:

- extend the subsidy for employers (valid until the end of 2024) who hire disabled people in subsequent years to organize jobs, possibly even through a gradual increase in this subsidy or tax benefits [5, p. 144];

- in order to employ disabled people, oblige employers to annually review the vacancies of their enterprises in order to expand the priority professions of workers and employees, the mastery of which will give disabled people the greatest opportunity to find employment (for example, this would be appropriate for disabled people of the 2nd working group);

- in case of non-compliance with the quota conditions, it is advisable to provide for an exception in the legal norms employer from public procurement procedures, and also specify the amount of the fine depending not only on its status, but also on the size of the company (possibly on the amount of profit).

Thus, people with disabilities have serious barriers to employment, and they are often considered by employers as unskilled labor. However, it should be noted that as a result of the policy pursued in the field of disability, namely, legislative regulation, both the state and society should be equally interested in the successful integration of people with disabilities, their well-being in general and providing them with opportunities to realize themselves, in particular. Separately, I would like to note the fact that both the state and society, even from a purely economic standpoint, find it much more profitable and useful to have employed people with the status of disabled people - this way they become taxpayers who practically or completely do not need dependents.

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解决代孕母亲拒绝同意记录为已签订代孕协议的配偶（单身女性）所生孩子的父母这一不公平现象的法律途径

**LEGAL WAYS TO OVERCOME THE UNFAIR REFUSAL OF A SURROGATE MOTHER TO GIVE CONSENT TO RECORD AS PARENTS OF THE CHILD BORN TO HER BY THE SPOUSES (A SINGLE WOMAN) WHO HAVE CONCLUDED A SURROGATE MOTHERHOOD AGREEMENT**

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**摘要。**本文介绍了作者的观点，即如果代孕母亲不公平地拒绝给予已签订代孕协议的配偶（单身女性）所生孩子的父母同意，可以采用俄罗斯联邦立法规定的哪些法律手段。

**关键词：**法院、检察官、代孕母亲、同意优先权、潜在父母、单身遗传母亲、代孕合同。

**Abstract.** *The article presents the author's view on what legal methods provided for by the legislation of the Russian Federation can be used in the event of an unfair refusal by a surrogate mother to grant consent for the parents of a child born to her of spouses (single women) who have concluded a surrogacy agreement.*

**Keywords:** *court, prosecutor, surrogate mother, priority of consent, potential parents, single genetic mother, surrogacy contract.*

At the turn of the 20th and 21st centuries, in many foreign countries, as well as in Russia, the use of assisted reproductive technologies (hereinafter referred to as ART) has become widespread in order to overcome human infertility. For example, according to medical statistics in our country, on average, more than 25% of married couples have difficulties conceiving, carrying, and giving birth to children [1].

It should be borne in mind that these statistics do not include persons who are not in a registered marriage with each other, but also suffer from infertility [2, p, 23].

Unfortunately, we have to admit that the aforementioned sad statistics tend to increase in modern society, which makes its negative contribution to the already difficult demographic situation in our country. In this regard, the use of ART is aimed, first of all, at if not overcoming, then at least minimizing the listed problems. As is known, one of the forms of ART is the institution of surrogate motherhood, the legal regulation of which in the Russian Federation is carried out by several regulatory legal acts at once.

In particular, the concept of «surrogate motherhood» is enshrined by the legislator in Article 55 of the Federal Law of 21.11.2011 № 323-FZ «On the Fundamentals of Health Protection of Citizens in the Russian Federation» [3].

According to the said concept, surrogacy is the bearing and birth of a child (including premature birth) under a surrogacy agreement concluded between a surrogate mother (a woman bearing a fetus after the transfer of a donor embryo) and potential parents whose reproductive cells were used for fertilization, for whom bearing and giving birth to a child is impossible for medical reasons (hereinafter referred to as potential parents (genetic mother and genetic father) and who are married to each other, or a single woman whose reproductive cells were used for fertilization and for whom bearing and giving birth to a child is impossible for medical reasons (hereinafter referred to as a single genetic mother).

In addition, this same article of the said Law provides for requirements for a surrogate mother, as well as for potential parents, including a single genetic mother.

General rules for recording the origin of a child (children) from certain persons, including those carried and born in the process of surrogacy, are contained in the provisions of the Family Code of the Russian Federation [4] and the Federal Law of 15.11.1997 № 143-FZ «On Acts of Civil Status» (hereinafter referred to as Law № 143-FZ) [5].

Certain aspects of the institution of surrogacy are also regulated by the Decree of the Government of the Russian Federation of 31.05.2023 № 882 «On the establishment of potential parents as a genetic mother and genetic father, as well as a single woman as a genetic mother» [6] and the Order of the Ministry of Health of Russia dated 31.07.2020 № 803n «On the procedure for using assisted reproductive technologies, contraindications and restrictions on their use» [7].

At the same time, one of the most controversial legislative norms for the application of the said institution in Russia is the priority of the consent of the surrogate mother, provided for in paragraph two of clause 4 of Article 51 of the Family Code, so that potential parents or a single genetic mother who have entered into a

surrogacy agreement and given their consent in writing to the implantation of an embryo into another woman for the purpose of bearing and giving birth to a child, could be recorded as the parents of this child.

Developing this provision, the legislator in Part 5 of Article 16 of Law № 143-FZ provided that, during state registration of the birth of a child, at the request of the genetic parents or a single genetic mother, a document issued by a medical organization confirming the fact of receiving the consent of the surrogate mother to record the said persons as the parents of the child must be presented simultaneously with the document confirming the fact of the birth of the child.

The listed legislative provisions have caused and continue to cause an ambiguous reaction, both from practicing lawyers and among representatives of the scientific community. For the most part, these legal provisions are considered erroneous and also infringe on the legal rights of potential parents, including single genetic mothers.

For example, A.N. Tikhonov believes that the fate of an embryo genetically derived from genetic parents «is decided against their will, which contradicts the foundations of the rule of law» [8, p. 47].

According to N.A. Ivanova, it is better for children born as a result of surrogacy to live and be raised in the family of the persons who initiated the complex reproductive program of their birth, rather than in the family of the surrogate mother, which is alien to them. The said author believes that it is the customers of this program who should be recorded as the parents of the child (children) born by the surrogate mother, regardless of whether her consent has been received or not [9, p. 58].

M.I. Maleina adheres to the same position, arguing that «biological kinship is determined by genetic material, and not by the gestation of the embryo in the woman's body» [10, p. 99].

However, there are also opposing points of view, clearly supporting the approach of the legislator, who in this matter was guided by the principle enshrined in Roman law – «mater est quam gestation demonstrate» («the mother is determined by pregnancy») [11, p. 5].

It is argued that the purpose of the existing legal structure is to protect and ensure the rights of the surrogate mother, who, while carrying a child, spends her psycho-emotional and physical strength on it, her health, after all. It is the surrogate mother who determines the hormonal background and immune system of the child [12, p. 37].

Finally, during pregnancy, the surrogate mother may develop a maternal instinct [13, p. 33], as a result of which the transfer of the born child to potential parents (a single genetic mother) will be a deep emotional shock for her.

We will not now evaluate all the pros and cons of the priority of the surrogate mother's consent to record the potential parents (single genetic mother) as the

child's parents in the act of state registration of his birth, established in the law, but we will specifically note that the norm we are considering led to the fact that some surrogate mothers began to use it not always in good faith. As a rule, the dishonest nature of their behavior was manifested in the fact that they, under the threat of refusing to give the potential parents (single genetic mother) the said consent, demanded from them an increase in the fee for the provided «services» of surrogacy.

For example, as was established in one of the cases considered by the St. Petersburg City Court in 2017, the surrogate mother S. left the surrogacy program, changed the maternity hospital, and subsequently hid the birth of the twins from the potential parents F. At the same time, shortly before this, she communicated with F. and demanded from them an additional 750 thousand rubles for the birth of a second (initially unplanned) child and two months of paid spa treatment. Since the potential parents F. did not agree to her conditions, it was the surrogate mother S. who was registered by the civil registry office as the mother of the born twins [14, p. 69].

It is situations of this kind that are the argument of those researchers who talk about the need for legislative reform of the provisions of the second paragraph of clause 4 of Article 51 of the Family Code. In particular, there are frequent suggestions that it would be «fair to automatically register as the child's parents those who have used the services of a surrogate mother, and in the event of these persons refusing to take the child, to grant the surrogate mother the right to adopt the child» [15, p. 41].

However, we believe that such an approach is very simplified and somewhat one-sided, which does not allow for all the nuances and cases associated with surrogacy to be taken into account.

Therefore, we consider it possible to agree with the opinion of E.S. Mitryakova that even if the legislator deems it possible to give priority to potential parents when a child is born from a surrogate mother, in any case, the risky nature of the surrogacy agreement will not disappear for them.

For example, due to a threat to life and health, a surrogate mother may in principle refuse to continue carrying a child and terminate the pregnancy, then she will not be able to give consent to register the potential parents as the child's parents, since the child will not be born. And no legal provision will have the right to force her to do this. In addition, unfair actions during the surrogacy relationship and on the part of the potential parents (single genetic mother) cannot be ruled out [16, p. 12].

«Accordingly, it is extremely difficult for the legislator to adopt such a legal provision that would satisfy the interests of all parties to the surrogacy agreement». At the same time, we believe that the legislation of the Russian Federation still has enough legal instruments to overcome the unfair refusal of a surrogate



mother to issue consent to register the spouses (single woman) who have entered into the surrogacy agreement as the parents of her child.

In particular, despite the fairly clear and unequivocal interpretation of the content of paragraph two of clause 4 of Article 51 of the Family Code, the unconditional priority of a surrogate mother to be registered as the mother (parent) of the child born to her was questioned in the Resolution of the Plenum of the Supreme Court of the Russian Federation of 16.05.2017 № 16 «On the application of legislation by courts when considering cases related to establishing the origin of children» [17].

Thus, paragraph 31 of the said Resolution states that if the surrogate mother refuses to give consent to register the customers' child as parents, this circumstance cannot serve as an unconditional basis for refusing to satisfy the claim of these persons to recognize them as the child's parents and transfer him to them for upbringing. In this regard, courts are recommended not to limit themselves to a literal interpretation of the second paragraph of paragraph 4 of Article 51 of the Family Code when making decisions on such cases, but to be guided, first of all, by the interests of the child. In this regard, if disagreements arise with the surrogate mother, potential parents (single genetic mother) can be advised to go to court, especially if her actions contain signs of a bad faith nature.

In addition, it cannot be denied that the relevant agreement, the possibility of concluding which is expressly provided for by the legislation of the Russian Federation, is of considerable importance in regulating relations in the field of surrogacy.

And, despite the fact that there is still no consensus among the scientific community on the nature and content of the said agreement, we believe that this document can play the role of an effective legal mechanism for overcoming the unfair actions of a surrogate mother. In this regard, we can agree with the opinion of the judge of the Constitutional Court of the Russian Federation A.N. Kokorin that the risks of customers can be minimized by including the relevant provisions in the text of the agreement [18].

For example, if the expectant mother keeps the child, she will not receive compensation and will reimburse the customers for their expenses under the contract.

Finally, as most researchers note, the surrogacy contract is similar to a civil contract for the provision of services, under which, according to paragraph 2 of Article 782 of the Civil Code of the Russian Federation [19], the contractor may refuse to fulfill obligations at any time, but on the condition of full compensation for losses to the customer. Moreover, it is in this contract that all possible scenarios that may occur during its execution can be set out in sufficient detail in order to legally protect the interests of both parties as best as possible.



Taking into account the above, we believe it is possible to draw the following conclusions.

1. The priority of the surrogate mother to be registered as the mother of her child, as provided for in paragraph two of clause 4 of Article 51 of the Family Code, is not unconditional.

2. If disagreements arise between the surrogate mother and the potential parents (single genetic mother) within the framework of the surrogacy relationship, they can be settled in court. In this case, the court in each specific case should make a decision taking into account all the circumstances of the case, guided, first of all, by the interests of the born child.

3. The legal interests of the potential parents (single genetic mother) can be protected from unfair actions on the part of the surrogate mother by securing the necessary provisions in the surrogacy agreement.

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俄中音乐教育研究及其数字化  
**RUSSIAN-CHINESE RESEARCH  
IN THE FIELD OF MUSIC EDUCATION AND ITS  
DIGITALIZATION**

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注释。本文研究了俄罗斯和中国科学家对音乐教育问题的一系列研究；关注数字化与通过音乐作为一种艺术形式实现人与人和谐发展相关的各个方面。作者指出，中国和俄罗斯音乐教育历史上建立的体系的统一概念——在艺术教学和教育中依赖民族传统价值观。在新兴的科学研究范式框架内，提出了有前景的研究领域（人与数字音乐文化、数字音乐教育、数字音乐教育学）；提出了在数字化转型背景下制定音乐教育发展战略的想法。

关键词：中国、俄罗斯、音乐教育、科学研究、数字化、有前景的领域。

**Annotation.** *The article examines a number of studies by Russian and Chinese scientists on the problems of music education; attention is paid to individual aspects of digitalization in relation to the harmonious development of a person by means of music as an art form. The author notes the unifying concept of the historically established systems of Chinese and Russian music education - reliance on national traditional values in teaching and education through art. Within the framework of the emerging paradigm of scientific research, promising areas of research are proposed (man and digital music culture, digital music education, digital music pedagogy); the idea of developing a strategy for the development of music education in the context of digital transformation is put forward.*

**Keywords:** *China, Russia, music education, scientific research, digitalization, promising areas.*

At the present stage, scientific and educational cooperation between the People's Republic of China and the Russian Federation is carried out in various areas and is characterized by intensity, dynamism and diversity. A good example is the IV meeting of the Russian-Chinese Association of Universities of Culture and Arts within the framework of the International Congress "Universities of Culture

and Arts in International Humanitarian Cooperation: Dialogue of Cultures of Russia and China” (Moscow State Institute of Culture, October 17, 2024). It should be noted that at present, the said Association unites forty-four higher educational institutions of China and Russia with the aim of strengthening and expanding communication activities in the field of education and science, strengthening and developing professional, cultural and friendly ties.

Scientific research in the field of musical education of children and adolescents in China and Russia seems to be especially important and significant. In our countries, the educational potential of music as an art form has been known for a long time, has established centuries-old historical and cultural traditions, absorbs the spiritual potential and moral and aesthetic experience of previous generations, is based on the figurative specificity of different types of art and predetermines the harmonious and multifaceted development of the creative abilities of a growing person. Modern research conducted by Russian and Chinese scientists covers a wide range of studied problems of different levels of musical education. These are issues of the history and features of the development of the educational process, the education of culture and aesthetic ideals, the specifics of the axiological and multicultural approaches, the training of specialists in different types of musical art, the socio-cultural environment of training and education, etc. [4, 6, 9, 11, 13, 15, etc.].

In both Russia and China, unique traditions of understanding the nature and specifics of musical art are carefully maintained, passed on from generation to generation, considered indispensable in the formation of the foundations of intercultural interaction, responsibility and national self-awareness in children and young people, and remain potentially effective in the education of aesthetic feelings and moral qualities of the individual. One of the most important concepts that unites the established systems of Russian and Chinese music education is the reliance on national traditional values in teaching and upbringing through art. In this context, an interesting example is the study conducted in the field of the relationship between folk and classical in teaching vocal art in university music and pedagogical education with an emphasis on the importance of a music teacher as an “enlightener of musical culture” and “educator of patriotic feelings” [14, p. 22].

The views of young Chinese scientists on the state and development of music pedagogy and music education seem valuable and in demand [18]. The undertaken study is distinguished by its problematic - the determinacy of science and education, where special attention is paid to historical prerequisites, including “musical work” and the “educational role of music”, intelligence and discipline, culture and morality, issues of assessing the quality of music education and preserving its “Chinese specificity”, dynamism in development, etc. [18, pp. 255-256]. Theoretical consideration in the context of philosophy, history, psychology, aesthetics,

etc., didactic aspects taking into account age characteristics, conducting an International Comparative Study of Music Teacher Training (2003) and the need for close attention to the “aesthetic experiences” of students, “education of aesthetic perception”, etc. reveal music pedagogy and music education in the PRC from the position of preserving the traditional in intensive development [18, pp. 257-258].

As is known, digital technologies, rapidly and continuously developing, have a significant impact on the development of the younger generation, as well as on the historically established theoretical and methodological foundations of music teaching [16, 19, etc.]. One of the modern works states the main levels of application of digitalization in the system of modern music education in China, which involve providing access to the necessary information, “new means” of teaching and “storage of methods” for “increasing awareness, memory, thinking, etc.,” as well as for “unification into educational technologies,” including for “optimization of learning” by updating educational concepts, “restructuring educational processes,” etc. [17, p. 76]. Note that one of the levels of application of digitalization in music education implies the unification of information technologies and educational laws into the so-called “educational technologies,” and these technologies are designated as “(the unity of physical form and intellectual form)” [17, p. 76].

The focus of modern research in the Russian Federation remains on the pedagogy of art and its historical and cultural traditions, issues of digital transformation of education at all levels, including music, are becoming more relevant, scientific interest in studying the advantages and risks of digital technologies is significantly increasing, including in connection with the use of artificial intelligence in various creative activities, perception and cognition of music, pedagogical aspects of digital arts are actively being developed [1, 2, 5, 20]. The results obtained from the undertaken scientific research cause deep concern among scientists on many nuances of the use of the latest digital technologies in the music education process. For example, the obvious limitations of the formation of human musical thinking when using artificial intelligence technologies in teaching, which is due to the “predeterminedness” of program actions, imitation of development based on ready-made templates, without creating new meanings, etc. [7, p. 93].

With considerable resources of artificial intelligence technologies in reducing “routine tasks”, the availability of publicly available basic music lessons and on-line lectures, programs for generating melodies, wide possibilities for sound processing, “playing” timbres, etc., popularization of musical art in general, researchers indicate “streaming playback”, lack of novelty and replacement of creativity with compilations [8, p. 127]. Let us recall the intensive development, formation of the conceptual apparatus of generative art [10, pp. 26–27], which determines its active “inclusion” in the content of musical education, since colorful sound design, melodic sound range and voiced space, musical variations, etc. play an im-

portant role in the widespread dissemination of this type of art, especially among young people.

In the context of digitalization of Russian musical art and music education, the issue of the ethics of using artificial intelligence in the work of a musician (composer, arranger, performer, computer as a “designer”, “interpreter”, etc.) is becoming more relevant; the problem of authorship of musical works, compositions “from the digital” does not go unnoticed. In this regard, the problems of artistic meanings and aesthetic values of musical “creative works” from computer programs based on pre-created templates are becoming even more acute. However, the entire history of music as an art form is inextricably linked with the creativity of man himself, his inspired, voiced thought. Therefore, it is not surprising that a number of modern publications by Russian scientists talk about the “possible dehumanization of society”, the “instrumentalization” of human life [12, p. 101], the obvious “substitution” of culture and “cultural experience” [7, p. 93], the destructiveness of artificial intelligence technologies for creative industries and humanitarian education in general [3].

At present, the digitalization of music education in Russia and China, as well as in other areas of education in other countries, is unlikely to be reversible. It is safe to say that the scientific and pedagogical community has an adequate understanding of the broad possibilities and useful functions of digitalization, real and prospective threats to music education at different levels, obvious and hidden dangers to the harmonious development of children and adolescents with the dominant use of new technologies. At the same time, our countries maintain an invariably high status of historically established traditions of teaching and educating the growing young generation with music. To preserve and support the established traditions of music education in the context of dynamic digitalization, further research in three main areas seems necessary: Humanity and Digital Musical Culture; Digital music education; Digital music pedagogy.

Digitalization has radically changed the possibilities of human comprehension of world musical culture in all its uniqueness of eras and styles, types, genres and forms. The existing versatility of digital musical culture for a modern person is seen today not only and not so much as a blessing, when it comes to a limited musical horizon, absent musical taste and dubious priorities. Enrichment of musical experience with masterpieces of art and the search for adequate pedagogical means, including those based on “digital”, are among the most important scientific and pedagogical tasks. The problems of dissonant, “background music”, often with an aggressive impact on the emotional state of the younger generation, predetermine even more active scientific research in the field of digital musical literacy, the search for objective criteria for the reliability, correctness of information on classical and modern music and musicians available on the global network. In

continuation of the above, we emphasize that creative development and its digital analogue are fundamentally different, and a deep understanding of this difference is the key to the formation of a truly creative person in the space of digital musical culture.

In the field of digital music education, the range of priority research is extremely wide and diverse. Modern scientists will have to answer extremely important questions regarding a growing person, his present and future education, upbringing and development in music as an art form together with “digital”. It is logical to conduct scientific research in the field of the specifics of musical thinking, memory, etc., predetermined by the influence of digital technologies, only, and/or in combination with the use of traditional theoretical and methodological approaches in music education. It is necessary to find out how exactly such thinking, perception, etc. “from digital” fundamentally differs from the traditional, which, as a rule, is fully possessed by our older generation of musicians-teachers, performers in various types of art, professional musicians who received their education outside of digitalization.

It is difficult to exclude the importance of the appeal of Russian and Chinese scientists to the patterns and principles, the content of music education at all levels, optimal forms and methods, didactic concepts, including controversial aspects of developing digital music education. Conducting comprehensive, interdisciplinary and mono-, large-scale, local, exploratory and other studies in the future will significantly update the process of further development of the conceptual apparatus of digital music pedagogy, carry out a comparative analysis, and perhaps a deep rethinking from the fundamental positions of classical (traditional) pedagogy of art, including music. Upcoming scientific research will probably not ignore the categorical apparatus, the essence of the holistic music and pedagogical process, its logic and the necessary conditions for its construction, as well as axiological and methodological foundations based on established cultural and historical traditions, the dominance of universal spiritual values in the era of digital realities and changes.

The proposed main directions for modern and promising Russian-Chinese research in the field of digitalization of music education at different levels are not completely exhaustive, they can be significantly expanded and supplemented within the framework of the emerging paradigm of scientific research. The result of the research is a strategy for the development of music education in the context of digital transformation. The meetings of the Russian-Chinese Association of Universities of Culture and Arts within the framework of regularly held forums and other international scientific and practical events are seen as an open discussion platform for discussing the strategy.



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专业教师创造潜能的结构构成作为大学专业培训的内容基础  
**THE STRUCTURAL COMPONENT COMPOSITION OF THE  
CREATIVE POTENTIAL OF A PROFESSIONAL TEACHER AS  
A CONTENT BASIS FOR PROFESSIONAL TRAINING AT THE  
UNIVERSITY**

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**摘要。**本文分析了教师作为专业人士的创造潜力。基于阿卡梅罗学方法，得出了专业教师创造潜力的结构成分组成，由两个相互关联的子系统组成：“个人专业化”和“活动专业化”。在“个人专业化”子系统中，成分是未来专业人士的专业和个人素质、他的动机和价值准则；“活动专业化”子系统包括认知、调节和交流性质的个人能力，作为一组不断更新和倍增的资源。得出结论，需要在反映专业教师创造潜力结构成分的技术的基础上组织大学未来教师培训过程的内容，同时考虑到其专业活动的创造性范式作为个人类别。关键词：创造力、创造力、专业教师的创造潜力、考古学方法、个人的专业性、活动的专业性、专业教师创造潜力的结构和成分组成。

**Abstract.** *The article analyzes the creative potential of a teacher as a professional. Based on the acmeological approach, the structural-component composition of the creative potential of a professional teacher is derived, consisting of two interconnected subsystems: “professionalism of the individual” and “professionalism of activity”. In the subsystem “professionalism of the individual”, the components are the professional and personal qualities of the future professional, his motivational and value guidelines; the subsystem “professionalism of activity” includes personal abilities of a cognitive, regulatory and communicative nature as a set of constantly renewable and multiplied resources. A conclusion is made about the need to organize the content of the process of training a future teacher in a university on the basis of a technology that reflects the structural-component composition of the creative potential of a professional teacher, taking into account the creative paradigm of his professional activity as a personal category. Key words: creativity, creativity, creative potential of a professional teacher, acmeological approach, professionalism of the individual, professionalism of the activity, structural and component composition of the creative potential of a professional teacher.*

Modern challenges of a rapidly changing reality force us to pay closer attention to improving the quality of training of professional specialists in the field of education. Numerous attempts to modernize higher professional pedagogical education are ultimately aimed at achieving the most important goal - to prepare a future qualified specialist as a highly professional person.

In the process of university training, the formation of the personality of the future teacher as a professional is carried out in the context of educational and professional activity - a specific type of activity, the content of which is determined by the model of future professional activity [1, p. 258]. At the same time, the content of educational and professional activity changes along with the personal growth of the student: the development of his personality stimulates the transformation of educational and professional activity, bringing it to a new qualitative level, which, in turn, leads to further development of the personality [1, p. 56]. It follows that when studying the issue of professional training of a future teacher, it is necessary to take into account: 1) the specifics of professional activity and 2) the personal model of the future specialist.

The specifics of the professional activity of a teacher is determined by the fact that this is an activity, firstly, pedagogical, and, secondly, creative, since “pedagogical work is not and cannot be uncreative” [2, p. 53]. Creativity as a defining characteristic of professional and pedagogical activity is an obligatory filling of all components of the professional competence of the future teacher, a necessary condition for the formation of his personality. Creative activity can be successfully realized only by a person with creative potential.

The technology for developing creative potential in the context of educational and professional activity should be built taking into account the substantive filling of the structural-component composition of this phenomenon. For a detailed description of its content, it is advisable, in our opinion, to use the acmeological approach, since with its help it is possible to carry out an adequate analysis of the creative potential of the future teacher precisely as a professional. From the acmeological position, professional activity is considered as a personal category in the creative paradigm, as a creative process and a result of creative activity [3, p. 217]. The presence in this definition of such concepts as “creativity” and “creativity” requires some clarity in the application of these terms. In modern science, a number of authors suggest clearly differentiating them, while other researchers consider them synonymous, without clear boundaries. In our opinion, the concepts of “creativity” and “creativity” are not synonymous, but have points of intersection. The result of this intersection are such common features as novelty, originality and uniqueness of the result, its value and significance. At the same time, “creativity” is a relatively stable characteristic of the individual, since it provides creative work with manufacturability, the possibility of conscious reproduction of acts of novelty

and uniqueness of the creative product [4]. The interdependence of creativity and creativity is also manifested in the fact that the latter is defined as “creativity”, i.e. the creative potential of a person, as a certain special property (stable feature) of a human individual, which determines the ability to demonstrate socially significant creative activity [5, p. 4]. Creativity as a personality characteristic reflects individual creative productivity in the unity of motivational and intellectual components, humanistic orientation and their integrity [4]. N.I. Dubina also notes the presence of moments of transformation, significance and evaluation in them as points of intersection of creativity and creativity. “The difference is manifested only in the fact,” the author writes, “that in creativity they concern the subject himself, his system of knowledge and values, and in creativity - also a certain part of the system of socio-cultural relations, norms, values, knowledge, modes of action” [5, p. 59]. The manifestation of creativity presupposes the inevitable activation of the creative abilities of the individual. At the same time, the development of creativity does not necessarily mean achieving the level of creativity at the socio-cultural level, since creativity itself, as understood by individual researchers, manifests itself at different levels (little-c creativity, small-c creativity, pro-c creativity, big-C creativity). In the framework of this study, we will assume that in the process of revealing creative potential, creativity acts as the ability of an individual to create.

Based on the acmeological approach to understanding the structural and component composition of the creative potential of a future professional as a “system of constantly renewable and multiplying resources” [3, p. 226], we come to the conclusion that it consists of two interconnected substructures: the “professionalism of the individual” subsystem and the “professionalism of activity” subsystem.

The “professionalism of the individual” subsystem includes a high level of professionally important or personal-business qualities, an adequate level of aspirations, a motivational sphere and value orientations aimed at progressive development. This subsystem is formed primarily in the process and as a result of the development and enrichment of such complex personal abilities as intelligence and creativity.

The subsystem “professionalism of activity” reflects high professional qualifications and competence based on a variety of effective professional skills and abilities to solve creative professional problems, possession of modern algorithms and methods of implementing professional activities at a stable and productive level [6, p. 227]. In the structure of professional skills and abilities, three main inextricably linked components are distinguished, including a set of knowledge, skills and abilities: 1) cognitive, implementing the functions of cognition; 2) regulatory, ensuring the regulation of activity and behavior; 3) communicative, formed and realized in the process of human communication with other people.

Studying the issues of developing the creative potential of first-year students, A.A. Perevalova comes to the conclusion that “the criteria for the formation of the creative potential of an individual are creative thinking, cognitive independence (the need and ability to acquire new knowledge, independently master the methods of cognitive activity, improve them and creatively apply them to solve problems) and cognitive interest (positive-emotional orientation towards the knowledge of facts and phenomena of reality)” [7, p. 12]. This conclusion basically echoes the version of the structural-component composition of the creative potential of a professional presented by us in the part where creative thinking is a fusion of intelligence and creativity, cognitive independence and cognitive interest are, respectively, the regulatory and cognitive components, integrated with the personal qualities of the value-motivational sphere. However, we consider it necessary (see above) to include a communicative component in the structure of the creative potential of a future teacher, since his professional activity pertains to the classes of “person-person”, “person-group or collective” and “person-large social groups” [6, p. 112]. The conducted analysis of the structural-component composition of the creative potential of a future professional teacher allows us to define it as an integrative quality of the personality, including intellectual-creative, cognitive, regulatory and communicative abilities, constantly replenished and developed on the basis of improving value-motivational guidelines and professionally significant personal qualities in order to increase the efficiency and productivity of the process of solving professional problems. The structural-component composition of the creative potential of a professional teacher is presented schematically below (see Table 1).

**Table 1**  
*Structural and component composition of the creative potential of a professional teacher*

<b>CREATIVE POTENTIAL OF A PROFESSIONAL TEACHER</b>			
<b>Personal professionalism</b>	<b>Professionalism of activity</b>		
	<b>Cognitive component</b>	<b>Regulatory component</b>	<b>Communicative component</b>
Professionally important/personal-business qualities Value-motivational sphere	A system of knowledge that allows performing professional activities with high productivity (creatively)	Skills and abilities as the materialization of professional knowledge for creative solution of professional problems	Knowledge, skills and abilities of effective communication, mastery of various strategies and methods of pedagogical communication

Personal abilities			
Intelligence, creativity, imagination, memory, attention, will, etc.	Cognitive (creatively obtain knowledge)	Procedural and technological (creative problem solving)	Speech/Verbal and Non-Verbal

The presented understanding of the structural and component composition of the creative potential of the future teacher can further become the basis for a more detailed description of the content of its components and the identification of the repertoire of target learning objects, as well as the development of a technology to achieve the set goals aimed at the formation and development of the corresponding components of the creative potential of future specialists. For example, studying the content of the components of the “personal professionalism” subsystem, we can identify a whole block of personal qualities subject to development. Their repertoire is characterized by great diversity and its description is quite widely presented in the literature. The most characteristic and indicative are the following qualities of a creative personality: 1) high self-motivation in activity, the ability to stimulate one’s creative activity; 2) a special style of thinking: creative thinking, which is characterized by such properties as flexibility, criticality, originality, divergence, combinatoriality; 3) sensitivity to problems: the ability to recognize problems, question the familiar, explore new possibilities, generate and develop ideas; 4) developed emotional intelligence: the ability to manage one’s mental, emotional state, etc. The technology for developing these qualities and abilities should become an integral component of the content of educational and professional activities.

The development of the creative potential of a future teacher during training at a pedagogical university should occur and, undoubtedly, occurs at different levels and in different forms. The quality of this process depends on many psychological and pedagogical factors in the organization of the educational process. In the psychological aspect, the most important factor is the creation of a climate favorable for creativity within the educational space, ensuring the formation of a “semantic attitude towards creativity” [8, p. 423]. Pedagogical factors include, first of all, the level of training of the teaching staff, their professional readiness to implement a creative approach in class and extracurricular activities, the quality of programs in terms of their content, interconnectedness and complementarity in relation to the filling of the intellectual and creative component of education, the development and introduction into the educational process of special methods and technologies that would, on the one hand, develop the necessary professionally significant qualities and abilities of the students’ personality, and on the other hand, would be aimed at teaching them to use a variety of didactic tools for self-development with a focus on their own professional goals and objectives.

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非语言大学本科生和研究生独立研究活动的现代组织方法

**MODERN APPROACHES TO THE ORGANIZATION OF  
INDEPENDENT RESEARCH ACTIVITIES OF UNDERGRADUATE  
AND GRADUATE STUDENTS IN NON-LANGUAGE UNIVERSITIES**

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注：在外语教学中，教师组织非语言专业学生进行独立研究活动的目的是培养以专业为导向的交际能力。现代信息技术的引入增强了教育过程的积极性和主动性，从而产生了积极的学习成果。

关键词：独立工作、以专业为导向的交际方法、信息技术、学生的研究活动。

**Annotation.** *The teacher's role in organizing independent research activities for students of non-language specialties during foreign language instruction is aimed at fostering professionally-oriented communicative competence. The introduction of modern information technologies enhances motivation and the active aspect of the educational process, leading to positive learning outcomes.*

**Keywords:** *independent work, professionally-oriented communicative approach, information technologies, research activity of students.*

The transition to a post-industrial society and an innovation-driven economy requires changes in the system for training future specialists. The innovative essence of education includes the development of technologies, the formation of adaptability and various forms of interaction in social life. Educational standards emphasize the development of foreign language communicative competence through practices and projects that support virtual mobility and align with the global strategy for effectively integrating ICT and online educational resources.

International educational organizations and programs highlight some priorities such as: open access educational resources for virtual environments where learners could share content and collaborate across universities; integrating traditional courses with access to virtual learning resources and online communities; facilitating mobility for learning purposes as well as intercultural exchange of students; transforming learning through innovative use of technology (ICT standards for teaching and learning); integrating the use of ICTs in the teaching and learning of foreign languages (ICT standards for teaching and learning).



The evolution and diversity of digital tools, the generalization of foreign language teaching to specialists in other disciplines in higher education, and the need to prepare students for lifelong - and often independent - learning have led to the creation of methods that aim to simultaneously teach study skills and develop language skills. New learning spaces (equipped classrooms, resource centers, platforms, etc.) are being created using the co-design of information and communication technologies and knowledge about cognition, learning and self-learning.

Modern foreign language learning and teaching can no longer be imagined without information and communication technologies. Computer and multimedia resources are indispensable tools for solving new didactic tasks. They are integrated into different contexts (self-study, distance learning, multimedia laboratory or traditional classroom).

The student, more motivated by this interactive environment, must at the same time master the methodology and knowledge of how to navigate information and communication networks that include searching for resources, performing tasks, and creating documents. Thus, the teacher becomes a guide and mediator who accompanies the learner in the research and takes an active part in both the creation and evaluation of the realized work.

According to P. Benson, "Every learner has the seeds of autonomy, and in an institutional environment, the teacher must help them germinate." [1]. Voller R. identifies two categories of support for the development of learner autonomy in language learning: technical support and psychosocial support of the learner by the teacher [2].

Technical support includes:

- 1) analysis of the student's needs, development of short- and medium-term goals, planning, selection of materials and resources, and organization of interaction;
- 2) assessment support (initial assessment, progress assessment, self-assessment and peer review);
- 3) encouragement to think about language and learning.

Psychosocial support consists of:

- 1) the teacher's personal qualities (attentiveness, patience, kindness, tolerance, empathy, openness, neutrality, etc.);
- 2) his ability to motivate students through encouragement, support, help to overcome difficulties, accessibility and control. But only practice allows the learner to develop his autonomy in learning a foreign language.

The success of modern specialist's activity depends on establishing and establishing friendly business partnership relations. In order to be effective, the staff of companies need to know the language with the help of which information, ideas and knowledge are exchanged. The same applies to the inter-national interaction in the field of science, which takes place mainly in a foreign language.

All the above-mentioned facts indicate the necessity of training future specialists in business and professional foreign language.

Types of business and professional communication are distinguished by the way of information exchange - oral and written. In direct (oral) contact and direct conversation, verbal and non-verbal communication are of the greatest importance. Conversation or messaging by telephone are the most common forms of communication, they are distinguished by direct contact and a wide variety of ways of communication, which allows you to easily combine business (formal) and personal (informal) parts of any message.

Written types of business and professional communication are service documents: internal documents or letters sent outside the institution. They should be written in good language and all proper names should be transmitted without mistakes. Here literacy plays a decisive role. When teaching business and professional foreign language at the State University of Education, we pay attention to familiarizing students with the rules of business documents and writing letters in a foreign language, taking into account the modern needs of business correspondence in the global world.

Due to the fact that modernity imposes increasingly high requirements for practical knowledge of a foreign language in everyday communication and professional sphere, one of the tasks in teaching a foreign language is to develop students' skills for working with original foreign-language literature in their specialty, and, in particular, the development of skills of abstracting and writing reviews.

It is especially important to develop the skills of abstracting in a foreign language at the stage of language teaching at the Master's level. In the daily practice of many specialists, there is a constant need for oral or written summarization in their native language of foreign-language materials containing valuable information. It is also widespread practice to publish scientific articles in journals and thematic collections in the native language with an abstract of their main content in another language. Therefore, one of the tasks of foreign language teaching in non-core master's degree program is the formation of skills to work with original foreign-language literature on specialty.

The purpose of abstracting is the ability to analyze different points of view, phenomena, facts and events. The purpose of the abstract is the prompt and systematic presentation of relevant scientific and technical information in a rolled-up form on the basis of its semantic processing. The abstract should summarize the main information contained in the primary publication. It should be composed in such a way that in an optimally short time it would be possible to draw from it the basic and essential information on the issue of interest. It should be remembered that the importance of abstracting is given to the systematization and classification of the collected material. It is necessary to set out the material in the text in chronological sequence, trying to reveal the main idea of this or that issue. [3]

The process of writing an abstract involves an independent search for material. It is necessary to teach students ethical methods of working with materials from the Internet and the correct indication of references to the sources used. Students should learn that in essays, term papers, theses and dissertations, in other scientific essays it is not allowed to use quotations without references to the author and his work.

Equally important is teaching students oral presentation skills. As preparation for effective presentation of their professional skills in a foreign language, such tasks as writing reports on topics of interest to students within their specialty and their defense, and in Master's programs - a summary of the content of their Master's thesis are offered. The oral presentation is accompanied by the demonstration of slides of a presentation made by students in a foreign language.

Students, discussing the abstracts of their comrades, prepared on the materials of foreign publications, with increased activity compare approaches to the treatment of diseases in foreign and domestic medical practice. In the course of work, students are given the opportunity to realize the purpose of conducting such forms of learning activities. The students are tasked to learn business communication in a foreign language, to lead a discussion on a given topic, to expand on the basis of knowledge gained professional outlook, to find independent solutions in new situations of communication.

The effectiveness of practical classes depends on the activation of independent activity of students, on the correct relationship between individual and group forms of work. Students should not only learn a certain amount of knowledge, but also learn to acquire it independently. These two sides of the educational process are closely related. Cognitive independence is developed with deep and meaningful assimilation of the basics of science, mastering the skills of working with books and applying the knowledge gained in practical activities. The correctness of statements, of course, depends on the strength of the students' acquired knowledge of medicine in their native language. If the knowledge is insufficient, there is a need for independent replenishment of knowledge in the professional branch.

The application of independent work skills in practice allows to increase the efficiency of learning, as it allows the student to master the educational material at a convenient time, helps to learn to use a variety of educational literature and computer technologies for learning a foreign language. Ultimately, the acquired skills of independent learning activities help the learner to continue his/her language education in the sphere of professional activity after graduation.

Thus, the choice of tasks for independent work in teaching a foreign language has a pragmatic orientation and is conditioned by taking into account the personal and professional interests and needs of students.

During independent preparation for foreign language classes and to perform various tasks, students are obliged to use materials of specialized foreign-language websites where thematic articles are published and discussions of topical issues of modern science are held. Students should search for such websites by keywords using electronic search engines (Google, Yandex, Rambler, Aport, etc.).

Effective organization of independent work in teaching business and professional language with the use of modern technologies can create conditions not only for improving learning quality but also for developing professionally important qualities such as creativity, independence, and proactivity in students, i.e. to promote the formation and development of professional competence. Our proposed educational technologies are aimed at teaching students to work independently and independently, as it is independence that enables them to successfully adapt to any work related to rapidly changing technologies. The foreign language teacher has a task to teach students the skills of independent work to improve their language skills.

Independent work, especially with the use of personal computers and Internet resources, contributes to the deepening and expansion of knowledge both in the field of foreign language and in the professional sphere. It expands the general erudition of students, helps to form an interest in cognitive activity, contributes to mastering the techniques of cognitive process and the development of cognitive abilities. That is why independent work with the use of modern technologies becomes the leading means of increasing the effectiveness of training of modern specialists both at the undergraduate and graduate levels.

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学龄前阶段：识别和开发儿童天赋潜能的方法

**PRESCHOOL STAGE: AN APPROACH TO IDENTIFYING AND  
DEVELOPING A CHILD'S GIFTEDNESS POTENTIAL**

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**摘要。**本文介绍了创建一种工具来识别、保存和开发具有战略重要性的资源——人类天赋的想法和方法。作者的研究基于公元前 8 世纪至今的“天赋”现象，以及对其诊断方法的回顾性分析，这些方法随着对天赋的认识的深化而不断发展。重点是学龄前教育阶段——这是儿童人格各个领域的总体发展最为敏感的阶段，也是揭示其自然的、即遗传决定的天赋潜力的希望所在。

**关键词：**天赋、学龄前阶段、天赋潜力、诊断、监测、识别和开发天赋潜力的工具、分区教育环境。

**Abstract.** *The article presents the idea and approach to creating a tool for identifying, preserving and developing a strategically important resource - human giftedness. The authors base their research on the phenomenon of “giftedness” from the 8th century BC to the present day, as well as on a retrospective analysis of its diagnostic methods, which have been inextricably evolving as ideas about giftedness deepened. The emphasis is on the preschool educational stage - the most sensitive in terms of the general development of all areas of the child’s personality, and promising in terms of revealing his natural, i.e. genetically determined potential for giftedness.*

**Keywords:** *Giftedness, preschool stage, giftedness potential, diagnostics, monitoring, tool for identifying and developing giftedness potential, zoned educational environment.*

For centuries, the search for methods for identifying, preserving and developing human giftedness has remained one of the priority tasks of the state. The relevance of the problem of giftedness, according to V. Stern, is that it can reveal the potential of giftedness and stop the painful death of talents [Stern, 1997]. The

task of cultivating giftedness, starting from its sources - genetic inclinations - is feasible only if we understand the ontogenetic path of its development, which is inextricably linked with progress in understanding the phenomenon of giftedness and the formation of methods for its definition and development. Methods for diagnosing giftedness appeared already in antiquity (8th century BC) and developed as the understanding of the phenomenon of “giftedness” deepened. Taking into account this dependence, it is important to imagine the genesis of the concept of “giftedness”, the transformation of ideas about it. Due to the limited volume of the article, we refer the inquisitive reader to our monograph and review on these issues [Mazunova, Gubaydullin, 2017; Mazunova, Chernova, 2021], and here we will present a modern understanding of this phenomenon, expressed in several definitions of varying degrees of development: Giftedness is...

- the result of the most complete materialization of successful ontogenesis, i.e. a favorably developed genetic program for the individual development of a person endowed with a biologically healthy brain [Mazunova, Gubaydullin, 2017];

- a qualitatively unique combination of abilities, which are based on natural inclinations developed in activity, on which the possibility of achieving greater success in performing a particular activity depends” [Teplov, 1982];

- “a systemic quality of the psyche that develops throughout life, which determines a person’s ability to achieve higher, outstanding results in one or more types of activity in comparison with other people” [Bogoyavlenskaya, 2003]; - three-ring model: a combination of above-average intelligence, increased motivation and creativity, fueled by erudition (knowledge based on experience) and a favorable environment [Renzulli, Rais, 1997].

In fact, the four definitions of *giftedness* given contain all of its basic structural elements - *genetic* (internal condition - *intelligence, creativity, motivation*), *activity* (personality activity), the environment surrounding the person (external condition).

Generalizing the experience of our understanding of *giftedness* allows us to present it as a systemic-dynamic quality of the psyche, arising on the basis of natural inclinations and inclinations in favorable conditions for the individual’s interaction with the environment, in a freely chosen activity adequate to the natural interests of this individual. At the external level, giftedness is manifested in the specifics and results of the activity carried out by the individual and its products.

Giftedness as a quality of the psyche includes in its dynamic system an individually formed combination of 1) personal properties (character traits, behavior), 2) cognitive and emotional-motivational processes, 3) mental qualities (temperament, intelligence), 4) mental states (the peculiarity of the course of mental processes or the background against which a person’s mental activity occurs).

The most significant result of the review on the problem of giftedness was the conclusion that the existing attitude to *diagnosing the giftedness of a preschooler*

(PS) should be *reoriented to identifying its potential* in the form of inclinations and interest, which is due to the absence of this very giftedness in preschool children. In this regard, a fundamentally new attitude arises - to identify, preserve and carefully develop the potential of giftedness, which every child with a healthy brain is endowed with by nature, but which is most often hidden or weakly manifested and fades away due to lack of demand.

The results of research by a number of foreign and domestic scientists (J. Guilford, E.P. Torrance, F. Monks, A. Tannebaum, A.M. Matyushkin, N.S. Leites, D.B. Bogoyavlenskaya, A.I. Savenkova, etc.) have made a significant contribution to the development of methods for diagnosing *giftedness*, as well as to solving important problems associated with it. We described this complex path and results in a retrospective review of methods for diagnosing *giftedness* [Chernova, 2024], which helped us, firstly, to trace the process of the emergence and development of diagnostic methods, secondly, to identify the mechanism of this process, thirdly, to assess the contribution of each era and each researcher to this process, and fourthly, to see the prospects for further development of tools for identifying this most mysterious human ability. Let us first note that the path of development of *giftedness* diagnostic methods, which is inextricably linked with a deeper understanding of the diagnostic object itself, *giftedness*, was and remains difficult due to a) the complexity and ambiguity of the interpretation of giftedness, which does not provide the researcher with a clear algorithm for identifying it, b) the absence of a unified system for assessing the core of its understanding, c) the need to take into account variations in its individual manifestations in direct types of activity, of which there are many and in which giftedness is realized, d) failure to take into account factors influencing the subject of the diagnostic situation itself, etc. Let us note that the latter factor has a very serious impact on the diagnostic results, especially in childhood, which has been associated with the problem of *preserving giftedness* since ancient times [Plato, 1971].

Due to limitations in the volume of the article, we will focus on some of the results of the retrospective review of the emergence and development of tools for determining giftedness [Chernova, 2024].

1. The first idea of giftedness (talent, genius) as a *divine gift* gives rise to a guess about the need to observe and nurture this divine gift. Today this is an obvious truth: only by observing and noting a person's interest (motivation) in a certain activity, highlighting the uniqueness of the methods he uses to carry it out and the value of the products obtained in this way, can we talk about the type and scale of a person's giftedness.

2. Considering giftedness as an indicator of the qualitative characteristics of the human psyche opens the way to the development of methods for *assessing giftedness by physiological characteristics*. Today, such methods are used in the



study of physiological differences in human inclinations, the features of the functioning of higher nervous activity. The famous Russian neurophysiologist S.V. Savelyev put forward a hypothesis about the possibility of determining *potential giftedness in newborns* using *tomography of brain zones*: zones with an increased number of neurons (relative to their norm) can serve as an indicator of a certain type of giftedness [Savelyev, 2016].

3. The expansion of ideas about giftedness as a result of hereditary factors brings to the forefront the *mathematical methods of variation statistics and factor analysis*, which becomes the basis for scientific evidence of giftedness research, and also contributes to the mass nature of their implementation.

4. The next step, associated with determining the level of intelligence as the leading sign of giftedness, opened the way to *test methods* for determining giftedness, which was reflected in the identification of other important characteristics of giftedness - *creativity and motivation*.

5. The subsequent understanding of giftedness as a dynamic structure marks the transition from selection methods based on giftedness characteristics to methods of diagnosing their development. Giftedness as a characteristic developing throughout life cannot be fixed at a certain moment. It is possible to catch only the signs of its manifestation. This approach allows continuing to improve the inclinations laid down by nature, observing and noting their dynamics, which is actually an indication of the importance and *necessity of combining the processes of constant observation, monitoring*, with the continuous development of the inclinations (potential) of giftedness.

The methods of giftedness diagnostics that exist today, based on different concepts of its understanding, focus on individual aspects of giftedness, but do not provide a clearly defined algorithm that would cover all its aspects and take into account the dynamism of these processes. It is possible that, in relation to the pre-school stage that interests us, *such a method does not exist*, due to the complexity and multifaceted nature of the *giftedness* phenomenon itself and its presence in potential - inclinations that are developing very dynamically. The factors that can stimulate the manifestation of these inclinations, the determinants of future giftedness, are also not uniform. The education system today has adopted a competitive method of selecting gifted children and youth based on the results of thematic competitions and olympiads. In most cases, those who have strong motivational support from parents, teachers, and lecturers focused on the result become “gifted”. This approach to identifying giftedness leaves behind those who have great potential, but at the same time they are unlucky with proactive mentors or lack their own active position. Diagnostics of giftedness in *direct activity*, and not in *competitive competitions* would allow us to see those who have a pronounced interest in the process of activity itself, regardless of its result.



*The universalism* of the currently proposed test methods for diagnosing giftedness does not take into account the uniqueness of the pattern of its manifestations in each individual. Giftedness is always a special *individuality*. The test system “for everyone” or the Olympiad does not take into account the personal characteristics of the child, his mental processes, qualities, states. The existing system of assessing giftedness, for the most part, is built without taking into account the factor of influence of the diagnostic situation itself. The person being diagnosed is aware that he is subjected to special tests, be it participation in a competition or answers to test tasks. The observer effect noted in quantum physics is also relevant in this case: the testing procedure inevitably affects the person being tested and changes his emotional and mental state, the expert tester also has a significant impact on the course and results of the procedure, which leads to their distortion [Politova, 2022].

Therefore, the refusal to use stress-inducing tools, which is any procedure for diagnosing a child, and the use of monitoring - *long-term observation of the child's free activity in conditions as close as possible to the conditions of his natural functioning, and not a search for giftedness that is not yet present in the child, but the identification, preservation and careful development of the genetically determined potential of giftedness* of a preschool child - are the most important strategic task of the modern theory and practice of determining GD.

Many years of experience working with a student audience, conversations with unsuccessful students who by chance and not by vocation ended up at the Faculty of Foreign Languages, prompted us to turn to the preschool stage in order to understand why people do not follow their natural interest in a certain type of activity, coming from within, from their own internal needs and opportunities, which wise nature provides each person with to realize this need. A hypothesis was formed that the development of a child on the basis of his *natural interest* with the help of playful creative activity corresponding to this interest, will develop his natural (genetic) inclinations for this type of activity, and externally and internally stimulated interest in this type of activity will lead to the fact that this activity will become his urgent need. This will allow the child, maturing and demonstrating success in the identified area of activity of his interest and motivation, *consciously and decisively defend his right to engage in an interesting and feasible activity for him*.

*The hypothesis and approach* as a certain visible outline of the idea's implementation, supported by a comprehensive study of the phenomenon of giftedness and *methods of its diagnosis, determined the choice of an object*, the modification of which made it possible to realize the set goal - the creation of a tool for revealing the natural inclination and interest of a child in a certain type of activity as a basis for the development of the genetic potential of the GD.

Such an object was the “*educational environment*” (EE), interpreted by the Federal State Educational Standard of preschool education as “a set of conditions purposefully created in order to ensure the full-fledged education and development of children” [FSES, 2023]. The characteristics of the EE, such as plasticity, variability, polyfunctionality, the ability to widely cover diverse elements with the possibility of their modification [Laktionova, elec. res.] determined its choice as an object of modification for subsequent use as an adequate tool for achieving the set goal. The transformation of the educational environment into a target tool for revealing the potential of educational activities was carried out by transforming its basic characteristic - the *developing subject-spatial environment* (DSSE) into specific *game, developing subject-cognitive zones* (DSCZ).

The procedure for transforming the DSSE into the DSCC consists in the fact that the 7 zones of the latter, DSCC, are modeled in accordance with five basic models and the corresponding spheres of human activity - “Man-Man” (communication, communication, sports, physical education), “Man-Signs” (language, literature, mathematics), “Man-Nature” (animals, plants, natural phenomena, ocean, space), “Man-Technology” (design, modeling, programming), “Man-Art” (drawing, music, theatrical performance, manual labor).

The activities of children placed sequentially in the subject-spatial environment of each of the seven zones-spheres - 1) Mathematics. Technology, 2) Humanities, 3) Arts, 4) Communication, 5) Physical Education. Sports, 6) Nature. Natural Science, 7) Housework. Self-service [Savenkov, 2000] – observation (monitoring) of their behavior, ways of performing actions and activities in them, interaction of each child with resource material of the zone, as well as with each other in team play, emotions displayed – all this is the subject of close observation of teachers, recorded in special protocol forms. Based on the analysis of a large material of observations of teachers on the manifestations of the child in a series of classes held in each of the seven specified spheres-zones throughout the entire academic year, as well as on the basis of analysis of the products of creative activity of children in these zones, the inclinations and natural interest of each child are determined. This completes the first stage of the work – determination of the natural interest, inclinations and inclinations of each child. The large database obtained at this stage, which allows determining the dominant interest of each child in one of the basic types of human activity, is the basis for uniting children with similar inclinations and interests into a single community.

The second stage of the work is built in 7 *mini-communities of children* united by common interests. The goal of this stage is to preserve and develop the gifted potential of each child identified at the first stage of the work through children’s project-research activities within the framework of the area to which the child has shown an inclination, has an increased interest in it and which has already become a stable need for some children in each of the seven mini-communities.

Thus, the educational environment, transformed into seven zones-spheres of human activity, modified taking into account the age characteristics of preschoolers and filled with game subject-activity-cognitive content of the project-research type corresponding to these spheres, has turned into a nature-consistent tool that provides each child with psychologically comfortable conditions, freedom of choice of a subject-activity environment (zone) that is interesting to him and corresponds to his capabilities. It is these conditions that motivate the child to active creative activity, to reveal his true, natural potential, and the teacher is given the opportunity to latently, according to the principle of “help the child cope with the task himself”, to manage this process, observing and recording free, natural manifestations of behavior, emotions and results of each child’s activity.

This tool was developed over 5 years (2020-2024), tested in MADOU No. 400 in Perm and continues to be successfully used in its four kindergartens.

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项目式学习在学科教学中的应用研究  
**RESEARCH ON THE APPLICATION OF PROJECT-BASED  
LEARNING IN SUBJECT TEACHING**

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**摘要.** 项目式学习作为一种以学生为中心的教学方式,近年来在教育领域受到广泛关注。本文探讨了项目式学习的内涵、特点及其在学科教学中的应用价值,并结合具体案例分析了项目式学习的设计与实施策略,以期为学科教学改革提供参考。

**关键词:** 项目式学习; 学科教学; 应用研究。

**Abstract.** *As a student-centered teaching method, project-based learning has received extensive attention in the field of education in recent years. This paper explores the connotation, characteristics and application value of project-based learning in subject teaching, and analyzes the design and implementation strategies of project-based learning based on specific cases, in order to provide a reference for subject teaching reform.*

**Keywords:** *project-based learning; subject teaching; applied research.*

### **1. The connotation and characteristics of project-based learning**

The concept of project-based learning originated from abroad. Some scholars have analyzed it from the perspective of teaching and believe that project-based learning is a new teaching method. It is student-centered and allows students to start from various problems in real life and conduct open and long-term exploration activities around real and complex topics through group cooperation<sup>[1]</sup>. Project-based learning has the following characteristics:

#### **1.1 Student-centered**

Students are the main body of learning, and teachers are the guides and supporters of learning. Teachers change from imparting knowledge to facilitators and collaborators of student learning, providing students with necessary resources and support, and guiding students to explore and learn independently.

### **1.2 Real Situation**

The project content is closely related to students' life experience and social reality. Project-based learning emphasizes placing learning in real situations, allowing students to face real problems and challenges, thereby stimulating students' learning interest and motivation, and promoting their understanding and application of knowledge.

### **1.3 Problem-driven**

The project is centered around a core question that guides students to explore in depth. Driving questions are usually open-ended, complex, and have no single correct answer, which can lead students to critical thinking, problem solving, and creative thinking.

### **1.4 Collaborative Learning**

Students work in groups to complete projects and solve problems together. Project-based learning emphasizes teamwork. Students need to work together, communicate, and make joint decisions in groups, thereby cultivating their teamwork spirit and communication skills.

### **1.5 Achievements Display**

Students share their learning outcomes through work displays, reports and speeches. Project-based learning focuses on students' learning outcomes. Students need to demonstrate their learning outcomes by making works, writing reports, and giving speeches, thereby cultivating their expression skills and self-confidence.

## **2. The application value of project-based learning in subject teaching**

As a new teaching model, project-based learning has important application value in subject teaching. Project-based learning is popular all over the world and is mainly used in the field of education. According to a search on CNKI, project-based learning has been used in various subjects such as English, physics, and computer science, and has been combined with STEAM education, maker education, etc.<sup>[2]</sup>. It not only promotes students' in-depth learning and develops core competencies, but also enhances students' interest in learning and promotes teachers' professional development.

### **2.1 Promote students' in-depth learning**

Project-based learning emphasizes students' active construction and application of knowledge, which can help students deeply understand subject knowledge and apply it to solve practical problems. In project-based learning, students need to actively acquire knowledge through consulting materials, experimental exploration, data analysis, etc., and apply what they have learned to solve practical problems, thereby deepening their understanding and memory of knowledge.

### **2.2 Developing students' core competencies**

Project-based learning focuses on cultivating students' core competencies such as critical thinking, problem solving, communication and cooperation, and inno-

vation and creation. In project-based learning, students need to face real problems and challenges, think critically, analyze problems, propose solutions, and work with peers to complete tasks, thereby cultivating students' core competencies.

### **2.3 Improve students' interest in learning**

Project-based learning takes real problems that students are interested in as the starting point, which can stimulate students' interest and motivation in learning. Project-based learning links learning with students' life experience and social reality, allowing students to feel the meaning and value of learning, thereby stimulating students' interest in learning and intrinsic motivation.

### **2.4 Promote teachers' professional development**

Project-based learning places higher demands on teachers, requiring them to continuously learn and improve their professional qualities. In project-based learning, teachers need to change their roles from knowledge transmitters to learning guides and promoters. They need to have interdisciplinary knowledge, project design capabilities, classroom management capabilities, etc., so as to promote the professional development of teachers.

In short, project-based learning provides new ideas and methods for the reform of subject teaching. It can effectively stimulate students' learning interest and motivation, promote their in-depth understanding and application of knowledge, and cultivate their core literacy. At the same time, it also puts forward higher requirements for teachers' professional development. I believe that with the continuous promotion and application of project-based learning, it will play an increasingly important role in subject teaching.

## **3. Design and implementation strategies of project-based learning**

Project-based learning is a learning method that is student-centered, project-based, and focuses on practical inquiry<sup>[3]</sup>. Its effective implementation is inseparable from scientific design and reasonable strategies. In order to ensure that project-based learning can achieve the expected teaching objectives, teachers need to carefully design projects and adopt effective implementation strategies.

### **3.1 Determine the project theme**

Choose a topic that is relevant to students' life experiences, challenging and exploratory. The project topic should be able to stimulate students' interest, be related to their life experiences and social reality, and be challenging enough to guide students to conduct in-depth exploration and learning.

### **3.2 Set learning goals**

Clarify knowledge goals, skill goals, and attitude goals. Learning goals should be specific, clear, measurable, and closely related to the project theme. Knowledge goals refer to the core concepts and knowledge that students need to master; skill goals refer to the key skills that students need to develop, such as critical thinking, problem solving, communication and cooperation, etc.; attitude goals refer to the

attitudes and values that students need to cultivate, such as responsibility, team-work spirit, and innovation awareness, etc.

### **3.3 Design-driven issues**

Ask open-ended, driving questions that are closely related to the learning objectives. Driving questions should be open-ended, have no single correct answer, and guide students to think deeply and explore. Driving questions should be closely related to the learning objectives and guide students to work towards the expected learning objectives.

### **3.4 Planning project activities**

Design diverse learning activities and provide necessary resources and support. Project activities should be diverse, including investigation and research, experimental operation, data analysis, work creation, display and communication, etc. Teachers need to provide students with the resources and support they need to complete the project, such as books, websites, expert guidance, etc.

### **3.5 Implement project learning**

Guide students to learn independently and collaboratively, and provide timely feedback. In project-based learning, teachers need to guide students to learn independently, actively explore, and actively solve problems. Teachers need to encourage students to work in groups, complete tasks together, and share learning results. Teachers need to pay attention to students' learning progress in a timely manner and provide necessary guidance and feedback.

### **3.6 Evaluating learning outcomes**

Use diversified assessment methods and focus on learning process and outcomes. Assessment methods should be diversified, including formative assessment and summative assessment, such as: work display, project report, classroom observation, student self-assessment and peer assessment, etc. Assessment should focus on students' learning process and outcomes, such as: students' participation, cooperation ability, problem-solving ability, innovative thinking, etc.

The design and implementation of project-based learning is a systematic project that requires teachers to continuously explore and practice. I believe that with the accumulation of teachers' experience and the updating of teaching concepts, project-based learning will play a greater role in subject teaching and contribute to the cultivation of talents with innovative spirit and practical ability.

## **4. Case Analysis**

In order to better understand the application of project-based learning in subject teaching, this article will take the junior high school Chinese language project "Campus Waste Classification" as an example for detailed analysis. The project takes "Campus Waste Classification" as the theme, aiming to guide students to pay attention to environmental issues, learn garbage classification knowledge, and put it into practice to contribute to the construction of a green campus.



Campus waste classification			
Learning objectives	Driving issues	Project Activities	Evaluation method
Understand the significance and methods of garbage classification.	How to make our campus more environmentally friendly?	Investigate the current status of campus waste generation and treatment.	Garbage classification scheme design
Master the relevant knowledge of garbage classification.		Learn the relevant knowledge and methods of garbage classification.	Promotional poster and slogan production
Develop skills such as investigation and analysis, problem solving, communication and collaboration.		Design a waste sorting plan for campus.	Volunteer activity participation
Enhance environmental awareness and social responsibility.		Create posters and slogans to promote waste sorting.	Project reports and presentations
		Organize garbage sorting volunteer activities.	

Through the implementation of the “Campus Waste Classification” project, students not only mastered the relevant knowledge of waste classification, but also developed skills such as investigation and analysis, problem solving, communication and cooperation, and enhanced their environmental awareness and social responsibility. This project fully reflects the advantages of project-based learning and provides a useful reference for subject teaching reform.

### 5. Conclusion

As an effective teaching method, project-based learning can promote students' active learning, develop key skills, and solve practical problems. To apply project-based learning in subject teaching, teachers need to carefully design projects, provide necessary guidance and support, and adopt diversified evaluation methods to ensure the effective implementation of project-based learning.

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高校学生创造性活动对教育过程有效性的影响研究

**RESEARCH OF THE INFLUENCE OF CREATIVE ACTIVITY OF  
STUDENTS IN HIGHER EDUCATION INSTITUTIONS ON THE  
EFFECTIVENESS OF THE EDUCATIONAL PROCESS**

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注：本项目探讨了学生的创造性活动与学业成绩之间的关系。通过对不同年级学生的调查，分析了不同类型的创造性活动对学业成绩、抗压能力和科目选择的影响。研究既揭示了学生对创造力对学业成绩影响的主观看法，也揭示了在教育过程中使用创造性方法和教师支持的客观数据。项目结果表明，将创造性方法融入教育环境可以提高学生的学业成功率和整体幸福感。

关键词：学习动机、创造性活动、研究方法、学生活动、学生表现、小组项目。

**Annotation.** *This project explores the relationship between students' creative activities and their academic performance. Based on a survey of students of different years, the impact of different types of creative activities on academic performance, stress resistance and choice of subjects is analyzed. The study reveals both students' subjective perceptions of the impact of creativity on academic performance and objective data on the use of creative methods in the educational process and support of teachers. The results of the project demonstrate the potential for integrating creative methods into the educational environment to improve academic success and overall well-being of students.*

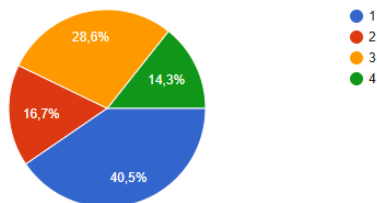
**Keywords:** *motivation for study, creative activity, research methods, student activity, student performance, group program.*

The university is one of the key social institutions in a person's life, where he/she receives an education. Students are one of the most significant youth groups, whose actions can influence the course of history. Studying the development of creative skills in this environment is becoming an important task for modern society. Currently, higher education institutions offer many organizations in which active and creative students can realize their abilities. The main goal is to analyze the attitude of modern students to such circles, which constitute extracurricular creative activities at the university.

The competence-based approach to education focuses on the formation of competencies in future teachers that provide them with the opportunity for successful socialization. The substantive characteristics of personal development given by B.F. Lomov and J. Raven allow us to conclude that students should have qualities that facilitate their performance of various types of social and professional activities in the future. It is these qualities that determine the formation of a competent personality in the modern world [1, pp. 19-27]. End of form

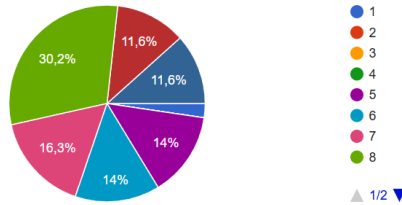
The survey was designed to identify a correlation between students' level of involvement in creative activities and their academic performance. It included questions aimed at assessing various aspects to obtain the most complete picture.

1. Year of Students: Diversity of Sample Survey participants represented students from various years and majors. This is critical to obtaining objective results, as the specifics of the academic workload, student requirements, and subject areas vary significantly across years and majors. Including students from all years (from first-year students to graduates) allowed us to assess the long-term impact of creative activities on academic performance. A detailed analysis of the data for each year would reveal specific trends related to the level of complexity of the curriculum and the degree of student independence at different stages of study. According to the survey data, we can see that the largest proportion of respondents are first-year students.

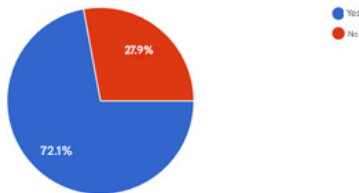


2. Performance Assessment: Self-Assessment and Objective Indicators Students were asked to rate their academic performance on a scale of 1 to 10. It is important to note that this assessment is subjective and represents the students' self-assessment. To obtain a more objective picture, it would be necessary to

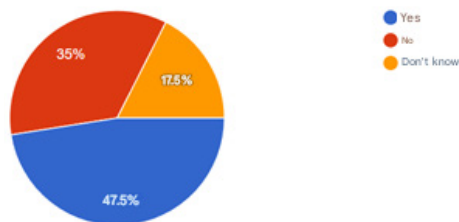
compare self-assessment with actual academic performance (grade point average, performance in subjects, etc.). However, the prevalence of grades 7 and above (the majority of participants) indicates a relatively high level of self-assessment of academic achievement among the students surveyed. This may indicate high motivation and self-confidence.



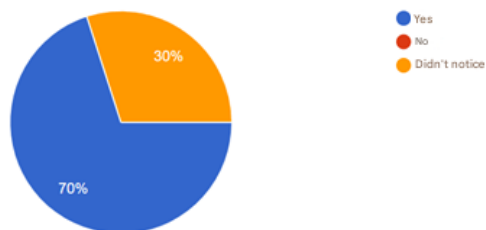
3. Creative Activities: Level of Involvement Approximately 72% of the students surveyed were involved in creative activities, including various forms of art (painting, sculpture, photography), music, theater, dance, and others. This is a significant portion of the sample, which allows us to conclude that creative activities are widespread among students. Moreover, 60% of this 70% devoted more than 5 hours a week to creative activities. This indicates a serious passion for creativity and a significant investment of time and effort. However, there is no information on how time was distributed between studies and creative activities.



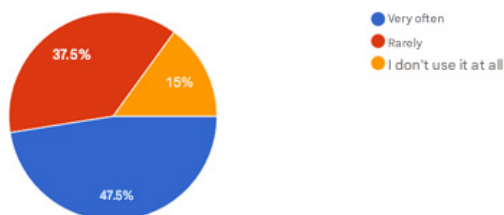
4. Impact of creativity on academic performance: Subjective perception 47% of students involved in creative activities believe that it has a positive impact on their academic performance. Many reported an improvement in their academic performance after starting creative activities. This conclusion is based on the subjective opinion of the students surveyed, so it needs to be confirmed by objective data. It is important to establish a cause-and-effect relationship between creative activities and academic performance. The analysis should include a comparison of the academic performance of students involved in creativity with that of students not involved in creativity.



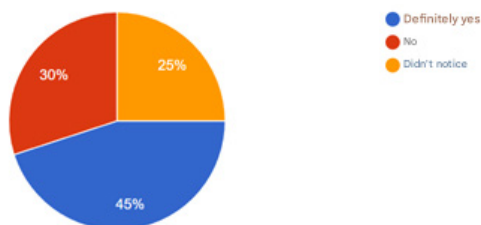
5. Coping with Stress: The Role of Creativity as an Adaptation Mechanism  
70% of survey participants agreed that creativity helps them cope with stress related to the learning process. This confirms the well-known role of creativity as an effective mechanism for regulating emotional states. Creative activity allows you to escape from stress, realize your potential and find inner harmony.



6. Creative Approaches to Learning: Innovative Teaching Methods  
47% of students surveyed use creative methods when completing assignments. This is not just using colored markers or unusual fonts; it is a significant change in the approach to mastering the material. Students who use creative methods do not limit themselves to passively memorizing information. They actively process information by creating their own diagrams, memes, musical compositions, videos, presentations using infographics, comics, and other forms of presenting the material. This allows them to better understand and remember the material being studied, as well as develop critical thinking skills, analysis, and synthesis of information. For example, a student studying history can create a comic book illustrating important events or write a song about key characters. A student studying physics can create an animated video explaining a complex physical process. Moreover, this approach stimulates creativity and promotes deep immersion in the subject. However, it is necessary to clarify what creative methods are used by students and how effectively these methods help them master the material compared to traditional methods. An analysis of the performance of students who use creative methods compared to those who do not will provide a more objective picture of the effectiveness of this approach.

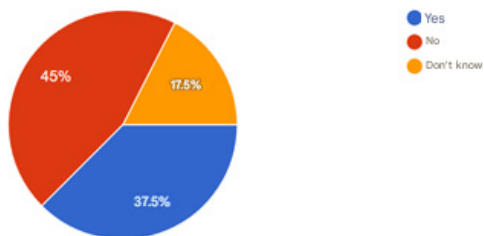


7. Teacher Support: The Need to Integrate Creativity into the Educational Process The differences in assessments of teacher support reflect an important issue: 30% of students surveyed believe that they do not have enough support in developing their creativity. This indicates a need for more active implementation of creative teaching methods and the creation of conditions for students to realize their potential. The lack of support can manifest itself in various forms: a lack of opportunities for independent creative work, a lack of feedback from teachers on creative projects, a reluctance on the part of teachers to accept non-standard methods of completing assignments, and a lack of information on how creative skills can be used in the disciplines studied. A more in-depth analysis should include identifying specific areas where students feel a lack of support, as well as an examination of teaching methods that stimulate creativity and creativity in students. Interviews with teachers and an analysis of the curriculum can shed light on the reasons for the existing gap between students' expectations and reality.

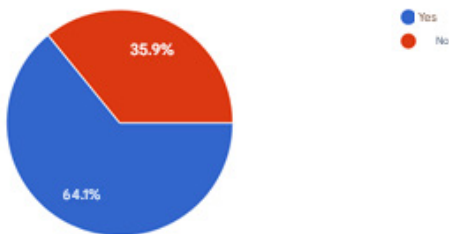


8. Creativity and Subjects: The Impact of Interests on Course Choices 37% of students surveyed said that their subject preferences were influenced by their creative interests. This highlights the importance of taking students' individual interests into account when planning their studies. Students interested in music may be more interested in subjects related to music history, music theory, or sound engineering. Students interested in visual arts may be more interested in art history, design, or architecture. Understanding this connection between creative interests and subject choice can help teachers make learning more engaging and motivating by adapting teaching methods and learning materials to students' individual interests. A more detailed study should include identifying the correlation between

academic performance in specific subjects and the level of interest in them due to creative interests.



9. Group Projects: Teamwork and Creative Collaboration 64% of students believe that participation in group creative projects has a positive effect on their academic performance. Teamwork helps develop communication, cooperation, and responsibility sharing skills. In the process of joint creative work, students learn to exchange ideas, critically evaluate each other's work, and find compromises. This not only improves academic performance, but also develops important social and communication skills needed in professional activities. However, the effectiveness of group projects depends on many factors, such as team composition, role distribution, and work process organization. Further research should be aimed at identifying the factors influencing the effectiveness of group creative projects and developing recommendations for optimizing this teaching method.



10. Recommendations for other students: Practical tips for improving academic performance Many survey participants gave advice on how to improve academic performance through creativity. These tips include: regular creative activities (to maintain creativity and reduce stress), participation in creative competitions (to develop skills and increase motivation), and participation in joint creative projects (to develop teamwork and share experiences). Analysis of these recommendations allows us to identify key aspects that contribute to improving academic performance: constant practice, goal setting and the desire for self-improvement, as well as interaction with other creative people. Collecting and systematizing these



practical tips can form the basis for developing recommendations for integrating creativity into the educational process.

In conclusion, the survey results confirm a significant relationship between creative activities and students' academic performance. Creativity develops skills and creative thinking, positively influencing academic achievement and emotional well-being. To maximize the potential of creativity in education, it is necessary to ensure support from teachers and educational institutions. The introduction of creative teaching methods and the creation of opportunities for students' self-realization will help to create a harmonious educational environment that promotes the development of their creative potential and academic success.

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现代语言学中的定量方法：使用实践

## QUANTITATIVE METHODS IN MODERN LINGUISTICS: USAGE PRACTICE

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**摘要。**本文致力于描述语言学中的现代定量方法，其中主要分为两类：统计和计算机。当今的统计分析以研究不同层次的语言符号的使用频率、搭配和一致性为代表。计算机建模广泛应用于心理语言学、神经语言学、网络语言学和其他相关科学知识领域。

**关键词：**数学语言学、统计方法、频率、频率词典、搭配、一致性、多维尺度、聚类分析、计算机建模。

**Abstract.** *The article is devoted to the description of modern quantitative methods in linguistics, among which two main groups are distinguished: statistical and computer. Statistical analysis today is represented by studies in the field of frequency of use of linguistic signs of various levels, collocations and concordances. Computer modeling is widely used in the field of psycholinguistics, neurolinguistics, cyberlinguistics and other related fields of scientific knowledge.*

**Keywords:** *mathematical linguistics, statistical methods, frequency, frequency dictionaries, collocation, concordance, multidimensional scaling, cluster analysis, computer modeling.*

It is traditionally believed that quantitative methods in linguistics appeared in the middle of the 19th century. In 1851, Augustus de Morgan, a professor of mathematics at University College London, put forward a hypothesis that the authorship of a text could be determined using the statistical features of the work.

At the beginning of the 20th century, the work of mathematician Andrei Andreevich Markov, “An Experiment in Statistical Research on the Text of Eugene Onegin,” published in 1913, became a landmark. The researcher was engaged in experiments in the field of mathematical statistics at St. Petersburg University. It was he who established the fact of the presence of “hidden rhythm” in the works of A.S. Pushkin, determining the frequency of repetition of vowels and consonants in his texts and thus proving the effectiveness of applying mathematical achievements in linguistics.

In the 1950s, a new section of external linguistics emerged – mathematical linguistics – a discipline within which quantitative methods are used. One of the main incentives for its emergence was the pressing need in linguistics to clarify basic concepts. At different times, the issues of linguistic statistics were studied by scientists V. G. Admoni, B. N. Golovin, B. V. Sukhotin, R. M. Frumkina and others.

Revekka Markovna Frumkina in her works “On Precise Methods of Language Research” [8] and “Statistical Methods of Studying Vocabulary” [9] suggests using the achievements of mathematical linguistics for research in the field of vocabulary and lexicology.

Boris Nikolaevich Golovin is the creator of a direction that is associated with the probabilistic-statistical study of language styles and speech styles, the main theses of which are set out in the work “Language and Statistics” [5].

Boris Viktorovich Sukhotin is the author of the works “Optimization Methods of Language Research” [7], “Study of Grammar by Numerical Methods” [6] – pays attention to optimization methods of linguistic decoding.

Vladimir Grigorievich Admoni studied the issues of quantitative analysis of grammatical phenomena, on the basis of which he derived broad generalizations of the laws of the process of changes in language. The key works were “Fundamentals of the Theory of Grammar” [2], “Grammatical Structure as a System of Construction and General Theory of Grammar” [1], “The System of Forms of Speech Utterance” [3].

Today, statistical analysis and computer modeling are usually considered quantitative methods of linguistics.

Statistical methods are used to analyze the frequency of words, phrases, morphological and syntactic units. Statistical methods are widely used in corpus linguistics in the study of large arrays of texts (corpora), including using computer technologies.

Examples of specific results of such studies are word frequency calculations, creation of frequency dictionaries, analysis of frequency dictionaries, assessment of text complexity using the Flesch Readability Index, collocations, concordances, etc.

Frequency dictionaries are important tools for analyzing and studying language structure, lexical diversity, and the use of words in various contexts. They are ordered lists of words sorted by their frequency of occurrence in a certain corpus of texts. Frequency dictionaries play a key role in linguistic research, teaching foreign languages, developing machine learning algorithms, and improving search engines.

Key characteristics of frequency dictionaries of the Russian language:

1) based on a large number of texts (literature, newspapers, Internet resources), which ensures representativeness;

2) include various categories of words (nouns, adjectives, verbs, adverbs) and their morphological forms;

3) provide data on the relative and absolute frequency of words, as well as their collocations;

4) often include comparisons with other languages for the purposes of translation and interlingual communication.

As specific works we will name the “Frequency Dictionary of the Modern Russian Language” by A. I. Reformatsky, published in 1979, “New Materials for the Frequency Dictionary of the Modern Russian Language” by I. A. Baudouin de Courtenay, the research work “Russian National Corpus” developed under the supervision of the Institute of Russian Language of the Russian Academy of Sciences, the project “Frequency Dictionary of the Modern Russian Language: 20,000 Words” of the Linguistic Center of Moscow State University. Reformatsky’s dictionary is used as a basis for developing textbooks and dictionaries for foreign students and contains about 12,000 of the most frequently used words, where the first lines are occupied by the words “a”, “da”, “net”. Baudouin de Courtenay’s work is based on the works of the famous linguist of the early 20th century V. I. Dahl, research has shown that in colloquial speech the particles “nu”, “chto”, “tak” are more often used [4]. “Russian National Corpus” includes more than 650 million words, covers different genres and eras of Russian literature. The study “The Most Frequent Words in Modern Russian” shows that the word “and” ranks first. The project of the MSU Linguistic Center is based on the analysis of modern electronic resources and is used in educational programs for teaching Russian as a foreign language. Using this dictionary, the frequency of the verb “to do” is studied, which ranks among the first among verb forms.

Frequency dictionaries not only help to understand the structure and dynamics of language, but also serve as a basis for developing technologies for processing natural language, including automatic translation and speech assistants. Their use helps to increase the efficiency of communication processes in the digital age.

The Flesch Readability Index is a simple way to assess how understandable the text will be to the reader. It is similar to a “difficulty scale” for texts.

Here’s how it works. First, the number of words and sentences in the text is counted. Then the length of the words is analyzed, and the average number of letters per word is determined. These numbers are then processed using a special formula to calculate the index. If the Flesch index is low (e.g. 50), it means that the text is very simple, suitable for primary school students. If it is high (e.g. 90), it means that the text is complex, perhaps for adults or specialists, that is, the index helps to quickly understand who the text is intended for and whether help is needed in understanding it. The Flesch index was developed and is used on the basis of the English language.

Collocations in linguistics are stable combinations of words that often occur together and have a semantic or grammatical relationship. These combinations are not random; they reflect the typical use of words in a language and can affect their meaning.

The main characteristics of collocations include:

- 1) frequency of use: collocations are combinations of words that occur together much more often than would be expected by chance;
- 2) semantic connection: words in a collocation are closely related in meaning, for example, “heavy rain” has a certain semantic load that differs from “strong wind”;
- 3) grammatical coherence: collocations often follow certain grammatical rules or patterns, for example, “to drink coffee” (verb + noun). The main types of collocations are lexical, as a variety - phraseological, and grammatical. In addition, collocations can be strong and weak.

For example, “white snow”, “high ceiling” are strong lexical collocations, while “pleasant evening”, “make an offer” are weak. Grammatical collocations appear in combinations with certain prepositions, articles, verbs, etc.: “depend on ...”, “contribute (to what?) ...”, “decision (of what?) ...”.

Concordances in linguistics are a tool that helps analyze the use of words in a text. They are a list of all the contexts in which a particular word appears in a given corpus of texts. Here are the main aspects of concordances:

1. A concordance is a vertical list of all the instances in which a certain word appears in texts, with several words before and after it. This allows you to see how the word is used in different contexts.
2. Concordances usually look like a table, where the analyzed word is in the center of each line, and the context, for example, 5-10 words before and after it, is on the left and right.

Example: “... a house on the outskirts of the city...”; “... going to my parents’ house...”; “... a new house was built in a year...”.

3. Concordances are used to study semantics (they help to understand the meaning of a word through its contexts), morphological variability (they show different forms of a word, for example, declensions, conjugations), syntactic features (they reveal typical grammatical constructions with a given word), stylistic functions (reflect the stylistic diversity of word use), and studies of language changes (they allow us to trace the evolution of meanings and use of words over time).

Concordances are widely used in computational and corpus linguistics, and are used in text analysis software. In addition, concordances are a powerful tool for researchers, teachers, and writers, allowing them to better understand and use language.

A separate option for the practical application of statistics in linguistics is semantic analysis, which studies the meanings of words and phrases using quanti-

tative approaches. As specific examples, we will name multidimensional scaling and cluster analysis for semantic fields.

Multidimensional scaling in linguistics is a powerful tool for analyzing and visualizing language data, based on the methods of multivariate statistics. Its main goal is to identify deep patterns in language structures, such as semantic, phonological or grammatical relationships between language units, by projecting them into a multidimensional space.

The main goals of such studies are to reduce the dimensionality of data without losing significant differences and to visualize complex relationships between language units (words, phrases, grammatical phenomena).

The operating principle is as follows:

- the original data is presented as a matrix of distances or similarities between elements (for example, words);
- this matrix is transformed into a multidimensional space, where each element occupies a position reflecting its proximity to other elements;
- the resulting multidimensional space is projected onto a two-dimensional or three-dimensional plane for visual analysis.

The main advantages of this study include the identification of non-obvious connections between language elements, simplification of interpretation of large amounts of data due to visual representation, and the possibility of application in cross-linguistic studies.

At the current stage of development of linguistic science, multidimensional scaling is used to define semantic fields and clusters of words based on their contextual connections; to analyze dialect variations and determine the degree of closeness between dialects; in the process of studying the cognitive processes of perception and categorization of language units. For this, specialized software packages are used, such as R (with the *smacof* library), Python (with the *scikit-learn*, *MDS* libraries), and *SPSS*.

Multidimensional scaling allows researchers to gain a deeper understanding of the structure and dynamics of language, opening up new horizons for interdisciplinary research in linguistics and related sciences.

Cluster analysis of semantic fields is a method in the field of cognitive and descriptive linguistics, which is used for the systematic organization and analysis of lexical units by their semantic connections. This approach is aimed at identifying hidden structures and groups of words united by common semantic characteristics, i.e. semantic fields.

A semantic field is a set of words that have common or similar meanings and are related to each other by meaning. For example, the fields “colors”, “family”, “transport”, etc. Semantic fields can be hierarchical, when some fields are subsets of others.

Cluster analysis is used to group objects (in this case, words) based on their similarities or differences between them. It includes the following steps:

- defining metrics of similarity or difference (e.g. frequency of use in the same context, collocation, synonymy);
- using clustering algorithms (e.g. K-means, hierarchical clustering, DBSCAN) to divide words into groups;
- assessing the quality of clusters and adjusting parameters.

To date, there are several clustering algorithms:

- 1) hierarchical clustering: building tree structures where each node is a cluster;
- 2) K-means: dividing words into a fixed number of clusters;
- 3) DBSCAN: identifying clusters based on density, allowing you to work with language noise and anomalies.

The cluster approach is used to study semantics, create thesauri and dictionaries, develop AI and NLP, and in pedagogy when teaching foreign languages by organizing vocabulary by topic.

Graphical representation of clusters helps to better understand the structure of semantic fields, using tools such as dendrograms (tree diagrams), scatter maps or word clouds.

Cluster analysis of semantic fields is a powerful tool for studying the deep mechanisms of language, allowing researchers and practitioners to gain new knowledge about how human thinking is organized and functions in the process of communication.

Computer modeling is used to develop models for analyzing and predicting linguistic phenomena, for example, in modeling the process of speech generation, automatic speech recognition. In addition, machine learning algorithms are widely used today to solve linguistic problems.

Statistical methods in the 21st century expand the range of practical applications for network analysis - the study of linguistic networks.

Statistical analysis algorithms:

1. Calculation of statistical indicators: TF-IDF is used to determine the importance of a word in a document; average distance to measure the semantic closeness between words.

2. Multivariate analysis methods: PCA (Principal Component Analysis) for data dimensionality reduction; t-SNE for visualizing high-dimensional data.

3. Machine learning algorithms: SVM (Support Vector Machines) for text classification; RNN (Recurrent Neural Networks) for sequence analysis, for example, in machine translation tasks.

4. Text analysis: Tokenization for dividing texts into tokens (words, phrases); Stemming/Lemmatization for reducing words to their original form.

The main advantages of using quantitative methods in linguistics are:

- objectivity, since they allow obtaining objective data, minimizing the subjectivity of human perception;
- scalability, since they provide the ability to analyze large volumes of data inaccessible to traditional analysis;
- predictive power, since the created models are able to predict linguistic phenomena and changes;
- interdisciplinarity, as they combine the efforts of linguists, mathematicians, IT specialists and other scientists to solve complex problems;
- innovations in education: development of adaptive teaching materials and technologies.

The practice of using statistical methods is quite broad. The creation and analysis of large text arrays for studying changes in language, dialectology, stylistics is used in corpus linguistics. Machine translation, sentiment analysis, text generation help in the field of automatic natural language processing (NLP). Comparison of ancient and modern texts for studying changes in language is used in historical linguistics. Analysis of language variations depending on the social context is implemented in the field of sociolinguistics. Psycholinguistics studies the processes of perception and generation of speech.

Examples of successful projects include Google Ngram Viewer and Sketch Engine projects for analyzing frequency dictionaries, the development of automatic speech recognition systems such as Google Speech Recognition, research in the field of computing aimed at improving machine translation algorithms. Quantitative methods continue to play a key role in contemporary linguistic research, providing powerful tools for analyzing and understanding language in its diversity and dynamics.

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英语写作中的单元音、双元音和双元音变体  
**MONOPHTHONGS, DIPHTHONGS AND DIPHTHONGOIDS IN  
ENGLISH WRITING**

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**摘要。**本文致力于研究俄罗斯联邦教育机构英语课堂中教师教学活动中英语元音（单元音、双元音和双元音）的图形拼写问题。作者确定了音素图形拼写的主要方式，即字母、字母和标点符号的组合以及用于形成所讨论声音的字母。

**关键词：**双元音、双元音、教育活动、英语、图形拼写、单元音、教师。

**Abstract.** *The article is devoted to the study of the problem of graphic spelling of English vowel sounds (monophthongs, diphthongs and diphthongoids) in educational activities of the pedagogical worker in English classes at educational institutions in the Russian Federation. The author identifies the main ways of graphic spelling of the phonemes, namely letters, combinations of letters and punctuation marks and letters used in the formation of the sounds in question.*

**Keywords:** *diphthongoids, diphthongs, educational activities, English, graphic spelling, monophthongs, pedagogical worker.*

First classes of English at the overwhelming majority of educational institutions in the Russian Federation make pedagogical workers solve a lot of vital issues while training their students within the main language aspects that are listening, speaking, reading and writing (such aspects as interpretation and translation are being omitted here since they are in the domain of a limited number of specialized Russian universities; for this reason transliteration, being a way of rendering lexical units in writing, is not the subject of our research). Writing universally seems to be the most complicated aspect in its mastering due to the fact that it is directly connected with grammar, lexicology, phonetics, punctuation,

spelling and stylistics. One complexity of writing is “phonetics [12] vs spelling” problem. In short, we mean a case when one letter or a group of letters contained in various lexical units [1] has several ways to be pronounced, e.g.: vowel letter *a* in the following lexical units: *plaque* [a:], *cradle* [eɪ], *adorn* [ə], *gall* [o:], *acrid* [æ], *Bologna* [jə], *vintage* [ɪ], *garish* [ɛə], *swab* [ɔ]; consonant letter *s*: *episode* [s], *fusion* [ʒ], *controversial* [ʃ], *liaison* [z], *Asia* [ʃ] or [ʒ], *CIS* [es] [5], [8]; double *oo*: *flood* [ʌ], *nook* [ʊ], *tattoo* [u:], *floor* [o:], *brooch* [əʊ]; a group of vowel and consonant letters *ough*: *through* [u:], *sought* [o:], *dough* [əʊ], *rough* [ʌʃ], *cough* [ɔʃ], *thorough* [ə]; a combination of consonant letters *ch*: *avalanche* [ʃ], *chime* [tʃ], *ochre* [k], *Greenwich* [dʒ] [9], [10], [11].

To avoid bewildering in writing among students and to ensure that they will learn to write well is one of the primary tasks of the pedagogical worker in the initial and further stages of teaching English. This publication is a humble attempt to unfold our experience in classifying the modes of graphical spelling of 20 English vowels, temporarily omitting the consonant sounds [6], [7]. The relevance of the research work arose in the light of insufficient coverage of the multiple ways of graphical spelling of vowel and consonant phonemes and their combinations in textbooks currently applied in the educational process. Our research is based on the material of various extracts taken for our consideration from pieces of fiction, periodicals, textbooks, the Internet. We also dealt with corporate letters, movie subtitles, pieces of advertising; off-line and on-line dictionaries; reference books to contemporary English pronunciation [13]. We examined the parts of English speech and their transformations regarding case, degree, mood, number, tense and voice categories. It seemed natural for us to view abbreviations, acronyms, clipped words, interjections, loan words, etc, paying particular attention to such toponyms as geographic names, corporate names, days of the week, months, nationalities, people's names, patronymics and sur-names, social networks, astronyms, types of drinks, meals and food, etc. In the pages that follow are to be found specimens depicting English vowels.

### Monophthongs

Vowel sound [ʌ] can be represented by English letters *o* (e.g., *dozen* [ˈdʌzn]), *u* (*thus* [ðʌs]), *w* (*WTO* [dʌblju:ti:ˈəʊ]) and by groups of letters *oe* (*does* [dʌz]), *oo* (*blood* [blʌd]), *ou* (*double* [ˈdʌbl]), *uh* (*uh-huh* [ʌˈhʌ]) or [ʊˈhʌ]). Sound [ʌ] can be put in the opening (*oven* [ˈʌvən] or [ˈʌvən]) and central (*flood* [flʌd]) position of lexical units. One does not meet it in the neutral and ending position of lexical units. Monophthong [ʌ] is represented by two vowel letters (*o*, *u*), one consonant letter (*w*), three groups of vowel letters (*oe*, *oo*, *ou*). In one case, this phoneme is made in graphic spelling by a group of a vowel and a consonant letters (*uh*).

Vowel sound [a:] can be represented by letters *a* (*disater* [dɪzˈa:stə]), *e* (*ensemble* [a:nˈsa:mbəl]), *r* (*R&D* [a:(r)ənˈdi:]]) and by groups of letters *ah* (*Ah* [a:]),

*al* (almond ['a:mənd]), *ar* (arc [a:k]), *are* (aren't ['a:nt]), *arre* (bizarre [bi'za:]), *au* (laugh [la:f]), *ear* (hearth [ha:θ]), *er* (sergeant ['sa:dʒənt]), *ir* (memoir [mem'wa:]), *oi* (turquoise ['tə:kwa:z]), *ois* (bourgeois ['buəʒwa:]), *uar* (guard [ga:d]). Sound [a:] can be put in the neutral (*Ah* [a:]), opening (*ask* [a:sk]), central (*barley* ['ba:li]) and ending (*spa* [spa:]) position of lexical units. Monophthong [a:] is represented by two vowel letters (*a*, *e*), one consonant letter (*r*) and 12 groups of letters (*Ah*, *al*, *ar*, *are*, *arre*, *au*, *ear*, *er*, *ir*, *oi*, *ois*, *uar*). In two cases, this phoneme is made in graphic spelling by groups of vowel letters (*au*, *oi*), in ten cases by groups of vowel and consonant letters (*Ah*, *al*, *ar*, *are*, *arre*, *ear*, *er*, *ir*, *ois*, *uar*).

Vowel sound [ɪ] can be represented by letters *a* (*image* ['ɪmɪdʒ]), *e* (*depart* [di'pa:t]), *e* or *i* (*enquire/inquire* [ɪn'kwɪə]), *i* (*inlet* ['ɪnlet]), *o* (*women* ['wɪmɪn]), *u* (*busy* ['bɪzi]), *y* (*hymn* [hɪm]), by French letter *é* (*protégé* ['prɔtiʒeɪ]) and by groups of the letters *ae* (*palaeontology* [pælɪɔn'tɒlədʒɪ]), *ai* (*fountain* ['fauntɪn]), *ay* (*Friday* ['fraɪdɪ]), *ea* (*Guinea* ['ɡɪni]), *ee* (*yankee* ['jæŋki]), *ehea* (*forehead* ['fɔrɪd]), *ei* (*forfeit* ['fo:fit]), *eig* (*sovereign* ['sovərɪn]), *eo* (*pigeon* ['pɪdʒɪn] or ['pɪdʒən]), *ey* (*kidney* ['kɪdni]), *ia* (*marriage* ['mæɪɪdʒ]), *ie* (*kerchief* ['kə:tʃɪf]), *ui* (*guild* [ɡɪld]), *wi* (*Greenwich* ['ɡrɪnɪdʒ]).

Sound [ɪ] can be put in the opening (*ink* [ɪŋk]), central (*climate* ['klaɪmɪt]) and ending (*plenty* ['plenti]) position of lexical units. One does not meet it in the neutral position. Monophthong [ɪ] is represented by seven vowel letters (*a*, *e*, *i*, *o*, *u*, *y*, *é*) and 14 groups of letters (*ae*, *ai*, *ay*, *ea*, *ee*, *ehea*, *ei*, *eig*, *eo*, *ey*, *ia*, *ie*, *ui*, *wi*). In 11 cases, this phoneme is made in graphic spelling by groups of vowel letters (*ae*, *ai*, *ay*, *ea*, *ee*, *ei*, *eo*, *ey*, *ia*, *ie*, *ui*), in three cases by groups of vowel and consonant letters (*ehea*, *eig*, *wi*).

Vowel sound [ɔ] can be represented by letters *a* (*wrath* [rɔθ]), *e* (*entrepreneur* [ɔntrəprə'nə:] or [a:ntrəprə'nə:]), *o* (*inoculate* [ɪ'nɔkjuleɪt]) and by groups of letters *ach* (*yacht* [jɔt]), *au* (*sausage* ['sɔsɪdʒ]), *ea* (*Sean* [ʃɔn]), *ho* (*honest* ['ɔnɪst]), *oh* (*John* [dʒɔn]), *ou* (*lough* [lɔh]), *ow* (*knowledge* ['nɔldʒ]). Sound [ɔ] can be put in the opening (*onto* ['ɔntu:]) and central (*pond* [pɔnd]) position of lexical units. One does not meet it in the neutral and ending position of lexical units. Monophthong [ɔ] is represented by three vowel letters (*a*, *e*, *o*) and seven groups of letters (*ach*, *au*, *aw*, *ea*, *ho*, *oh*, *ou*). In three cases, this phoneme is made in graphic spelling by groups of vowel letters (*au*, *ea*, *ou*) and in four cases by groups of vowel and consonant letters (*ach*, *aw*, *ho*, *oh*).

Vowel sound [o:] can be represented by letters *a* (*gall* [ɡo:l]), *o* (*sanatorium* [sænə'to:riəm]) and by groups of letters *al* (*stalk* [sto:k]), *aor* (*extraordinary* [ɪks'tro:dənəri]), *ar* (*swarm* [swo:m]), *au* (*taunt* [to:nt]), *augh* (*naught* [no:t]), *aw* (*thaw* [θo:]), *awe* (*awesome* ['o:səm]), *hau* (*haut* or *haute* [o:t]), *oa* (*broad* [bro:d]), *oar* (*hoard* [ho:d]), *oor* (*floor* [flo:]), *or* (*enforce* [ɪn'fo:s]), *ore* (*pore*

[po:], orps (corps [ko:]), ort (rapport [ræ'po:]), ough (ought [o:t]), our (four [fo:]), wor (sword [so:d]). Sound [o:] can be put in the neutral (or [o:]), opening (all [o:l]), central (walk [wo:k]) and ending (door [do:]) position of lexical units. Monophthong [o:] is represented by two vowel letters (a, o) and eighteen groups of letters (al, aor, ar, au, augh, aw, awe, hau, oa, oar, oor, or, ore, orps, ort, ough, our, wor). In two cases, this phoneme is made in graphic spelling by groups of vowel letters (au, oa) and in sixteen cases by groups of vowel and consonant letters (al, aor, ar, augh, aw, awe, hau, oar, oor, or, ore, orps, ort, ough, our, wor).

Vowel sound [ʊ] can be represented by letters o (bosom ['bɒzəm]), u (bull [bʊl]) and by groups of letters oo (nook [nʊk]), ou (haute couture [əʊtko'tʃʊə]), oul (should [ʃʊd]). Sound [ʊ] can be put in the opening (Ugh [ʊh]) and central (butcher ['bʊtʃə]) position of lexical units. One does not meet it in the neutral and ending position of lexical units. Monophthong [ʊ] is represented by two letters (o, u) and three groups of letters (oo, ou, oul). In two cases, this phoneme is made in graphic spelling by groups of vowel letters (oo, ou) and in one case by a group of vowel and consonant letters (oul).

Vowel sound [æ] can be represented by letters a (acrid ['ækrid]), i (meringue [mæ'reɪŋ]) and by groups of letters ai (plait [plæt]), a'a (ma'am [mæəm]), ua (guarantee [gæ'ren'ti:]). Sound [æ] can be put in the opening (act [ækt]), central (pad [pæd]) and ending (Nah or Nahh [næ]) position of lexical units. One does not meet it in the neutral position. Monophthong [æ] is represented by two letters (a, i), two groups of vowel letters (ai, ua) and a combination of a vowel letter and the apostrophe (a'a).

Vowel sound [e] can be represented by letters a (ate [et] or [eit]), e (peril ['perəl]), u (bury ['beri]), f (FOB [efəʊ'bi:]), l (LTD [elti:'di:]), m (BMW [bi:'em'dAblju:]), n (NGO [endʒi:'əv:]), s (SOS [esəʊ'es]), x (x-ray ['eksreɪ]), z (ZT [zed'ti:]), by French letter é (apéritif [ə'perəti:f]) and by groups of letters ai (said [sed]), ea (pleather ['pleðə]), eg (phlegm [flem]), ei (leisure ['leɪʒə]), eo (jeopardize ['dʒepədaɪz]), ie (friend [frend]), ue (baguette [bæ'get]). Sound [e] can be put in the opening (embassy ['embəsi]) and central (twenty ['twenti]) position of words. One does not meet it in the neutral and ending position of lexical units. Monophthong [e] is represented by four vowel letters (a, e, u, é), seven consonant letters (f, l, m, n, s, x, z) and seven groups of letters (ai, ea, eg, ei, eo, ie, ue). In six cases, this phoneme is made in graphic spelling by groups of vowel letters (ai, ea, ei, eo, ie, ue) and in one case by a group of vowel and consonant letters (eg).

Vowel sound [ə:] can be represented by groups of letters ieu (milieu ['miljə:]), ear (pearl [pə:l]), eor (George [dʒə:dʒ]), er (tertiary ['tə:ʃəri]), ere (were [wə:]), err (inferred [ɪn'fə:d]), eur (amateur ['æmətə:] or ['æmətə]), ir (dirge [də:dʒ]), olo (colonel ['kə:nəl]), or (attorney [ə'tə:nɪ]), our (courtesy ['kə:təsi]), ur (noc-

*turnal* [nək'tə:nəl]). Sound [ə:] can be put in the neutral (*Er* [ə:]), opening (*ear-nest* [ˈə:nɪst]), central (*hurt* [ˈhɑ:t]) and ending (*infer* [ɪn'fə:]) position of lexical units. Monophthong [ə:] is represented by 12 groups of letters (*ear, eor, er, ere, erre, eur, ieu, ir, olo, or, our, ur*). In one case, this phoneme is made in graphic spelling by a group of vowel letters (*ieu*) and in 11 cases by groups of vowel and consonant letters (*ear, eor, er, ere, erre, eur, ir, olo, or, our, ur*).

Vowel sound [ə] can be represented by letters *a* (*abrupt* [ə'brʌpt]), *e* (*fraudulent* [ˈfro:dʒələnt]), *i* (*principal* [ˈprɪnsəpl]), *o* (*custody* [ˈkʌstədi]), *u* (*focus* [ˈfəʊkəs]) and by groups of letters *ai* (*villain* [ˈvɪlən]), *ar* (*leopard* [ˈlepəd]), *ay* (*always* [ˈo:lwəz] or [ˈo:lweɪz]), *ea* (*sergeant* [ˈsa:dʒənt]), *eo* (*sturgeon* [ˈstə:dʒən]), *eou* (*outrageous* [aut'reɪdʒəs]), *er* (*southern* [ˈsʌðən]), *er* or *re* (*fibre* or *fiber* [ˈfaɪbə]), *eu* (*pasteurize* [ˈpæstʃəraɪz]), *eur* (*chauffeur* [ˈʃəʊfə] or [ˈʃəʊfə:]), *gh* (*Edinburgh* [ˈedɪnb(ə)rə]), *hu* (*sorghum* [ˈso:gəm]), *ia* (*initial* [ɪˈnɪʃəl]), *ie* (*sufficient* [səˈfɪʃənt]), *io* (*tension* [ˈtenʃən]), *iou* (*vicious* [ˈvɪʃəs]), *iour* (*saviour* [ˈseɪvjə]), *iu* (*premium* [ˈpri:mjəm] or [ˈpri:mɪəm]), *oar* (*cupboard* [ˈkʌbəd]), *oi* (*tortoise* [ˈto:təs]), *or* (*tailor* [ˈteɪlə]), *ou* (*ominous* [ˈɒmɪnəs]), *ough* (*thorough* [ˈθʌrə]), *o(u)r* (*vigour* or *vigor* [ˈvɪɡə]), *re* (*macabre* [məˈka:bə] or [məˈka:br]), *ue* (*guerilla* [gəˈrɪlə]), *uer* (*lacquer* [ˈlækə]), *uor* (*liquor* [ˈlɪkə]), *ur* (*surmountable* [səˈmaʊntəbl]), *ure* (*torture* [ˈto:tʃə]), *wer* (*answer* [ˈa:nsə]), by a combination of the apostrophe (‘), a consonant and a vowel letters ‘*re* (*we’re* [ˈwɪə]), a vowel letter and the apostrophe *o’* (*o’clock* [əˈklɒk]). Sound [ə] can be put in the opening (*about* [əˈbaʊt]), central (*tenant* [ˈtenənt]), central and ending simultaneously (*opera* [ˈopərə]) and ending (*clever* [ˈklevə]) position of lexical units. One does not meet it in the neutral position. Monophthong [ə] is represented by five letters (*a, e, i, o, u*), by 30 groups of letters (*ai, ar, ay, ea, eo, eou, er, eu, eur, gh, hu, ia, ie, io, iou, iour, iu, oar, oi, or, ou, ough, o(u)r, re, ue, uer, uor, ur, ure, wer*), by one group of consonant letters (*gh*), by one combination of a punctuation sign (the apostrophe), a consonant and a vowel letters (‘*re*) and by one combination of a vowel letter and a punctuation sign (the apostrophe) (*o’*). In 14 cases, this phoneme is made in graphic spelling by groups of vowel letters (*ai, ay, ea, eo, eou, eu, ia, ie, io, iou, iu, oi, ou, ue*), in 15 cases by a group of vowel and consonant letters (*ar, er, eur, hu, iour, oar, or, ough, o(u)r, re, uer, uor, ur, ure, wer*), in one case by a group of consonant letters (*gh*).

### Diphthongs

The vowel sound [aʊ] can be represented by combinations of English letters *au* (e.g. *Saudi Arabia* – [saʊdiəˈreɪbiə]), *ou* (*tousle* – [ˈtaʊzl] or [ˈtaʊzəl]), *ough* (*plough* – [ˈplaʊ]), *ow* (*scowl* – [ˈskaʊl]). The sound [aʊ] can be placed in the zero (*Ow* – [aʊ]), initial (*out* – [aʊt]), middle (*house* – [ˈhaʊs]) and final (*brow* – [ˈbraʊ]) position of words. The diphthong [aʊ] is represented by four combinations of letters (*au, ou, ough, ow*). In two cases, this phoneme is formed in graphic spell-

ing by combinations of vowel letters (*au, ou*) and in two cases – by combinations of vowel and consonant letters (*ough, ow*).

The vowel sound [ɔɪ] can be represented by combinations of letters *oi* (*moist* – [mɔɪst]), *ois* (*Illinois* – [ɪlɪ'nɔɪ]), *oy* (*deploy* – [dɪ'plɔɪ]). The sound [ɔɪ] can be placed in the initial (*oyster* – [ɔɪstə]), middle (*avoid* – [ə'vɔɪd]) and final (*destroy* – [dɪ'strɔɪ]) position of words. The diphthong [ɔɪ] is represented by three combinations of letters (*oi, ois, oy*). In two cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*oi, oy*) and in one case – by a combination of vowel and consonant letters (*ois*).

The vowel sound [iə] can be represented by the letter *e* (*query* – [kʷɪərɪ]) and by combinations of letters *ea* (*ideal* – [aɪ'dɪəl]), *ear* (*sear* – [sɪə]), *eer* (*veneer* – [vɪ'nɪə] or [və'nɪə]), *eir* (*weird* – [wɪəd]), *eo* (*theory* – [θɪərɪ]), *eou* (*hideous* – [hɪ'dɪəs]), *ere* (*adhere* – [əd'hɪə]), *eu* (*linoleum* – [lɪ'nəʊlɪəm]), *hea* (*gonorrhea* – [gɒnə'riə]), *ia* (*guardian* – [gɑ:dɪən]), *iar* (*peculiar* – [pɪ'kju:lɪə]), *ie* (*nutrient* – [nju:triənt]), *ier* (*pierce* – [pɪəs]), *io* (*oblivion* – [əb'lvɪən]), *ior* (*warrior* – [wɔ:riə]), *iou* (*tedious* – [tɪ:diəs]), *ir* (*souvenir* – [su:və'nɪə]), *iu* (*premium* – [pri:miəm]), *ya* (*Libya* – [lɪbɪə]). The sound [iə] can be placed in the zero (*ear* – [ɪə]), initial (*earshot* – [ɪəʃɔt]), middle (*material* – [mə'tɪəriəl]) and final (*fear* – [fiə]) position of words. The diphthong [iə] is represented by one letter (*e*) and 19 combinations of letters (*ea, ear, eer, eir, eo, eou, ere, eu, hea, ia, iar, ie, ier, io, ior, iou, ir, iu, ya*). In 10 cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*ea, eo, eou, eu, ia, ie, io, iou, iu, ya*) and in nine cases – by combinations of vowel and consonant letters (*ear, eer, eir, ere, hea, iar, ier, ior, ir*).

The vowel sound [əʊ] can be represented by the letter *o* (*rodent* – [rəʊdnt] or [rəʊdənt]) and by combinations of letters *aoh* (*pharaoh* – [fɛəəʊ]), *au* (*sauté* – [səʊteɪ]), *eau* (*plateau* – [plætəʊ]), *eou* (*Seoul* – [səʊ]), *ew* (*sew* – [səʊ]), *hau* (*haute couture* – [əʊtkʊ'tuə], [əʊtkʊ'tjuə] or [əʊtku:'tjuə]), *ho* (*Rhode Island* – [rəʊd'aɪlənd]), *'ho* (*table d'hôte* – [ta:bl'dəʊt] or [ta:bəl'dəʊt]), *oa* (*float* – [fləʊt]), *oe* (*foe* – [fəʊ]), *ol* (*folk* – [fəʊk]), *oo* (*brooch* – [brəʊt]), *ou* (*soul* – [səʊ]), *ough* (*dough* – [dəʊ]), *ow* (*mellow* – [meləʊ]), *owe* (*owe* – [əʊ]). The sound [əʊ] can be placed in the zero (*Oh* – [əʊ]), initial (*own* – [əʊn]), middle (*note* – [nəʊt]) and final (*polo* – [pəʊləʊ]) position of words. The diphthong [əʊ] is represented by one letter (*o*), by 15 combinations of letters (*aoh, eau, au, eou, ew, hau, ho, oa, oe, ol, oo, ou, ough, ow, owe*) and by one combination of the apostrophe, a consonant and a vowel letters (*'ho*). In seven cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*eau, au, eou, oa, oe, oo, ou*), in eight cases – by combinations of vowel and consonant letters (*aoh, ew, hau, ho, ol, ough, ow, owe*) and in one case – by a combination of the apostrophe and letters (*'ho*).



The vowel sound [aɪ] can be represented by the letters *i* (*grime* – [ˈɡrɪm]), *y* (*ply* – [ˈplaɪ]) and by combinations of letters *ei* (*skein* – [ˈskeɪn]), *eigh* (*height* – [ˈhaɪt]), *ey* (*geyser* – [ˈgeɪzə]), *eye* (*eye* – [aɪ]), *ie* (*tie* – [taɪ]), *ig* (*benign* – [bɪˈnaɪn]), *igh* (*knight* – [naɪt]), *ui* (*disguise* – [dɪsˈɡaɪz]), *uy* (*buy* – [baɪ]), *ye* (*bye* – [baɪ]). The sound [aɪ] can be placed in the zero (*I* – [aɪ]), initial (*either* – [ˈaɪðə]), middle (*neither* – [ˈnaɪðə]) and final (*verify* – [ˈverɪfaɪ]) position of words. The diphthong [aɪ] is represented by two letters (*i*, *y*) and by 10 combinations of letters (*ei*, *eigh*, *ey*, *eye*, *ie*, *ig*, *igh*, *ui*, *uy*, *ye*). In seven cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*ei*, *ey*, *eye*, *ie*, *ui*, *uy*, *ye*) and in three cases – by combinations of vowel and consonant letters (*eigh*, *ig*, *igh*).

The vowel sound [ʊə] can be represented by the letter *u* (*rural* – [ˈrʊərl] or [ˈrʊərəl]) and by combinations of letters *ewer* (*skewer* – [ˈskjuə]), *oor* (*moor* – [mʊə] or [moː]), *our* (*dour* – [dʊə]), *ua* (*septuagenarian* – [septɪʊədʒɪˈneəriən]), *uar* (*Stuart* – [ˈstjuət]), *ue* (*fuel* – [fjuəl]), *ueur* (*liqueur* – [liˈkjuə]), *uou* (*sumptuous* – [ˈsʌmptʃʊəs] or [ˈsʌmptʃjuəs]), *ure* (*obscure* – [ɒbsˈkjuə]). The sound [ʊə] can be placed in the middle (*gourmet* – [ˈɡuəmeɪ]) and final (*poor* – [puə]) position of words. The diphthong [ʊə] is represented by one letter (*u*) and by nine combinations of letters (*ewer*, *oor*, *our*, *ua*, *uar*, *ue*, *ueur*, *uou*, *ure*). In three cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*ua*, *ue*, *uou*) and in six cases – by combinations of vowel and consonant letters (*ewer*, *oor*, *our*, *uar*, *ueur*, *ure*).

The vowel sound [ɛə] can be represented by the letters *a* (*pharaoh* – [ˈfɛərəʊ]), *e* (*wisteria* – [ˈwɪsˈtɛəriə]) and by combinations of letters *ae* (*aerodynamics* – [ɛərədaɪˈnæmɪks]), *ai* (*dairy* – [ˈdeəri]), *air* (*fair* – [fɛə]), *aire* (*questionnaire* – [kwɛstɪəˈneəri]), *are* (*welfare* – [ˈwɛlfɛə]), *ayor* (*mayor* – [mɛə]), *ear* (*forebear* – [ˈfoːbeə]), *eir* (*their* – [ðɛə]), *er* (*concierge* – [kɒnsɪˈɛʒ]), *ere* (*therefore* – [ˈðɛəfoː]). The sound [ɛə] can be placed in the zero (*air* – [ɛə]), initial (*area* – [ˈɛəriə]), middle (*whereas* – [wɛəˈræz]) and final (*where* – [wɛə]) position of words. The diphthong [ɛə] is represented by two letters (*a*, *e*) and by ten graphic combinations of letters (*ae*, *ai*, *air*, *are*, *ayor*, *ear*, *eir*, *er*, *ere*). In two cases, this phoneme is formed in graphic spelling by combinations of vowel letters (*ae*, *ai*) and in eight cases – by combinations of vowel and consonant letters (*air*, *aire*, *are*, *ayor*, *ear*, *eir*, *er*, *ere*).

The vowel sound [eɪ] can be represented by the vowel letters *a* (*slate* – [sleɪt]) and *e* (*elite* – [eɪˈliːt]), by the consonant letters *h* (*PhD* – [piːeɪtʃˈdiː]), *j* (*J.F. Kennedy* – [dʒeɪfˈkenɛdi]) and *k* (*KGB* – [keɪdʒiːˈbiː]), by the French letter *é* (*protégé* – [ˈprɔːtʃeɪ]) and by combinations of letters *ae* (*Gaelic* – [ˈɡeɪlɪk]), *ag* (*champagne* – [ʃæmˈpeɪn]), *ai* (*maim* – [meɪn]), *aig* (*campaign* – [kæmˈpeɪn]), *aigh* (*straight* – [streɪt]), *ay* (*relay* – [riːˈleɪ]), *ea* (*steak* – [steɪk]), *ee* or *ée* (*matinee* – [ˈmætɪneɪ], *entrée* – [ˈɒntreɪ] or [ˈɑːntreɪ]), *ei* (*abseil* – [ˈæbsɛɪl]), *eig* (*reign*



– [reɪn]), *eight* (freight – [fret]), *er* (foyer – [fɔɪeɪ]), *et* (gourmet – [gʊəmeɪ]), *ey* (fey – [feɪ]), *oa* (gaol – [dʒeɪl]), *uet* (bouquet – [bu'keɪ]). The sound [eɪ] can be placed in the zero (*Eh* – [eɪ]), initial (*eight* – [eɪt]), middle (*tame* – [teɪm]) and final (*bay* – [beɪ]) position of words. The diphthong [eɪ] is represented by six letters (*a, e, h, j, k, é*), three of which are vowels and three are consonants, five are English and one is French, by 17 graphic combinations of letters (*ae, ag, ai, aig, aigh, ay, ea, ee, ée, ei, eig, eigh, er, et, ey, oa, uet*). In nine cases, this phoneme is formed in spelling by combinations of vowel letters (*ae, ai, ay, ea, ee, ée, ei, ey, oa*) and in eight cases – by combinations of vowel and consonant letters (*ag, aig, aigh, eig, eigh, er, et, uet*).

### Diphthongoids

Vowel sound [i:] can be represented by vowel letters *e* (*genius* [ˈdʒiːniəs]), *i* (*fatigue* [fəˈtiːg]), by consonant letters *b* (*BBC* [biːbiːˈsiː]), *c* (*CNN* [siːenˈen]), *d* (*PhD* [piːɛtʃˈdiː]), *g* (*NGO* [endʒiːˈəʊ]), *p* (*PA* [piːˈeɪ]), *t* (*t-shirt* [ˈtiːʃəːt]), *v* (*VIP* [viːaɪˈpiː]), *z* (*Zz* [ziː]), by French letter *i* (*naïve* [naiˈiːv] or [naˈiːv] or *naive* [naˈiːv]), and by groups of letters *ae* (*algae* [ˈældʒiː]), *ea* (*grease* [ɡriːs]), *ee* (*seethe* [siːð]), *eh* (*vehicle* [ˈviːɪkl]), *ei* (*protein* [ˈprəʊtiːn]), *eo* (*people* [ˈpiːpl]), *ey* (*key* [kiː]), *ie* (*retrieve* [riˈtriːv]), *oe* (*Phoenix* [ˈfiːniks]), *uay* (*quay* [ˈkiː]). Sound [i:] can be put in the opening (*eat* [iːt]), central (*scheme* [skiːm]) and ending (*payee* [peɪˈiː]) position of lexical units. One does not meet it in the neutral position. Diphthongoid [i:] is represented by three vowel letters (*e, i, î*), by eight consonant letters (*b, c, d, g, p, t, v, z*) and by 10 groups of letters (*ae, ea, ee, eh, ei, eo, ey, ie, oe, uay*). In nine cases, this phoneme is made in graphic spelling by groups of vowel letters (*ae, ea, ee, ei, eo, ey, ie, oe, uay*) and in one case by a group of a vowel and a consonant letters (*eh*).

Vowel sound [u:] can be represented by vowel letters *o* (*tomb* [tuːm]), *u* (*ruth* [ruːθ]), by consonant letters *q* (*IQ* [aɪˈkjuː]), *w* (*WC* [dʌbljuːˈsiː]) and by groups of letters *eau* (*beauty* [ˈbjuːti]), *eu* (*pharmaceutical* [faːməˈsjuːtɪkəl]), *eu* or *oeu* (*maneuver* or *manoeuver* [məˈnuːvə]), *ew* (*screw* [skruː]), *heu* (*rheum* [ruːm]), *hou* (*ghoul* [guːl]), *iew* (*review* [riˈvjuː]), *oe* (*canoe* [kəˈnuː]), *oo* (*maroon* [məˈruːn]), *ou* (*acoustics* [əˈkuːstɪks]), *ough* (*through* [θruː]), *ue* (*rue* [ruː]), *ueue* (*queue* [kjuː]), *ui* (*bruise* [bruːz]), *wo* (*two* [tuː]). Sound [u:] can be put in the opening (*Oops* [uːps]), central (*shrewd* [fruːd]) and ending (*bamboo* [bæmˈbuː]) position of lexical units. One does not meet it in the neutral position. Diphthongoid [u:] is represented by two vowel letters (*o, u*), two consonant letters (*q, w*) and by 16 groups of letters (*eau, eu, eu, ew, heu, hou, iew, oe, oeu, oo, ou, ough, ue, ueue, ui, wo*). In ten cases, this phoneme is made in graphic spelling by groups of vowel letters (*eau, eu, eu, oe, oeu, oo, ou, ue, ueue, ui*) and in six cases by groups of vowel and consonant letters (*ew, heu, hou, iew, ough, wo*).

To sum up, we must note that the solution to the problem of graphic spelling of the vowels is still for the most part in its infancy. No single spelling rule can

guarantee uniformed pronunciation of this or that vowel phoneme, that is why the best way to specify correct pronunciation of a lexical unit remains in looking it up in off-line and on-line dictionaries. However, the ways of graphic spelling of the vowels described by us can simplify to some extent this process in the initial and further stages of teaching English at educational institutions in the Russian Federation.

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课外活动是提高预科留学生学习俄语兴趣的途径之一  
**EXTRACURRICULAR ACTIVITIES AS ONE OF THE WAYS TO  
INCREASE INTEREST IN LEARNING RUSSIAN BY FOREIGN  
STUDENTS AT THE PREPARATORY FACULTY**

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**摘要。**本文致力于探讨组织外国学生参加课外活动的重要性，描述此类工作的目标和目的，并强调俄语教师的作用。强调课外活动的重要性和潜力，并指出课外活动的成功实施不仅可以通过教师和学生在教育机构内部，而且可以通过教育机构外部的联合活动来实现。作者特别关注符合现代年轻人心态的新形式的课外活动。

**关键词：**课外活动、外国学生、预科教师、课外活动、俄语作为外语（RFL）教育机构、适应性；交际能力、竞赛、听写。

**Abstract.** *This paper is devoted to examination of the importance of organizing foreign students' participation in extracurricular activities, describes the goals and objectives of this type of work and underlines the role of a Russian language teacher. The importance and potential of extracurricular work are emphasized and its successful implementation can be achieved through the joint activities of the teacher and students not only within the educational institution but also outside it. The authors pay special attention to new forms of extracurricular activities that correspond to the mentality of modern young people.*

**Keywords:** *extracurricular activities, foreign students, preparatory faculty, extracurricular work, Russian as a foreign language (RFL) educational institution, adaptation; communicative competence, competition, dictation.*

The initial stage of foreign students training at the preparatory faculty is the most difficult period of their life in Russia. One of the main conditions for the quality training of foreign students receiving professional education in Russia is the effectiveness of the pre-university stage of studying. Students of the preparatory faculty for teaching foreign citizens receive the necessary training during the studying process, including a language component, general scientific knowledge based on the natural sciences, and also adapt to new living and learning conditions.

The discipline that has the status of a main subject at the preparatory faculty is Russian as a foreign language (RFL), which influences the entire organization of foreign students training, performs a comprehensive function of an academic subject with a focus on developing students' communicative competence, including subject, linguistic, sociolinguistic, regional studies, sociocultural and professional subcompetences.

One of the most important periods of life in Russia for a foreign student is the period of adaptation. It involves achieving psychological balance at the emotional, informational and cognitive, creative and communicative levels, using the most effective and appropriate ways of adaptation [1, p. 57]. It is not possible to solve these problems only during classroom lessons. Therefore, at the initial stage of training foreign students, along with classroom lessons, it is methodologically justified to organize and conduct extracurricular activities under the guidance of a teacher in order to "enter" more effectively the new socio-linguistic environment and quickly adapt to the conditions of studying in Russia and master the curriculum in a fairly short time. Foreign students' sociocultural adaptation seems to be the most difficult and one of the most important in the theory and practice of teaching Russian as a foreign language.

Extracurricular work aimed at forming a positive attitude towards the host country, towards speakers of a different language culture, overcoming constraints and difficulties in communication plays a major role in the success of this process.

Extracurricular work means "any activity of students that is carried out within the framework of an educational institution, not related to the curriculum, aimed at forming and developing professionally significant qualities that contribute to the personal development of students" [2, p. 60]. In addition, extracurricular work "promotes the socialization of foreign students in a new sociocultural space, the main meaning of which is revealed at the intersection of such processes as adaptation, integration, self-development and self-realization" [3].

Extracurricular work is not a spontaneous process, but a planned and purposeful work of a teacher-Russian specialist, leading to the solution of the problem of a more painless inclusion of foreign students in a new culture through a positive perception of the language culture of their speakers, understanding of the mentality, national customs and traditions, interpersonal relationships [4, p. 384].

Along with the classroom, extracurricular work is one of the forms of the educational process and is an integral part of it. Like the entire pedagogical process at the preparatory faculty, the planned educational work involves close interaction between the teacher of Russian as a foreign language with students and under his guidance, but in an extracurricular setting. The principles of extracurricular work with foreign students who have begun to study Russian correspond to the general goals and objectives of extracurricular educational activities at the preparatory faculty, contribute to the intensification and more productive acquisition of the Russian language. Naturally, over time, the forms and methods of conducting extracurricular work change, and at present they are also closer to new realities, new social, socio-political, cultural tasks, but continue to remain an effective tool for the formation not only students' communicative language competence, but also contribute to the development of socially active personal qualities of students and their successful adaptation. Various forms of extracurricular work help the teacher to involve students in active activities, and the most importantly, remove the language barrier. The common forms of extracurricular work at the initial stage, as is known, are excursions, actions that introduce foreign students to the city of residence, its history and attractions, with national customs, traditions, holidays, which are sources of Russian culture, helping to understand the mentality of the bearers of this culture. Extracurricular activities effectively implement the tasks of intercultural communication of foreign students during visits to museums, exhibitions, joint viewing of films, theatrical performances, as they provide more opportunities for spontaneous communication, not limited by the educational topic. The role of the teacher in this process is to motivate the use of the Russian language in communication, minimize possible misunderstandings and conflicts, ensure comfortable communication with native speakers. But extracurricular work with foreign students is not limited to such events. Particular attention in improving the linguistic training of students is given to such extracurricular activities as participation in research work, presentation at scientific student conferences with a report, taking part in olympiads, competitions, which requires special training and skills of independent work, is one of its forms, arousing a keen interest of foreign students, activating their mental activity, contributing to the formation of general cultural and professional competence and competency.

In addition to the traditional and year-round forms of extracurricular activities, we found it interesting and very useful to organize the participation of our students in the TruD test of the "Total Dictation" – a kind of "flash mob", a Worldwide campaign for all who study Russian as a foreign language. The test consists of 9 interesting educational tasks created in an unusual creative format based on the original text, and the 10th task - a small part from the same text, which they then write in a form of the dictation. The dictation is assessed separately from other

tasks. For already several years, students of our faculty have been taking part in the “Total Dictation” TruD, replenishing, activating their knowledge of culture, history, nature, science, get acquainted with the past and present of the country of the studied language.

Thus, the topic of TruD-23 was “Ecology and nature conservation” on the example of the nature of Primorye and the Russian Far East. Participants had to get acquainted with the format of the tasks of the upcoming TruD test, with the necessary vocabulary and grammar, and then write a dictation. All tasks were devoted to the topic of ecology, so the participants were able to improve not only their knowledge of the Russian language in this area, but also learn many interesting facts, ongoing processes, natural phenomena of the Far East, learn about the animal and plant world of Primorye, about the environmental problems of this region of Russia. Participation in TruD-23 required serious independent preparation, search and detailed study of information on a given topic, attendance at trainings at the Sholokhov Center, acquaintance with the organizers and other participants of the event. 40 foreign students from our preparatory faculty took part in this event, 19 of them became prize winners, received certificates and memorable gifts from the Organizing Committee of the World Action.

It should be noted that some of our participants initially hesitated and doubted that they would achieve successful results due to insufficient knowledge of the language, culture, and information content. But responsible preparation, the desire to test their language and intellectual level, as well as the direct scientific and methodological guidance of teachers gave many participants a sense of confidence, satisfaction in their abilities and knowledge, and a sense of celebration. Participation in this event contributed to self-realization, communicative flexibility, self-education, and a positive perception of real situations. This competition received a wide response from the faculty and the desire of many students to also try their hand next year.

There is no doubt that extracurricular work not only increases the general level of linguistics of foreign students, their communicative competence, improves interpersonal and intercultural connections, the ability to communicate at different levels and in different situations, following the relevant rules of speech and behavioral etiquette, but also has a scientific research nature, contributing to the development of independent work skills, satisfying cognitive interests and educational needs and, as a result, increasing motivation in learning Russian [5].

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俄语作为外语教学的传统和创新方法  
**TRADITIONAL AND INNOVATIVE METHODS OF TEACHING  
RUSSIAN AS A FOREIGN LANGUAGE**

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**摘要。**本文探讨了传统和创新的教學方法，这些方法的教学原则；比较了传统和创新课程的优缺点。特别关注在俄语作为外语的教學中使用创新方法。

将传统教學方法与创新发展相结合将提高培训效果，并显著提高学生的专业培训水平。

**关键词：**能力方法、创造性活动、沟通、独立性、认知兴趣、功能性。

**Abstract.** *This article examines traditional and innovative methods in teaching, principles of teaching in these approaches; compares the advantages and disadvantages of traditional and innovative lessons. Particular attention is paid to the use of innovative methods in teaching Russian as a foreign language.*

*The use of traditional teaching methods together with innovative developments will increase the effectiveness of training and significantly improve the level of professional training of students.*

**Keywords:** *competence approach, creative activity, communication, independence, cognitive interest, functionality.*

The modern system of teaching aids is a set of interconnected traditional and innovative teaching aids that integrates and provides all levels of the information and educational environment.

The traditional model can be characterized as knowledge, skills and abilities. The teacher transfers the knowledge and experience of previous generations. At the same time, an integral property is the dominant activity of the students them-



selves and the long-term nature of the educational process. This approach is more focused on the process than on the result. A traditional lesson is the study of new material, consolidation, verification and accounting of acquired knowledge, skills and abilities, analysis of tests, generalization and systematization of what has been learned, repetition of the topic.

Innovative methods are methods that are based on the use of modern achievements of science and information technology in education. With this model, students improve the quality of training, develop creativity and independence. Innovative methods can be implemented both in traditional and distance learning technologies.

Innovative technologies in education are such an organization of the educational process that is based on qualitatively different principles, methods, means and which allows achieving educational effects - assimilation of the maximum amount of knowledge, creative activity, a wide range of practical skills and abilities.

The innovative model is more focused on the result that students achieve through their own efforts. In the traditional model, the result of education is assessed mainly by quantitative indicators, while the result of education in the innovative model is assessed by qualitative competencies. The competency-based approach considers a person's ability to act competently in different situations, including professional ones, focuses on the result of education, sets a precise goal of training - the formation of competencies in demand in the professional activities of a future specialist, increases the competitiveness of graduates. The innovative method implies creative activity of students and the intensive nature of the educational process. Thanks to interactive methods, knowledge is acquired in collaboration with other students.

There are several models of training: an active form, when the student's independent work prevails; passive - this is when the student listens and watches; interactive form, in which interaction occurs.

Traditional methods are conversation, lecture, story, explanation, exercise, work with a textbook, laboratory work, practical work. And innovative ones are games, game design, analysis of project situations, the method of key questions, the method of free associations, the method of immersion, the method of personal analogy, the method of microdiscoveries. A variety of developmental activities are introduced into the traditional educational process, aimed at developing the personal-motivational and analytical-synthetic spheres of the student, memory, attention, spatial imagination and others. These can be lessons both visual (use of technical means, demonstration of tables, diagrams, watching films and TV programs), and verbal (conferences, seminars, debates, lectures, tests) and practical (trainings, games, analysis and solution of problem situations).

A special role is given to game technologies - lessons where there is a clearly defined learning goal and a corresponding pedagogical result of educational and cognitive orientation. Of course, there are advantages and disadvantages in traditional and innovative methods. The advantages of a traditional lesson are a clear lesson structure. The result of learning is the assimilation of the amount of information established by the program, while the teacher plays the role of the leader. But at the same time, we can talk about the template and monotony of the lesson, a low level of independence, passive cognitive activity, lack of critical thinking, the predominance of the teacher's monologue.

The advantage of an innovative lesson is the internal motivation of the individual, a high level of independence, the development of critical thinking. But this leads to a large expenditure of time. When using innovative methods in the learning process, independent situational tasks are offered that orient the student, motivate him, give the necessary explanations, additional material, the opportunity to check the studied material, confirm the achieved knowledge and its compliance with the required level. The learning process can be described as "teaching how to learn."

In the traditional approach, the principles of teaching are reduced to clarity, accessibility, scientific nature, consistency, consciousness, taking into account the age and individual characteristics of students, the connection of theory with life. In an innovative approach, other principles prevail - the principle of activity, minimum, variability, creativity, mental comfort, continuity, and a holistic view of the world.

The most effective teaching methods at the medical university are innovative educational technologies. They are aimed at expanding the possibilities of competent choice of different areas of professional activity through the formation of an individual style and the search for ways to realize one's individuality.

When implementing the program for the introduction of innovative technologies in teaching Russian to foreign citizens at the preparatory faculty of Rostov State Medical University, new educational technologies are widely used, aimed at forming basic skills of practical activity using mainly frontal forms of work. The most effective is a new approach to the subject, where the emphasis is on independent cognitive interest.

In the years of the birth of the methodology of teaching the Russian language, everything was clear. Here is the case system, which can be viewed as Russian for Russians, or you can look at it as Russian as a foreign language. If we consider the topic "Types of verbs", then in school education (Russian for Russians) the explanation is built to teach the student to determine the type by the questions: What to do? What to do? in the textbook for foreigners, numerous rules for the use of verbs of one type or another are presented.

In the methodology of teaching Russian as a foreign language, the term traditional is actively used. This concept is usually understood as a method based on the systematic study of phonetics, grammar, the development of reading skills, translation and retelling of what has been read, and the ability to present it in writing. The traditional approach involves systematic and long-term classes. Traditionally, students compose and memorize dialogues, learn words, retell texts, perform written and oral grammar exercises, etc.

In such a system, the teacher plays a leading role, and this has both its pros and cons. The main disadvantage is that the student is passive, which is considered ineffective. But such a consistent approach also implies the study of all aspects separately, in isolation. But there is another approach when all aspects of the language are studied in interconnection. In this case, the teacher presents the student with texts, dialogues, grammar exercises with specially selected vocabulary and grammar. As a result, grammar, vocabulary, etc. are practiced in all types of speech activity. Thanks to this approach, the student learns the language material better, and the role of the teacher is strengthened, because the teacher's skills make it possible to connect all aspects of the language into a single, effectively working complex. With this approach, there is interaction between the student and the teacher. The task of the teacher is to help in mastering all types of speech activity, all aspects of the language.

In the modern methodology of teaching Russian as a foreign language, three main principles can be traced (communicativeness (today it ranks first among the methods of teaching Russian as a foreign language), motivation and individualization). During the educational process, the teacher creates conditions and situations that contribute to the development of students' initiative, when the student is ready for self-study. In an innovative approach to teaching, the teacher goes from the facts of language to the facts of culture – communicativeness (language is a tool of communication), systematicity (language tools should be studied in unity) and functionality (language tools are used for the purpose of implementing communications and for this reason the content of the statement determines the order of presentation and mastery of language tools). Communicativeness implies a comprehensive study of the language, but should take place in parallel with the acquisition of its skills. This also applies to teaching the main types of speech activity (listening, speaking, reading and writing).

Modern methods of teaching Russian as a foreign language pay great attention to innovative methods of work for the rapid acquisition of students' communication skills. For this purpose, teachers of our faculty use audiovisual means and computer technologies, electronic textbooks; the effect of super-memorization (perception and assimilation of information without its critical understanding; a combination of visual-presentational, associative to all kinds of contexts and ending with the traditional use of a dictionary, etc.).

Unlike the traditional, the innovative method involves live communication, spoken language, and the study of theory is reduced to a minimum. In recent years, audio and video recordings, computer programs, and distance learning have been widely introduced into the educational process. All this enriches the educational process, since our time is a time of innovations and innovations, new knowledge. This should correspond to both the learning process and teaching methods in a foreign audience. If you constantly use innovative teaching methods, you can teach foreign students to work ahead of the curve, make their thinking open and flexible.

Innovative teaching methods have a significant advantage in the educational process and carry new ways of interaction “teacher-student” in the process of mastering the educational material in Russian language classes.

A clear system of organizing the educational process is the key to high student results. The use of well-known traditional teaching methods together with innovative technologies will increase the efficiency of the learning process and significantly improve the level of professional training of students.

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关于数字信息验证的依据  
**ABOUT BASIS FOR THE VERIFICATION OF DIGITAL  
INFORMATION**

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**摘要.** 本文探讨了如何在数字空间中确立信息的真实性问题。认为在任何数字信息源的验证过程中，实践接触现实的作用是人與人之间约定俗成的共识、现有知识之间的连贯关系，或任何其他利益、便利或经济的考虑所不能替代的。只有实践验证才能作为将任何信息源的内容视为真实的基础。

**关键词：**验证、数字信息、真实性、虚拟现实、实践、可靠来源、信任。

**Abstract.** *The question of how to establish the truth of information in the digital space is considered in the article. It is asserted that the function of practical contact with reality in the verification process of any digital source cannot be replaced by either a conventional agreement between people, or coherent relations between existing knowledge, or any other considerations of benefit, convenience, or economy. Only practical verification can serve as a basis for the perception of the content of any source as true.*

**Keywords:** *verification, digital information, truth, virtual reality, practice, reliable sources, trust.*

An analysis of the changes that have occurred in the attitude of the cognizing subject to objective reality in the information society indicates that modern man is increasingly losing touch with the physical world and is increasingly guided not by his own images of reality formed in the process of practical development of the natural and socio-cultural worlds, but by information obtained from electronic sources.

Plato's famous metaphor helps to understand what distinguishes an Internet user from a person sitting in a cave. If we compare the shadows on the cave walls with the pictures on the computer screen, we will see that Plato described the knowledge of the physical world by people who, although their backs are to the cave entrance, are still in the same physical world. And even if this physical world itself was understood by Plato as a world of shadows cast by the world of eidos,

both worlds remained real and were connected by real interaction. And in the real physical world, even the identification of the visible with the essential does not destroy the dialectical connection between essence and phenomenon. The essence really is visible (at least in the form of a shadow), and the phenomenon is essential (because it is the shadow of a well-defined entity). This means that a person has direct access to the essence of the world. Besides, if people turn around and leave the cave, the world will appear to them in all its authenticity.

Unlike a person sitting in a cave, an Internet user perceives images on a monitor screen not as shadows of the real world, but as the real world itself. Virtual reality literally becomes a screen that separates people from the real world. Feeling like an inhabitant of virtual reality, a person identifies the real world with the virtual one, and, in the end, the world that is presented on the screen becomes the only real world for him.

The amount of information coming continuously from various sources does not make a modern person's life either more rationally oriented in the real world or safer. The information-rich virtual environment is much more disorienting, uncertain and dangerous than the natural and socio-cultural environment of human life. The virtual environment must be mastered with the same care and prudence as the real one. Every electronic click, like every real step, is fraught with danger, fraught with unpredictable consequences that can be prevented only by relying on practically verified information.

Considering the question of how to establish the truth of information in the digital space, it is necessary, first of all, to clarify: what exactly is the Internet user trying to establish? If we are talking about verifying the authenticity of a website, i.e. whether this website was created by the organization that is listed on the website, then this verification is similar to verifying the authenticity of any document: passport, ID card, certificate, diploma, etc. The verification procedure involves two objects existing in physical space: the submitted document and its original, and the task is to establish their correspondence to each other by comparing them. Only a specialist can determine the authenticity of documents, knowing the unique features and hidden symbols of the original and using special equipment. In this aspect, virtual reality is no different from socio-cultural reality. Modern technology is the embodiment of special scientific knowledge, which is possessed only by individual groups of scientists, engineers and IT specialists who can identify fake websites.

However, the process of comparing two material objects and establishing the conformity or non-conformity of the submitted document with the original, as well as establishing the authenticity of the site, is not an epistemological verification of the information for truth. [3]. Only relation of the content of an electronic source reflected in the user's mind to the reality described in this content is of an epistemological nature.

So, we should ask: How can an Internet user verify the accuracy of information contained in an electronic source? Obviously, there is only one way: to try to use the information received in one's practical life. Until the moment of practical use of information, the Internet user is deprived of an objective basis for making a judgment about the truth of the content of electronic sources.

It is precisely such situations of uncertainty, when all hypotheses about reality seem equally likely, that give rise to the temptation to consider any of them as the result of an arbitrary construction of reality, and to understand "verification" as the consistency of points of view.

But the amount of information disseminated in the modern world does not affect the essence of verifying the content of sources for truth. Nothing but repeated practical verification can serve as a basis for the perception of the content of any source as true.

It is important to remember that when K. Marx wrote that "... the question of whether human thinking possesses objective truth is not at all a question of theory, but a practical question", and that "in practice a person must prove the truth, that is, the reality and power, the worldliness of his thinking" [4, p.1], he meant a kind of objective activity that goes beyond thinking and is carried out by a person in the same objective physical space in which the objects they are cognizing also exist. Only the objective existence of practice, its objective nature, makes it possible to correlate ideal ways of thinking with cognizable objects through the practical transformation of objects based on the ideas of the cognizing subject.

The widespread use of the term "practice" in the modern humanitarian literature leads to a distortion of the concept of "practice" and a misunderstanding of the essence of the function of practice as a criterion for the truth of thinking. The so called "spiritual practices" are types of activities aimed at stabilizing a person's mental state, developing his ability to self-regulate, inner concentration, etc. "Spiritual practices" cannot be a criterion for the truth of thinking, because they do not go beyond the limits of a person's mental state, are not forms of objective activity, and are not aimed at interacting with objectively existing natural and socio-cultural phenomena.

In this regard, the question arises: what can a person rely on in conditions of an objective inability to verify the accuracy of information through their own practical activities?

At all times, people have relied in their daily lives either on knowledge gained in the course of their own substantive and practical activities in the surrounding natural and socio-cultural world; or on knowledge gained from "reliable sources", i.e. from those people whom they trust, on whose experience they rely before starting to form their own knowledge and their own practical verification of the information received. No matter who a person relies on in the real world: parents,

elders, caregivers, teachers, friends, – one's trust in other people is always based on practical confirmation that this person can be trusted [1]. Parents are trusted only when they prove with their whole lives that they will not betray their children under any circumstances, but will do everything possible for their good. Elders, leaders, superiors, commanders, and any other persons invested with state or public authority are trusted (and not just obeyed) only when these persons possess not formal, but real authority, which can be won only by practical actions.

Thus, if one cannot rely on one's own experience, one relies on the experience of "knowledgeable" people who, by definition, know what others do not know. The status of a "knowledgeable" person in the real world can be confirmed in several ways: by the personal experience of a person who has used information from a "knowledgeable" person in the past; by the experience of those whom a person trusts and who have used information received from "knowledgeable" people in their own practice; the authority of those whom a person knows from their joint life activities and on whose opinion they rely in conditions of uncertainty, even if this opinion has not yet been confirmed by real experience. No matter which way a person uses to confirm the status of "knowledgeable" in the real world, each of them is based on practical interaction with the world of both the person himself and the one whom he considers as "knowledgeable".

Before starting or in the absence of their own practical verification of the content of a digital source for truth, a person can also rely on:

- the ability to independently judge the phenomena of the world using universal logical methods of analysis, comparison, construction of judgments and conclusions;
- the ability to distinguish the essential from the phenomenal, the possible from the real, causes from effects, the singular from the general, etc.;
- on one's own knowledge, proven by experience and related to the phenomena or sources under consideration.

However, it must be emphasized that it is in the process of real interaction with the objective world and other people that the categorical structure of thinking and universal ways of operating with logical forms are formed, and the ability to make one's own judgments about the world develops. And only such technical device that is embedded in the process of real human interaction with the surrounding natural and socio-cultural world remains for a person an instrument for further self-improvement and exploration of the world, never distancing a person from reality [2].

Thus, the function of practical contact with reality in the verification process of any digital source cannot be replaced by either a conventional agreement between people, or coherent relations between existing knowledge, or considerations of benefit, convenience, economy, etc. A person living in an information-rich envi-



ronment should, like all sane people of previous eras, trust only what has passed practical verification. The limitations of each individual act of practical verification of the truth of thinking do not affect the essence of practice as the only way to connect the ideal state of consciousness with objectively existing objects of cognition.

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瓦西里神父 (格罗利蒙德): 阿索斯人对尼尔·索尔斯基和非占有欲的看法  
**FATHER VASILY (GROLIMUND): ATHONITE VIEW ON NIL OF SORS AND NON-ACQUISITIVENESS**

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**摘要。**本文探讨了瑞士籍阿索斯山修道士 Schema-Archimandrite Basil (Grolimund) 的一篇未发表的文章, 该文章是在俄罗斯国家图书馆手稿部 (F. 862) 的 Archimandrite Innocent (Prosvirnin) 的收藏中发现的。这篇文章是献给 Nil of Sors 的, 是为纪念这位圣人诞辰 550 周年而写的。作者在欧洲文艺复兴的背景下研究了 Nil 的遗产, 并将其视为世俗主义倾向的替代品, 以及东正教东方对它们的一种“回应”(静修主义的内部精神工作实践)。关注“犹太教徒的异端邪说”、其社会政治方面以及根除它的方法——无论是在俄罗斯背景下, 还是在当时欧洲的历史视角中(胡斯派、异端运动等), 以及拜占庭时期的阿索斯。尼尔方法的超时间性及其教父翻译的“前瞻性”作用得到了强调。瓦西里神父方法的“解释学成分”也很重要。

**Abstract.** *This text examines an unpublished article by the Athonite monk of Swiss origin, Schema-Archimandrite Basil (Grolimund), discovered in the collection of Archimandrite Innocent (Prosvirnin) of the Department of Manuscripts of the Russian State Library (F. 862). The article is dedicated to Nil of Sors and was written for the 550th anniversary of the Saint. The author examines Nil's legacy in the context of the European Renaissance and sees it as an alternative to secularist tendencies and a kind of “response” to them from the Orthodox East (the practice of internal spiritual work of hesychasm). Attention is paid to the “heresy of the Judaizers”, its socio-political aspects, and methods of eradicating it - both in the Russian context and in the historical perspective of Europe at that time (the Hussites, heretical movements, etc.), as well as Athos in the Byzantine period. The supra-temporal nature of Nil's approach and the “anticipatory” role of his patristic translations are emphasized. The “hermeneutical component” of Father Vasily's approach is also important.*

**Keywords:** *Vasily (Grolimund), Innocent (Prosvirnin), Nil of Sors, Joseph Volotsky, Josephites and non-possessors, hermeneutics, Renaissance, Hesychasm, Athos.*

In the late seventies and early eighties of the last century, there was a lively correspondence between two learned monks - Schema-Archimandrite Vasily (Grolimund) and Archimandrite Innocent (Prosvirnin).

### Interlocutors

Father Vasily was born on April 25, 1943 (on Easter) in the town of Muri (Switzerland). He received his education in Germany, and later studied in America and Greece. It was in the latter, while on an excursion there, that he became acquainted with Orthodoxy. This was followed by studies at the Faculty of Theology in Athens. He was tonsured a monk by the Serbian theologian Archimandrite Justin Popovic. From 1975 he lived as a monk on Mount Athos for 11 years. During this time his spiritual father was Elder Paisios the Athonite. After many years on the Holy Mountain — including for health reasons) — he headed the mission in Germany. He currently resides in the St. Spyridon Skete (Serbian Patriarchate) in Geilnau, Germany, which he founded. According to the recollections of one of the guests of the Skete, “the service is held in four languages — German, Church Slavonic, Greek, Serbian — but if pilgrims from somewhere else are present at the service, he [Father Vasily] can add English and French. Father Vasily is from Switzerland, speaks fluent Russian, Greek, German, Serbian — the skete belongs to the Serbian Patriarchate. In general, I had the impression that no matter what language a person addresses him in, he will respond freely in that language. An amazing person! They live in the skete according to the rule of St. Nil of Sors, the services are long, night services, six hours long. Of course, you get tired if you are not used to it, but the place is wonderful...” The famous philologist and Balkanist A.A. Turilov, a participant in the first Soviet scientific expedition to Athos in 1983, who personally knew Father Vasily, recalls about him: “An erudite! Many things did not bother him at all.” According to him, Father Innocent, who led the expedition, asked Father Vasily: “Is it true that you wrote there that the thoughts of Theophan the Recluse are, in fact, a retelling of some Catholic book?” “Yes,” the Athonite monk replied. “But he reworked everything in a purely *Orthodox spirit*...”

A few words about the person in whose collection the typescript was found. Archimandrite Innocent (in the world Anatoly Ivanovich Prosvirnin; 1940-1994) was a representative of Russian scholarly monasticism of the second half of the seventies - first half of the nineties of the twentieth century. Deputy Chairman of the Publishing Department of the Moscow Patriarchate, theologian, historian, diplomat, journalist, teacher - these are just a few characteristics of this representative of scholarly monasticism, who combined striving for truth with spiritual work. At the turn of the eras, he introduced his contemporaries to the patristic experience of

holiness. He was a bright representative of the living forces of the Russian Orthodox Church, who sought not only to convey this experience in an undistorted form, but also to awaken their compatriots to its perception and acquisition. Because of his uncompromising desire to embody the high moral ideal of decency and love, he suffered and endured sorrows more than once. Teaching at the Moscow Theological Academy for about twenty years, he stood up for moral purity and decency, against bureaucratization and the showiness of the new authorities, but he did not please them and was expelled from the theological schools on the denunciation of correspondence students. Having brought the Trinity Lavra of St. Sergius Water Tower out of disrepair and adapted it for research, publishing needs and storage of the archives he had saved, he was forced to take everything out of there almost into the open air... Being a long-time monk of the Trinity Lavra of St. Sergius, he did not find a common language with the new abbot and was expelled from there on false slander. In the Joseph-Volotsky Monastery, he fired a pair of workers with a criminal past who had misbehaved, and the next night he was subjected to a robbery by them, was brutally beaten and almost died. Having received serious spinal injuries, he was treated in a hospital, then spent a little over six months rehabilitating in Cyprus. Returning to Russia, he settled with his student in the Novospassky Monastery. He died on July 12, the day when the Apostles Peter and Paul are remembered. The Russian archimandrite met the Swiss monk during one of his visits to Athos in the second half of the 1970s. In the archive of Father Innocent, which is kept in the manuscript department of the Russian State Library, among many other documents, his extensive correspondence has been preserved - including with his Athonite brother. Around the turn of 1980, Father Innocent began to persuade Father Vasily to write about St. Nilus of Sorsk. Several letters have been preserved where this is discussed. Finally, in 1983, Father Vasily sent a typescript of the article "On the 550th Anniversary of the Birth of Our Saint Father Nil of Sors (1433-1508)." On the typescript, Father Innocent wrote in pencil: *"The response was sent in a timely manner. The article was sent to A.P. Mumrikov for processing for submission to the Editor-in-Chief. Fate unknown. 10.6.83. A. I."*

### **Review of some places**

The article we have found is intended for publication. Here we will review some of its points.

Father Vasily begins the article with an overview of the Renaissance and qualifies it as an era of spiritual crisis and decline, albeit accompanied by external flourishing, discoveries of a technical and geographical nature, as well as abundant form-creation. "The spread of this cultural movement from Italy throughout Europe and the spiritual crisis associated with it." According to the researcher of the hesychastic tradition (who knew about it not only in an abstract-theoretical sense, but also practiced "smart doing"), the Renaissance begins a long but constant process of secularization of the life and culture of Christian Europe.

A kind of “alternative” to it was the “Byzantine Pre-Renaissance” with hesychastic spiritual doing - the so-called “Paleologian Flowering of Byzantine Culture.” In this sense, hesychasm (“Palamism”), “imbued with the spirit of Christian faith” and associated with deep inner spiritual work, appears as a response to the secularist tendencies that existed in the West. In Russia, a prominent representative of the Hesychast tradition was Nil of Sors, who joined it on Mount Athos. According to Father Vasily, the spiritual decline experienced by the West at that time was associated, among other things, with the spread of “new pagan culture”, the involvement of the Catholic episcopate (and not only it) in a secular way of life, political intrigues associated with the “forgetting” of their own ecclesiastical purpose, which was a temptation that gave rise to protests. And one of the most important reasons for the Reformation was the clergy’s “forgetting” of their ecclesiastical purpose and secular way of life, and as a consequence - the “disappointment” of the public in the official Christianity of the Catholic Church.

### **Creative interaction of the cultures of Byzantium and Rus’**

Father Vasily notes the creative interaction of the cultures of Byzantium and Rus’ (this idea was formulated independently by Archimandrite Innocent). The connection of the spiritual upsurge in Rus’ with the previous spiritual flourishing in Byzantium, conditioned by hesychasm. This is not an influence that presupposes some kind of dependent passive-mechanical character, but an active reception. The Athonite researcher and admirer of Nil of Sors writes about “creative influence”, which correlates with the word concept “synergasy” of Archimandrite Innocent (Prosvirnin), who also noted this interaction and emphasized its active-creative character.

### **Care for the “earthly” vs. deep spiritual work**

The Athonite states the problem of the contradiction between two modes of spiritual life: care for the “earthly” and deep spiritual work. “One part of the monks,” we read in the article, “wanted to continue the unlimited acquisition of the monastery’s real estate...; the other part was afraid of the dangers of wealth and administrative troubles for monastic life and tried, at least, to limit real estate.” Hence, among other things, the problem: Church and (land) holdings - is it permissible, and what is the point? And also the related problem of spiritual life and spiritual freedom.

### **The ups and downs of spiritual life**

The monk notes that faith cannot be instilled by force, but only by inspiring example and love (“in matters of faith, force and coercion are useless; one can only convince with theological truth and the example of Christian love”). And he says that the freethinking of the Renaissance became one of the consequences of the secularization of the spirit, associated with the ups and downs of spiritual life. Similar changes occur in culture: *“by the end of the 15th century, the beneficial*

*influence of Byzantine Hesychasm was already beginning to weaken. After a great spiritual upsurge, the first signs of fatigue and negligence were showing. After a blossoming, fading turns out to be a common phenomenon in church history – until the next renewal under the influence of the life-giving Holy Spirit.”*

And further: “Not only did the morals and ignorance of the parish clergy cause dissatisfaction among the people and give the heretics a reason for criticism, but also in many monasteries the spiritual life and strict discipline after the death of the founders and the first generations of their disciples soon went into decline”...

### **The problem of monastic property in the context of the dynamics of spiritual life**

The Athonite learned monk examines the problem of monastic property from the perspective of the dynamics of spiritual life; there is an obvious connection here.

“The main reason for this sad phenomenon [the secularization of spiritual life — D.S.] was the enrichment of monasteries, which, thanks to frequent and large contributions, quickly turned into large feudal landowners.” And an explanation: “Torn away from contemplative prayer, monks now began to engage in secular affairs of managing huge estates. But it is not only vain cares and concerns that distract the mind from contemplation of God; the very presence of wealth is dangerous for a Christian, and especially for a monk, because it fetters the soul, arousing the passions of avarice and stinginess or enticing him with the pleasures of a luxurious life.” Here one can notice the transfer of the problem of land ownership from the social plane to a purely spiritual and moral “register” of ascetic practice. That is, Fr. Vasily transfers the problem from the socio-economic and purely political to the purely spiritual and moral register of ascetic practice. Here, it is precisely the spiritual and ascetic assessment of the experienced monk that is revealed.

### **Hermeneutic aspect**

It is very important that Father Vasily’s approach also reveals a hermeneutic aspect. Namely, the awareness of the historical distance between our time with its historical situation and moral and ethical ideas and the time of life of St. Nil of Sors, who appears to us as a “different time”. In particular, this is expressed in the inadmissibility of applying the “patterns” of today’s ideas to the past. And the preference not for judgment, but for understanding. “For a person accustomed to modern demands of general religious tolerance and freedom of conscience, it is, of course, difficult to understand this harsh decision of the Council [on the harsh punishment of heretics], which is so different from the Gospel commandment of love and from the free following of Christ. But we have no right to judge people of another time by our criteria” (*italics mine - D.S.*).

### **Reformation VS Reformation (heresy)**

Among other problems, the article touches upon the problem of raising the spiritual and moral level of the clergy as a response to the disintegration of social life (to the challenges of heresy = reformation), as well as the problem of renewing Russian monasticism.

In the context of the latter, the author examines both the movements of “Josphiles” and “non-possessors”, which in the text appear not so much as mutually exclusive, but rather as different versions of the same monastic service.

### **The problem of renewing Russian monasticism: two paths - Nil and Joseph**

Thus, considering the approach of Nil of Sors, Father Vasily cites his arguments: raising the morality of the clergy and monasticism; care for economic needs and property has a detrimental effect on the degree of involvement in spiritual work and the Jesus Prayer. Speaking about the “argumentation” of Joseph Volotsky, he names charity, assistance to the poor, construction of hospitals; the probability of a decline in the cultural level of the monastics, if only they worked as peasants.

An Athonite researcher, one of the greatest experts (and admirer) of the Sorsky ascetic, notes that after the death of Nil and Joseph, their students were unable to maintain the high bar set by their teachers. Father Vasily calls the disagreement, which over time turned into “a very passionate polemic, which reached sad extremes and a deep rift in Russian monasticism” a tragedy of ancient Russian holiness.

### **The disagreements between St. Nil and St. Joseph are imaginary**

Speaking about the disagreements between Nil and Joseph, Father Vasily emphasizes that they related only to the issues of the death penalty for heretics and the non-covetousness of monasteries. And he notes that from the surviving manuscripts from the library of the Joseph Monastery we know that they highly valued and diligently copied the works of St. Nil.

But ancient and modern practices (for example, on Mount Athos) prove that intelligent doing not only can, but must necessarily complement the cathedral services of a communal monastery.

### **Two Currents in Byzantine Hesychasm**

Father Vasily considers the Sorsky ascetic both in the context of Russian history and in a broader pan-Orthodox context. He notes that Nil had close ties with the Byzantine Hesychasts. And between the latter there were “two parallel currents.” The first combined a contemplative life with active participation in church affairs. The adherents of the second completely withdrew from the world and from public and church affairs, “devoting themselves exclusively to intellectual work and silence.”

### **Athonous experience of solving the problem**

Important: the researcher notes that the problem of monastic and church property was not exclusively Russian. Several centuries before the dispute between the “Josephites” and the “non-possessors,” a similar issue was encountered on Athos. An experience of a solution is given that not only resolved the issue, but also made it possible for two directions of spiritual practice to coexist. “Emperor John Tzimiskes (969-976) in his famous “Tragos” of 971/2 *strictly limited agriculture and other noisy activities of the Athonite monasteries.*”

### **«“A man of his time” and “a man over of time”: the significance of Joseph and Nil**

The merits and successes of St. Joseph are that he was a man of his time and acted with a practical mind and strong will. “He renewed the Russian monastery on the basis of strict community life and public-ecclesiastical service. He saved the Russian Church from the danger of Judaizing heretics, but he could only slow down, and not reduce, the spread of the penetrating new, secular spirit of the Western Renaissance of Rus’.” On the contrary, St. Nil of Sors was a man over of time or above the conditions of his time.

In this sense, the significance of the Sorsky ascetic is primarily in the fact that his teaching on “inner work” has not lost its relevance to this day. “The inner life of an Orthodox monk, his feat of cleansing himself from sins and passionate thoughts through mental work and his union with God through the unceasing Jesus Prayer... have not lost their spiritual freshness and relevance over the centuries, for the basic spiritual problems of man do not change. Therefore, monks and laymen still highly value them and diligently read them. His works occupy an important place among the most popular publications of Orthodox asceticism.” In this sense, the works of the Sorsky elder can be considered as “Philokalia before Philokalia” or “Pocket Philokalia.” For their originality “consists only and precisely in the choice of these quotations” (italics mine - D.S.). Thus, the unpublished article of the Athonite scholar monk presents a view of Nil of Sors precisely in the context of the spiritual-moral and ascetic approach to man. Which is not quite usual for traditional interpretations of the dispute between the “Josephites” and the “non-possessors”, which emphasize mainly the “material” and socio-political aspects. The hermeneutic components of Father Vasily’s approach are also curious.



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今天需要马克思主义的社会革命理论吗？

## IS A MARXIST THEORY OF SOCIAL REVOLUTION NEEDED TODAY?

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注释。本文考察了马克思主义社会革命理论的内容。更新了该理论的科学性和虚幻性成分。结论是，在认识论方面，只要屏蔽虚幻因素，该理论就可以用于分析现代世界秩序的变革。

关键词：马克思主义，“社会革命”理论，科学知识，幻觉。

**Annotation.** *The article examines the content of the Marxist theory of social revolution. The scientific and illusory components of this theory are updated. It is concluded that in the cognitive aspect this theory can be used in the analysis of the transformations of the modern world order, provided that illusory moments are blocked.*

**Keywords:** *Marxism, theory of “social revolution”, scientific knowledge, illusion.*

The entire twentieth century and the beginning of the twenty-first century passed under the “sign” of global transformations in the world, which significantly transformed the geopolitical space of the world. As a result of these changes, the legitimacy of those places in space that were habitually occupied by collective and personal subjects was called into question. At the same time, the trajectory of not only spatial places, but also the content of the geopolitical space itself is changing. New meanings, interpretations, and interests appear in it. It can be safely assumed that a radical geopolitical and anthropological transition to the formation of a new picture of the world is taking place. In the context of humanitarian and philosophical thought and the public mainstream, such a radical change in the development of society is associated with the concept of “social revolution”.

It is known that the theory of social revolution occupied a central place in Marxism. Today, Marxist ideas not only retain their influence in modern philosophical discourse, but also often direct the dynamics of this discourse. At present, Marxism is freeing itself from the rigid influence of various ideologemes. Marxism directs its ontological and cognitive resources to give scientific status to its theories, that is, it moves from ideological attitudes to scientific ones. Therefore, it is necessary to clearly distinguish between scientific knowledge and utopian illusions in the theory of social revolution. The Soviet and Russian philosopher V.N. Borisov drew attention to the need for a clear separation between utopia and science in his work “Marxism as Utopia and Science” [1].

It is absolutely true that K. Marx, in his socio-philosophical analysis of the socio-historical development of society, introduces the concept of social revolution in the context of the idea of the natural-historical development of society. Within the framework of this idea, K. Marx considers social revolution as the “energy of the force of things”, that is, as a transition from one mode of production to another and a change in forms of ownership. At the same time, according to K. Marx, the collective subjects that change the “force of things” are the relations between the classes of the Owner and the Worker, which are historically in antagonism. This situation allowed Marxist theorists to make the famous conclusion: “The history of hitherto existing societies has been the history of class struggles... always ending in a revolutionary reconstruction of the entire social structure or the common destruction of the contending classes” [3]. Note that the struggle between the classes of the Owner and the Worker in itself does not go beyond the horizons of the old society and does not contribute to the establishment of a new mode of production. Historical analysis has shown that the struggle between the main classes of Owner and Worker was often conducted in the horizontal plane of the historical process. Therefore, often the rebellion of slaves and peasants in themselves were not social revolutions, since they took place outside the framework of significant social transformations (they did not change the mode of production and did not establish new social relations between social groups). Therefore, the conclusion of Marxism about the struggle of antagonistic classes as the only mechanism for the transition from the old society to the new needs a certain correction. To carry out a social revolution, it is necessary that such subjects who are themselves the bearers of new production relations and new forms of property be included in the struggle with the old society. An analysis of the modern transformation of global world processes has shown the following.

1. The nature of contradictions between the bearers of forms of ownership is changing, namely: subjects of industrial capital are in conflict with subjects of digital capital. Today we are dealing with a bearer of new forms of ownership – digital capital. The final products of digital capital include simulacra (substitutes)

of capital, such as bitcoins and their analogues, the developed technologies of the digital ruble, etc. Previously, industrial capital was in conflict with financial capital. Financial capital is no longer dominant.

2. As a result, the social base of digital capital holders is expanding – they are both the dominant economic and political elite, and all participants in the digital space (programmers and users of digital technologies). Their interests are gradually beginning to coincide. The material platform of digital capital is rare earth metals and water resources. Therefore, the geopolitical space of the world is changing, the struggle for those territories that have the necessary base for the reproduction of digital capital is intensifying, and the state acts as a guarantor of the preservation of the economic rights of digital capital subjects and actively involves them in political activity. A striking example of this is the person of Elon Musk. Thus, a new subject appears in the geopolitical space, which is the bearer of common interests among different social groups.

In his theory of social revolution, K. Marx introduces the concept of the “aggregate worker”. K. Marx explains that within the framework of capitalist society, this concept covers not only workers who produce the subject of labor, but also all workers who provide the production process itself with their labor, which includes engineers, service personnel, managers of all levels and the owners themselves who organize production. But K. Marx considers the “aggregate worker” only in the technological aspect (as inclusion only in the organization of production of the subject of labor). K. Marx does not take into account the axiological (value) foundations for the formation of a single social interest, he believes that the common interest is associated only with the situation of the Worker, who historically strives to take a dominant place in the system of social production. Within the framework of the new emerging picture of the world, there is an opportunity to establish such a geopolitical order in which one can boldly declare one’s national interests, which include not only the economic, but also the value aspect. For example, Trump has formed a value-economic attitude for his society: “Make America Great Again!” Any state will be interested in the same installation for itself. Its implementation allows for peaceful development, taking into account the right of other states to the same installation and everyone is forced to strive for compromises in order to take a worthy place in the geopolitical space.

Note that K. Marx’s idea of the “aggregate worker” ends with the establishment of social homogeneity in a classless communist society. But how should we understand social homogeneity? After all, we should not be talking about equalizing the social interests of different groups, but about a social compromise built on the unity of the economic and value. K. Marx interprets the establishment of homogeneity only in the focus of the victory of one class over another. Therefore, the establishment of a new society, for him, is associated, as was said earlier, only

with the struggle of classes. However, modern transformations have shown that a new picture of the world can be established not only through the struggle of classes, but also through the establishment of a single value-economic basis in which all groups of society can be interested.

Some brief conclusions are provided below.

1. K. Marx's theory of social revolution contains both elements of science and elements of illusion. The strong scientific side of K. Marx's theory lies in its ontological idea (all aspects of the present existence are taken into account [2]), where the basic foundation of the change of society is the "power of things" (the work of a person with an objective activity from stone tools to a computer and the establishment of new relations regarding property), that is, the change of the social mode of production of life. In our opinion, the utopian illusory component in the theory of social revolution is the idea of the formation of a communist society only through the dictatorship of the proletariat (the class of the Worker). History has clearly shown that the proletariat, rejecting the private property of the capitalist (as a hostile class), managed to create only public property, which in the minds of people gradually turned into "no man's land", to which all members of society treated only as consumers.
2. K. Marx's idea that the establishment of a communist society as the final, concluding socio-economic formation signifies the end of history turned out to be illusory. The modern American philosopher Yoshihiro Francis Fukuyama also spoke about the end of history in his famous book «The end of history and the last man» (1992), who believes that western-type liberal democracy is a consumer society that has stopped historical development, and this is the end of history. But modern social practice clearly demonstrates the incorrectness of the conclusions of K. Marx and F. Fukuyama. There is a unification of new owners associated with digital capital with the owners of industrial capital. In addition, a multipolar world is being formed, in which states strive to occupy those places in the geopolitical space that will guarantee the protection of their national interests.
3. The idea that the formation of a new society (as a way of life) is connected only with the struggle of antagonistic classes within the old society has not been confirmed by historical practice (for example, Spartacus's uprising against slavery did not lead to the establishment of a feudal society).

Thus, in the cognitive aspect, the theory of social revolution contains elements of scientific knowledge that can be used not only in relation to the analysis of the past, but will also contribute to the development of projects for new pictures of the world. Only for this it is necessary to exclude the utopian components of this theory. Consequently, this theory of social revolution of Marxism requires further comprehension.

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人类剥削的原因以及如何消除剥削

## THE REASONS FOR HUMAN EXPLOITATION AND HOW IT WILL BE ELIMINATED

Lendyaev Vladimir Semenovich

Hands of workers!  
You give movement to the planet,  
Hands of workers —  
we sing this song about you,  
Hands of workers create  
all the wealth in the world,  
Glorifying the native land with labor!  
(Chorus of the song by V. Basner to the verses of M. Matusovsky  
from the film “Battle on the way”)

These remarkable words express the most important role of the working class, the main productive force of modern society. The production of all material goods, the production, maintenance and exploitation of the material conditions of life, that is, the very life of the whole society, is concentrated in the hands of the working class. It is extremely unfair that this class, which literally provides for the life of humanity, is the lowest class in the social hierarchy of society. Moreover, historically, from the very beginning of the emergence of the first state formations, people engaged in the actual production of all material goods, that is, **in the general sense**, productive labor, turned out to be the lowest class or estate, subjected to harsh exploitation and discrimination. Why did this happen? After all, man himself separated from the animal environment and became a rational person thanks to labor. Man created himself in the process of material production. ***“They themselves begin to distinguish themselves from animals as soon as they begin to produce the means of life they need ... their material life”*** (Marx K., Engels F. Works. Vol. 42. Pp. 128-145.). Undoubtedly, discrimination of productive labor is connected with the division of labor, but to a greater extent, it is connected with the division of property, public under the clan system into private, during the disintegration of the clan system. Or rather, with the process of gradual appropriation by various means by representatives of the ruling tribal elite and their

armed detachments of public property in the means of production, primarily land. At the instigation of ancient thinkers, this social division of society was called the division of people into representatives of mental and physical (productive) labor, implying by this the low level of the latter, their underdevelopment and the justice of their lower position in society. In order to morally justify their dominance, even ancient ideologists of the propertied class declared in this way that they, by nature more intelligent and developed, engaged in more complex activities than production, by right should rule over people of productive labor. A disdainful, discriminatory attitude towards productive work was formed in the public consciousness, as a primitive activity in comparison with the activity of those in power and their immediate surroundings, serving them. Aggravated by centuries of exploitation and oppression of people engaged in productive work, such an opinion was firmly entrenched in the consciousness of people. However, this idea of the division of physical and mental work corresponds to reality only partly. Justifying the social division of people by dividing them into mental and physical activity is only possible with a very big stretch. Physical exertion, for example, in the work of sculptors and circus artists, in the military work of the military, or nurses selflessly caring for seriously ill people, is hardly inferior to the physical exertion of a significant part of the workers. However, many types of production activities, even in Neolithic times, were extremely complex and demanding of the level of workers. Although, in general, productive labor is indeed largely associated with physical exertion, especially in the past, due to the underdevelopment of technologies and tools, However, with the development of production, technology, science and technology, especially explosive in the last two centuries, the conditions and the very content of productive labor have changed in the direction of reducing the physical component and increasing the mental one. If at the dawn of capitalism, with the intensive method of increasing labor productivity and creating large-scale production, when complex labor was divided into simple operations, when mental and physical labor were artificially separated and opposed to each other, in the words of K. Marx "to the point of hostile opposition", then with the development of production and under the influence of scientific and technological progress, a forced reverse process began, combining the mental and physical components of labor in the activities of a modern worker. Today, many blue-collar jobs require secondary and higher education, a high level of labor culture. Bourgeois states have not been organizing state education of the masses since the end of the 19th and beginning of the 20th century out of noble intentions; they are forced to do so by the greatly increased level of capitalist production, which places high demands on the level of workers. On the other hand, this fact is due to the intensification of the struggle of the working class, especially as a result of the forced competition of capitalism with the USSR and the socialist countries. The majority of modern

industrial workers chose their profession not because they were losers and could not engage in a “more worthy” activity. They chose their professions because their work, in terms of its mental, and especially creative component, significantly exceeds many types of work that are classified as mental, especially the overwhelming majority of office work. Moreover, productive labor does not raise any doubts about its usefulness and necessity, and the psychological climate of production teams is the healthiest. Nevertheless, even today the modern class of producers, the working class, remains the most oppressed layer of capitalist society, and the work of a worker is the least prestigious, including in bourgeois Russia. It is significant that the working class of the Russian Federation, which by all estimates is at least 20 million people, is completely unrepresented in the country’s government bodies in the State Duma and, especially, in the Federation Council. Even in the tsarist First State Duma of 1906 there were 17 worker deputies, when there were only 1.2 million industrial workers in the Russian Empire.

So what is the main reason for the lack of prestige, and for some people, the shamefulness of productive labor, the centuries-old discrimination and oppression of workers who produced the material conditions of life? Surprisingly, the matter is precisely in the extreme necessity of productive labor, the production of material goods. All people freed from productive labor: the ruling class (slave owners, feudal lords, bourgeoisie), as well as many people of different professions, employees and servicemen of the ruling classes, can live and exist only, exclusively at the expense of the surplus product (**surplus value**), produced by productive workers in excess of what is necessary for their own life. The expanded production of surplus product in the quantities necessary for the development of society, in conditions of an extremely low level of development of productive forces, low labor productivity, at the dawn of civilization, in past eras required a huge volume of extremely hard labor in the most difficult conditions, with the presence of many dangerous and harmful factors. In principle, there could be no one willing to voluntarily produce this surplus product for others. Therefore, from the moment of the emergence of private property and the birth of the state, various measures of exploitation were used by the ruling classes to produce the necessary products and material conditions of life, forcing people to productive labor to produce the necessary surplus product, by direct coercion - in the eras of slavery and feudalism, economic coercion, in capitalism. The confiscation of surplus product took place in the form of direct exploitation, for example, corvee, tribute, quitrent, yasak, surplus value, tax, etc. ***“Only the form in which surplus labor is squeezed out of the direct PRODUCER, the WORKER, distinguishes ECONOMIC formations of society (a society based on slavery from a society of wage labor)”*** ((Marx K., Engels F. Works. Vol. 23. P. 219)



Thus, in all societies based on private property, productive labor is largely forced and compulsory, and producers are the most oppressed social part of society. Due to the underdevelopment of production and low labor productivity in past eras, in order to obtain the necessary surplus product, workers were forced to work at the limit of their physical capabilities, from dawn to dusk. Even in the Bible, the ideological basis of several world religions, which for many years were the main ideology of class societies, labor is called “God’s punishment”, which is a reflection of society’s attitude to labor and working people. The humiliated and oppressed position of productive workers was considered to be given to them by God, punishment for their sins and the sins of their ancestors, formed an offensive attitude towards the place of labor and workers in society. A persistent opinion was formed that history is made by rulers, the ruling, propertied classes, with the participation of their closest servants: officials, senior military men, priests, and later, the top of the intelligentsia. That history is the history of the rule of rulers, the history of wars and armed conflicts. That is, history is a process of destruction, not creation. The brilliant K. Marx played in the public consciousness the role of that boy, not blinded by ideology, from Andersen’s famous fairy tale about the emperor with no clothes, who returned the world to obvious reality. *“Just as Darwin discovered the law of development of the organic world, Marx discovered the law of development of human history: the simple fact, hidden until recently under ideological layers, that people must first of all eat, drink, have a home and clothes before being able to engage in politics, science, art, religion, etc.; that, therefore, the production of immediate material means of life and thus each given stage of economic development of a people or an era form the basis from which state institutions, legal views, art and even religious ideas of these people develop and from which they must therefore be explained - and not vice versa, as has been done until now.”* (F. Engels. The Funeral of Karl Marx). K. Marx proved that the development and decline of states, cultures and civilizations, the change of historical eras are determined not by the will of the rulers and even the entire ruling class, but by the level of development of production and production relations, the mode of production, the level of labor productivity of a given society. History is thus created not by kings and heroes, but by the working people, who transform nature, including man himself, with their creative labor. Changes in the organization of material production, which in turn occur as a result of the use of new technologies and more advanced tools, have led to radical changes in thinking, behavior and the structure of social relations, to the very change of historical formations of people.

“Thus, the final causes of all social changes and political upheavals must be sought not in the minds of people, not in their growing understanding of eternal truth and justice, but in changes in the mode of production and exchange; they

must be sought not in philosophy, but in the economy of the corresponding era. The awakening understanding that existing social institutions are unreasonable and unjust, that “the reasonable has become meaningless, the good has become torture,” is only a symptom of the fact that changes have quietly taken place in the methods of production and in the forms of exchange, to which the social order, tailored to the old economic conditions, no longer corresponds. It also follows from this that the means for eliminating the discovered evils must also be present - in a more or less developed form - in the changed relations of production themselves. These means must not be invented out of thin air, but discovered with the help of the mind in the existing material facts of production.” - wrote F. Engels in his work “The Development of Socialism from Utopia to Science.”

*“According to the teachings of socialism, i.e., Marxism (one can no longer speak seriously of non-Marxist socialism), the real motor of history is the revolutionary struggle of classes; reforms are a by-product of this struggle, a by-product because they express unsuccessful attempts to weaken and dull this struggle, etc. According to the teachings of bourgeois philosophers, the engine of progress is the solidarity of all elements of society that have recognized the “imperfection” of one institution or another. The first teaching is materialistic, the second is idealistic. The first is revolutionary. The second is reformist. The first substantiates the tactics of the proletariat in modern capitalist countries. The second is the tactics of the bourgeoisie.”* (V.I. Lenin, Complete Collected Works, Vol. 13, p. 263)

Man is a social being, his formation and development is possible only in society and depends on the level of development of society itself, and the level of development of society, its power and wealth depend on the level of development of production, productive forces, on the level of labor productivity. In a fierce competitive struggle, the tribe, state, society in which production and productive forces are most developed survives, wins and breaks ahead, gaining advantages in development. The development of production and society proceeded and was determined by the continuous struggle of the main economic classes among themselves, primarily the exploiting and the exploited, which always intensified at moments when the development of society slowed down or degraded, when social relations began to slow down the development of production and productive forces, and therefore at the moment of deterioration in the satisfaction of the deep interests of the majority of classes and strata of society, whose interest lies in the constant improvement of living conditions and its reproduction, as well as the conditions for the development of members of society. The emergence of private property, division of labor, division into classes and even exploitation of productive labor in past historical formations were thus an inevitable, necessary and progressive step, since they allowed the concentration of material and human re-

sources for the development, expansion and increase of production, which in turn, depending on the growth of productivity and labor savings, allowed the increase of social wealth, the liberation of an increasing part of the members of society from productive labor, for the occupation of various spheres of mental labor in the interests of the development of production and society, and therefore, of each of its members. The situation was such that only through the coercion of the majority of people to productive labor with their subsequent exploitation, there was an expanding liberation of people for mental and other activities necessary for the acceleration of development. Moreover, this process of development was cruel, but natural for nature, by the path of natural selection. Those tribal unions, in which the disintegration of the clan system, the division of people into classes and the formation of states took place earlier, gained an advantage, subjugated, conquered, and sometimes destroyed the peoples in which the disintegration of clan relations was delayed. For example, millions of Indians were destroyed in North America during the formation and strengthening of the United States of America. Or, for example, several centuries of Western Europe's dominance in the world are due to the fact that, for a number of reasons, the formation of capitalist relations began earlier in Western Europe, the formation of the advanced class of the bourgeoisie at that time took place, which in the struggle with the feudal aristocracy led Europe to the victory of a more advanced capitalist formation. Under capitalism, there was an explosive acceleration of the development of production and productive forces, a colossal increase in labor productivity, and rapid progress in all areas of human activity. Thanks to the growth of labor productivity, the saving of labor for the production of necessary material goods, there was a massive release of people from productive labor, the majority of whom were able to engage in other types of extremely useful activities in education, science and technology, art and culture, which, in turn, spurred the development of production, technology and the growth of labor productivity.

History has shown that with the emergence of private property, society was divided into two main parts, the main owners, who exploit the other part - the main producers of material goods. In their fundamental interests, the exploiters and the oppressed are quite naturally in irreconcilable conflict, in struggle and confrontation. Between them are intermediate layers, depending on the circumstances, passing into the main layers, as well as those serving them, the number and diversity of which grew with the development and complexity of the social structure, and most importantly, with the development of production and the growth of labor productivity. Bourgeois scientists, studying the structure of society and trying to compile an exhaustive classification of society, eventually called the various social groups of society classes. The first to do this in their classification were the French historians O. Thierry, F. Guizot and O. Mignet. The class theory of soci-

ety was finally developed in the works of the founders of Marxism K. Marx, F. Engels and comprehensively developed in the works of V.I. Lenin, who gave the most comprehensive formulation of the concept of social classes in the brochure "The Great Initiative": "Classes are large groups of people distinguished by their place in a historically determined system of social production, by their relationship (mostly fixed and formalized in laws) to the means of production, by their role in the social organization of labor, and, consequently, by the methods of obtaining and the size of the share of social wealth that they have. Classes are such groups of people, one of which can appropriate the labor of another, thanks to the difference in their place in a certain structure of social economy." (Lenin V. I. Complete Works, Vol. 39, p. 15)

The motive, the driving force of human behavior and activity are his personal needs and interests. The fundamental interest of each person is the preservation, continuation, constant improvement of his life and the lives of people close to him, an increase in well-being for the ever more complete satisfaction of growing material and spiritual needs. But man is a social being. To form, become a human being, to live, develop and realize oneself as a human being, one can only in social relations with other people within a certain society. That is, the development of society is the condition for the development of the greatest number of members of this society. At the same time, society consists of individuals, social groups and classes with their private: personal and group interests, which often do not coincide and even contradict each other. The condition for the realization of the interests of some people and social groups is very often the infringement of the interests of other people. Matter, nature and, consequently, all natural objects and phenomena exist exclusively in the process of constant movement (change, development, etc.) in space and time. Movement always occurs under the influence of some forces (factors, moments, tendencies). Each force that strives to move, change matter is always opposed by some force in the opposite direction. That is, an object is always affected by pairs of opposing forces, contradictions, which are in constant struggle with each other. Namely, **the struggle of forces, contradictions of forces are the causes of any natural movement, change, development.** In society, as an integral part of nature, such contradictions are the clash of interests of people, especially economic ones, as well as the objective conditions for the development of productive forces and the economy. Therefore, in society, there is a constant and everywhere struggle in various forms and of varying intensity. Life is a struggle. Among all the struggles, the struggle between the main, primarily antagonistic economic classes, the producing classes and the classes that appropriate the greater part of the social product, the exploiting classes and the exploited classes, is decisive for the fate and development of society. Thus, history is the history of the struggle of classes: slaves and slave owners, peasants and feu-

dal lords, workers and capitalists. The most reliable way to correctly understand the complex interweaving and features of human interests, their contradictions in various groups of the population, their struggle and interaction in the life and development of society, in all movements of society, is the historical and class approach to the analysis of social phenomena, the need to always proceed from the class nature of social relations.

*“The division of society into classes in history must always stand before us clearly as a fundamental fact. This fundamental fact - the transition of society from primitive forms of slavery to serfdom and, finally, to capitalism - you must always keep in mind, for only by recalling this fundamental fact, only by inserting all political teachings into this fundamental framework, will you be able to correctly evaluate these teachings and understand what they relate to, for each of these major periods of human history - slave-owning, serf-owning and capitalist - embraces tens and hundreds of centuries and represents such a mass of political forms, diverse political teachings, opinions, revolutions, that it is possible to understand all this extraordinary diversity and enormous variety - especially that connected with the political, philosophical and other teachings of bourgeois scientists and politicians - only if we firmly adhere to this division of society into classes, the change in the forms of class rule, as the guiding main thread and from this point of view to understand all social questions - economic, political, spiritual, religious, etc.”* (Lenin V.I. Complete Works, Vol. 39, pp. 70-72). Class contradictions, the struggle of class interests are the source and driving force of the development of society. “People have always been and will be foolish victims of deception and self-deception,” asserted Vladimir Ilyich Lenin, *“until they learn to seek out the interests of certain classes behind any moral, religious, political, social phrases, statements, promises.”* (Lenin V.I. Three Sources and Three Components of Marxism (March 1913) - PPS, 5th ed., Vol. 47.) But why do a multitude of differently directed private interests, social groups and classes not tear society apart? The fact is that along with a multitude of differently directed interests, there is also a common interest for all members of society, primarily in the preservation and development of this society. Because a person cannot exist outside of society. That is, **the main public interest for all members of society is, first of all, the preservation and development of society, the increase of the public wealth of society, the creation of conditions for the most complete satisfaction of vital material and spiritual needs, the full disclosure and realization of the abilities of ALL, each person, the potential of the entire society.** The private interests of individuals, classes and social groups can coincide with public interests to varying degrees or oppose them, promote or hinder the development of society. If reactionary forces that hinder development prevail in the class struggle, a social crisis occurs, which can be resolved by the disintegration of this

society into parts or its transformation into another society with a predominance, ultimately, of more positive moments for society. And vice versa, the victory of progressive forces strengthens society and moves it forward, although it can also be the end for some outdated, reactionary forms and parts of society. **The class whose fundamental interests most express the interests of social development is the advanced class at a given stage of social development.**

What is the reason for the emergence and existence of the era of private property and class society with the exploitation of productive labor for about 8 thousand years, and why was this event a progressive and important step in social development? The reason is the underdevelopment of humanity, primarily material production and productive forces, which do not yet allow for sufficient well-being for each person, conditions for the development of each person, which causes competition between people for the possession of a larger share of the social product. The uneven and unfair distribution of the social product, with the help of the exploitation of the majority of people, the dictatorship of the exploiting classes, made it possible to ensure conditions for the accelerated development of a part of society freed from productive labor, the development of which entailed the development and advancement of the entire society under the influence of labor and the struggle of the oppressed part of society for a better life. The level of production, the level of development of productive forces in the feudal, especially in the slave-owning era, could not, in principle, ensure decent well-being and development for all people, their social equality, or eliminate the exploitation of labor. The class struggle of workers against oppression in all eras spurred the ruling classes to reforms, to develop production and production relations, to improve living conditions, to change economic formations to more progressive ones. However, the change of economic formations and production relations could not occur without achieving a certain level of development of productive forces, until the moment when the old production relations began to seriously slow down production. The exploiters refused the mass use of slave labor not out of humanism, but because slave labor became unprofitable. When, after the colonization of Africa, slavery became quite profitable for a certain period, the capitalists of the same United States of America, with their democracy and the famous Declaration of Human Rights, happily exploited the labor of slaves. In the same way, having used fascism against the labor movement at the stage of imperialism, the capitalists were forced to abandon it when they saw that the democratic form of the dictatorship of the bourgeoisie was more advantageous for them, because fascism raises the level of the people's struggle against it to such a level that it threatens to sweep away the capitalist system itself. Today, capitalists use fascism only in cases of extreme threat to their dominance within states, and the US imperialists use fascism in foreign policy to maintain their hegemony in the capitalist world.

As we noted above, the reason for the emergence of social inequality and exploitation of labor in society was the insufficient level of development of production and productive forces, the impossibility of ensuring the well-being of all people, causing competition and struggle for material goods between people. An attempt to establish universal social equality in the past, when the level of development of production and productive forces could not fully ensure the necessary level of satisfaction of the vital needs of each person, would have led to a society of equality in poverty, in which competition and struggle for material goods would inevitably begin, inevitably splitting society into classes again. Another matter is the modern level of capitalism, which has already created the basis of material conditions for almost complete satisfaction in the necessary volume of interests and needs of each person. The rapid growth of productive forces under capitalism, industrialization, industrial revolution, scientific and technological progress, the technological level of industry and agriculture could already fully provide ALL the population of the Earth with food and necessary goods at the beginning of the 20th century. Meanwhile, even today, a century later, millions of children die of hunger in different parts of the planet. And the whole reason for this is in the very nature of capitalism. Capitalists produce goods not to satisfy the needs of the population, but to ensure the growth of capital, to make a profit. They have no desire, no benefit to increase the goods to provide for all people, because to make a profit, the goods must be sold with maximum benefit, and this is a problem even with the existing volumes of production. The fact is that the main consumers are the same workers, the working people, and in order to ensure profit, the capitalists pay the people only a part of the value produced by the people, and the trading capitalists will also make their markup. So the people can in no way have enough of the part of the value that they are given in the form of wages to buy back all the produced values. The reason for the crises of capitalism is not overproduction, but the poverty of the population, which does not have the means to buy back all the goods. Capitalists not only do not intend to increase production to fully satisfy the needs of the people, they quite often destroy significant parts of the goods, destroy part of the rich harvest in order to maintain a high level of prices. By the end of the 20th century, the contradictions of capitalism had become extremely acute; scientific and technological progress became unprofitable for monopoly capitalism and imperialism, because the automation of productive labor reduces the number of workers in production and increases equipment costs. Capitalists make a profit not from equipment, but from surplus value, from a portion of the worker's labor taken by the capitalist. Robotization is profitable only when competitors do not have it, when it is possible to obtain their share of the profit by reducing the costs of producing a single unit of goods and ousting competitors from the market. In the modern conditions of the global market, the dominance of transnational fi-



nancial monopolies, the automation of productive labor reduces the profit rate of all world capital. Today, along with the sharp increase in the parasitic nature of an increasing part of the capitalist class, the increase in not only its uselessness, but also its harmfulness to the development of society, American and Western capitalism, sensing the approach of its end, strives to postpone it, to slow down the development of mankind, the development of the same capitalism in the countries of the third world - an extremely necessary object of imperialist robbery for them. The USA and the West constantly create hotbeds of international tension and military conflicts in the third world countries, preventing this world from developing normally, because the instability and backwardness of this world provide the Western world with the opportunity to exploit and economically plunder this world, and this plunder is a condition for the existence of the capitalist system. The course is taken to degrade the population by lowering its educational and cultural level, introducing ideas that destroy the family and morality, legalizing drugs, pornography, prostitution, introducing the fashion of perversion, moral and physical ugliness. However, history, the progress of mankind can be slowed down, but it is impossible to stop. It becomes obvious to almost all literate people that the productive forces have long outgrown capitalist relations, within which further development of society is impossible. But it is foolish to expect that the capitalists will refuse domination on their own, only from the awareness of their harm. Historically, the change of production relations, historical formations has always occurred and can occur only in an acute class struggle of the new world order with the old. And it so happened historically that this task can be solved only in the class struggle of workers under the leadership of the most advanced part of the working class - the industrial proletariat.

Where did this working class come from? Although F. Engels in his work "The Principles of Communism" analyzed in detail the emergence and characteristics of this class, and K. Marx and V. Lenin in their works more than once explained the concept of "worker", bourgeois ideologists of the right and left, on the one hand, strive to deny or belittle the special position in society and the advanced character of this class, on the other - to blur this concept, to extend it to hired workers of any kind of activity in order to reduce the leading role of the industrial proletariat in social progress, in the revolutionary transformation of society. Productive hired workers - people who for various reasons have lost the means of labor, the means of life, forced to hire themselves out to wealthy people, to sell their labor, have existed since ancient times, since the emergence of private property. But before the era of capitalism, the number of these workers was small, their contribution to production was very insignificant. The main producers, the main productive classes, were in different eras free farmers, slaves, peasants and artisans. Hired workers did not play and could not play any special role in economic, and even more so, in



political life. Another matter is the time when in the late Middle Ages as a result of the rapid growth of trade and commodity production, bourgeois relations began to take shape, the rapid growth and significance of the new class of the bourgeoisie began, which was experiencing a period of initial accumulation of capital. To meet the ever-growing demand for various goods, a larger than feudal production was required, a new mode of production, first manufacturing, and in the process of the industrial revolution, industrial production, which required a huge number of hired productive workers, a whole productive class of workers, which was created by the new class that was conquering dominance, the bourgeoisie. In the full sense, workers became one of the main classes during the industrial revolution, when they turned into the main productive force of society. The bourgeoisie, in its pursuit of capital growth, has created and continues to create the working class, because the main source of profit in the capitalist world is the surplus labor of productive workers, the working class, extracted by capitalists in the form of surplus value. How can a person be forced to hire himself out for hard work for pennies in factories and plants? To do this, a person must be deprived of the means of production, the means of subsistence, above all land, put in a hopeless situation, when under the threat of hunger for him and his family there is only one way out - to hire himself out to work for the bourgeoisie. To do this, either they simply took away the land and drove the peasants off the land, as in England and the Netherlands, or more slowly ruined small peasant farms and artisans in competition with large capitalist farms with the active assistance of the state, strangling the small producer with taxes and restrictions, the usurious policy of the banks, as was the case in France. Even in ancient times, hired productive workers belonged to the lowest, deprived of property, despised social stratum. This is natural for any society based on private property, where the measure of a person's value is his property. This attitude was passed on to the new, propertyless working class. However, as the rapidly growing working class increasingly became the main productive force of society, it began to feel its importance, its strength, and began to loudly declare its rights in the economic and political struggle to improve its living conditions. The proletariat, the most oppressed class of capitalist society, could not help but begin a struggle against its exploiters, especially since it was in the most difficult, inhuman conditions of existence during its formation. The content of the scientific study of the life of workers by F. Engels "The Condition of the Working Class in England" in 1845 is more terrible than any modern horror film. At first, the workers' actions were spontaneous, more typical of the petty-bourgeois, peasant environment from which they came, in the form of protests, pogroms in factories, uprisings, for example, the powerful uprisings of the Lyon weavers. The workers had not yet fully realized themselves as a class, did not understand what their strength and class interests were, and had not developed the most effective forms

of struggle for the working class. The working class, due to its underdevelopment, had not yet realized its most important place in social production and in class confrontation, had not realized its objectively conditioned class interests. (*What is interesting and sad is that the modern **working class** of the post-Soviet space, which after the destruction of socialism in the country and the Union itself fell into the conditions of capitalism, in terms of self-awareness as a class, “a class for itself”, was largely at the same level for a long time as the working class two hundred years ago.*) Cruel exploitation, the most difficult living conditions of the working class, causing desperate, sometimes striking senseless, but understandable cruelty of workers’ uprisings horrified people. The threatening severity of the class struggle frightened and prompted the scientific world and simply thinking people to understand the reasons, to look for a way out of this difficult situation, threatening a catastrophe for society. Various circles representing different classes and social strata put forward utopian projects for a better, more just social or socialist world order. The ideas of socialism, bearing a humanistic beginning, but far from scientific justification, captured the public thought of Europe. Most of these projects lacked an understanding of the driving forces of social processes and, especially, the most important role of the working class, which was gaining strength. However, the working class, with its uncompromising, increasingly meaningful and organized struggle, its readiness to go to the end, its desire for social progress, including during bourgeois revolutions, where it marched in the forefront, drawing workers and the indecisive bourgeoisie itself, forced people to pay attention to itself and assess its political potential. By the middle of the 19th century, the “spectre of communism” was already roaming Europe, supported by new discoveries and achievements in all areas of science and technology, but above all, inspired by the selfless struggle of the workers themselves. An understanding of the role of the working class, which later became the most important part of Marxism, was maturing. A strikingly accurate assessment of the potential and capabilities of the working class was given in his book “The Unique and Its Heritage” in 1944, four years before the “Manifesto of the Communist Party”, by the German idealist philosopher Max Stirner, by the way, a comrade of K. Marx and F. Engels in the group of Young Hegelians: ***“The workers have enormous power in their hands, and if they felt it and used it, then nothing could stand against them: they would only have to stop working and consider everything they have produced as their own, using it for themselves. This is the meaning of the labor unrest that sometimes flares up. The state rests on the slavery of labor. When labor becomes free, the state will be crushed.”***

The creation of a comprehensive philosophical materialistic doctrine, as well as discoveries in the sphere of political economy and other social sciences, matured and could not fail to occur, as circumstances mature for discoveries in other

fields of science, inventions in technology. They were prepared by the broad progressive movement of science, set in motion by the rapid development of industry and society. Hegel's dialectic is no less than 90% of the content of dialectical materialism. The young geniuses Marx and Engels had enough impetus from Feuerbach's works to take the decisive step, to finally place Hegel's dialectic on the material ground that permeates it. Having examined human history, capitalist production and society, the essence of the working class and its struggle against exploitation through the microscope of dialectical materialism, they made many wonderful discoveries that formed the basis of new sciences: historical materialism and scientific socialism, which, together with dialectical materialism itself, constituted the revolutionary doctrine - Marxism. Although the struggle of the working class gradually assumed an increasingly organized and meaningful form, for the theoretical substantiation of its fundamental interests and the struggle for them, the working class absolutely needed the help of the most advanced representatives of the bourgeois intelligentsia, who took the position of the interests of the working class and thus became the working intelligentsia. This most important work for the world proletariat was done by two brilliant men, two friends and like-minded people, two outstanding scientists who came from the ranks of bourgeois revolutionaries, Karl Marx and Friedrich Engels. Studying capitalism, the working class and its struggle on the basis of all the scientific achievements of their time, Marx and Engels discovered the unique qualities of the factory proletariat, its advanced place in the world on the path of Progress, dictated by the place of this class in social production, its qualities and fundamental class interests. Struck by the unique significance and unique qualities of the industrial proletariat, these two geniuses resolutely sided with the working class and devoted their entire lives to the cause of liberating it and all of humanity from exploitation. The comprehensive doctrine they developed, called "Marxism", became the philosophical basis for the entire development of modern society, the theoretical justification for the fundamental interests of the working class and the revolutionary weapon for their implementation. It is no coincidence that in the Report to the 17th Party Congress on the work of the All-Union Communist Party (Bolsheviks) on January 26, 1934, I.V. Stalin said: "***Marxism is the scientific expression of the fundamental interests of the working class.***" (I.V. Stalin, Collected Works, Vol. 13, pp. 376-379) Therefore, in order to become aware of themselves as a class, to become aware of their fundamental class interests, their political possibilities, and to successfully organize the class struggle for their advanced interests, the study of the foundations of Marxism-Leninism is **a priority and absolutely necessary for workers**. V.I. Lenin said that for workers "**knowledge is a weapon in their struggle for liberation, that their failures are explained by a lack of education.**" (Complete Collected Works, Vol. 37, p. 77) The study of Marxism-Lenin-

ism is no less urgent a task for the modern working class, largely demoralized by bourgeois propaganda and the temporary retreat of Communism in the world after the destruction of the USSR. As for the workers of the Russian Federation, they have a unique opportunity that workers in no other country in the world have, the opportunity to completely free of charge comprehend the foundations of Leninism - Marxism of the modern era at the Fund of the Workers' Academy (FRA), at the Red University, with the help of the leading Marxist scholars of our country. There they also receive real help in organizing the workers' struggle, primarily the economic one.

Today it is becoming obvious even to bourgeois specialists that capitalism, the capitalist mode of production in developed countries has completely exhausted its progressive potential for the development of production and society, preserving it to some extent for the backward states of the third world, former colonies, where it is rapidly developing, despite the opposition of the West. The development of these states puts an end to the possibility of parasitism on their backwardness, their economic expansion and robbery by Western countries, which is the basis of the life of the capitalist system. It is becoming increasingly obvious that the class of various moneyed and other parasites, which has become completely parasitic, into which the modern bourgeoisie has naturally degenerated, who today do not participate in modern production in any way, is useless. They have long been replaced by various hired managers, brokers, and various kinds of administrators. But, on the other hand, these parasites appropriate and divert ever larger funds from public wealth that could go to the development of production and society. Moreover, they, possessing enormous resources, are actively slowing down social development, striving to preserve the mossy relations of class inequality that ensure their wealth and dominance. ***"We are now rapidly approaching a stage of development of production at which the existence of these classes has not only ceased to be a necessity, but has become a direct obstacle to production,"*** wrote F. Engels a century and a half ago in the above-mentioned book "The Origin of the Family, Private Property, and the State."

More than a hundred years ago, V. I. Lenin called the modern era - imperialism: **"decaying capitalism."** Today, capitalism is rotten through and through and has begun to decompose, stinking and poisoning the lives of the peoples of the planet.

The competition and rivalry characteristic of a spontaneous economy, reaching the point of hostility and wars, which at the dawn of capitalism were a strong stimulus for the development of production, science and technology, have practically exhausted their progressive potential. It is obvious that communist relations in production, based not on the element of the market, but on planning, not on competition and hostility, but on cooperation and mutual assistance, are much

more effective than capitalist relations. Evidence of this obvious fact is not only the example of the record successes of the Soviet economy of the Stalin period, but also individual moments in the capitalist economy. It is on the basis of planning, as far as possible under capitalism, cooperation and mutual assistance that work is organized within large monopolies, the largest industrial corporations. If various divisions of a corporation begin to compete with each other and profit at each other's expense, the corporation will instantly collapse from within. It is no accident that V. I. Lenin asserted that: socialism is nothing more than the next step forward from state-capitalist monopoly. Or in other words: ***socialism is nothing more than a state-capitalist monopoly, directed to the benefit of the entire people and to that extent ceasing to be a capitalist monopoly.*** (Lenin V.I. Complete Works, Vol. 34, p. 192)

It has already been said above that the basis of class division, inequality of various types of labor, oppression and exploitation of physical and productive labor is the underdevelopment of production and productive forces. That the capitalists, having created technological and economic opportunities for the development of productive forces to the necessary level of satisfaction of needs, will never take the final step towards this, since this will finally destroy the economic basis for social inequality and the preservation of their domination. Objectively, all classes, including even a significant part of the bourgeois class, are interested in the elimination of class inequality and the achievement of guaranteed satisfaction of needs. Because fear, uncertainty about the future are characteristic of all strata of capitalist society. Fear of ruin, fear of the workers' struggle, fear of banditry, etc. do not leave the bourgeoisie even at night. The law of concentration of capital, the constant decrease in the average profitability of capital leads to an ever greater proletarianization of an ever greater part of society, even those who previously belonged to the privileged strata. The object of capitalist exploitation and robbery by the largest financial transnational monopolies is not only the working class and the motley mixture of petty bourgeois strata, the mass of small and medium capital, but even large companies in various countries. The dominant American imperialism, experiencing constant hunger, especially in times of crisis for itself, in order to improve its economy, can rob and slow down the development of even its allies, as it did in the 80s with the rapidly rushing forward economy of Japan, as it is doing today with the economy of Europe, first of all with its economic leader, Germany. Not to mention the periodic destruction of various states, from the USSR and Yugoslavia to Iraq, Libya and Syria. The imperialist wolf needs more and more food, and the unification of former sheep to fight for their existence against American and Western expansion around China and Russia, in BRICS, SCO, OPEC+ has significantly reduced the food supply of imperialism, causing a profound crisis of the entire capitalist system, putting the world on the brink

of a third world war, which, if it breaks out, will most likely become nuclear. Humanity has no other choice but to transition to socialism, to move towards full communism, with the overcoming of inequality of various types of labor and the elimination of classes. But this requires the overthrow of the most powerful power of the capitalists and capital, the collapse of the capitalist system and the capitalist state. Who can do this?

The elimination of exploitation and the construction of a communist society is beneficial to the broadest layers of workers. The uniqueness of Russia is that our older generation has seen for themselves how much easier and safer life was even in an imperfect, distorted, but socialist state. But only the workers have a vested interest in this. A significant part of the other classes and strata are quite satisfied with the existence of a separate class that ensures their physical existence, and for the workers who ensure this existence, the only way to break through to complete equality with other people is the complete destruction of classes. In addition, the motley, diverse in narrow interests, inclined to individualism petty-bourgeois in consciousness strata of the population are little capable of an organized struggle to a victorious end and are capable of retreating when solving at least part of their economic problems. An organized and disciplined force is needed that is capable of leading the movement of all workers for the liberation of labor. And such a force is the working class. Moreover, not all workers are capable of becoming the leaders of the workers. Workers from small-scale production or from the service sector themselves are little capable of organized struggle and are inclined to petty-bourgeois deviations.

***“... only a certain class, namely the urban and, in general, factory and industrial workers, are capable of leading the entire mass of workers and exploited people in the struggle to overthrow the yoke of capital, in the course of the overthrow itself, in the struggle to maintain and strengthen the victory, in the work of creating a new, socialist, social system, in the entire struggle for the complete abolition of classes. (Let us note in parentheses: the scientific difference between socialism and communism is only that the first word means the first stage of the new society growing out of capitalism, the second word means a higher, further stage of it.”*** (Lenin V. I. Complete Works, Vol. 39, p. 40)

At the same time, it would be utopian to hope that the working class alone will be able to win the struggle against bourgeois power without enlisting the support of the broadest masses of workers, without standing at their head and drawing them along with it.

It is foolish to expect that under the conditions of capitalism - the dictatorship of the bourgeois class, the bourgeoisie, having become convinced of the complete hopelessness of the capitalist system, will itself begin to implement the transition of society to socialism. It is foolish, but this is precisely what many different

pseudo-left parties and organizations, the heirs of the traitors of the working class - the social democrats of the early 20th century, are trying to convince workers of. And it must be admitted, not without success. A striking example of such left - the leader of the Social Democratic Party of Germany, Chancellor Scholz, an obedient executor of American imperialism. Only in the most acute struggle, the workers, led by the industrial proletariat, guided by their vanguard - the Communist Party, having overthrown the power of the capitalists and established the dictatorship of the working class, can enter the first phase of communism, socialism. Moreover, socialism is a society where private property is eliminated and public property is established, the most important, but only the first and necessary step towards the destruction of classes, which can be accomplished only under the conditions of socialism, the state of the dictatorship of the working class, up to the complete liquidation of classes and the state.

*“In order to destroy classes, a period of dictatorship of one class is needed, namely that of the oppressed classes which is capable not only of overthrowing the exploiters, not only of mercilessly suppressing their resistance, but also of breaking ideologically with the entire bourgeois-democratic ideology, with all the philistine phrase-mongering about freedom and equality in general (in fact, as Marx showed long ago, this phrase-mongering means “freedom and equality” of commodity owners, “freedom and equality” of the capitalist and the worker).*

*Not only that. Only that of the oppressed classes is capable of destroying classes by its dictatorship, which is trained, united, educated, steeled by decades of strike and political struggle against capital - only that class which has assimilated the entire urban, industrial, large-scale capitalist culture, has the determination and ability to defend it, to preserve and further develop all its gains, to make them accessible to all the people, to all workers - only that class which will be able to bear all the hardships, trials, hardships, great sacrifices, which history inevitably imposes on those who break with the past and boldly make their way to a new future - only that class in which the best people are full of hatred and contempt for everything petty bourgeois and philistine, for these qualities which flourish so much in the petty bourgeoisie, among petty employees, among the “intelligentsia” - only that class which “has gone through the hardening school of labor” and knows how to inspire respect for his ability to work in every worker, every honest person.”* (Lenin V. I. Complete Works, Vol. 38, p. 387)

*“Socialism is not a ready-made system that will benefit humanity. Socialism is the class struggle of the present proletariat, moving from one goal today to another tomorrow in the name of its fundamental goal, approaching it with each passing day.”* (Lenin V. I. Complete Works, Vol. 23, p. 53)



*“It is clear that for the complete abolition of classes it is necessary not only to overthrow the exploiters, landowners and capitalists, not only to abolish their property, it is necessary to abolish all private property in the means of production, it is necessary to abolish both the distinction between town and country, and between people engaged in physical and mental labor. This is a very long task. To accomplish it, a huge step forward in the development of productive forces is needed, it is necessary to overcome the resistance (often passive, which is especially stubborn and especially difficult to overcome) of the numerous remnants of small-scale production, it is necessary to overcome the enormous force of habit and inertia associated with these remnants.”* (Lenin V. I. Complete Works, Vol. 39, p. 15)

It goes without saying that the organized political struggle of the proletariat is impossible without the creation of its own Marxist workers' party, the Communist Party. In the matter of party building, one cannot do without the theoretical and practical experience of V. I. Lenin. The party is the political vanguard of the working class. But it is a vanguard only when it is closely connected and subordinated to the struggle of the working class. **It is no good if people start joining the party to improve their personal well-being. This means that something is wrong with the activity of the “vanguard” and its price is small. A real communist joins the party to gain the right to be the first to rise to the attack, as was the case during the Great Patriotic War, to be in the front ranks of the struggle for the communist transformation of society.**

The petty-bourgeois consciousness of many workers, especially the intelligentsia, is very frightened by the prospect of a “dictatorship” of the working class, which is deliberately inflated by bourgeois propaganda to intimidate the average person. How can “these vile workers” be put at the head of society, exploiters of the other strata? This is all a lie and a delusion. According to their place in social production, workers cannot exploit anyone, in principle. The proletariat, or more precisely the working class, cannot “replace” the bourgeoisie as the same dictator-exploiter as the capitalists. The peculiarity of the working class, its position in social production cannot make it an exploiter of anyone, as was the case in previous formations. No one except the workers, even under the conditions of the dictatorship of the working class, will produce all the material products, create and maintain the material conditions of life. The fundamental interest of the working class is to remove the basis of social inequality, the contradiction between mental and physical labor, the basis of social inequality and the division of society into classes. This can be achieved only on the basis of specially directed scientific, technical and industrial activity, when the content of productive labor - the labor of workers, in its mental and creative component, will be in no way inferior to mental work. ***“All previous classes, having won dominance, strove to strengthen***



*the position in life that they had already acquired, subordinating the whole of society to the conditions that ensured their method of appropriation. The proletarians can conquer the social productive forces only by destroying their own current method of appropriation, and thereby the entire hitherto existing method of appropriation as a whole. The proletarians have nothing of their own that they would have to protect; they must destroy everything that has hitherto protected and ensured private property. All movements that have occurred so far have been movements of a minority or were carried out in the interests of a minority. The proletarian movement is an independent movement of the vast majority in the interests of the vast majority. The proletariat, the lowest stratum of modern society, cannot rise up, cannot straighten itself up, without the entire superstructure of layers that forms official society rising above it being blown up into the air.”* (K. Marx, F. Engels MANIFESTO OF THE COMMUNIST PARTY, Politizdat, Moscow, 1974, p. 37)

The working class creates the state of the dictatorship of the proletariat, the socialist state, not in order to profit from the exploitation of other classes and strata of society. Its goal is to carry out such communist transformations of society that will ensure equality of all types of labor, which will make it possible to eliminate the division into classes, without which the state, the organ of power of one class over others, will become unnecessary, will gradually wither away and will be replaced by communist self-government of the workers.

*“As the only thoroughly revolutionary class in modern society, it must be the leader, the hegemon in the struggle of the entire people for a complete democratic revolution, in the struggle of all the working and exploited classes against the oppressors and exploiters. The proletariat is revolutionary only insofar as it is conscious of and implements the idea of hegemony. A proletarian who is conscious of this task is a slave who has rebelled against slavery. A proletarian who is not conscious of the hegemony of his class, or who renounces this idea, is a slave who does not understand his slave position; at best, he is a slave fighting to improve his slave position, and not to overthrow slavery.”* (Lenin, V. I., Complete Collected Works, Vol. 20, p. 308)

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A simple question arises: how can the working class exercise its power if it is constantly busy with production, from which it is impossible to be distracted without the threat of material losses, or even the threat of accidents and man-made disasters? The classics, who considered the only condition for the movement of socialist society towards communism to be precisely the constant participation of workers in the management of the economy and the country, answered this question. This is a reduction in working hours, and for workers, workers of productive labor, at an accelerated pace, compared to other categories of workers. But the workers' freed time should not be used for idle pastime over a glass of beer. Training of workers in the basics of management and their practical participation in this process should be organized, including their participation in work and other conferences, familiarization with the entire economy and accounting from the production unit to the state. Under communism, class government, with the help of special administrative overseers, should be replaced by the conscious discipline of free workers, communist self-government. And the movement towards such self-government should begin immediately after the establishment of Soviet power. Some will say that this communist self-government is a utopia, or at most a matter of the distant future. Meanwhile, in the USSR in the 20s and 30s there were several cases of establishing such self-government. Completely communist self-government was organized in several children's labor colonies for homeless teenagers by Anton Semenovitch Makarenko and his followers. However, this experience of communist self-government was not widely disseminated to other production teams and was practically ignored by the country's leadership. Moreover, the Soviet school, loudly glorifying and writing a lot of dissertations on the topic of the pedagogical system of collective education developed by the brilliant teacher A.S. Makarenko, which ensured the great success of Soviet education, since the 70s completely abandoned the practical application of Makarenko's pedagogical principles, having gradually begun to introduce the opposite in meaning systems of Western education. The destruction of the Soviet Union and European socialism by revisionists with the active assistance of Western secret services, accompanied by an unprecedented anti-communist propaganda campaign of the world industry of bourgeois media, was a severe blow to the international labor and communist movement, caused confusion in the ranks of workers and temporary doubt in the very idea of communism. The deliberate destruction of a significant part of large-scale industry in the post-Soviet space, with their huge detachments of workers, caused the forced petty-bourgeois degradation and disintegration of a part of the Soviet workers. But, on the other hand, the destruction of Soviet socialism contributed to the final exposure of revisionism in the eyes of the world proletariat, its venal essence. It became clear that ignoring the objective laws of social development discovered by the classics of Marxism-Leninism, ignoring the

provisions of scientific socialism, with justifications of revisionism by “national specificity”, “creative approach to Marxism”, etc. inevitably lead to the betrayal of the working class, the cause of communism, to a rollback to capitalism. Today is the time for the masses and even some bourgeois political scientists to sober up. The myths about the advent of the era of “post-industrial society”, where workers and industry are almost no longer needed during the computer revolution, that services are much more profitable than production, that class peace is possible, have vanished like a bad dream. The property stratification in the world community, the concentration of capital in the hands of a handful of businessmen is accelerating at a record pace. Workers have not disappeared. Their number has simply increased sharply in the third world countries, where production was transferred from the developed countries of the West, which reached the height of parasitism, hoping to live by robbing the rest of the world, imposing their services, often by economic and military pressure. But it turned out that the exploited countries can do without their services, and without the material products necessary for life, produced by non-Western countries - it is impossible. In addition, the truth, clear to Marxists, has been revealed to everyone that it is industrial production that pulls along with it the entire social setup, including education, science and technology, new technologies. And they began to develop rapidly in the places where they moved their main production: in China, India, South Korea, etc. And in the parasite states, society began to decompose and a deep crisis began. The Russian authorities, who have been trying to copy the West for almost 30 years, are now trying to revive industry under the threat of losing their sovereignty and the country itself, but things are moving slowly, with great resistance from the comprador bourgeoisie, which makes up the majority of this class. And it is always easier to break than to create. Today, the country has an acute shortage of working people. There is no one to teach, no one to treat, and the most acute shortage of productive workers, workers. At the moment, a favorable time is coming for workers to become aware of themselves as a class, to speed up the process of class consolidation for an organized struggle for their interests, to realize what the strength of the working class is. And the strength of the working class is in solidarity and in the ability to put pressure on the bourgeoisie by means of a joint cessation of work, a solidarity strike. Today, all layers of workers have felt the ever-increasing oppression and exploitation by capital on their own skin. Hence the growing interest in Marxism, in the works of the classics, in left-wing circles and bloggers. At the same time, understanding the leading role of the working class in the communist movement, many service workers and intellectuals try to classify themselves as working class. This is an irrefutable fact that the understanding of the need to eliminate exploitation is growing not only in the working environment, but also among other categories of workers. But they do it in vain. Their belonging to other, albeit unproductive, but extremely

necessary types of work - “**purposeful activity**” for the benefit of society, in no way prevents them from taking the position of the interests of the working class for a joint struggle against the exploitation of people of any kind of labor. The fundamental interest of the working class is not in obtaining any privileges for workers. **Their fundamental interest is in establishing equality between all types of labor, between all workers, in the elimination of social privileges for representatives of any type of labor, and thus in the elimination of classes.**

数字物理的伦理问题

THE ETHICAL ISSUES OF DIGITAL PHYSICALITY

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**摘要。**本研究致力于研究全球社会数字化时代的数字物理性伦理问题。研究内容涉及个人数据保护、虚拟空间中的人权、内容责任以及对数字技术的依赖等方面。结论是，在现代社会中，有必要制定有关数字物理性的新伦理原则和规范，以适应迅速变化的现代世界。

**关键词：**数字物理性、数字技术、个性、伦理问题、自我认同、虚拟现实。

**Abstract.** *The work is devoted to the study of ethical issues of digital physicality in the era of global digitalization of society. Aspects such as personal data protection, human rights in the virtual space, responsibility for content, and dependence on digital technologies are considered. It has been concluded that in modern society it is necessary to develop new ethical principles and norms concerning digital physicality, appropriate and adaptable to the rapidly changing modern world.*

**Keywords:** *digital physicality, digital technologies, personality, ethical issues, self-identification, virtual reality.*

The advent of the digital age is fundamentally changing not only the ways we interact with the world but also the very concept of physicality. The traditional understanding of the body as a physical and biological entity is giving way to a more complex and multifaceted view of “digital physicality” – an adaptive mechanism of the personality of the digital age which is a system of visual images and technologies that transform empirical physicality. This concept is becoming an integral characteristic of modern socio-cultural reality.

In the space of modern culture and the scientific and technical paradigm, human nature is increasingly being presented as a kind of field for creative construction, the implementation of various design ideas and biohacking. Ideas about the

possibility of purposeful transformation and modification of a person's mental nature and physicality are actively developing. At the same time, due to the intensifying scientific and technological process, a person's perception of himself "as such" is radically changing and taking on new forms, transforming his self-awareness and perception of the world around him. These changes inevitably give rise to new ethical issues that require reflection and the development of appropriate principles and norms. This necessity is justified based on the concept of "cultural lag" by W. F. Ogburn. The cultural lag is defined as "the period of time between the introduction of new technological developments into a culture or society and the acceptance of these developments by legal and moral institutions in that culture or society" [4]. Ogburn points out that changes in material culture provoke the adaptation of a certain part of intangible culture which in turn takes a certain amount of time forming a lag of varying length. If this process of adaptation is slow enough it leads to disharmony of material and non-material culture which as a result is the cause of maladaptation and social problems. In the context of the impact of digital physicality special attention should be paid to this concept as fundamental changes are taking place in the digital society leading to new ethical questions that need to be answered in the near future.

The ethical aspects of digital physicality include topics such as: personal data protection, human rights in the virtual space, responsibility for content, dependence on digital technologies, and others.

The problem of personal data protection is related to the fact that large-scale data collection and use require special attention to privacy and responsibility issues. The protection of biometric data characterizing human physiological characteristics also requires special attention in modern realities. Collecting biometrics from surveillance cameras or other sources without prior consent is prohibited only in some countries. However, for example, in the United States, there are no special laws regulating the circulation of biometric information at the federal level. In China in 2021 two laws came into force on September, 1<sup>st</sup> and November 1<sup>st</sup> respectively: "On Data Security" and "On Personal Data Protection". Most of the rules in these sections refer to other laws and contain only a framework regulation which is not as effective in maintaining the cybersecurity of the population. The main risk associated with the processing of biometric data is the possibility of using it to identify a person. In case of theft attackers can "fake" a person's identity. In addition, the United States have unprecedented management capabilities based on large amounts of data about the lives of citizens. In some cases, the authorities know more about the behavior of citizens and their daily lives than the people themselves. This creates opportunities for analysis and forecasting, but it also creates threats of privacy interference. Such groups of the population as pensioners, children and youth who do not realize the value of their data, low-income citizens,

as well as residents of remote areas due to difficulties in accessing innovative technologies are becoming particularly vulnerable. Moreover, digital databases are being created to process biometric data which are at risk of leakage.

Another ethical aspect of digital physicality is the issues of preserving human dignity and its autonomy in the context of a rapid change in innovation. The expansion into the world of genes and the possibility of biotechnical convergence raise the following questions: Can a modified organism be considered human, or is it more likely to be a new biological being or cyborg? Will such an intervention in the body preserve a person's personal qualities, moral attitudes, and the like? There are quite contradictory answers to these questions. Many authors addressing this topic emphasize that the main characteristic of a person is the presence of free will, which allows him not only to perform certain actions in relation to the outside world, but also to choose his own being and transform his nature. V. S. Lukyanets and O. N. Sobol write about this: "Man is a being who is able to establish and overcome the boundaries of any of his definitions. And since the certainty of a person (among other things) depends on his will, this means that any certainty is not final ... Human existence in the world, thus, appears as something multifaceted, indefinite, plastic, allowing transformations with the help of human technologies" [2]. This leads to the idea of the possibility of modifying human physicality and improving its nature through technological intervention, which will be carried out based on a person's own desire and expression of his will.

M. More also wrote in his article "Technological Self-Transformation: The Expansion of Personal Extropy" that "the conductor of such freedom", that is, the possibility of improving physicality, is not only the need, but also the desire to change one's body [3]. Extropy in this case is understood as a measure of the development of various parameters that ensure the expansion of a biological or organizational system. Another researcher, A. Sandberg, in the article "Why We not Only Want It, but Also Need It" [5] also postulated the right of every person to modify their body (and hence their physicality). In general, it is safe to say that this issue is one of the most controversial in modern science, since it affects the very essence of human existence.

Digital physicality is also linked to the issue of responsibility for content distributed in an online environment. Disinformation, cyberbullying and similar manifestations of user activity in a virtual environment have negative consequences that affect a person's worldview, its perception of the world around him and himself. In this case, it should be borne in mind that freedom of speech is not absolute and does not give the right to distribute content that violates the rights and freedoms of others, incites violence, discrimination or hatred. At the moment, there are no norms in the global network that would guarantee to limit the negative manifestations of this aspect of digital physicality. In this regard it is necessary to



develop ethical standards of behavior in the virtual space. At the same time it is necessary to maintain a balance between freedom of speech and the need to protect against malicious content in order to prevent censorship and restrictions on the right to express opinions.

Excessive use of digital technologies can lead to addiction, which negatively affects a person's mental and physical health, that is it can lead to anxiety, depression, depersonalization and derealization [1]. An example of such a situation is the excessive involvement of a person in social networks. On social media, the body becomes an object of evaluation and comparison. Likes, comments and followers serve as a measure of popularity and attractiveness. Under the influence of visual culture and beauty ideals promoted on social media people begin to strive to meet unattainable standards which can lead to dysmorphophobia, eating disorders and other problems. At the same time from an ethical point of view the majority of people disagree on this issue leaving the issue of such an impact of the digital space on awareness of one's physicality without any principles of regulation.

The next ethical component of digital physicality is the virtualization of social connections as a result of which traditional identification methods based on direct contacts and joint activities are fading into the background in social and communicative relations and are increasingly being replaced by connections in the virtual world such as communication via the Internet.

Thus, digital physicality is a complex and rapidly developing phenomenon that poses new ethical questions to society. In order to successfully navigate the digital world and minimize the risks associated with the use of digital technologies it is necessary to develop and implement ethical principles and norms that take into account the specifics of the digital space and at the same time fully protect human rights and freedoms.

In the future the ethics of digital physicality should take into account the following aspects:

1. Development of artificial intelligence and automation: it is necessary to develop ethical principles governing the use of artificial intelligence to manage and analyze body data as well as to create virtual avatars and personalities that will be able to fully or partially replace people in performing various tasks or functions;
2. Implantation of technologies into the human body: as technologies for implanting various devices such as passive tag chips (RFID/NFC), neural interfaces, biomagnets, bioelectric prostheses, and the like develop, ethical principles must be developed to regulate the use of such technologies, as well as protect the right to autonomy and integrity of the body. every personality;

3. The globalization of the digital space: it is necessary to develop international standards and norms governing the use of digital technologies and protecting human rights and freedoms on a global scale.

Therefore, the ethics of digital physicality should be dynamic, able to adapt to new challenges and opportunities offered by the digital world. This will make it possible to create a safe and supportive space for the development and self-realization of individuals in the digital age. The ethics of digital physicality first of all should declare the principle of anthropocentrism. Personality is at the center of the world in modern social reality. So, innovative technologies must be created and developed in order to improve the standard of living of each individual and humanity as a whole.

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## ON THE ISSUE OF THE CHRONOLOGICAL FRAMEWORK OF THE SECOND WORLD WAR

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摘要。在第二次世界大战结束 80 周年之际，西方历史学家发表了一些文章，将二战爆发的责任归咎于苏联。为此，人们积极利用苏德互不侵犯条约是导致世界冲突爆发的决定性因素这一论点。

本文提出了支持扩大对第二次世界大战时间框架的解释的论点，排除了苏联领导层对二战爆发的责任。

关键词：第二次世界大战、凡尔赛-华盛顿体系、南京大屠杀、哈勒欣河、德奥合并、慕尼黑阴谋、苏德互不侵犯条约、反希特勒联盟、胜利。

**Abstract.** *The 80th anniversary of the end of World War II is accompanied by publications by Western historians who place responsibility for its outbreak on the USSR. For this purpose, the thesis that the Soviet-German non-aggression pact was the decisive factor that caused the outbreak of the world conflict is actively used.*

*The presented article presents arguments in favor of an expanded interpretation of the chronological framework of World War II, excluding the responsibility of the Soviet leadership for its outbreak.*

**Keywords:** *World War II, Versailles-Washington system, Nanjing massacre, Khalkhin Gol, Anschluss, Munich conspiracy, Soviet-German non-aggression pact, Anti-Hitler coalition, Victory.*

In the context of the aggravation of the military-political confrontation between Russia and the “collective West”, the importance of the methods of “soft power” and hybrid warfare used to achieve strategic goals in the international arena has qualitatively increased. Among these methods, the interpretation of the events of World War II is increasingly coming to the fore. In conditions when, for natural reasons, the number of living witnesses of the events of World War II is increasingly decreasing, Western ideologists are disseminating an increasing number of anti-historical concepts of its genesis, which are based on the fiction of

the “alliance” of the USSR with Hitler’s Germany through the conclusion of the Soviet-German non-aggression pact. It is the signing of the pact on August 23, 1939 that is presented by biased Western political scientists as the trigger for the beginning of World War II; the events associated with the collapse of the Polish state in 1939, the Soviet-Finnish “winter war”; Sovietization of the Baltic States and the liberation of Moldova from Romanian occupation in the summer of 1940.

Up until now, the position of Russian historical science on these issues has been defensive in nature and is concentrated around individual specific events of the 1930s, such as the Anschluss, the Munich Agreement, Hess’s flight to England, the “phony war”, etc. In our opinion, in order to radically counter the insinuations of Western propaganda, it would be necessary to give an objective presentation of the holistic picture of the genesis of World War II. To do this, it is necessary to return to its chronological framework and, in particular, to the date of its beginning.

The overwhelming majority of military-hybrid anti-Russian falsifications are based on the official date of the beginning of World War II, recognized, including by Russian historians, - September 1, 1939, that is, the attack of Nazi Germany on Poland and the subsequent declaration of war on Germany by Great Britain and France. Thus, a chain of events is logically built, the starting point of which is the signing of the Soviet-German non-aggression pact on August 23, 1939. However, it is not this tendentious and obviously Russophobic “logical” chain that corresponds to the objective historical truth, but the entire sequence of events associated with the collapse of the Versailles-Washington system built by the victors in World War I. First of all, it should be emphasized that the system was precisely the Versailles-Washington system, not Versailles, and, therefore, it extended to both the European and Asian-Pacific theaters of military operations. Accordingly, the end date of World War II is not the liberation of Poland, but the unconditional surrender of Japan on September 2, 1945.

From here, it is logical to begin counting the large-scale military actions of World War II not from the incident on the German-Polish border in Gleiwitz, but from the invasion of militaristic Japan into China on September 17, 1931 and the separation of China’s northeastern provinces from China, where the occupiers established the puppet state of Manchukuo.

This large-scale invasion continued in the future. At the end of 1932, the Japanese Kwantung Army invaded the province of Rehe, which was later annexed to Manchukuo along with another Chinese province, Chahar. In 1935, the occupiers inspired the creation of an independent state in the eastern part of Hebei Province. By the beginning of 1937, Japan controlled all the territories to the west, north and east of Beijing. On July 7, 1937, the Lugouqiao Bridge Incident (Marco Polo Bridge) and the occupation of Pekin by units of the Kwantung Army began the Sino-Japanese War. However, for some unknown reason, this large-scale war,

which meant the collapse of the Washington part of the Versailles-Washington system, was not included in historical science as part of World War II. In the East, only the Japanese attack on Pearl Harbor is considered its beginning. Meanwhile, during the Nanjing Massacre alone, committed by the occupiers in 1937 in the southern capital of China, half a million people died, which is more than all the losses of the United States in World War II.

Formally, Western historians refer to the fact that China and Japan were not in a state of officially declared war. This, however, cannot obscure the fact that the two great powers, full participants in the Versailles-Washington system, fought each other and conducted large-scale military operations, unlike, by the way, the Western European powers, which, officially being in a state of war, introduced the so-called “phony war”, and right up until May 1940 their soldiers played football on the Maginot Line. It should be added to this that the USSR was not a passive observer, but an active participant in military operations near its eastern borders. On September 14, 1937, the Chinese delegation at a reception in Moscow asked I. V. Stalin to send Soviet pilots to China. The request was granted. The direct selection and formation of the group of Soviet volunteer pilots was supervised by the head of the Red Army Air Forces A. D. Loktionov and his deputy, Brigade Commander Ya. V. Smushkevich. By October 21, 1937, 447 people were prepared for dispatch to China, including ground technical personnel, airfield maintenance specialists, engineers, and aircraft assembly workers. In October, two squadrons of bombers and fighters were transported via the air bridge from Alma-Ata to Lanzhou. As a result, by mid-February 1939, 712 volunteers — pilots and aircraft technicians — had arrived in China for various periods of time [2. P. 101, 102]. In November 1937, a second group of bombers under the command of Captain F. P. Polynin was sent to China; about 150 volunteers arrived with this group. In late 1937 - early 1938, a squadron of I-15 fighters under the command of A. S. Blagoveshchensky was sent to China in three groups, and by July 1938, a squadron of SB bombers consisting of 66 people led by Colonel G. I. Thor. In addition to helping China, Soviet troops directly fought Japanese units in 1938 in the battles at Lake Khasan and in 1939, together with Mongolian troops on the Khalkhin-Gol River. Large-scale military operations with Japanese units that invaded Mongolian territory began on August 20, 1939, and by August 31, Soviet troops, with the support of Mongolian units, completely cleared Mongolian territory of Japanese forces. It is important to emphasize that the events at Khalkhon Gol began before the Soviet-German Non-Aggression Pact was concluded and ended before the official start of World War II. In accordance with objective historical truth, Chinese sources interpret the end of World War II as a victory for the Chinese people, who had gone through a 14-year difficult struggle against the Japanese invaders, “marking the complete victory in the World Anti-Fascist War” [5]. According to these sources, the World

Anti-Fascist War began long before Great Britain, France, and the United States entered it. In addition to Asia, it was fought in the European and African theaters. Thus, in 1935-1936, fascist Italy, with the connivance of the League of Nations, captured Abyssinia (Ethiopia), and in April 1939, Albania. In Spain, the bloody civil war, in which Italian and German military contingents took an active part on the side of dictator Franco, ended with the victory of the Falangists. The idea of the Second World War in Europe as an integral part of the World Anti-Fascist War is very close to the concept of the outstanding British historian of the 20th century Arnold Toynbee, who believed that the Second World War was a direct consequence of the First World War. He placed responsibility for its outbreak and assistance to the rulers of fascist states in pursuing an expansionist foreign policy on the Western "democratic" powers and, above all, on the ruling circles of his native England. "Today we, the English, wear a medal engraved with "Peace," wrote Toynbee. - But this medal consists of several plates. Looking more closely, we see that on one of them is engraved "Manchuria", on another - "Abyssinia", on the next - "Spain", then - "China" and "Czechoslovakia". Thus, our model is minted at the expense of other peoples" [1. P. 132].

At first, Russian historical science also proceeded from the fact that the "second imperialist war" began in 1935-1937 [3. P. 266, 383, 649], and new knots of war were tied already in the period from 1937 to 1939 "on the shortest sea routes from Europe to Asia; in the south of Europe, in the area of Austria and the Adriatic; in the extreme west of Europe, in the area of Spain and the waters washing it, and on the Pacific Ocean - in the area of China" [3. P. 231]. These assessments were formed in an extremely complex political situation and an atmosphere of repression. It is not surprising, therefore, that they suffer from a certain tendentiousness in the characterization of the genesis of the Second World War. At the same time, the chronological framework of the war is outlined in them with historical accuracy. The subsequent departure from this position and uncritical acceptance of the tendentious position of Western authors on this issue is, in our opinion, erroneous in scientific terms and counterproductive in political terms.

The restoration of objective truth in historical science would be facilitated by adjustments to the reflection of the events of the interwar period of Russian history, as well as the personality of I.V. Stalin.

The prestige of our country is damaged by the idea, rooted at the instigation of tendentious Western science, of the identity and organic kinship of the concepts of communism, socialism, totalitarianism and Stalinism. This idea is actively supported and developed by Russophobes from history. At the same time, Russian science says practically nothing about the essence of those social cataclysms that radically changed the essence of the socio-economic system of the USSR in the 1930s and 1940s. An exception is, in our opinion, essentially correct, but hushed

up in our scientific literature, the definition of what happened in the 1930s. last century in the USSR transformations as a “protracted Thermidor” [6. P. 478]. This definition was given at one time by V.I. Lenin’s comrade and I.V. Stalin’s political opponent L.D. Trotsky. In our opinion, it would be even more correct to define the essence of the transformations initiated by I.V. Stalin as a transition from utopian socialism to realistic, rigid state capitalism. At the same time, L.D. Trotsky correctly drew a historical parallel between the Great French Revolution and the Great October Socialist Revolution, between Napoleon Bonaparte and I.V. Stalin. Both of them built powerful states on the ruins of empires brought down by revolutions. One used the revolutionary slogan “Peace to the huts - war on the palaces!” for this, the other - “Workers of the world, unite!” But if it would never occur to anyone to call Napoleon a Jacobin, then in the hybrid war against Russia, the ideologists of the collective West identify the concepts of communism and Stalinism with the obvious goal of discrediting our country as a whole.

In reality, I. V. Stalin as a person was not a communist by his convictions. He was a talented and successful statesman, a politician who always sought to strengthen his personal power in both domestic and foreign policy. To achieve this goal, he saddled the most promising ideology from the point of view of the political situation of his time - communism.

The main reason why the personality of I. V. Stalin is so negatively characterized by liberal historians in the West is not his cruelty or authoritarianism. The anti-Stalinism of Russia’s Western opponents is due to the fact that Stalin, a Russian politician of Georgian origin, who did not even have a higher education, won a complex strategic game with such aces of Western diplomacy as Roosevelt, Churchill, Hitler, Daladier, Konoe, and Mussolini. As a result, the “democratic” leaders’ bet on channeling German expansion to the East was defeated by the timely conclusion of the Soviet-German non-aggression pact, and they (the USA and Great Britain) were forced, ultimately, to enter the war. But at the same time, I.V. Stalin also upset Hitler’s calculations on the formation of a “continental bloc” (Germany and Europe subordinate to it, the USSR, Japan). Thus, he ensured the Soviet Union a place in the winning coalition in World War II and its emergence as a superpower as a result of it.

As for the ethical side of this issue, which Russophobes are now talking about a lot, the Western partners of I.V. Stalin were not fighting for the ideals of democracy, but for the strengthening and expansion of their imperialist positions in the world, and, as President F. Roosevelt made clear to Prime Minister W. Churchill after the signing of the Atlantic Charter on August 14, 1941, on board the British battleship Prince of Wales, the United States did not consider the restoration of the integrity of the British Empire to be the goal of the war with Germany and Japan. The political elite of the United States had its own plans on this score. In



this regard, the ethical level of our Western partners in the anti-Hitler coalition was no higher than that of Stalin, who, of course, had his own political ambitions, and there is no need to shamefacedly keep silent about them. It is important that in their implementation the Supreme Commander-in-Chief relied on the undoubtedly fair and ethically impeccable will of the peoples of the USSR and other countries of the anti-Hitler coalition to defend their independence and the very right to exist on Earth. An objective assessment of the genesis of World War II is very relevant at the present time, since the goals of diplomacy of the major Western powers have not changed. Just as in the 1930s, they are aimed at achieving dominance over the largest possible territories of the world community. To this end, the political elite of NATO countries cynically applies the principle of all conquerors “Divide and rule”, seeking to “drive a wedge” between China and Russia, to destroy Russia’s strategic partnership with North Korea and Iran [4]. At the same time, cooperation between the countries participating in BRICS, SCO, RIC and other non-aligned network alliances of the global majority is not directed against any subject of international relations, but presupposes strengthening partnership in the interests of global security and preventing global challenges that threaten all of humanity.

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民族价值观借鉴过程中的几个问题

## SOME ASPECTS IN THE PROCESS OF BORROWINGS OF THE ETHNIC VALUES

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注释。分析价值观中普遍事物动态变化过程中的因素，必须尽量减少文化中的破坏性倾向，尽量减少文化中主要核心的保存和发展因素。民族价值观中的文化意义可以将人们团结在独特而共同的统一体中。借用在这里可以发挥巨大的语义作用。

关键词：因素、倾向、文化、民族价值观、语义意义、社会、借用、功能。

**Annotation.** *Analyzing the factors in the process of dynamic universal things in values it is necessary to minimize the destructive tendencies in culture and factors for preserving and development of the main nucleus in culture. Cultural meaning in the ethnic values may unite people in the unique and common unity. Borrowings here may play a great semantic role.*

**Keywords:** *factors, tendencies, culture, ethnic values, semantic meaning, society, borrowings, function.*

Borrowing of values as such occurs partially: only their elements are accepted, and not the main ones, due to which the culture does not lose its originality, the ethnic culture remains self-identical for centuries. This property can play a dual role: both to help the culture to master new spheres of life and develop, and to “preserve” the culture.[1] The interpenetration of cultural values has another side: foreign cultural borrowings can destructure the established value universe of the ethnic group, performing negative functions. Studying the functioning of

the value system, we proceed from the semantic nature of values. From this point of view, the cultural meanings shared by the representatives of an ethnic group, crystallized in ethnic values, unite people into a unique and integral community. The value dominants of society exist in the form of a “central zone of culture”. The beginning of the central zone is sacred. Its most important function is to bring the subsystems of society into line with the existential ideals of the ethnic group as a whole. The unifying role is played by symbolically significant images-authorities, sacred texts, sacred events, ideas about good and evil, about life and death, about the preferability of behavior models, etc.

The main property of the central zone is hierarchy: it is not so much the values themselves that are significant, but their place in the axiological structure of society. On the other hand, the periphery also creates its own value systems, partly intersecting with the dominant one, and partly denying it. In order for a value to spread to the entire ethnic group, its acceptance by the “upper classes” is not enough: it must correspond to the cultural meanings of the periphery.

And finally, it is significant that it is the periphery that is often the transmitter of borrowed values (for example, youth subcultures introduce the phenomenon of fashion into the dominant culture, some of the contents of which may eventually become part of the general ethnic values). It means that the ethnic axiosphere is not a finished “model”, but a process of circulation of values: from subcultures to the central zone of culture and from the center to the periphery. It is the guarantee of the procedural nature of values and ethnic culture as a whole. [3] The value system is polystructural. It is legitimate to distinguish two types of values: terminal and instrumental. If the former are associated with ethnic ideals and express the ultimate super-goals of the community, then the latter perform the subordinate function of “momentary” guidelines. This division is important because, in our opinion, mainly instrumental values are borrowed, which are not capable of significantly blurring the axiological array of ethnic culture. In their totality, both the high spiritual meanings of the community, and the cultural texts in which they are reflected, and the behavior patterns, and the artifacts (in the sense that we discussed above) are a kind of building material from which the “building” of ethnic culture is erected. Ethnic culture is characterized by two main tendencies - towards development and stability. Accordingly, all cultural values can be divided into two types - “dynamic” and “stabilizing”. Dynamic values are associated with the development of new content in the process of ethnic development. Stabilizing values are responsible for the introduction of dynamic values into the thickness of culture, for their consolidation in stable forms. However, values are not set once and for all as stabilizing or dynamic. Having emerged as a dynamic value, over time it can become stabilizing and then again acquire imperative content.

Recognizing the concerns of cultural scientists regarding the destabilizing role of value borrowings, we ask the question: is it possible to replace values easily

the and their semantic dominants of culture? We believe that it is not so easy to do. Firstly, influence is never unidirectional, and even more so when values are borrowed non-violently. For example, in modern conditions, when every third client of US companies is from the East, these companies cannot afford not to take into account their origin and traditions. Therefore, they are forced to study the cultural values of those ethnic groups with whose representatives they deal, to provide them with their usual comfort (restaurants with Eastern cuisine, Feng Shui as a principle for the design of institutions, etc.). So Westernization is necessarily accompanied by an opposite vector, which we will call “Easternization”. [3]

Secondly, and it is important, an ethnic group appropriates only those innovations that correspond to its hierarchy of values. The central zone of culture is responsible for filtering values. Borrowings that do not correspond to the central zone may exist for some time either as a pan-ethnic fashion or as the prerogative of some subculture (in this case, this borrowing has a clear prestigious character, represents a kind of symbolic capital), but then they are washed out of the culture. For example, French disappeared as a means of communication in Russia in the 19th century. One of the significant reasons for this is the change in the cultural and legislative elite of the ethnic group: if at the beginning of the 19th century it was the aristocracy, then at the end it was the common intelligentsia. The abbreviated fashion was replaced by an authentic language - and this in a country where literacy was the prerogative of the “upper classes”!

Thirdly, if borrowed values of other peoples remain in the culture for a long time, then the reason for this, I think, is: the “unnamed” persistently requires naming, the mechanism of which in traditional culture - due to the absence of these phenomena in it - has not been developed. Such are, for example, the universal terms of science: since the phenomena that are defined in these terms were discovered in the West and as such were absent in the East, it is not surprising that they come to the culture of the East in their Western names. However, in such a case, the ethnic group finds a way to mark the borrowing by primordial means: if the borrowed phenomenon is an element of verbal culture, it is “appropriated” with the help of its own spelling, font, and text design. [2]

Now we can already say that many foreign words have “taken root” in the lexicon of the inhabitants of Russia. The semantic meaning of the foreign cultural context that accompanied the emergence of concepts has been lost and adapted to a different reality. New vocabulary penetrates the Russian language through different spheres of life. As a result of foreign cultural influences, the style of speech and the way of reflecting reality change. In conclusion we come to the following: the process of borrowing values is complex, multifaced and reflects the objective tendencies of globalization. Accepted borrowings always adapt to the parameters determined by the central zone of culture. We can also recall the so-called folk

etymology, when foreign elements adapt to the familiar system of the native language: this is how value typifications are carried out at a latent level. Minimizing the negative influences of foreign cultural values depends on strengthening the factors that stabilize the ideological and semantic core of traditional culture.

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权力斗争是人类的基本需求  
**THE MOTIVE OF STRIVING FOR POWER AS A BASIC HUMAN  
NEED**

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**摘要。**本文提出了一种关系系统中权力的分析方法，包括四个要素：对自己的权力、对环境的权力、对人的权力和对自然的权力。作者设计了一份问卷，旨在研究权力动机和权力欲望的层次结构。MACH-IV 人格马基雅维利主义量表被用作附加技术。受访者表现出对环境权力的最大渴望，其次是对自己权力的渴望，然后是控制自然和控制人的权力。女性表现出对环境和对自己权力的渴望程度更高，男性表现出对自然和对人的权力的渴望程度更高，而且马基雅维利主义的程度也更高。

获得的数据强调了对权力动机的研究具有很高的意义和相关性，这使得预测人类行为并影响他们对现实的活动和态度成为可能。这项工作使我们能够系统化对权力及其动机的理解，以进一步发展所提出的方法。

**关键词：**权力、权力动机、权力欲望、基本需求、自我控制权、环境、人与自然、马基雅维利主义。

**Abstract.** *This paper proposes a line of analysis of power in the system of relations, consisting of four elements: power over oneself, over circumstances, over people and over nature. An author's questionnaire was developed aimed at studying the hierarchical structure of motivation and the desire for power. The MACH-IV personality Machiavellianism scale is used as an additional technique. The respondents showed the greatest desire for power over circumstances, followed by the desire for power over oneself, then power over nature and power over people. Women showed higher rates of desire for power over circumstances and over themselves, men - over nature and over people, as well as a higher level of Machiavellianism.*

*The data obtained emphasize the high significance and relevance of research into motives for power, which makes it possible to predict human behavior*

*and influence their activities and attitudes toward reality. This work allows us to systematize the understanding of power and motivation for it for the further development of the proposed approach.*

**Keywords:** *Power, motive for power, desire for power, basic need, power over oneself, circumstances, people and nature, Machiavellianism.*

### **Relevance and novelty of the study**

For a deep and comprehensive consideration of the problem of motivation for power, we will highlight one more line of analysis - Power in the system of relations, defined as the ability to control oneself, circumstances, people, nature to obtain the desired result in accordance with the set goals.

Power in the system of relations is considered as a system with a certain structure, including:

- power over oneself - control of one's time, desires, body, etc.;
- power over circumstances - the desire to change the environment, use external circumstances to one's advantage, etc.;
- power over people - the desire for leadership, dominance and control over people;
- power over nature - knowledge of the laws of the universe, society, building a state using scientific data.

The purpose of this work is to study the motives of power in the structure of relations: power over oneself, over circumstances, over people and over nature.

Motivation of power means a person's desire to manage themselves, control and use external circumstances, influence people, comprehend the laws of nature and the universe.

Research hypotheses: 1) the motivation of Power as a holistic phenomenon has a structure consisting of four components, each of which has its own lines of analysis: power over oneself, over circumstances, over people and over nature, 2) the desire for power over circumstances will be manifested to the greatest extent, regardless of gender, age and place of residence, 3) respondents with a pronounced motivation for power over people will have higher data on the Machiavellianism scale, 4) for men, the desire for power for all the studied indicators will be higher than for women.

Subject: the author's structure of motivation, including a system of four main components.

Object of the study: students of higher educational institutions of St. Petersburg, the Leningrad Region and Moscow aged 18 to 30 years.

Research methods:

1. The MACH-IV Machiavellianism scale; R. Christie, F. Geis (1970), adapted by V. V. Znakov (2000).

2. The author's questionnaire aimed at studying the hierarchical structure of motivation, the desire for power.

The following methods of mathematical statistics were also used:

1. Spearman's correlation analysis between the indicators of the motive for power and Machiavellianism.

2. Analysis of variance between the indicators of Machiavellianism and the leading motive for power by gender.

3. Factor analysis.

4. Isolation of the Cronbach's Alpha coefficient.

Practical significance: The division of power into four components is necessary for identifying specific motives, since, knowing the leading motive of a person, we can predict his behavior in a given situation, as well as influence his activities and attitude to the surrounding reality. In addition, we can understand what motive is most relevant for a person, and what, first of all, he will strive to implement in work activities:

Theoretical significance: this work describes a systemic understanding of the phenomenon of power. For the first time, the motivation of power is proposed as an integral phenomenon with a structure of four components. A holistic systemic description of the motivation (striving) for power and an expansion of the understanding of it as a phenomenon is given. The proposed work highlights specific motives inherent in each person.

Author's concept. The structure of the motivation of power was created using the general scientific pentabasis of V. A. Ganzen. Power is considered as a hierarchical structure that includes power over oneself, which is basically self-government; power over circumstances, which seeks to change and use external circumstances to one's advantage; power over people, as political power, determining the desire for leadership, dominance and dominance; power over nature, which is based on motives aimed at understanding nature and the universe in all its complexity.

Description of the sample. Three hundred and ninety six people took part in the empirical study - two hundred and fifty eight women and one hundred and thirty eight men.

Results of the empirical study.

For women, the most relevant motive was the desire for power over circumstances (67.1%), the second in the hierarchy of motives will be power over oneself (21.7%), the third - over nature (6.2%), the fourth - over people (5%).

For men, the most relevant motive was the desire for power over circumstances (55.8%), the next in the hierarchy is power over nature (25.4%), the third - over oneself (10.9%), the fourth - over people (8%).

The data obtained can be explained by the fact that respondents aged 18-30 are characterized by a desire to change the environment, an unwillingness to obey circumstances and live by established rules, and a desire for self-realization.

Further, we observe the following differences. For men, the second in the hierarchy is power over nature, which can be explained by the desire to obtain and implement the acquired knowledge. For women, the second most relevant motive is power over oneself. Managing one's time, desires, the ability to improve oneself, one's body and appearance is one of the most significant tasks for them.

Average values of motives for the desire for power. The hierarchy of motives for power was distributed as follows, according to the average values: 1) Power over circumstances - 38.4; 2) Power over oneself - 34.36; 3) Power over nature - 31.02.; 4) Power over people - 30.34.

Power over nature is higher in the hierarchy than power over people, which may be due to the characteristics of the sample.

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2. The author's questionnaire aimed at studying the hierarchical structure of motivation, the desire for power.

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Theoretical significance: this work describes a systemic understanding of the phenomenon of power. For the first time, the motivation of power is proposed as an integral phenomenon with a structure of four components. A holistic systemic description of the motivation (striving) for power and an expansion of the understanding of it as a phenomenon is given. The proposed work highlights specific motives inherent in each person.

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Power over nature is higher in the hierarchy than power over people, which may be due to the characteristics of the sample.

1. When joining a new team, I strive to take a leadership position, if possible (0.741).

2. I want, can and know how to manage teams (0.671).

3. If necessary, I can manage other people and make important decisions for them (0.639).

The second factor was defined as the "factor of power over oneself." It reflects the desire to manage one's time, desires, body, etc. It includes seven statements from the motive of power over oneself, assumed in the study, and three statements from the motive of power over circumstances. Perhaps, for the respondents, these concepts seemed similar, but in order to verify or refute this judgment, additional research is necessary.

The highest factor loadings belong to the statements:

1. I often have difficulty organizing my affairs (0.729).
2. It takes me a lot of time to “warm up” before I start doing things (0.676).
3. I can start doing several things and finish none of them (0.655).

The third factor is the “factor of power over nature”, with such features as the desire to understand the laws of the universe, society, building a state, using scientific data. All seven statements included in this factor relate to power over nature.

The largest factor loadings belong to the statements:

1. I believe that man is above nature and must control it (0.736).
2. I believe that there is nothing wrong with turning rivers back if this is necessary for construction (0.695).
3. Everything in this world must be studied and subsequently used for the development of humanity (0.662).

The fourth “factor of power over circumstances” reflects the respondents’ desire to change the environment, use external circumstances to their advantage, etc. In addition to the seven statements related to power over circumstances, it includes two statements related to power over oneself.

The highest factor loadings belong to the statements:

1. When going on a trip, I choose clothes for all the most likely events that will certainly happen to me (0.594),
2. When in a public place, I try not to leave my things unattended (0.577),
3. When going to an interview, I study all aspects of the company and prepare answers to possible questions (0.529).

Analyzing the obtained data of factor analysis, it is worth noting that despite the expected distribution of factors, their total percentage of variance is 35.53%.

Данные факторы измеряют те мотивы власти, которые были предложены нами в исследовании и вопросы объединились так, как мы и ожидали увидеть, но, один фактор определяет всего 10% общей дисперсии. Разделение на 4 составляющие мотивов власти является условным, границы между ними не могут быть чётко очерчены. Респонденты, отвечая на данные утверждения, могли опираться на собственные представления и опыт.

General conclusions.

For men and women, the dominant desire is to control external factors, manage them, understand them and use them to achieve their goals.

For women, the second in the hierarchy is power over themselves, which is manifested in the desire to emphasize their beauty, uniqueness and originality.

For men, the second in the hierarchy after power over circumstances is power over nature, which is manifested in the desire to gain new knowledge and implement it.

People who strive for power over others are ready to use various forms of manipulation in order to achieve their goals and get the desired results at the expense of others.

For men, power is seen as an opportunity to influence other people and use their potential for their own purposes.

Based on the results of the correlation analysis, the following conclusions can be drawn:

Respondents understand that the ability to manage other people is determined by a person's ability and capacity to manage themselves (their feelings, states, emotions).

Respondents understand that without self-control it is impossible to influence external circumstances and use them.

The correlation between power over circumstances and power over people was in primitive and pagan societies, in which the leader of the tribe (shaman) could control natural phenomena, thereby ensuring the subordination of fellow tribesmen, but now this is considered impossible for people, therefore, the correlation is not traced.

#### Conclusion

In the proposed work, a four-component system in the structure of motivation for power is proposed and theoretically substantiated, consisting of power over oneself, power over circumstances, power over people and power over nature, each of which has specific motives. An empirical study was conducted using the author's questionnaire aimed at analyzing the hierarchical structure of motivation, the desire for power, and the questionnaire on the Machiavellianism scale of personality MACH-IV.

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ChatGPT 支持的心理健康自助和反思实践

**SELF-HELP AND REFLECTIVE PRACTICE SUPPORTED BY  
CHATGPT FOR MENTAL HEALTH MAINTENANCE**

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注释。本文致力于分析反思实践在自我支持和心理健康维护中的作用，以及卫生工作者在 ChatGPT 支持下进一步发展反思实践的前景。本文考虑了反思实践用于自助的现代趋势以及使用 ChatGPT 作为维护心理健康的个人共情助手的可能性。

关键词：反思实践、自助、心理健康、卫生专业人员、ChatGPT。

**Annotation.** The article is devoted to the analysis of the role of reflective practice in self-support and preservation of mental health and prospects for its further development by health workers with the support of ChatGPT. Modern trends in the use of reflective practice for self-help and the possibility of using ChatGPT as an individual empathic assistant for maintaining mental health are considered.

**Keywords:** Reflective Practice, Self Help, Mental Health, Health Professionals, ChatGPT.

Healthcare workers face high levels of stress, emotional burden, complex ethical issues and high responsibility on a daily basis, making them particularly vulnerable to developing mental disorders such as anxiety, depression and burnout [1]. In this regard, finding effective strategies for self-management and maintenance of mental health is a pressing issue. Reflective practice, as a process of conscious analysis of one's own experiences, actions and emotions, is a valuable tool for developing self-care to maintain mental health.

The aim of the work: based on the analysis of literature and with the support of ChatGPT, to consider the possibility of its use by health workers as an empathic reflective assistant for self-help in stressful situations.

Material and methods. To achieve the stated goal, an analysis of Russian and foreign literature was conducted. The analysis included works focusing on self-help for maintaining mental health and the use of artificial intelligence in the context of a reflexive model.

The option of proposing this analysis to ChatGPT with the development of examples of dialogue with health workers was also considered.

In the context of constantly growing demands for the quality and safety of medical activities, reflective practice is becoming an integral part, and the process of analyzing one's own feelings, experiences and actions allows specialists to identify their own problems, recognize them and increase personal resilience in difficult and non-standard situations [2].

The use of traditional models of reflection meets with strong resistance from professionals [3, 4]. Healthcare professionals often avoid public reflective practice for a number of compelling reasons related to professional standards, culture, legal aspects and personal factors. Medical culture often demands impeccability and competence. Admitting errors or difficulties may be perceived as a sign of weakness or incompetence, which may negatively affect professional reputation. Fear of evaluation and criticism is a significant obstacle to the development of reflection in health workers. This fear is based on deeply rooted psychological mechanisms related to self-esteem, the need for recognition, and concern for one's professional reputation. Avoidance of reflection in this case becomes a defensive reaction, allowing one to avoid potential negative emotional experience.

One of the modern approaches that is currently being explored in the field of mental health is self-help. Self-help generally refers to how people take care of their well-being or mental health on their own, using information found on the Internet or following the advice of professionals. However, mental health professionals often avoid self-help [5], the reasons are similar to avoiding awareness and analysis of their problems - a lack of support from colleagues, a refusal to admit their incompetence.

Mental health is a suitable context for chatbots due to their ability to provide dynamic interactions without relying on the availability of specialists, as well as the ability of chatbots to provide empathic responses to questions posed [6].

AI technologies can be individually programmed to mimic elements of human compassion (e.g., emotion recognition, emotional response, empathy, sociocultural intelligence) with varying degrees of fidelity and success, and can be used to enhance compassion (e.g., to increase empathic awareness, needs assessment, and human understanding) in both healthy individuals and those with risk factors and mental disorders. Empathic generative intelligence is a relatively new concept that has developed at the intersection of AI, psychology, and social science. Empathic generative intelligence involves the use of technologies that can not only generate text but also take into account the emotional state of users. In the context of mental health, this may mean creating personalized recommendations and supportive communication with the interlocutor.

Compassion can be conceptualized as a system of intelligent care that includes six elements that can take place with the reflective support of a professional [7]:

- 1 - awareness of suffering (for example, pain, discomfort, risk, unfavorable situation);
- 2 - understanding of suffering (significance, context, rights, responsibilities, etc.);
- 3 - connection with suffering (for example, verbal);
- 4 - making a judgment about suffering (the need to act);
- 5 - a reaction with the intention of alleviating suffering;
- 6 - attention to the effect and results of the reaction.

Below are two examples of how chat provides empathic support, which entails a conscious search for ways to improve the situation.

Example 1 of a ChatGPT conversation with a doctor (patient death)

Example 1: Dialogue between ChatGPT and a Doctor (Patient's Death)

Doctor (D): (Message text) I lost a patient today. It's really hard. A young guy, a car accident. We did everything we could, but we couldn't save him. I feel empty and guilty.

ChatGPT (C): (Empathetic and supportive tone) I understand how difficult this must be for you. Losing a patient, especially a young one, is an incredibly tough experience for any doctor. Feeling empty and guilty is completely normal in such a situation. Let me be here to support you.

D: Thank you. I'm not sure what I should be feeling. On one hand, I know we did everything possible. On the other hand, I keep wondering if I could have done something differently.

C: Your feelings are understandable. Doctors naturally strive for perfection and feel responsible for their patients' lives. Doubts and uncertainty are part of

processing the situation. Could you tell me what specifically is causing you the most doubt? Which moments in providing care do you find most critical?

D: We spent a long time trying to stabilize him at the accident scene. Maybe we should have taken him to the hospital right away instead of spending time stabilizing him?

C: That's a tough question, and there are no easy answers in such situations. You made decisions based on the information you had and followed protocols. I understand that in hindsight, it's easy to think about other options. What do your colleagues say about this decision?

D: They say we did everything right. But I still feel like I might have missed something.

C: Often, when we experience loss, it's hard to accept rational arguments. Feelings of guilt can distort our perception of the situation. Let's try to look at it from another angle. What did you do right in this situation? What actions of yours helped the patient, even if you couldn't save him?

D: We arrived quickly, provided first aid, and maintained his vital functions. We did everything to give him a chance.

C: Yes, that's very important. You did everything possible to give him a chance. Your knowledge and skills helped him hold on until he reached the hospital. It's important to remember that. Right now, you need to take care of yourself. How do you usually cope with such situations? What helps you recover?

D: Usually, I go home and try to distract myself. But today, it's not working.

C: That's understandable. Sometimes, you need more time and support. Here are a few things that might help:

- Talk to a colleague: Speaking with someone who understands what you're going through can be very helpful.

- Do something that brings you joy: A walk in nature, listening to your favorite music, reading a book—something that helps you relax and take your mind off things.

- Reflect on your strengths: Remember the cases where you successfully helped patients. This can help restore your confidence.

- Practice self-compassion: Don't be too hard on yourself. You're human, and you can't control everything.

Which of these seems most doable for you right now?

D: Probably talking to a colleague.

C: That's a great choice. I hope you have the opportunity to talk to someone soon. Remember, I'm here to support you. You can come back anytime if you need to talk or reflect further. Don't hesitate to seek professional help if you feel you're struggling to cope. Take care of yourself.

In this dialogue with a young doctor, ChatGPT demonstrated empathy, support, reflection, and provided practical advice, emphasizing the importance of self-care. ChatGPT reminded the doctor of the need for self-preservation and offered resources for professional help.

This dialogue is just an example. ChatGPT can adapt its responses depending on the specific situation and individual needs of the user. The main goal is to provide support, help with reflection, and guide the doctor toward further self-care.

Example 2: Dialogue between ChatGPT and a Nurse (Rudeness to a Patient)

Nurse (N): (Message text) I lost my temper with a patient today. I just couldn't take it anymore. He was very demanding, complaining about everything. I was already at my limit—it was a terrible shift—and then he... I ended up yelling at him. Now I feel terrible and like a horrible person.

ChatGPT (C): (Empathetic but thought-provoking tone) I understand how hard this must be for you. Shifts like that happen, and feeling overwhelmed is, unfortunately, part of being a nurse. Losing your temper in such a situation shows that you're human, just like the rest of us. But the fact that you feel ashamed shows your sense of responsibility and care for your patients. Can you tell me what exactly happened?

N: He kept ringing the call button, complaining about pain, the food, being too hot, then too cold. I was running around, and he kept calling. At some point, I just snapped and said something like, "You're not the only one here. I have many patients, and if you're feeling so bad, you should have thought about it earlier."

C: I understand how accumulated fatigue and constant pressure can push you to the edge. Situations like this can lead to strong feelings of guilt. Let's break it down—what were you feeling in that moment? What led up to this outburst?

N: I felt irritation, anger, and helplessness. I already had so much work, and other patients needed help. I felt like I couldn't please everyone. And before that, there was a difficult situation with another patient who ended up passing away.

C: I see. This sounds like burnout, where stress and emotional exhaustion build up. You experienced the loss of a patient, which is incredibly hard on its own. After that, it must have been especially difficult to handle additional pressure. Now, let's look at the situation from the patient's perspective. What do you think he might have been feeling?

N: Probably scared and lonely. Maybe the pain was really bad. I understand that yelling at him was wrong.

C: Yes, he likely needed attention and support, especially since he's in the hospital. Recognizing that you didn't handle it well is the first step toward making things right. What do you think you can do now to fix the situation?

N: I think I need to apologize to him. But I don't know how. I'm too ashamed to look him in the eye.



C: That's a very brave step, and an apology can be healing for both you and the patient. You don't need to make it long. Something simple and sincere, like, "I'm really sorry for losing my temper. I understand you're in pain and discomfort, and I should have been more patient. I'll make sure it doesn't happen again." Does that sound appropriate?

N: Yes, I think I can say that. But what if he doesn't accept my apology?

C: That's possible. Everyone reacts differently. The important thing is that you're making an effort to fix the situation. If he doesn't accept it, take it in stride. What matters is that you took the initiative and acknowledged your mistake. In the future, what do you think you can do to prevent situations like this?

N: Maybe I need to work on controlling my emotions better, ask for help when I'm overwhelmed, and learn some relaxation techniques.

C: Those are great ideas! You're recognizing your needs and looking for solutions. Remember, self-care isn't selfish—it's a necessary part of your job. You can't effectively help others if you're exhausted. Remember, you're not alone, and what you do is very important. Good luck! I'm here if you need support again. Take care of yourself.

Clarifications and important points:

- Empathy: ChatGPT is understanding of the nurse's hard work and fatigue.
- Not condemnation: ChatGPT does not judge the nurse for her breakdown, but tries to understand the reasons.
- Guiding questions: ChatGPT asks questions that help the nurse analyze the situation and understand their feelings.
- Alternative perspective: ChatGPT offers a patient perspective.
- Search for solutions: ChatGPT helps the nurse find ways to correct the situation and prevent similar incidents in the future.
- Support: ChatGPT provides support and encourages you to seek professional help.
- Empathy Sabotage: ChatGPT shows the nurse that she must be empathetic and understanding towards patients.

In this dialogue, ChatGPT helps the nurse acknowledge their feelings, analyze the situation, and find solutions while maintaining an empathetic and supportive tone.

It is important to remember that ChatGPT is not a substitute for professional help. In severe cases, it is necessary to contact a psychologist or psychiatrist.

Thus, the use of artificial intelligence expands the possibilities of reflective practice. The traditional Gibbs model is preferred due to the fact that it includes awareness of one's own emotions and the reactions of others. However, it is focused on the ability to self-reflect on one's feelings and actions, allowing them to be understood and to prevent unconscious emotions [8]. The difficulty lies in the

presence of negative and destructive emotions, guilt, and incompetence in professional failures in a doctor or nurse. Conscious and cool-headed reflection will be difficult and the specialist needs not harsh self-criticism, but empathic support at every step of the reflective assessment. Moving away from self-flagellation to self-care is a key factor in maintaining reflective practice.

And although research gives preference to group methods of reflection [9], in situations of professional failure, stressful situations, situations of anxiety and depression, these practices will not be able to help specialists, but on the contrary, will worsen the condition.

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