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исследования**

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Содержание журнала «Психолого-педагогические исследования»,

Том 15. № 4. 2023

<i>Рубрики, авторы, статьи</i>	<i>Страницы</i>
ПСИХОЛОГИЯ ОБРАЗОВАНИЯ	
Ульянина О.А., Юрчук О.Л., Никифорова Е.А., Кнышева Т.П., Борисенко Е.В. Социально-психологический портрет современного студента педагогического направления подготовки	3-24
Дейкова Т.Н., Мишина Е.Г. Исследование эффективности системы подготовки бакалавров педагогического образования в области здоровьесбережения	25-42
МЕТОДОЛОГИЯ И ТЕХНОЛОГИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ	
Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю., Прокопьева Л.М. Исследование субъективной оценки готовности и способности студентов и работающих тьюторов к тьюторскому сопровождению в условиях инклюзивного образования	43-61
ПСИХОЛОГИЯ РАЗВИТИЯ	
Лебедева Е.И. Понимание коммуникативных намерений говорящего и популярность среди сверстников у детей младшего школьного возраста	62-76
Рябкова И.А., Тимохина Ю.И., Мясковская Е.Ю. Связь игровой деятельности и понимания эмоций у старших дошкольников	77-96
Шалагинова К.С., Декина Е.В., Ключева Д.А. Эскапизм и видеоигровая аддикция у подростков	97-110
Веракса Н.Е., Айрапетян З.В., Алмазова О.В., Тарасова К.С. Динамика развития диалектического и формально-логического мышления в старшем дошкольном и младшем школьном возрасте	111-127
ПАМЯТНЫЕ ДАТЫ	
К 75-летию В.В.Рубцова	128

**Contents of the e-journal “Psychological-Educational Studies”
Vol. 15, #4-2023**

<i>Columns, manuscripts, authors</i>	<i>Pages</i>
EDUCATIONAL PSYCHOLOGY	
Ulyanina O.A., Yurchuk O.L., Nikiforova E.A., Knisheva T.P., Borisenko E.V. The Socio-Psychological Portrait of a Modern Student of Pedagogical Training	3-24
Deykova T.N., Mishina E.G. Investigating the Effectiveness of the System for Training Bachelor Teachers in Health Promotion	25-42
METHODOLOGY and TECHNOLOGY of EDUCATION	
Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu., Prokopeva L.M. A Study of the Subjective Assessment of the Readiness and Ability of Students and Working Tutors for Tutor Support in the Context of Inclusive Education	43-61
DEVELOPMENTAL PSYCHOLOGY	
Lebedeva E.I. Understanding the Communicative Intentions of the Speaker and Popularity with Peers Among Children of Primary School Age	62-76
Ryabkova I.A., Timokhina Yu.I., Miastkovskaia E.Yu. The Connection of Play Activity and the Understanding of Emotions in Older Preschoolers	77-96
Shalaginova K.S., Dekina E.V., Klochneva D.A. Escapism and Video Game Addiction in Adolescents	97-110
Veraksa N.E., Airapetyan Z.V., Almazova O.V., Tarasova K.S. Dynamics of the Development of Dialectical and Logical Thinking in Senior Preschool and Primary School Age	111-127
ПАМЯТНЫЕ ДАТЫ	
To the 75-th Anniversary of V.V.Rubtsov	128

The Socio-Psychological Portrait of a Modern Student of Pedagogical Training

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The article specifies the features of the professional activity of modern teachers; discusses the requirements that the profession imposes on the personality of a teacher; through the prism of content analysis of modern research, the socio-psychological characteristics of a modern student of pedagogical training are described; the factors and conditions for the formation of future teachers are highlighted. The relevance of this study is conditioned by the special attention that is paid to the training of future teachers within the framework of the Year of the Teacher and Mentor, announced by the Decree of the President of the Russian Federation Vladimir Putin in 2023, because modern students studying in pedagogical fields of training will one day become the mentors of the younger generation. Due to this, this study was undertaken. For this purpose, the methods of content analysis, descriptive statistics, comparison, synthesis were used. The research analyzes 235 scientific papers, the depth of scientific research was 11 years, and the sample was 45893 students of pedagogical specializations. The result of the analysis was a description of the socio-psychological portrait of a student studying in pedagogical fields of training.

Keywords: teacher; socio-psychological portrait; student of pedagogy.

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Ульянина О.А., Юрчук О.Л., Никифорова Е.А.,
Кнышева Т.П., Борисенко Е.В.
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студента педагогического направления подготовки
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 3–24.

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В статье уточняются особенности профессиональной деятельности современных педагогов; обсуждаются требования, которые предъявляет профессия к личности педагога; через призму контент-анализа современных исследований описываются социально-психологические характеристики современного студента педагогического направления подготовки; выделяются факторы и условия формирования личности будущих педагогов. Актуальность данного исследования обусловлена особым вниманием, которое уделяется подготовке будущих педагогических работников в рамках Года педагога и наставника, объявленного Указом Президента Российской Федерации Владимира Путина в 2023 году, ведь современная студенческая молодежь, обучающаяся по педагогическим направлениям подготовки, однажды станет

Ульянина О.А., Юрчук О.Л., Никифорова Е.А.,
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наставниками подрастающего поколения. В связи с этим было предпринято данное исследование. Для этой цели применялись методы контент-анализа, методы описательной статистики, метод сравнения, метод синтеза. В рамках исследования анализируются около 235 научных работ, глубина научного поиска составила 11 лет, а выборка – 45893 студентов педагогических специальностей. Результатом проведенного анализа стало описание социально-психологического портрета студента, обучающегося по педагогическим направлениям подготовки.

Ключевые слова: педагог; социально-психологический портрет; студент педагогического направления.

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Introduction

By the decree of the President of the Russian Federation Vladimir Putin, 2023 has been declared the Year of the Teacher and Mentor. In this regard, special attention is paid to the training of future specialists preparing to become teachers, and later, mentors of the younger generation. As V.V. Rubtsov notes: "The lack of a coordinated vision of the professional community of teachers, teaching staff of pedagogical faculties of universities and citizens of the Russian Federation in regards to the portrait of a modern teacher and his professional qualities can be overcome within the framework of the implementation of a comprehensive project to modernize pedagogical education. Conducting a study on the professional identity of a teacher will make it possible to draw up a portrait of the modern teacher and determine his/her main ideas of interaction with the participants of educational relations" [37].

In this regard, the study of the features of the professional activity of modern teachers; the requirements that the profession imposes on the competencies of graduates; the socio-psychological portrait of the modern student of the pedagogical field of training; factors and conditions of the formation of future teachers seems to be relevant and in demand. Studenthood is a special period of the professional training and the professional formation of a future specialist, during which learning acquires personal meaning and reveals the prospects for the development of inner potential. Over the past decades, domestic science has accumulated a significant amount of knowledge on the study of the young people studying in the higher education institutions of the country.

Methods and Techniques

The research conducted by the staff of the Federal Coordination Center for the Provision of Psychological Services in the Education System of the Russian Federation (hereinafter - FCC) is aimed at studying the socio-psychological characteristics of student youth studying in pedagogical specializations in higher education institutions of the Russian Federation. For this purpose, we analyzed scientific works devoted to the study of young people studying in Russian universities. From the total number of publications, the scientific works of authors of psychological, pedagogical and social fields, peer-reviewed and corresponding to the criteria of scientificity, were selected, all the reviewed works are placed in open access in the scientific electronic library - elibrary.ru, on the PsyJournals.ru psychological publications portal, the depth of scientific research was 11 years (period of publications - 2012-2023), as in this period there was an increase in the scientific interest in pedagogical specializations.

To implement the scientific research for works devoted to the study of the socio-psychological characteristics of students, the components of the socio-psychological structure of personality were determined:

1. Socio-psychological characteristics related to cognitive, emotional, behavioral, motivational, value and meaning spheres of personality, the experience of psychological security and well-being; and understood under socio-psychological characteristics is a set of personal qualities describing the social abilities of the personality, its social position.

2. Competencies displayed by the personality in social relations: communicative, conflicting, anti-crisis, socio-psychological.

The total sample size was 45893 students of pedagogical specializations studying in 59 universities (including all 34 universities subordinate to the Ministry of Education of the Russian Federation). The participants were students of higher education organizations of the Russian Federation – in bachelor programs (90.5% of the total number of participants) and in master's programs (9.5%). The age of bachelor's participants was 17-28 years old (1-5 courses), and the age of master's participants was 19-40 years old (1-2 courses) (Table 1).

Table 1

Number of Students who Participated in the Reviewed Studies (N=45893)

Level of Education	Number of Students of Pedagogical Universities	Number of Students of Non-Pedagogical Universities	MSUPE	Total Number
Bachelor	35262	5542	1061	41523
Master	660	797	165	1622
Combined Sample (Bachelor, Master)	2406			
Total				45893

Two groups of studies were singled out:

1) with the participation of students of pedagogical educational organizations of higher education

in any fields of training (including students of the Federal State Budgetary Educational Institution of Higher Education "Moscow State University of Psychology & Education");

2) with the participation of students of educational organizations of higher education, not included in the list of educational organizations subordinated to the Ministry of Education of the Russian Federation, in the "Pedagogical Education" field of training.

To achieve the goal of the study, we used the method of content analysis (determining the frequency of the occurrence of such semantic units as "student", "teacher", etc., in the scientific works selected for primary analysis), methods of descriptive statistics (tabular presentation of the obtained results, including quantitative indicators of content analysis), the method of comparison (comparison of research results for each block describing one of the components of the socio-psychological structure of personality), the method of synthesis (using the highlighted socio-psychological characteristics and competencies of a teacher to describe the socio-psychological portrait of a modern student, future teacher).

The conducted content analysis by type of publication (Table 2) showed that the main number of topics devoted to students is found in scientific articles (9489 publications) and conference proceedings (9065 publications) presented on the elibrary.ru portal from 1975 to 2023.

Table 2

**Types of Publications on the elibrary.ru Portal (1975-2023) with the Word "Student"
 Included in their Subject Matter (N=20452)**

Types of publications on the elibrary.ru portal	Amount
Scientific journal article	9489
Article in the conference proceedings	9065
Article in a collection of articles	519
Article in a journal on the conference proceedings	364
Conference abstract	272
Textbook	238
Review article in a journal	135
Monograph	69
Book chapter	63
Journal article – miscellaneous	52
Collection of conference proceedings	50
Short message in journal	33
Methodological guidelines	20
Journal Abstract	17
Collection of conference abstracts	15
Journal article - person	10
Report on R&D	10
Critical review in a journal	8

Collection of articles	6
Journal based on a scientific report	4
Dictionary or reference book	4
Dissertation	4
Dissertation abstract	3
Collective monograph	1
Brochure	1

Socio-Psychological Characteristics of Modern Student Youth Studying in Pedagogical Universities

The empirical studies reviewed in the course of the analysis allow us to conclude that there is a variety of the socio-psychological characteristics of students of scientific interest. The professional mentality of students during the period of university education varies depending on the course of study. A strong interest in the opinion of the group, expressed motivation for communication are revealed in 1st year students. From the first to the fourth year of study, the interest in learning activities increases, in the fifth year - in professional activities. The majority of students are oriented to the future. The modern student is characterized by an average level of memory and creativity development, an average level of the formation of critical thinking [16]. The realization of oneself in the profession is mainly associated with the change of motivational and value attitudes to educational and professional activities [5; 17; 20].

Some students have predominant external motives, but there are students who have a stable system of internal motivation [21; 26; 27; 34]. Students are equally oriented towards achieving success or avoiding failure. At the same time, there is an uncertainty in their psychological and pedagogical knowledge and anxiety related to this, a difficulty in applying theoretical knowledge in practice [39; 49].

As individual priorities and normative ideals of the modern student, the aspiration towards independence and the desire to get maximum enjoyment from life are noted [43; 46]. Self-perceptions are based on personal freedom, the readiness to build their lives on the basis of their own meanings in the absence of an aspiration for the development of creative individuality [23]. The development of professional perceptions is significantly slowed down as a result of the impact of negative emotional states arising during the course of educational and professional activities [35]. The majority of students are characterized by an increased level of personal anxiety with the predominance of the psychological defense mechanisms of compensation and denial. Situational anxiety is mainly manifested at an average level, indicating an adequate perception of current events [11; 38].

The priority group of values is health, love, the happiness of others, friends and family, establishing relationships and communication. To achieve the values-goals, students are ready to responsibly approach the fulfillment of professional duties, while maintaining control over their emotional manifestations in interactions with other people. The values of communication, personal life and spiritual satisfaction are inherent in the majority of participants. It is important to note that the priority value in many of the reviewed studies is self-development, the value of achievement is assessed above material status. The level of motivation towards research activity in the majority of students is

expressed at an average level [1; 4; 28; 47].

For future teachers at the beginning of their professional training it is most important to find self-expression in interaction with other people. The importance of identifying oneself as a future teacher, a future professional, is low. Creativity and work as a type of employment often occupy the last places in the system of values of a modern student. Enrolling in a pedagogical university, students do not encourage themselves with the prospect of high earnings [1; 30; 31].

In the presence of a pronounced perfectionism directed at oneself, most students are ready to take responsibility for their actions, considering achievements as a result of their efforts, skills, abilities and qualities. Students' desire for self-control is not sufficiently reflected in their ability to overcome difficulties, understand and master coping strategies, manage their emotions in a situation of stress [2; 29].

The process of learning in a pedagogical university can contribute to the development of students' emotional intelligence, a readiness to understand other people, to sympathize and empathize with them, to exert a positive influence on them, while being realized as a professional. The emotional-psychological climate, the mood and interaction with the participants of the educational process, the authority of teachers, the democratic nature of communication, etc. have a significant impact on the satisfaction with training and the safety of the educational environment in the training of a future teacher. [15; 44].

Students demonstrate a readiness to defend their position, strategies of competition and compromise are used more often. Sometimes a number of intolerant attitudes can contribute to the emergence and escalation of conflict [48].

The preservation of psychological health is an important aspect of the life of a pedagogical worker, most often it is understood as possession of self-regulation skills and a possession of psychological literacy [32]. A special role in achieving set goals and the effectiveness of professional activity of a future specialist is played by the ability to navigate in situations of interpersonal communication, to choose the right ways and approaches towards interaction, taking into account the characteristics of the personality of another person. Students and young teachers, beginning their professional activity, experience difficulties with nervousness and anxiety at lessons, with fears of making a mistake. Half of the students experience difficulties in preparing and conducting classes, they do not feel the support of the team and continuity [8; 12; 25]. More often students are ready to be responsible for their own actions and decisions, but they do not always understand the responsibility for the participation in the lives of other people and the country as a whole [19].

Only a part of students realizes the significance of the organization of pedagogical interaction for the emotional and psychological state of students, have a personal need in the implementation of pedagogical interaction, master most of the modern pedagogical technologies, show initiative [13]. Professional readiness to interact with a group of children is manifested in students who have experience in mentoring or volunteering. Students with mentoring experience are more often ready to work with children with special educational needs, children from disadvantaged/asocial families and various subcultures. However, regardless of the presence of such experience, students are less willing to work with children left without parental care, children of foreign citizens and forced migrants. The study of students' readiness for volunteer activity has allowed us to conclude that psychology students demonstrate empathy, altruism and a motivation to help others more pronouncedly, which directly affects the professional qualities of future specialists [33; 36].

Thus, various socio-psychological characteristics of students studying in pedagogical universities are of scientific interest.

Socio-Psychological Characteristics of Modern Student Youth Studying in Non-Pedagogical Universities in Pedagogical Training Specializations

The study of students-teachers studying in non-pedagogical universities represents a specific sphere of scientific works. On the one hand, there are few such studies and the samples are relatively small. On the other hand, such scientific works touch upon a wide range of problems, both those related to the formation of professional competencies and the development of the value and meaning sphere of personality, the manifestation of behavioral features in various situations. The research was conducted to a greater extent with the participation of bachelor's students of junior courses.

The study results demonstrated the specificity of the value orientations of students-teachers, the formation of volitional resources, the ability to cope with stressful situations, orientation in the social aspects of pedagogical work. Students choose a happy family life, a financially secure life, cognition, a broadening of horizons, general culture, intellectual development, social recognition and life wisdom as the main values. Future teachers are largely oriented towards tidiness, good manners, diligence, irreconcilability towards shortcomings in themselves and others, responsibility [40].

Also, students have an average or low level of professional and pedagogical reflection, while self-esteem is mostly noted as low or high [7]. The professional aspirations of students-future teachers in all spheres of pedagogical activity are interrelated with the self-assessment of pedagogical abilities [18]. Students' knowledge of the pedagogical and critical thinking of a teacher, its components is rather fragmentary, which affects pedagogical decision-making and the application of knowledge of general patterns to specific pedagogical situations and their evaluation [14].

When entering the teaching profession, students note the importance of maintaining professional mental health, they interpret this concept as a state of well-being in which they realize their professionalism, creative abilities, work effectively and cope with the problems encountered [3]. Also, most students are characterized by a moderate level of situational anxiety and a high level of personal anxiety [9]. Professionally important qualities are predominantly developed at an average level [6].

First-year students are more capable of accepting the values and norms of the group, are inclined towards collectivism, are responsible enough in individual and collective work, but such behavior is dictated not by conscious motivation and needs, but by insecure behavior and personal immaturity [42]. The ability of self-actualization of first-year students-future teachers is low [41].

The motives for choosing the profession are conditioned by the need to interact with other people, the obtaining of special knowledge, the opportunity to realize creative potential, are represented by the need for a pedagogical calling, interest in pedagogical activity, the desire to pass on their knowledge to the next generations, the importance of educating children and youth, which sometimes differs from the motives of students of pedagogical universities [21]. The predominant type of motivation of students-teachers is the avoidance of failure - to avoid low grades at the credit and examination session, to avoid being judged for low academic performance and its consequences, expulsion from the educational organization for this reason. The majority of students express their

readiness to start working in their specialization or continue their studies in master's or postgraduate programs [39].

The majority of graduates revealed the formation of a crisis identity, which is expressed in the experiences associated with the search and study of alternatives, trying themselves in different spheres, studying their needs. As the main reasons for this, students name low pay, the low social status of a teacher, the inconsistency of their personal qualities with the reference qualities of a professional [22; 24]. However, the status of the value meaning of self-realization for modern students remains inviolable [10]. The results of the analyzed studies allow us to conclude that the future teacher is characterized by the desire to establish contacts with other people, is able to argue their point of view, but sometimes manipulative techniques of argumentation can be used [45].

Discussion of the Results

A large number of works are devoted to the study of the socio-psychological characteristics of students, so, at the preparatory stage, 16002 publications were selected to study students of pedagogical specializations in various Russian universities. The most frequent participants of the research are students of the 1-2 (junior) bachelor's degree courses, and studies with their participation most often have large sample sizes. Scientific works, where the participants are master's students, are often characterized by small sample sizes, composed of students from several master's programs, sometimes related to different aspects of professional activity (for example, the teaching of a separate subject and the organization of management in the education system), in this case the authors of such works consider the sample homogeneous and do not conduct a comparative analysis between students from different groups. Quite often there are studies aimed at studying the differences between trainees in pedagogical specialties and other fields of training (future doctors, engineers or representatives of high-risk professions, etc.). Another category of scientific works is devoted to the study and comparative analysis of the characteristics of trainees in different areas of pedagogical activity (for example, future teachers of mathematics and educational psychologists), the authors emphasize that the studied qualities are more consistent with the requirements of planned professional activity.

In the case that the participants are simultaneously students from pedagogical universities and universities implementing educational programs in different professional spheres, they are also most often considered as a single group of participants. In this regard, an attempt was made to study the socio-psychological characteristics of each group: those studying in pedagogical higher education institutions (subordinate to the Ministry of Education of the Russian Federation) and those studying in other educational organizations of higher education, which are under the jurisdiction of other ministries. It can be noted that regardless of the category of research participants, there is a scientific interest in studying and describing such categories as the most significant values of students, the system of motives for future professional activity, the degree of mastering communication skills. A separate group of research in non-pedagogical universities is represented by studies involving the comparisons of students-future teachers and students of other specialties (not related to psychological, pedagogical or teaching activities), and so, these characteristics are not related to the specific goals of teacher training and can be developed in different professionals (creativity, mastery of information technology).

The description and differentiation of the results is most often carried out on the basis of the level of demonstration of the studied attribute - low, average or high. This approach allows not only to interpret the results in accordance with the indicators obtained by the results of psychological diagnostics, but also to determine the areas of psychological support (first of all, in the field of prevention and correctional and developmental work), which can be improved when revealing a low or average level of the qualities necessary for professional development. The sufficiently developed qualities of students can also be used as a personality resource under the stress of professional training. In a situation where the aim of support is to reduce the expression of a trait (e.g., anxiety), high indicators can also point to possible ways of improving psychological work with students.

Findings

1. The study of the socio-psychological characteristics of students-future teachers is of interest to a large number of educational organizations that train teachers. Thus, all educational organizations subordinated to the Ministry of Education of the Russian Federation conducted such studies with the participation of their students.

2. According to the results of the analysis of the socio-psychological characteristics of modern student youth revealed during the course of empirical research, a portrait of a modern student-future teacher has been created, including the description of various spheres of personality (cognitive, emotional, behavioral, motivational, value and meaning), on the basis of which a further improvement of the system of psychological and pedagogical training of future professionals can be carried out.

3. Since pedagogical training is carried out in different types of educational organizations (pedagogical universities subordinated to the Ministry of Education of the Russian Federation, educational organizations of higher education, which are under the jurisdiction of other ministries), the socio-psychological characteristics of the two categories of students were described. It is important to note that many studies of the participants in both groups highlight the same "targets" for study: the value and motivational sphere, the level of formation of certain pedagogical qualities (including the level of the formation of labor actions related to the organization of learning and developmental activity in the psychological and pedagogical aspect).

4. Many studied indicators are expressed in students at an average level, while not being understated, they are still not developed at a high level, which does not reflect all the goals of the pedagogical profile of training.

5. The allocation of the characteristics expressed at the levels that indicate an insufficient formation of qualities important for the professional, a future teacher, will allow for further work on improving the psychological support of the implementation of pedagogical training, including in the field of educational work.

Conclusion

By the beginning of professional training students already have motivational attitudes, value orientations, ideas about themselves, their profession and professional expectations formed during the process of previous life experience. Some personal qualities undergo changes in the process of mastering professional activity, while others remain unchanged.

Creating a socio-psychological portrait of a modern student-future teacher allows us to improve various aspects of professional training, modernize the educational and professional process in accordance with modern social challenges, and provide psychological and pedagogical support according to the requests and needs of the participants of educational relations.

Based on the results of the analysis of empirical studies devoted to the study of the socio-pedagogical characteristics of modern students, the development and description of a model of the socio-psychological competencies of a teacher, which contributes to the comprehensive development of the system of professional training of future teachers, including the development of their personal professionally significant qualities, mastering socio-psychological competencies, was conducted.

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Социально-психологический портрет современного
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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 3–24.

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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 3–24.

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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 3–24.

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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 3–24.

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Том 15. № 4. С. 3–24.

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The Socio-Psychological Portrait of a Modern Student of
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Vol. 15, no. 4, pp. 3–24.

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Ульянина О.А., Юрчук О.Л., Никифорова Е.А.,
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Investigating the Effectiveness of the System for Training Bachelor Teachers in Health Promotion

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A healthy nation is the main foundation and the main strategic resource of the economy and security of the Russian Federation, therefore the relevance of the phenomenon of health-saving continues to persist to the present time. The purpose of this work was to diagnose the formation of the main components of the personality of the health-preserving type student and to develop pedagogical technologies aimed at its formation. The study involved fourth-year students of all fields of education (N=199), the age of the respondents was 20 - 22 years old, of whom 79.22% (158) were female. A diagnosis of the formation of cognitive, motivational-value and activity components in the personality structure of a student of the health-saving type was carried out in the work with the help questionnaires using the method of A.R. Kamaleeva and N.V. Novozhilova, S.G. Dobrotvorskaya, the “Attitude to Health” questionnaire proposed by R.A. Berezovskaya, and also used the solutions to pedagogical cases we developed. To check statistically significant deviations in groups of students belonging to different faculties, we used analysis of variance. The data obtained during the study allowed us to conclude that the system of teacher training in the field of health-saving for the future teacher, who is both an object and a subject of health-saving activities, is not sufficiently effective. In the personality structure of the health-saving type, the activity component is the least developed, with a high level of formation of the cognitive and an average level of formation of the motivational and value components. The work puts forward a hypothesis that the pilot project developed by the department and practically implemented in the educational process - the “Health-Saving and I” educational guide, will contribute to the formation of the personality of a health-saving type of student. The results obtained are intermediate. To monitor the effectiveness of the guide introduced into the educational process, a second diagnosis of the formation of the personality components of a student of the health-saving type is planned after studying the disciplines of the health-saving module by students of the 2022 enrollment.

Keywords: Health-saving, health-saving personality type, cognitive component, motivational and value component, activity component, educational guide.

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Investigating the Effectiveness of the System for
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Здоровая нация является главным фундаментом и главным стратегическим ресурсом экономики и безопасности Российской Федерации, поэтому актуальность феномена здоровьесбережения продолжает сохраняться в настоящее время. Целью данной работы являлись диагностика сформированности основных компонентов личности студента здоровьесберегающего типа и разработка педагогической технологии, направленной на ее формирование. В исследовании приняли участие студенты четвертых курсов всех направлений подготовки (N=199), возраст респондентов – 20-22 года, из которых 79,22% (158) были женского пола. В работе проведена диагностика сформированности когнитивного, мотивационно-ценностного и деятельностного компонентов в структуре личности студента здоровьесберегающего типа при помощи анкетирования по методике А.Р. Камалеевой, Н.В. Новожиловой, С.Г. Добротворской, опросника «Отношение к здоровью», предложенного Р.А. Березовской, а также применялось решение разработанных нами педагогических кейсов. Для проверки статистически значимых отклонений в группах студентов, принадлежащих к разным факультетам, нами использовался дисперсионный анализ. Полученные в ходе исследования данные позволили сделать вывод о недостаточно эффективной

Дейкова Т.Н., Мишина Е.Г.
Исследование эффективности системы подготовки бакалавров педагогического образования в области здоровьесбережения
Психолого-педагогические исследования. 2023.
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Investigating the Effectiveness of the System for Training Bachelor Teachers in Health Promotion
Psychological and pedagogical research.
2023. Vol. 15, no. 4, pp. 25–42.

системе подготовки педагогических кадров в области здоровьесбережения будущего педагога, который является одновременно объектом и субъектом здоровьесберегающей деятельности. В структуре личности здоровьесберегающего типа наименее развит деятельностный компонент при высоком уровне сформированности когнитивного и среднем уровне – мотивационно-ценностного компонентов. В работе выдвинута гипотеза о том, что разработанный на кафедре и практически реализуемый в учебном процессе пилотный проект – образовательный гайд «Здоровьесбережен_и_Я» – будет способствовать формированию личности здоровьесберегающего типа студента. Полученные результаты являются промежуточными. Для мониторинга эффективности внедренного в образовательный процесс гайда планируется повторная диагностика сформированности компонентов личности студента здоровьесберегающего типа после изучения всех дисциплин здоровьесберегающего модуля студентами набора 2022 года.

Ключевые слова: здоровьесбережение; личность здоровьесберегающего типа; когнитивный компонент; мотивационно-ценностный компонент; деятельностный компонент; образовательный гайд.

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Introduction

The state is actively working on the development of health care in the Russian Federation. A considerable number of draft laws concerning the sphere of the formation of a culture of health among the population are being developed and implemented, including the Federal Law "On the Fundamentals of Health Protection of Citizens in the Russian Federation", the Federal Law "On Protection of Citizens' Health from Exposure to Ambient Tobacco Smoke and Consequences of Tobacco Consumption", the Strategy for the Development of Upbringing in the Russian Federation for the Period until 2025 [12].

Practically all over the country, the material and technical conditions for the improvement of the health of the population are being created, in particular, the number of sports and recreation facilities is increasing (sports and recreation complexes, swimming pools, fitness clubs), open sports grounds are functioning, free accessible programs to maintain the motor activity of different age groups are being massively introduced. The mass media are actively promoting the program of free All-Russian medical examination of the country's population.

Undoubtedly, there are positive changes in the introduction of different age groups to a healthy

lifestyle, however, in the youth environment this trend is more for the purposes of image, rather than a conscious activity to preserve and promote health. A healthy lifestyle is perceived as a fashionable trend, as a component of fitness (acquiring a beautiful body) and so-called "proper nutrition" in its various variations. Therefore, the relevance of the phenomenon of health-saving remains at the present and is becoming increasingly important in the context of raising a healthy nation, which is the foundation, the main strategic resource of the economy and security of the Russian Federation [15]. It should also be noted that health-saving is an integral part of public health and can contribute to the improvement of the demographic situation in Russia.

A large number of scientific works in domestic literature are devoted to the problem of preserving and improving public health. There are two main approaches to the formation of the population's health-saving, which are represented by the medical and pedagogical aspects of this problem. The vectors of the development and modernization of the health care system, its accessibility for different categories of the population, current problems and prospects for their solution are widely covered [16].

One of the relevant directions of research in the last 20 years is the creation of psychological and pedagogical conditions for educating the personality of a teacher who has a formed competency in the field of health-saving activity. The teacher should not only have knowledge in the field of healthy lifestyle, but also be an example for students, which means that the teacher should be the flagship of a healthy lifestyle, i.e. he/she is both the object and the subject of health-saving activity [13; 17; 22, 23; 24; 29].

If we turn to the data of foreign pedagogy and medicine, in general, much attention is paid to the cultivation of the medical literacy of children and the youth, the creation of health-saving conditions in the educational organization and the training of professional staff [26; 27; 28].

In the context of the upbringing of the personality of a student capable of health-saving, the mechanisms of the diagnostics of the formation of the student's readiness for health-saving are considered, the structure of the readiness and level criteria for assessing the development of each component are proposed [5; 6; 8; 25].

According to the Federal Law "On Education in the Russian Federation" № 273-FL from 29.12.2012, in Article 51 it is noted that "an educational institution creates the conditions that guarantee the protection and strengthening of the health of students, pupils", i.e. the function of forming a culture of health in the modern young generation is assigned to the current education system, and at all levels of the educational process.

So, the system of higher professional education, aimed at the formation of pedagogical staff in accordance with the challenges of modern times, should provide the training of future teachers with competency in the field of health-saving. Thus, one of the priority tasks of the pedagogical university is not only the formation of a harmonious and comprehensively developed personality, but in particular the personality of a student of the health-saving type.

In our understanding, the personality of the health-saving type is a person capable of health-saving during the learning process in the educational organization, in everyday life and in future professional activity [4].

In the structure of the health-saving personality type we distinguish the following components:

1. cognitive (valeological literacy);
2. value and motivational (attitude towards one's own health as the highest value);

3. activity (readiness for active health-saving activity).

Methods

Based on the above-mentioned, the purpose of our study is to diagnose the formation of health-saving personality type of the student as the object and subject of health-saving activity, as well as the development of a pedagogical technology aimed at the formation of this type of personality.

According to the Federal Educational Standard of Higher Education 3++ the purposeful process of the formation of the health-saving type of personality occurs through the implementation of academic disciplines that are mandatory for all educational programs of specializations 44.03.01 and 44.03.05 and organized educational work, which is an integral part of the student's learning process in higher education. The "Life Safety", "Physical Education and Sports", "Elective Disciplines in Physical Education and Sports" disciplines are studied in courses 1-3 according to the curriculum. Therefore, the study involved 4th year students who have been trained in these disciplines and already have experience of pedagogical practice in educational organizations, and therefore have a sufficiently well-developed level of personal subjectivity development [18]. The study involved students of the Faculty of Sports and Life Safety, Psychological and Pedagogical Education, Science, Mathematics and Information Technology, Philology and Mass Communication, Art Education and Social and Humanities Faculty ((N=199, age 20 - 22 years), studying at the branch of the Russian State Vocational Pedagogical University in the city of Nizhny Tagil.

In accordance with the structure of the health-saving personality type proposed by us, the diagnostics of each component was carried out.

Quantitative and qualitative analysis questionnaires developed by us were used as diagnostic material for the assessment of the level of formation of the cognitive component. The questions of the questionnaire contained information about proper nutrition, physical activity, disease prevention, bad habits, personal and public hygiene, the ability to use information on health from various sources, psychological well-being and other aspects of health.

The coefficient of the level of formation of the valeological culture (C) of a future teacher was calculated according to the formula proposed by A.R. Kamaleeva and N.V. Novozhilova [11].

Based on the criteria above, the level of formation of valeological literacy was highlighted in each questionnaire. The low level corresponded to the coefficient value (C), which was in the range from (-0.7) to (-2), average - from (-0.6) to (+0.7), high - from (+0.7) to (+2).

To assess the formation of the value and motivational component, the "Attitude towards Health" questionnaire proposed by R.A. Berezovskaya was used [2]. The questionnaire consists of 10 questions, combined into 4 scales in accordance with the levels of consideration of mental attitude: cognitive, emotional, behavioral and value and motivational components. The closed-ended questions, which are table sets containing from 5 to 10 numbered statements, are answered by respondents according to their degree of agreement on a 7-point scale. This questionnaire allows for us to perform a qualitative analysis of the obtained data for each question and statement included in the studied value and motivational component [1].

The questions included in the value and motivational block of the questionnaire make it possible to identify the dominant needs in the system of values of students, including educational motivation, and the level of formation of the motivation for the preservation and promotion of health

Дейкова Т.Н., Мишина Е.Г.
Исследование эффективности системы подготовки
бакалавров педагогического образования в области
здоровьесбережения
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
Investigating the Effectiveness of the System for
Training Bachelor Teachers in Health Promotion
Psychological and pedagogical research.
2023. Vol. 15, no. 4, pp. 25–42.

[14].

Readiness for active health-saving activity (activity component) was determined according to the method of S.G. Dobrotvorskaya [7] and by analyzing the students' solution of pedagogical cases developed by us.

Surveying according to the method of S.G. Dobrotvorskaya [7] reveals the typology of personality by orientation towards a healthy lifestyle: the positive self-developing type, the positive type, the moderately negative, the negative but ready to lead a healthy lifestyle, the positive-unstable type, the false-positive type, the negative type, the pedagogically neglected type. This method is a questionnaire consisting of 24 questions, the answers to which are evaluated on a ten-point scale. The questions proposed in the questionnaire concern all aspects of healthy lifestyle: nutrition, daily regimen, well-being, health values, presence of bad habits, motor activity, etc.

To identify the level of formation of the ability to apply theoretical knowledge about health-saving in practice, students were offered pedagogical cases. For each correctly solved case, 3 points were given in the evaluation table, for a solution with one mistake - 2 points, more than two mistakes - 0 points. This criterion assessment allowed us to identify the high, average and low level of formation of the activity component.

As an example, we offer the content of two pedagogical cases.

Case 1. You need to address the issue of the daily regimen of students at the parents' meeting, as the first lesson at school has become ineffective due to the frequent tardiness of children or a low performance caused by the sleepiness of students. What form of work with parents will you choose, list the methods and means used.

Case 2: During the school day you noticed that two girls from your class ate a lot of candy. Does the teacher need to intervene in this situation. If you think this is necessary, how would you build a dialog with the girls. What extracurricular activity could be organized on the topic "Health problems caused by sugar".

The activity component allows for the assessment of the level of students' mastery of the means, methods and technologies of a healthy lifestyle in practical activities.

Results

The results of the assessment of students' cognitive component formation indicate its high level, according to the obtained mean values of $C = 1.4$. (Table 1). The high value of the coefficient (C) was noted in students studying at the Faculty of Sports and Life Safety ($C=1,85$), the low ($C=1$) - at the Faculty of Art Education. This situation is probably connected with the specific profile of training of future specialists, the presence of a large block of professional disciplines that contribute to the formation of the valeological culture of students studying at the FSLs. Despite this, the data obtained in the study indicates the good theoretical training in the field of health-saving of future teachers, which is carried out at different faculties of the branch of the Russian State Vocational Pedagogical University.

Table 1.

Results of Diagnostics of the Cognitive Component in Students

Faculty	Sample (n)	High level	Average level	Low level	Average value of C
FSLS	44	94,5% (43)	5,5 % (1)	0%	1,85
SHF	34	85,3 % (29)	14,7 % (5)	0%	1,33
FPPE	28	78,57 % (22)	21,43 % (5)	0%	1,5
FSMIT	41	82,9 % (34)	17,07% (7)	0%	1,5
FPMC	32	81,25 % (26)	18,75 % (6)	0%	1,38
FAE	21	66,67% (14)	33,33 % (7)	0%	1
In total	199	84,42%(168)	15,57 % (31)	0%	1,4

During the evaluation of the results obtained during the diagnostics of the motivational and value component, it was found that, unfortunately, "health" takes a third place in the system of terminal values of young people, such as material well-being, interesting work, family, recognition in others, independence and freedom (tab. 2).

The analysis of students' answers about the place of health in the hierarchy of instrumental values shows that its role in human life is underestimated (tab. 2). This situation is especially pronounced among students studying at the following faculties: Social and Humanities, Philology and Mass Communication, and Art Education. All of this speaks about the consumerist attitude of young people towards their own health, which is probably associated with the features of age, characterized by the period of active socialization, personal and professional development, the manifestation of a variety of interests [9; 11].

Among the reasons for insufficient care about personal health, students most often noted such objective circumstances as a lack of time - 23%, the presence of more important things - 26%, the need for material expenses -23%.

Among the subjective factors respondents emphasized: the lack of necessity in caring about health – a "situation when nothing hurts" (26%), the lack of willpower (26%), the unwillingness to limit themselves in anything - 23% (Table 2).

Table 2.

Results of the Assessment of the Value and Motivational Component of Students' Mental Attitude towards Health

Faculty	Terminal values	Instrumental values	Factors of insufficient care about health	
			objective	subjective
FSLS FSMIT FPPE	39%- material values; 32%- interesting work; 31%- health 30%- freedom 28%- family 28% - recognition in	39%- perseverance and hardwork; 36% - abilities; 35%- health; 31% - material well-being; 28% - «right connections»	26%- the presence of more important things 23%- lack of time 23 % - the need for material expenses	26% - lack of necessity 23% - lack of willpower 21% - don't want to limit themselves 20%- lack of

	others	21% - good education		knowledge on what to do
SHF FAE FPMC	39%- material values; 37%- interesting work; 31%- health 28%- family 30%-freedom 30% - recognition in others	40 % - perserverance and hardwork; 38% - abilities; 31%- material well-being; 31%- health; 27% - «right connections» 25% - good education		28%- lack of knowledge on what to do; 26% - lack of necessity 23% - lack of willpower 21% - don't want to limit themselves

According to the obtained data of the study of students' readiness to conduct health-saving activity (Table 3), 4 types of personality are identified among the examinees: the second type (65.32%), the third (9.04%), the fifth (18.59%), the seventh (7.54%).

The majority of students, regardless of the profile of training, have a positive type, which is characterized by the readiness to lead a healthy lifestyle, but requires the formation of a culture of the self-preservation of health and the involvement in systematic activities for self-healing. The highest percentage of this type of personality is found in the subjects studying at the Faculty of Sports and Life Safety (tab. 3). The positive-unstable V type, leading a healthy lifestyle, but taking the position of a "child" in relation to their health, not inclined in a situation of good health towards self-healing, is found in 18.59% of students. No students belonging to types IV, VI and VIII were found among those who took part in the study. However, there are those who belong to type VII (7.53%) and are not ready to lead a healthy lifestyle, often resisting pedagogical influence. It should also be noted that among all the interviewed respondents there is no positive self-developing type that is oriented towards a healthy lifestyle, takes the conscious position of an "adult" in relation to their health, actively engaged in self-healing, applies various health improvement systems (tab. 3). Similar results were described in the works of a number of authors [3; 17].

In general, considering the results of the diagnostics of the typology of personality by orientation towards health and wellness, it is necessary to note the low readiness of students to conduct health-saving activities among students studying at the following faculties: Social and Humanities, Philology and Mass Communication, Art Education of the branch of RSVPU in Nizhny Tagil.

Table 3.

Results of Diagnostics of Personality Typology on Orientation towards a Healthy Lifestyle, in Percentages

Faculty (sample)	Personality Typology on Orientation towards a Healthy Lifestyle							
	I Positive self-developing type	II Positive type	III Moderately negative type	IV Negative, but ready to lead a healthy lifestyle type	V Positive-unstable type	VI False-positive type	VII Negative type	VIII Pedagogically neglected type
FSLs (44)	0	81,81	13,63	0	4,54	0	-	0
SHF (34)	0	41,17	11,76	0	44,11	0	2,94	0
FPPE (28)	0	75,0	7,14	0	17,85	0	-	0
FSMIT (41)	0	78,04	4,87	0	14,63	0	2,43	0
FPMC (32)	0	56,25	3,12	0	25,0	0	15,62	0
FAE (21)	0	42,85	14,28	0	4,76	0	38,09	0
In total (199)	0	65,32	9,04	0	18,59	0	7,53	0

The analysis of students' solutions of pedagogical cases allowed us to conclude that students do not cope with this type of tasks and cannot apply their theoretical knowledge to solve a specific pedagogical situation. Only 4 students (2.0%) out of the total number of examinees managed to complete the proposed tasks in full (Table 4). In 57.78% of the examinees the low level of the activity component prevails, 40.2% have an average level of this criterion. The obtained results correlate well with the data of readiness testing according to S.G. Dobrotstvorskaya's method [7].

Table 4.

Results of the Diagnostics of the Activity Component According to the Indicators of Solving Pedagogical Cases

Faculty	Sample (n)	High Level	Average Level	Low Level
FSLs	44	4,54% (2)	52,27% (23)	43,18 % (19)
SHF	34	0%	41,17 % (14)	58,82 % (20)
FPPE	28	3,57 % (1)	50,0% (14)	46,42% (13)
FSMIT	41	2,43 % (1)	43,9 % (18)	53,65 % (22)
FPMC	32	0%	21,87 % (7)	78,12 % (25)

FAE	21	0%	19,05 % (4)	80,95 % (17)
In total	199	2,00 % (4)	40,2 % (80)	57,78 % (115)

To check statistically significant deviations in groups of students belonging to different faculties, we used analysis of variance.

Assessment of the influence of the level of cognitive component formation depending on the affiliation of the sample of students to the faculty according to the analysis of variance showed that F calculated (0.09) is significantly less than F critical (3.1) at $\alpha = 0.05$ and $P = 0.99$. The assessment of the influence of the level of formation of the activity component depending on the affiliation of the sample of students to the faculty showed that F calculated (0.21) is also significantly less than F critical (3.1) at $\alpha = 0.05$ and $P = 0.94$. This allows us to conclude that the mean values of the samples are equal.

Discussion

Thus, the diagnostics of the components of the health-saving personality type structure allowed us to draw conclusions about the formation of individual components in the student's personality structure.

The cognitive component is formed in students in full.

The value and motivational component is formed to an insufficient degree, the value of health is not perceived by students as one of the leading values and indicates the consumerist attitude of young people towards their own health.

The activity component, i.e. the readiness for active health-saving activity, in comparison with the previous components, is developed to the lowest degree; only 2% of students have a high level of readiness and 57.78% of students have a low level.

The results obtained during the study showed that the current system of training of pedagogical staff in the field of health-saving activity is not effective enough. This led us to the need to make changes in the educational process of training students-future teachers in the field of health-saving, in particular, to revise the content and approaches to the teaching of the "Life Safety", "Physical Education and Sports", "Elective Disciplines in Physical Education and Sports" academic disciplines,

A favorable accompanying factor for the development of new approaches to the formation of competency in the field of health-saving of students was the introduction by the Ministry of Education of the "Core of higher pedagogical education" in the system of higher pedagogical education from September 2022. From that moment the health-saving module is included in the curriculum and the process of the formation of the health-saving personality type occurs during the study of five disciplines: "Age-related Anatomy", "Physiology and Culture of Health", "Basics of Medical Knowledge", "Life safety", "Physical Education and Sports", "Elective Courses on Physical Education and Sports".

The result of studying these subjects is the formation of universal competence UC-7: able to maintain an appropriate level of physical fitness to ensure full social and professional activity. The methodological recommendations provide the indicators of achievement of UC-7, one of which says "has the technologies of a healthy lifestyle and health-saving, selects a set of physical exercises taking into account their impact on functional and motor capabilities, the adaptational resources of the body

and on the improvement of health" (UC-7.2) [19].

We assume that the development and implementation of the educational guide in the educational process, filled with interesting and accessible content for students, will contribute to the formation of the health-saving personality type of the student.

As a pilot project to improve the effectiveness of the formation of the health-saving type of student personality at the Department of Physical Education, which is assigned disciplines of health-saving module, developed and launched in the educational process of the "Health-saving_and_I" guide from September 2022.

The guide contains five thematic blocks:

- physical fitness (includes assessment of physical development and development of basic physical conditioning);
- functional profile (assessment of the functional state of the body systems);
- time management (reflects daily routine, labor and rest regimen);
- healthy nutrition plate (assessment of rationality and nutritional balance);
- motor activity timer (analyzes the amount and types of motor activity during the day);
- check-list of training (a variable part for students' independent work).

Each block includes theoretical information in an interesting form and a research part, where students enter the data obtained during observations and measurements. Analyzing the results of their own research, students consciously, with the help of a teacher, and independently, can make adjustments in their own activities aimed at preserving and improving personal health. In our opinion, this should contribute not only to the development of the cognitive and value and motivational components of the health-saving personality type, but also to the development of the activity component due to the reflexive component.

An initial introduction to the guide takes place in the "Physiology and Culture of Health" course, where students are explained the method of working with it and fill in the first trial indicators, such as entry diagnostics. Physical fitness and functional profile are filled in at certain time intervals on the "Physical Education and Sports", "Elective Courses in Physical Education and Sports" subjects. The rest of the guide is filled out in practical classes during the study of other disciplines of the health-saving module.

Filling out the "Health-saving" guide is mandatory for all students studying disciplines of the health-saving module, which is unified in content in accordance with the "Core of Pedagogical Education".

To monitor the effectiveness of the implementation of the guide in the educational process, we plan to conduct a diagnosis of the formation of components of the personality of the student of the health-saving type after the study of disciplines of the health-saving module by students of the enrollment of 2022. The results of the monitoring will allow us to draw conclusions about the success of the hypothesis put forward in the study.

Findings

Thus, the diagnostics of the components of the structure of the health-saving personality type allowed us to come to the following conclusions:

1. The cognitive component is fully formed in students.

2. The value and motivational component is formed to an insufficient degree, the value of health is not perceived by students as one of the leading values and indicates the consumerist attitude of young people towards their own health.

3. The activity component, i.e. readiness for active health-saving activity, in comparison with the previous components, is developed to the least extent, a high level of readiness is noted only in 2% of students, in 57.78% of students the low level prevails.

4. As a pilot project to improve the effectiveness of the formation of the personality of the student of the health-saving type at the Department of Physical Education, which is assigned disciplines of the health-saving module, the "Health-saving_and_I" guide was developed and launched in the educational process from September 2022.

Conclusion

The results of the conducted research allowed us to conclude that the current system of formation of the personality of the student of the health-saving type, within the study of disciplines in accordance with FSES HE 3++ "Life Safety", "Physical Education and Sports", "Elective Disciplines on Physical Education and Sports" is not effective. Therefore, within the framework of mastering the health-saving module according to the methodological recommendations of the "Core of Higher Pedagogical Education" we have introduced the "Health-saving_and_I" guide into the educational process. The purpose of this development is to promote the mastering of theoretical knowledge in an interesting and accessible format for students and the formation of the ability to apply them in practical activities aimed at health-saving not only during the learning process in higher education, but also in everyday life and in future pedagogical professional activity.

The developed guide is a practice-oriented educational and methodological development, which can be successfully implemented in the educational process during the study of disciplines of health-saving module.

The limitation of this study may be the representation in the sample by students of only one pedagogical university. It is possible that students of other pedagogical universities will have a different level of formation of the components of the health-saving personality type structure.

The obtained results of the study are intermediate, the hypothesis proposed in the work requires further testing after the implementation of this pedagogical technology in the educational process.

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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
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бакалавров педагогического образования в области
здоровьесбережения
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
Investigating the Effectiveness of the System for
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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
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Дейкова Т.Н., Мишина Е.Г.
Исследование эффективности системы подготовки бакалавров педагогического образования в области здоровьесбережения
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
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Дейкова Т.Н., Мишина Е.Г.
Исследование эффективности системы подготовки
бакалавров педагогического образования в области
здоровьесбережения
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 25–42.

Deykova T.N., Mishina E.G.
Investigating the Effectiveness of the System for
Training Bachelor Teachers in Health Promotion
Psychological and pedagogical research.
2023. Vol. 15, no. 4, pp. 25–42.

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A Study of the Subjective Assessment of the Readiness and Ability of Students and Working Tutors for Tutor Support in the Context of Inclusive Education

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The article analyzes the subjective assessment of the readiness and ability to implement inclusive practices with tutor support for students with disabilities in conditions of inclusion among students of the defectology, psychological and pedagogical and social fields of training, with experience working as tutors. We developed a subjective assessment model based on competency and activity approaches that includes 4 questionnaires: the attitude towards inclusion, the intention to implement inclusive practices, the reflection of difficulties and self-efficacy in implementing inclusive practices. The study sample is represented by 488 respondents, who, when grouped by field of education, included – 157 students of higher special education (defectologists), 80 pedagogy and psychology students (higher education), 32 psychologists in the social sphere (higher education) and 15 college students majoring in “Social Work” (152 students from other majors were not considered in the analysis by field of education, but were included in the analysis using the grouping variable “Experience as a tutor”). Research methods: empirical - questionnaires containing scales designed for the self-assessment of the readiness and ability to implement inclusive practices in tutor support; statistical - the Kruskal-Wallis test (SPSS Statistics 18.0 program). An analysis of the results of responses on the various questionnaires showed that the largest proportion of positive responses from respondents was observed among defectology students, students of the “Psychologist in the Social Sphere” field and students with tutor experience from 1 to 3 years in the responses to the “Attitudes towards inclusion” (63,6%, 64,1%, 62,5%, respectively), “Intention to implement inclusive practices” (81,1%, 65,3%, 71,2%, respectively) and “Effectiveness in implementing inclusive practices” (68,8%, 63,8%, 69,7%, respectively) questionnaires, while agreement with the presence of difficulties was the

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Прокопьева Л.М.
Исследование субъективной оценки готовности и
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тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
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The Study of the Subjective Assessment of the
Readiness and Ability of Students and Working Tutors
for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

lowest among defectology students (28,4%). Among students with tutoring experience, the largest proportion of positive choices was in the group of students with 1 to 3 years of experience, where there were significant differences in relation to inclusion and the effectiveness in implementing inclusive practices. In conclusion, it is stated that tutor training programs seeking to increase the readiness and ability to implement inclusive practices should include the development and implementation of an individual educational route based on the reflection of one's value attitudes, intentions (motives), analysis of difficulties and assessment of self-efficacy.

Keywords: inclusive education; student preparation; tutors; students with disabilities; professional competencies; reflection of difficulties; attitude towards inclusion.

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Исследование субъективной оценки готовности и способности студентов и работающих тьюторов к тьюторскому сопровождению в условиях инклюзивного образования

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Исследование субъективной оценки готовности и способности студентов и работающих тьюторов к тьюторскому сопровождению в условиях инклюзивного образования

Психолого-педагогические исследования. 2023.

Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.

The Study of the Subjective Assessment of the Readiness and Ability of Students and Working Tutors for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.

Vol. 15, no. 4, pp. 43–61

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В статье проведен анализ субъективной оценки готовности и способности к реализации инклюзивных практик при тьюторском сопровождении обучающихся с ограниченными возможностями здоровья в условиях инклюзии у студентов дефектологического, психолого-педагогического и социального направлений подготовки и студентов, имеющих опыт работы тьютором. Модель субъективной оценки разработана нами на основе компетентностного и деятельностного подходов и включает в себя 4 опросника: отношение к инклюзии, намерение реализовать инклюзивные практики, рефлексия трудностей и самооффективность в реализации инклюзивных практик. Выборка исследования представлена 488 респондентами, которые при группировке по направлению образования включали 157 студентов высшего специального образования (дефектологи), 80 студентов педагогов-психологов (высшее образование), 32 психолога в социальной сфере (высшее образование) и 15 студентов колледжа по направлению «Социальная работа» (152 студента других специальностей в анализе по направлениям образования не рассматривались, но включались при анализе по группирующей переменной «Опыт работы тьютором»). Методы исследования: эмпирические – опросники, предназначенные для самооценки готовности и способности к реализации инклюзивных практик при тьюторском сопровождении; статистические – критерий Краскела-Уоллиса (программа SPSS Statistics 18.0). Анализ результатов ответов по различным опросникам показал, что наибольшая доля позитивных ответов респондентов наблюдалась у студентов-дефектологов, студентов направления «Психолог в социальной сфере» и студентов, имеющих опыт работы от 1 до 3 лет, в ответах на опросники «Отношение к инклюзии» (63,6%, 64,1%, 62,5% соответственно), «Намерение реализовать инклюзивные практики» (81,1%, 65,3%, 71,2% соответственно) и «Эффективность в реализации инклюзивных практик» (68,8%, 63,8%, 69,7% соответственно), при этом согласие с наличием трудностей было наименьшим у студентов-дефектологов (28,4%). Среди студентов, имеющих тьюторский опыт, наибольшая доля позитивных выборов была в группе студентов со стажем от 1 до 3 лет, где достоверные отличия были по отношению к инклюзии и эффективности в реализации инклюзивных практик. В заключении указывается, что программы подготовки тьютора, стремящиеся увеличить готовность и способность к реализации инклюзивных практик, должны предусматривать разработку и реализацию индивидуального образовательного маршрута, основанного на рефлексии своих ценностных отношений, намерений (мотивов), анализе трудностей и оценке самооффективности.

Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю.,
Прокопьева Л.М.
Исследование субъективной оценки готовности и
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инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
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The Study of the Subjective Assessment of the
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Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

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Introduction

Modern professional education is based on the competency-based approach, which is reflected in the professional standards of secondary and higher professional education and in programs implemented in accordance with them [18]. The competency-based approach emphasizes the results of students' preparation for professional activities. At the same time, the result is understood as the professional competencies formed in the process of training, rather than the information assimilated. [13; 21].

However, the process of training professionals is mainly implemented through the subject knowledge approach, despite all the changes associated with both the content of the programs and the organizational forms of the educational process, as shown by modern studies [5; 6; 15; 17; 19; 28]. We assume that this fact is largely due to the reproductive approach, which persists in both general and higher education and does not form a holistic model of professional activity in students as an indicative basis for the formation of professional competencies. In fact, the programs do not include educational formats that would allow students to build a conscious activity of planning and mastering professional competencies and give a reflexive assessment on the achievement of set goals. As a result, they receive fragmented knowledge that is not assembled into a coherent model of activity, do not have the skills to design their educational route or a reflection on the achieved results.

The analysis of programs of the professional training of tutors for inclusive education has largely confirmed this assumption [7]. And, despite the fact that the professionalism of a tutor in accordance with the professional standard [16] is aimed at the formation of the tutor's ability to plan their education and reflect on the results achieved through the development and implementation of an individual educational route (IER), during the implementation of training programs the students themselves do not receive the skills of planning and reflection on their own educational route and the competencies formed in its process. This, in turn, shows that students do not become the subjects of their own professional activity, which, equally, will not allow them to form a subject position among

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Исследование субъективной оценки готовности и
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тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

*Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
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Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

students in the future.

An important tool for the conscious mastering of professional competencies by students, in our opinion, is the inclusion of students in the planning of their education through the realization of the model of professional activity and the competencies necessary for its realization. In previous studies we developed a model of the professional competence of a tutor in inclusive education, consisting of the readiness and ability to provide tutor support to students with disabilities [21; 23].

The purpose of this article is to investigate the subjective assessment of the formation of professional competencies of a tutor among students of psychology and pedagogy, defectology and social programs and working tutors through the identification of their attitude towards inclusion, intentions towards implementing inclusive practices, reflection on difficulties and the assessment of self-efficacy in this activity. In this study we were interested in identifying the training programs, the students of which show a high level of the self-assessment of the readiness and ability to be a tutor in inclusive education, and comparing their answers with the answers of working tutors, which will allow us to formulate recommendations for professional retraining programs for tutors based on the analysis of the research data.

Methods

To investigate the self-assessment of the professional competencies for the tutoring support of students with disabilities in the conditions of inclusive education, we developed scales and questionnaires [21; 23] based on the internationally used scales for assessing the professional competencies of teachers implementing inclusive practices [24; 26; 27; 30; 32; 33]: "Attitudes towards inclusion", "Intention towards implementing inclusive practices", "Effectiveness in implementing inclusive practices" and "Difficulties in implementing inclusive practices", each of which contains a number of statements that are evaluated by the respondents on a five-point Likert scale; see the appendices in our article [23]. Survey responses were collected remotely through the Anketolog system. A comparative analysis was carried out by groups of respondents according to the characteristics of the subjective assessment of the readiness and ability for tutor support in the conditions of inclusive education [21; 23].

Processing of raw scores was carried out as follows. At the beginning, positive choices (scores 4 and 5) were selected for each respondent for each of the 4 questionnaires. Each of these choices was assigned 1 point. Then the proportion of positive choices to the total number of choices for each respondent was determined. This way, the ordinal scale was transformed into a quantitative scale. Further, the non-parametric Kruskal-Wallis test (SPSS Statistics 18.0 program), invariant in regards to the monotonic transformation of the scale (without disturbing the order), was used to compare the groups of respondents because the distribution differs from normal.

Sample

The total sample size consisted of 488 respondents, which, when grouped by educational field, included 157 students of higher special education (defectologists), 80 students of psychology and

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Прокопьева Л.М.*
Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
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Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

pedagogy (higher education), 32 psychologists in the social sphere (higher education), and 15 college students in the field of "Social Work" (152 students of other specializations were not considered in the analysis by educational field, but were included in the analysis by the "Experience working as a tutor" grouping variable). According to the "Experience of work as a tutor in conditions of inclusion" grouping variable the sample had the following form: those without experience of tutor work - 148 respondents, those with experience up to 1 year - 110, from 1 year to 3 years - 75, more than 3 years - 155 respondents.

Results

The analysis of the results of answers to different scales of the questionnaire showed that the average share of positive answers, i.e. the expression of agreement with the statements of the questionnaire, among respondents in all groups considered was more than 50%. A similar trend was also observed in the shares of positive answers to the questionnaire statements on the intention and effectiveness in the implementation of inclusive practices for the "Field of education" grouping variable (tab. 1) and the "Experience working as a tutor in conditions of inclusion" grouping variable (tab. 2). On the contrary, for both grouping variables the share of positive answers to the "Difficulties in implementing of inclusive practices" questionnaire in all groups of respondents was less than 50% (Tables 1 and 2). The preliminary, without statistical comparison, analysis of the answers to a statement of the "Attitude towards inclusion" questionnaire, such as "I believe that students with severe and multiple developmental disorders and severe behavioral disorders should be taught in special schools or at home" showed the highest level of agreement with it also among defectology students in comparison to students of other disciplines. At the same time, the share of positive answers (63.6%) in the general attitude towards inclusion among this group of students is close to the highest among other groups of students (64.1%), which was observed among the students of HE "Psychologist in the social sphere" (tab. 1). Thus, the attitude towards inclusion of defectology students requires further study.

Table 1

Intergroup Comparison of Respondent Groups on 4 Questionnaires (Respondents are Grouped by the "Field of Education" Variable), Share of Positive Answers by Comparison Group^b

Education		Attitudes	Intentions	Difficulties	Effectiveness
Teacher-Defectologist (HE)	Mean	63,63	81,07	28,38	68,84
	Stand. dev.	25,97	26,42	24,08	32,14
Educational Psychologist (HE)	Mean	54,88	59,55	39,13	63,02
	Stand. dev.	27,05	31,95	25,68	33,98
Psychologist in the Social Sphere (HE)	Mean	64,06	65,34	38,94	63,80
	Stand. dev.	25,38	30,23	25,24	32,97
Social Work (SVE)	Mean	54,00	51,51	36,41	41,67
	Stand. dev.	32,25	33,61	19,17	32,58
Statistical significance level according to Kruskal-Willis test		0,069	0,000	0,009	0,007

Table 2

Intergroup Comparison of Groups by the Share of Positive Answers on 4 Questionnaires (Respondents are Grouped by the "Experience of Working as a Tutor in Conditions of Inclusion" Variable)

Experience of Working as a Tutor in Inclusive Conditions		Attitudes	Intentions	Difficulties	Effectiveness
No work experience	Mean	61,82	79,79	25,34	63,40
	Stand. dev.	27,80	28,35	23,41	33,96
Up to 1 year	Mean	51,09	61,41	34,22	56,29
	Stand. dev.	29,03	34,88	27,32	35,47

From 1 to 3 years	Mean	62,53	71,15	34,16	69,67
	Stand. dev.	27,22	30,46	23,75	31,47
More than 3 years	Mean	56,77	62,29	35,38	56,18
	Stand. dev.	26,41	30,66	25,25	35,20
Total	Mean	57,91	68,76	31,89	60,47
	Stand. dev.	27,82	31,88	25,27	34,60
Statistical significance level according to the Kruskal-Willis test (including the "No experience" group)		0,007	0,000	0,005	0,018
Statistical significance level according to the Kruskal-Willis test (excluding the "No experience" group)		0,026	0,061	0,933	0,014

As can be seen from Table 1, reliable differences between groups with different educational focus were observed for all questionnaires except for attitude towards inclusion, i.e. in questionnaires assessing the intention, effectiveness and difficulties in the implementation of inclusive practices. The highest level of positive answers (agreement with the questionnaire statements) for the "Intention to implement inclusive practices" questionnaire occurred among defectology students (81.1%), and the lowest - among SVE students in the field of "Social Work" (54.0%). A similar trend was observed in the answers to the "Effectiveness in the implementation of inclusive practices" questionnaire: defectology students - 68.8%, SVE students - 41.7%. At the same time, the lowest level of agreement with the presence of difficulties was also found among defectology students (28.4%), but the highest level of agreement with the presence of difficulties occurred in HE students in the "Educational psychologist" specialization (39.1%), which is almost the same as the level of agreement of students in the "Psychologist in the social sphere" specialization (38.9%) and slightly exceeds the level of agreement of SVE students (36.4%).

For the groups with the "Experience of working as a tutor in conditions of inclusion" grouping variable, reliable differences were observed for all four questionnaires, if there was a group with no experience of working as a tutor among the comparison groups (tab. 2), and only for the "Attitude towards inclusion" and "Effectiveness in the implementation of inclusive practices" questionnaires, if the "No experience" group was excluded from the comparison, and only those who had some experience of working as a tutor were compared. The lowest level of positive answers to the "Attitude towards inclusion" questionnaire was observed among the respondents of the group with less than 1 year of experience working as a tutor - 51.1%, and the highest - among those who had experience from 1 to 3 years - 62.5% (tab. 2). The same trend occurred among those with experience of working as a tutor in the answers concerning the effectiveness in the implementation of inclusive practices, where the group with experience from 1 to 3 years gave the highest level of agreement (69.7%), while other groups with experience showed a lower level of agreement (up to a year - 56.3% and more than 3 years - 56.2%). Interestingly, the highest level of agreement with the expression of intention to implement inclusive practices was observed in the group with no experience of working as a tutor

*Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю.,
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Исследование субъективной оценки готовности и
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тьюторскому сопровождению в условиях
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Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

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Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

(79.8%), and they also had the lowest level of agreement with the presence of difficulties (25.3%) and agreement with the expression of their effectiveness in implementing inclusive practices (63.4%) (Table 2), which somewhat resembles the pattern of these indicators in the group of defectology students (see Table 2) and, perhaps, indicates a partial overlap of these groups when using different grouping variables. The level of agreement with statements regarding the difficulties in implementing inclusive practices among those with experience of working as a tutor did not differ much from each other, varying from 34.2% (in the groups with up to 1 year and 1 to 3 years of experience) to 35.4% (more than 3 years).

Discussion of the Results

According to the results of this study, we see that the level of agreement (average share of positive answers for each respondent) with the statements of the "Attitudes towards inclusion" questionnaire, which expresses the value attitude towards inclusion, is more than 50%.

In the case of the "Field of education" grouping variable, the preliminary analysis (without statistical evaluation) of responses to the statement "I believe that students with severe and multiple developmental disorders and severe behavioral disorders should be taught in special schools or at home" showed the highest level of agreement with it also among defectology students in contrast to students of other specializations. This difference, perhaps, reflects the nosological approach characteristic of defectology (special education) to the support of such children, in contrast to the anti-discriminatory, human rights-based approach that underlies the currently prevailing view of inclusion, which is discussed in both domestic [10; 22] and foreign scientific literature [25]. Elements of the nosological approach are also preserved in the concept of inclusive special education, supported by a number of well-known scientists in the field of teaching children with disabilities [29; 31].

Interestingly, the intention to implement inclusive practices is most expressed among defectology students (81.1%) and students of psychology in the social sphere (65.3%). Among those with tutoring experience, the intention to implement inclusive practices is more expressed in the case of experience from 1 to 3 years, although it does not differ significantly among those with tutoring experience (Table 2). It is possible that the high level of positive attitude towards inclusion, intention and effectiveness in the implementation of inclusive practices among defectology students and their lower level of agreement with the presence of difficulties reflect the greater amount of practical interaction in their training with students with disabilities compared to students of other specializations.

Among those who have experience in working as tutors, the group with experience from 1 to 3 years stands out as having the most positive attitude towards inclusion (62.5%), a higher level of intention towards implementing inclusive practices (71.1%) and a higher assessment of their effectiveness in their implementation (69.7%), the differences in attitude towards inclusion and effectiveness in the group with tutoring experience are statistically significant ($p < 0.05$; Table 2). The question whether lower indicators in relation to inclusion, intention and effectiveness among those with more than 3 years of tutoring experience are the result of professional burnout or whether they reflect other factors requires research.

It is noteworthy that a high share of positive responses towards inclusion is combined with a high level of intention and effectiveness in the implementation of inclusive practices (Tables 1 and 2). This

*Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю.,
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Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

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for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

is consistent with the results of other authors who say that positive attitudes towards inclusion as well as the intention to implement inclusive practices are predictors of the implementation of inclusion in practice [24; 26; 32; 33].

Since one of the important components of the professional competence of tutors in accordance with the professional profile developed by us is the value attitude as a motivational component of the readiness to carry out professional activity in the specific conditions of its organization [21; 23], the value aspects of the tutor's professional activity in the conditions of inclusion require special attention and reflection in educational programs for students of all specialties. As a number of studies show, value relations in the process of training specialists are not given enough attention, which later strongly affects professional motivation [1; 2; 3; 4; 5; 21]. Educational activities aimed at the reflection of values, the analysis of the meaning of inclusive education in the form of discussions, trainings, discussion of practical cases should be planned when developing tutor training programs.

An interesting fact was the relationship between self-efficacy and the reflection on difficulties among respondents of different groups. This is shown by a comparative analysis of the attitude towards difficulties and the effectiveness of the implementation of inclusive practices (tab. 1). Thus, the agreement with the existence of difficulties in the support of students with disabilities is chosen most of all by students of HE "Educational Psychologist" (39.1%), HE "Psychologist in the social sphere" (38.9%), and least of all by students of defectology (28.4%). At the same time, the group of SVE "Social Work" students occupies an average position (36.4%), and their assessment of their own self-efficacy is the lowest - 41.7%, while among HE students it is quite high (educational psychologists - 63.0%, psychologists in the social sphere - 63.8%). This may reflect a lack of motivation among these students (the level of intention is also low - 51.1%) and a feeling of a lack of knowledge in this area. The low level of agreement with the presence of difficulties among defectology students is combined with a rather high self-assessment of their effectiveness (level of agreement - 68.8%), which can be assumed to reflect their perception of the good level of their own preparation for the inclusion of people with disabilities in this specialization (Table 1). These correlations require further research.

Findings

The results of the study obtained in the work showed that:

1. The share of positive answers for all used questionnaires for all groups of respondents, except for the SVE "Social Work" students for the questionnaire concerning the effectiveness in the implementation of inclusive practices (41.7%), exceeded 50% (tab. 2). At the same time, the groups of students of different fields and levels of education (HE and SVE) significantly differed from each other in all questionnaires, except for the attitude towards inclusion (tab. 2). Students of defectology and students of HE "Psychologist in the social sphere" showed the most positive attitude towards inclusion (63.6% and 64.1%, respectively).

2. The intention to implement inclusive practices was most manifested in defectology students and students of psychology in the social sphere (Table 2), as well as in those who have experience of tutoring work from 1 to 3 years - 81.1%, 65.3% and 71.2% respectively.

*Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю.,
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Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

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Readiness and Ability of Students and Working Tutors
for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

3. The share of answers agreeing with the statements of the questionnaire expressing the effectiveness in the realization of inclusive practices was the highest among students of defectology (68.8%), as well as among those who have experience of working as a tutor from 1 to 3 years (69.7%). Moreover, among those with experience of working as a tutor, reliable differences occurred in the answers to the questionnaire about the attitude towards inclusion and about the effectiveness in the implementation of inclusive practices (tab. 2).

4. Difficulties in the implementation of inclusive practices receive the least agreement in the responses of defectology students (28.4%). The ones to agree most with them are psychology and pedagogy students (39.1%) and students of the "Psychology in the social sphere" specialization (38.9%).

5. The data obtained in the work is consistent with the conclusion obtained in previous studies that attitudes towards inclusion and the intention to implement inclusive practices are predictors of the self-assessment of effectiveness in their implementation. Thus, the highest level of positive attitude, intention and effectiveness was observed among defectology students with the "Field of education" grouping variable and among those with experience of working as a tutor from 1 to 3 years with the "Experience of working as a tutor in inclusive conditions" grouping variable.

Conclusion

The position of a tutor in education should be aimed at ensuring the transition from the reproductive type of learning to the activity-based type, since the tutor by his/her labor functions, fixed in the professional standard, helps a child to build learning activity through the development and implementation of IER. The question arises about the possibilities and ways of integrating this position into the educational system, as well as the question about the possibilities of forming the tutor's experience of conscious educational activity and the competencies formed by this experience. Based on the conducted research it is possible to assume that the differences in the value attitude towards inclusive education noted in most groups of respondents, revealed in the process of the self-assessment of various deficits by students studying in competency training programs for the implementation of inclusive practices, as well as the differences in the ratio between the assessment of self-efficacy and reflection on difficulties in the respondents of different groups can be based on the lack of experience in working with students with disabilities and, as we believe, experience in planning their own educational route in students of all fields of training, which is natural in the conditions of the absence of this task and its solution in education. The absence of such necessary components of the activity-based approach in the educational process as the comprehension of pedagogical values and goals underlying professional activity (which can be reflected in the level of attitude towards the implementation of inclusive practices), planning by the student of his/her education with the setting of educational tasks, searching of ways to achieve them and reflection of the obtained results (this can be expressed in a high level of intentions and a fear of difficulties in the implementation of inclusive practices), suggests that the activity-based approach is almost unused in education. In our opinion, these problems can be solved if tutor training programs will provide for the development and implementation by students of an individual educational route based on the reflection on their value attitudes, intentions (motives), analysis of difficulties and assessment of self-

Самсонова Е.В., Быстрова Ю.А., Шеманов А.Ю.,
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Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.
The Study of the Subjective Assessment of the
Readiness and Ability of Students and Working Tutors
for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

efficacy.

The tools developed by us can serve not only research, but also educational purposes, if they are used as a basis for students' self-assessment and design of their own IER. At the same time, the basic programs of students' preparation can become reference points for the selection of those courses that are aimed at the formation of the necessary competencies of tutors.

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Прокопьева Л.М.

Исследование субъективной оценки готовности и способности студентов и работающих тьюторов к тьюторскому сопровождению в условиях инклюзивного образования

Психолого-педагогические исследования. 2023.

Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopeva L.M.

The Study of the Subjective Assessment of the Readiness and Ability of Students and Working Tutors for Tutor Support in the Context of Inclusive Education

Psychological-Educational Studies. 2023.

Vol. 15, no. 4, pp. 43–61

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Прокопьева Л.М.
Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.
The Study of the Subjective Assessment of the
Readiness and Ability of Students and Working Tutors
for Tutor Support in the Context of Inclusive Education
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 43–61

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Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.
The Study of the Subjective Assessment of the
Readiness and Ability of Students and Working Tutors
for Tutor Support in the Context of Inclusive Education
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способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.
The Study of the Subjective Assessment of the
Readiness and Ability of Students and Working Tutors
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Vol. 15, no. 4, pp. 43–61

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Прокопьева Л.М.
Исследование субъективной оценки готовности и
способности студентов и работающих тьюторов к
тьюторскому сопровождению в условиях
инклюзивного образования
Психолого-педагогические исследования. 2023.
Том 15. № 4. С. 43–61.

Samsonova E.V., Bystrova Yu.A., Sheamanov A.Yu.,
Prokopyeva L.M.
The Study of the Subjective Assessment of the
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Том 15. № 4. С. 43–61.

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Vol. 15, no. 4, pp. 43–61

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Understanding the Communicative Intentions of the Speaker and Popularity with Peers Among Children of Primary School Age

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The aim of this study was to explore the role of the theory of mind – the ability to attribute mental states to other people in order to explain their behavior – in popularity with peers and in the social competence of children of primary school age. The participants were 92 children aged 9–12 years ($M=9,97$; $SD=0,80$; 47 girls). We used the F. Happé “Strange Stories” test, used to study children's understanding of the speaker's communicative intentions in situations of ambiguously understood social interactions, to assess theory of mind. The popularity of children in the group was studied using a sociometric method. For an external evaluation teachers assessed the social behavior of children and adolescents using a specially designed questionnaire. The results obtained testify to the relationship of children's theory of mind with both their popularity with peers, and with their social competence as a whole. The understanding of communicative intentions in difficult social situations by children is related with both peer preference for socializing and perceived popularity among peers. An external assessment of social competence among primary school age children by teachers has shown that children who are more successful in understanding the communicative intentions of other people are rated by adults as more popular among their peers, while the less successful ones are those who more often become the object of ridicule and often fall under the negative influence of others.

Keywords: theory of mind; social competence; popularity in a group; sociometric indices; primary school age.

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Работа посвящена изучению роли модели психического – способности приписывать ментальные состояния другим людям для объяснения их поведения – в популярности среди сверстников и социальной компетентности детей младшего школьного возраста. В исследовании приняли участие 92 ребенка 9–12 лет ($M=9,97$; $SD=0,80$; 47 девочек). Для оценки модели психического использовались задания теста Франчески Аппе «Удивительные истории», направленные на изучение понимания детьми коммуникативных намерений говорящего в ситуациях неоднозначно понимаемых социальных взаимодействий. Популярность в кругу сверстников оценивалась с помощью социометрического метода. Для внешней оценки социальной компетентности использовалась разработанная для учителей анкета о социальном поведении детей и подростков. Полученные результаты свидетельствуют о взаимосвязи модели психического детей младшего школьного возраста как с их популярностью в кругу сверстников, так и с социальной компетентностью в целом. Понимание коммуникативных намерений в сложных социальных ситуациях детьми связано как с предпочтительностью сверстниками для общения, так и с воспринимаемой популярностью. Внешняя оценка социальной компетентности детей младшего школьного возраста педагогами показала, что дети, более успешные в понимании коммуникативных намерений других людей, оцениваются педагогами как более популярные среди ровесников, в то время как менее успешные – как те, кто чаще становится объектом насмешек и чаще подвержен негативному влиянию других.

Ключевые слова: модель психического; социальная компетентность; популярность в группе; социометрические индексы; младший школьный возраст.

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Introduction

Theory of mind - the ability to understand the mental states of others to explain and predict their behavior – has been widely studied in preschool children for several decades, including studies that demonstrate the impact of this ability on children's social behavior and social competence [14; 18]. Much less is known about how theory of mind relates to children's social success in primary school and through adolescence. To be sure, there are extensive studies of theory of mind development in children beyond preschool [6; 10; 11; 16; 19], but examining the implications of developing social cognitive skills for children's social lives remains relevant.

If in preschool and early childhood the quality of interaction with the child's immediate circle has a great influence on the development of theory of mind [4; 12], primary school age children expand their social circle, immerse themselves in a new social environment that challenges them to make new friendships, communicate effectively, and resolve conflicts in a group [1; 15]. Consequently, for researchers, one of the issues of interest of social cognition is the question of the relationship between individual differences in the ability of theory of mind with the social success of children in a group of peers, i.e. sociometric status and the popularity of children and their social competence.

The results of previous studies on the level of theory of mind development and peer group status suggest that the relationship between these variables is unstable. Most studies have found positive relationships between theory of mind development and peer group popularity [6; 17; 22], but some studies have found these indicators to be unrelated [24]. The results of a meta-analysis of theory of mind development and popularity in a group showed that primary school children who are more competent in understanding the mental state of others show more effective social behavior, which leads to their popularity among peers, while children with lower levels of theory of mind do not enjoy such popularity [25]. Differences in social competence scores have also been found between children who were liked by peers (popularity was assessed using sociometry) and those who were perceived as popular (popularity was assessed using a direct peer survey) [13; 25]. However, children's correct performance on theory of mind development tasks accounted for only about 4% of the variance in popularity among peers.

Research on the influence of the developing ability of theory of mind on children's social competence is not limited only to the assessment of their popularity among peers, but also necessarily includes an external assessment of social competence by parents and/or teachers [25; 27]. Our previous studies have found reliable but fragmented relationships between parent/teacher evaluations of social competence in children of 7 to 9 years old and adolescents of 12 to 15 years old and the theory of mind [2; 3]. In the present study, we wanted to investigate the role of theory of mind of primary school children not only in social competence assessed by adults, but also in children's peer group acceptance.

Considering the results of previous studies, the *purpose of the study* is to examine the relationship between theory of mind and the popularity among peers of primary school children.

Hypothesis of the study: the success of theory of mind assessment tasks will be related to children's sociometric indicators and teachers' assessment of popularity among peers.

Research Program

Participants of the study. The study involved 92 children aged 9 to 12 ($M=9.97$; $SD=0.80$; 47 girls) studying in 3rd-4th grade in a comprehensive school in the Moscow region.

Methods. To assess theory of mind, we used the tasks of Francesca Happé's "Strange Stories" test [8], aimed at studying children's understanding of the speaker's communicative intentions in situations of ambiguously understood social interactions. Five stories were presented sequentially, including descriptions of the characters' interactions in situations of: "white lies", bluffing, blackmail, irony, and figures of speech. After reading the story, the child had to answer questions by writing about the truthfulness of one of the characters' statements and the motives for that statement.

Examples of stories. Blackmail: "Zhenya wanted to buy a kitten, so she went to Alla Ivanovna. Alla Ivanovna had many kittens and she loved them very much, although she could not keep them all at her place. When Zhenya came to Alla Ivanovna, she wasn't sure if she wanted any of the kittens, because they were all boys and she wanted a girl. But Alla Ivanovna said: "If you don't buy any of the kittens, I'll have to throw them out on the street!". Questions: Is what Alla Ivanovna said true? Why did Alla Ivanovna say that?"

Points were awarded for each correct answer to both questions: 2 points for using mental states to justify the speaker's motives, 1 point for explaining the speaker's motives by his desire to achieve a result. Example in the "blackmail" task: 2 points were given for an answer that implied the character's desire to manipulate the feelings of another, an attempt to evoke guilt or pity ("she lied to her", "she said this so that Zhenya felt sorry for them and took them"); 1 point was given for an answer that implied a simple reference to the result of what the character said ("so that Zhenya bought a kitten", "so that she has fewer kittens", "to earn money"). In situations of irony and bluffing, a 4-point scoring system was used, which also included a simple explanation of motives that did not take irony/bluff into account. This assessment tool is not standardized, so "raw" scores were used - the number of correct answers, which were summed up into an integral indicator – the understanding of the speaker's communicative intentions in situations of ambiguously understood social interactions (from 0 to 12 points).

The assessment of children's social competence included an assessment of their popularity in class using the sociometric method and a survey of class teachers about the social behavior of each participant of the study. To assess peer popularity, participants were asked to choose three classmates in four different situations: "Who would you like to invite to your birthday party?", "Who would you definitely not want to invite?", "If you were moving to a new school and you had the opportunity, who would you invite with you from your classmates?", "Who would you definitely not invite?". To assess perceived popularity, direct questions were asked: "Who do you think is the most/least popular in the class?". Sociometric indices were calculated for each participant of the study by the total number of choices and by the sum of choices for each question.

For the external assessment of children's social competence, teachers had to answer 9 questions about social behavior (about the expression of aggressive and prosocial behavior, about the child's popularity in class, about his/her ability to persuade peers and his/her susceptibility to their influence, about the child's ability to use humor in interaction with peers and adults, and others), one question about academic achievement and one about self-regulation. The assessment was made on a scale from 1 to 10, where 1 point corresponded to the minimal degree of expression of the studied parameter, and 10 - to the maximum. Each of the 4th grade teachers filled in a written questionnaire for the students of their class participating in the study.

The results of the study were processed using the SPSS 23.0 statistical package. To test for age differences, differences in social competence scores and sociometric indices, the Kruskal-Wallis ranks test was used, depending on the success of the completion of individual tasks of the "Strange Stories" test. To analyze the relationships between the integral index of success in solving "Strange Stories" test tasks, sociometric indices, and assessments of children's social competence, the Spearman correlation coefficient was used.

Results of the Study

Descriptive statistics of the success rate of individual task completion for understanding speaker's intentions in situations of ambiguously understood social interactions are presented below (Table 1). The absence of age differences between children 9-12 years old on the generalized indicator of understanding communicative intentions allowed us to consider the study participants as a single group (Kruskal-Wallis test $H=3.926$, $p=0.140$).

Table 1

Descriptive Statistics of the Completion of Individual Tasks of F. Happé's "Strange Stories" Test

	Min	Max	M	Sd	Number of children who received the maximum score (%)
"White lies"	0	2	1,65	0,71	79,3
Irony	0	3	0,70	0,89	6,5
Bluffing	0	3	1,26	1,16	15,9
Blackmail	0	2	0,66	0,57	5,4
Figure of speech	0	2	1,60	0,69	73,2
Generalized indicator	0	11	5,66	2,33	-

The results of the study showed that children of 9-12 years old poorly understood the motives of the speaker in the situation of irony and blackmail, when it was necessary to explain the motive of the character who made an ironic or manipulative statement by the desire to influence the mental states of the interlocutor by changing his/her behavior. Thus, in the situation of irony, Anya's mother, in response to being ignored and not being thanked by her daughter for cooking her favorite dishes, says that "this is the kind of behavior called polite". Most children aged 9 to 12 refused to explain the reasons for this statement or explained it by simply repeating the text ("because Anya's mother tried

hard and cooked her favorite dishes for a long time, and Anya did not even look at her mother"). Similarly, in the blackmail situation, most children explained threats to throw the kittens out into the street not by Alla Ivanovna's desire to cause pity in the girl so that she would buy the kittens, but by the desire to get money or by explaining that Alla Ivanovna could not keep the kittens.

By estimating the percentage of children who received the highest score for each task, we can conclude that the complexity of understanding intentions may vary for different social situations presented in the test. It is likely that the tasks on understanding the speaker's intentions in situations of irony and blackmail were more difficult to perform compared to situations of "white lies" and understanding of a figurative meaning (figure of speech).

To test the hypothesis about the relationship between the success of understanding the speaker's motives in various situations and children's popularity among a peer group, a correlation analysis of sociometric indices with the integral index of the "Strange Stories" test was conducted (Table 2). The results of the correlation analysis showed that the understanding of other people's motives in complex social situations is positively related in the primary school age to the preference of peers for socialization ("Who would you invite to your birthday party?" $r=0.217$, $p=0.038$) and negatively - to the choice of children who would definitely not be invited to a birthday party by their classmates ($r=-0.230$, $p=0.027$).

These results are also confirmed by the results of analyzing the differences in sociometric index scores in connection with the success in answering questions in individual tasks for understanding communicative intentions (Kruskal-Wallis test). The results demonstrated that those who failed the tasks on understanding intentions in situations of "white lies", bluffing and figures of speech were reliably more often among those whom classmates would not invite to their birthday ("white lie": $H=6.691$, $p=0.035$; figure of speech: $H=6.001$, $p=0.05$) and would not be invited to a new school ("white lie": $H=7.104$, $p=0.029$; bluffing: $H=8.494$, $p=0.037$). Analysis of children's answers in the blackmail situation has shown that children who better understand the character's intentions in this story are perceived by their classmates as more popular ($H=5.991$, $p=0.05$), and those who fail in this task are perceived as the least popular in class ($H=6.371$, $p=0.041$).

Thus, understanding communicative intentions in difficult social situations is found to be related to both sociometric position and perceived popularity at the primary school age.

Table 2

Correlations Between Mental Model Scores, Teacher Survey Scores and Sociometric Indices (N=80)

Sociometric Indicators	Generalized Indicator of Understanding Communicative Intentions
1. Who would you invite to your birthday party?	0,217*
2. Who would you definitely not invite to your birthday party?	-0,230*
3. Who would you invite to your new school?	0,122
4. Who would you definitely not call to your new school?	-0,186
5. "Popularity" rating	0,189
6. Rating of "unpopularity"	-0,096
Assessments of Social Competence by Teachers	Generalized Indicator of Understanding Communicative Intentions
1. To what extent is the child doing well in the curriculum?	0,299**
2. To what extent is the child's aggressive behavior inherent?	-0,114
3. To what extent is the child characterized by friendly, helping behavior?	0,079
4. How popular is the child with peers?	0,387**
5. How often do other children approach the child?	0,259*
6. How easy is it for the child to get other children to do something?	0,225*
7. How much does the child succumb to other people's influence?	-0,160
8. Does the child often become the object of jokes, ridicule from classmates?	-0,198
9. How successfully does the child use humor in communication?	-0,044
10. How often does the child cheat to benefit from his/her behavior?	0,030
11. How capable is the child of regulating his/her behavior?	-0,009

Note. * – $p \leq 0,05$, ** – $p \leq 0,01$.

Considering the theory of mind as one of the mechanisms of social competence in primary school children, we looked at the correlations between the integral index of the "Strange Stories" test and the assessment of children's social behavior by their teachers (Table 2). Significant positive correlations were found between the success in understanding communicative intentions in complex social situations and the assessments of children's popularity among classmates ($r=0.387$, $p=0.000$), the

frequency of classmates approaching the child (to invite him/her to a game, etc.) ($r=0.259$, $p=0.015$), and persuasiveness in interacting with peers ($r=0.225$, $p=0.036$). In addition, children who scored high on the test of communicative intent were rated by teachers as doing better on the curriculum ($r=0.225$, $p=0.001$).

The results of the study also revealed reliable differences in teachers' assessments of social competence depending on the success of completing individual tasks of the "Strange Stories" test (Kruskal-Wallis test). Thus, children who better understood the intentions of ironic statements and threats in a blackmail situation were, according to teachers' assessments, of better performance in the curriculum (irony: $H=10.437$, $p=0.015$; blackmail: $H=13.715$, $p=0.001$), more popular among classmates (irony: $H=8.759$, $p=0.033$; blackmail: $H=11.656$, $p=0.003$) and those more often approached by peers with invitations to games and other activities (irony: $H=10.906$, $p=0.012$; blackmail: $H=9.024$, $p=0.011$). While children who had a poorer understanding of the speaker's intentions in the blackmail situation, according to teachers, were more likely to be influenced by peers ($H=7.877$, $p=0.019$) and more likely to be the object of ridicule ($H=8.579$, $p=0.014$).

Discussion of Results

The identified variations in the success rate of completing tasks on understanding the communicative intentions of the speaker in complex social situations by primary school age children support the thesis that the theory of mind continues its development beyond the preschool age. However, these results raise several questions. Although F. Happé's "Strange Stories" test is one of the most commonly used tests for assessing the theory of mind after the preschool age, according to a recent systematic review [21], analyzing the success rate of each test task has hardly been analyzed in research. Most studies analyzed an overall integral score on an arbitrarily chosen number of test tasks [20]. Our results, which indicate the difficulty of understanding people's intentions in situations of irony, blackmail, and bluffing at the primary school age, require confirmation in further research. Nevertheless, we can conclude that the age line of development for understanding such complex social interactions between people as bluffing or blackmail differs from the development of understanding "white lies". We can assume the influence of social experience on success in individual tasks: it is likely that the "white lie" situation (a child who received an uninteresting gift from his/her parents, but has to thank them because he/she does not want to offend them) is more characteristic of the everyday life of primary school children than the situation of blackmail or bluffing (where a soldier needs to tell the truth about the location of tanks, because his opponents expect him to lie to them).

Success on completing tasks assessing the understanding of communicative intentions in difficult social situations in primary school age children was found to be related to sociometric status and to perceived popularity among peers, as assessed by both peers and teachers. These results are consistent with the findings of colleagues [17; 22; 25]: children who are more successful in understanding the motives of others in difficult social situations are more popular in class, are more often asked for help and invited to various activities, and they are more persuasive than their peers. Peers themselves also prefer to maintain friendships with classmates who better understand the intentions of others in social interactions. The results of a recent study involving children of 6 to 12 years old showed significant correlations between understanding the communicative intentions of the speaker in socially ambiguous situations and positive social behavior as assessed by teachers and parents [28].

The detected fragmentary differences in teachers' assessments of the ease with which a child succumbs to negative influence and the frequency with which he or she becomes an object of ridicule between children successful and unsuccessful in understanding intentions suggest the role of the theory of mind in both the preference and rejection by peers [3; 9; 26]. Primary school children who were worse at understanding the character's intentions in the blackmail situation, as assessed by their teachers, were more likely to be influenced by others and to be the object of jokes and ridicule among their classmates. A study involving 8–13-year-old children [6] also found negative correlations between the success in understanding the mental states of others and peer rejection.

Unfortunately, correlation analysis does not allow us to understand the directionality of this relationship, since the lack of friendly contacts and isolation in a group can also negatively affect the development of social cognition skills, just as a low level of theory of mind can affect the sociometric position in a peer group [23]. Apparently, longitudinal studies of the relationship between earlier social cognition abilities and possible changes in the child's social status in a group, may, in the future, shed light on the causal relationship between the development of theory of mind and popularity in a peer group.

The revealed relationship between teachers' subjective assessment of children's academic performance and the level of the theory of mind assessed in tasks for understanding the communicative intentions of others is consistent with the results of recent studies involving primary school children [5; 7]. Not only do the studies show an association of theory of mind with overall academic achievement, but they also suggest a causal explanation for this association: the development of theory of mind abilities leads to a better understanding of characters' thoughts, behavioral motives, and emotions, which in turn improves reading comprehension [7]. To test these results, we plan to compare the success of theory of mind tasks with school subject grades of primary school children in future studies.

Conclusion

The obtained results indicate a close relationship between the theory of mind of primary school children and their social competence, including popularity among peers. Summarizing the results, we can draw the following conclusions:

1. Theory of mind is related to the sociometric position in a peer group at the primary school age: understanding communicative intentions in difficult social situations is related to both peer preference for socializing and perceived popularity among peers.
2. An external evaluation of social competence of primary school age children by teachers revealed that children who are more successful in understanding the communicative intentions of others are rated by teachers as more popular among peers, while those who are less successful are those who are more likely to be the object of ridicule and are more likely to be negatively influenced by others.

The limitations of this study include the way in which the group of study participants was formed (all participants attended the same school), and the impossibility of testing the consistency of teachers' assessments of children's social competence to control for subjectivity.

The prospects for further research in this area are to study in detail the relationship between theory of mind and social competence using not only form-based but also experimental methods, and to examine the contribution of academic achievement to popularity and social competence in primary school children.

The findings may be of interest to school psychologists and teachers for assessing the risk of rejection and group isolation in primary school children.

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The Connection of Play Activity and the Understanding of Emotions in Older Preschoolers

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Play is traditionally associated with the emotions of a child, however, the results of research in this area are ambiguous. Available works are mainly concentrated in foreign sources since this topic is practically not studied in Russia. The purpose of this study is to fill this gap – to study the relationship between the play activities of preschoolers and their understanding of emotions. The hypothesis is that there is a direct connection between the level of development of pretend play for children 5-7 years old and their emotional development. To test the hypothesis, a modified method for evaluating play activity of L.B. Baryayeva and A.P. Zarin, as well as the Test for understanding emotions, were used. Play was evaluated twice, with a difference of 2 weeks, average scores were displayed. Emotion comprehension testing was carried out using the specially developed ChildStudy MSU computer program. The study was conducted in five kindergartens working under general education programs. The sample consisted of 50 children (21 girls, 42%), the age of the subjects ranged from 5 years 0 months to 7 years 5 months. As a result of the study, no correlations were found between scores on play activity and the understanding of emotions. Another noteworthy significant result is that children who correctly solve tasks for understanding mixed emotions have more complex creative play.

Keywords: pretend play; play activity; preschool age; play of preschoolers; emotional development; understanding of emotions; understanding of emotions by preschoolers; Test of Emotion Comprehension.

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Связь игровой деятельности и понимания эмоций у старших дошкольников

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Игра традиционно связывается с эмоциональной сферой ребенка, однако результаты эмпирических исследований в этой области неоднозначны. Имеющиеся работы сосредоточены в основном в зарубежных источниках, поскольку данная тема практически не изучается в России. Целью настоящего исследования является восполнение данного пробела – изучение связи между игровой деятельностью дошкольников и пониманием ими эмоций. Гипотеза заключается в том, что между уровнем развития сюжетной игры у детей 5-7 лет и их эмоциональным развитием есть прямая связь. Для проверки гипотезы использовались модифицированная методика оценки игровой деятельности Л.Б. Баряевой и А.П. Зарина, а также Тест на понимание эмоций. Игра оценивалась дважды, с разницей в 2 недели, выводились средние оценки. Тестирование понимания эмоций осуществлялось с помощью специально разработанной компьютерной программы ChildStudy MSU. Исследование проводилось в пяти детских садах, работающих по общеобразовательным программам. Выборка составила 50 детей (21 девочка, 42%), возраст испытуемых – от 5 лет 0 мес. до 7 лет 5 мес. В результате исследования не было обнаружено корреляций между оценками по игровой деятельности и пониманием эмоций. Также заслуживающим внимания результатом можно считать, что дети, правильно решающие задания на понимание смешанных эмоций, имеют более сложную творческую игру.

Ключевые слова: игра; игровая деятельность; дошкольный возраст; игра дошкольника; эмоциональное развитие; понимание эмоций; понимание эмоций дошкольниками; Test of Emotion Comprehension.

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Introduction

In cultural-historical psychology and the activity approach, play activity is recognized as the leading activity in preschool age (L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev, A.V. Zaporozhets, etc.). It harmoniously develops all spheres of a child's personality, forms the main new formations of age. Children's play affects the development of socio-communicative skills, arbitrariness, imagination, thinking and other cognitive functions. Many psychologists and teachers also consider play as a means of development and correction of the emotional sphere [2; 3; 7; 10; 11; 18; 22; 25; 34; 38]. Moreover, the idea of a connection between play and a child's emotions is so widespread abroad that attempts are being made to create standardized scales aimed at assessing the affective plane in play [16; 31]. Such scales have been used in some works investigating the links between the emotional plane and play [23].

However, the results of empirical works are not so unambiguous. In addition, studies concern various aspects of the child's emotional sphere, which includes, as is known, the direct experience of various emotions, the behavior stimulated by them, the ability of emotional self-regulation, and even an intellectual component in the form of the awareness of their experiences, the understanding of their causes and consequences [25], so it is important to consider various studies in this area, which reflect the contradictory data on the relationship of play with each of the aspects of children's emotional sphere.

The study of direct experiences in play is virtually unrepresented in contemporary literature, with the results of these rare works varying. Thus, the work of Z. Rao and J. Gibson showed that pretend play in pairs with peers enhances the manifestation of positive emotions in children [29], however, in a study by S.S. Fasikhah and T. Fatiyyah it was found that children often demonstrate mixed feelings in pretend and outdoor play [17].

The study of understanding emotions in connection with play also does not provide reliable data. As a result of a formative experiment by S. Richard et al. a significant effect of pedagogical support of children's play on their ability to name their emotions and an insignificant effect on their ability to recognize emotions was found [30]. At the same time, the lessons included the active labeling of their emotional states, which may have influenced the results of the study. A.L. Seja and S.W. Russ found a connection between the understanding of emotions and play, but emphasize that the correlations found are rather weak [32]. Smirnova et al. also found weak connections between the understanding of emotions and two parameters of play: children's play interaction and the detail of the game concept [9].

The results of studying the influence of play on children's emotional self-regulation also give a contradictory picture. Some works found a direct relationship between play skills and emotion regulation skills [19; 21]. In the work of K.T. Galyer and I.M. Evans, a relationship was found between the frequency of children's cooperative play with more experienced partners and the adaptive manifestation of affect and the awareness of their emotions in everyday interactions with other people; emotion regulation was found to be related more to the frequency of children's play than to its quality. T.R. Goldstein and M.D. Lerner found that through controlled dramatic pretend play children better cope with distress [20]. In L. Iswinarti's study, play with a rule that included an educational component in the form of adult feedback led to an increase in self-management skills and increased responsible decision making, but without the didactic role of an adult, no positive changes were observed [28]. Thus, adult-led play is a more effective means of developing self-regulation than non-

adult-led play, something traditionally stated by Russian psychologists and which is the focus of attention of modern scholars studying children's play (see [6; 13; 14]). At the same time, some studies that do not include adult supervision, but are based on parental assessments of children's self-regulation, confirm the positive effect of pretend play. For example, a longitudinal study by M. Taylor et al. showed a connection between the complexity of pretend play and parental ratings of children's self-control after three years [35]. A similar result was obtained in a study by J. Hoffman and S. Russ, who found that pretend play was related to parental ratings of children's self-regulation, while measurement with other scales did not yield the same result [23].

Similar results were obtained in other works. In L. Isvinarti's work, playing without the educational role of an adult did not lead to the development of self-regulation [28]. As a result of the formative experiment of S. Richard et al. the ability to regulate emotions did not change in the course of lessons [30]. H. Petersen and M. Holodynski found no differences between children in and out of role: children in both groups were equally unable to contain their disappointment when they did not find a gift in the box, and when they found an unattractive gift, they lost their role [27]. A.K. Jaggy and I. Kalkusch found that training pretend play does not produce significant effects in the development of children's emotional skills [24]. G. Veiga studied a specific type of play, barely studied in Russia – rough-and-tumble play, and also found no connection between emotional self-regulation and play¹ [37].

In general, studies of the relationship between regulatory functions and play show conflicting results. For example, in the work of J. Hoffman and S. Russ, a good imagination and pretend play skills were not related to regulatory functions [23]. T.R. Goldstein and M.D. Lerner found no changes in the results of theory of mind tests in four-year-old children who participated in adult-controlled dramatic pretend play [20]. However, in the work of N.E. Veraksa et al. ambiguous results were obtained on the relationship between play and regulatory functions: some functions depended on the acceptance of a role (and in some cases the nature of the role was important, and in other cases it did not matter) [2]. At the same time, a study by R.B. Thibodeau-Nielsen et al. found a positive relationship between story play in the preschool age and regulatory functions in first grade [36]. A similar result was obtained in the work of R.H. Bauer and A.T. Gilpin, where links with cognitive skills were also found [15]. Finally, there is also no unanimity in the results of studies aimed at investigating the relationship between play and empathy, social skills. R. H. Bauer and A.T. Gilpin, as well as U. Gülden et al. found such links [15; 21]. In L. Isvinarti's study, playing with a rule under the guidance of an adult led to improvement in children's relationships, but without an adult such positive changes were not observed [28]. A.K. Jaggy and I. Kalkusch showed that the training of pretend play significantly increases children's social competence, their behavioral skills and positive relationships with peers [24]. In a study by G.R. Solikhah et al. it was shown how the organization of role play in a group of younger schoolchildren (7-8 years old) led to an increase in empathy, sympathy, mutual aid and cooperation, rule following, etc. [33]. However, as a result of the formative experiment by S. Richard et al. children's prosocial behavior did not increase [30]. T.R. Goldstein and M.D. Lerner also found no changes in altruism, empathy, or in helping behavior, although some trends in increasing positive social interaction among children were observed [20].

¹ Rough-and-tumble play is play in which a mock (not real at least) fight takes place: children chase each other, may hit each other, push each other, try to drop each other, etc. However, despite the rather intense physical activity, in these games children do not try to cause real harm to each other, which is what distinguishes these games from a real fight.

Such ambiguous results of different works lead some authors to say that research in this area is questionable. For example, A.S. Lillard believes that methodological limitations (e.g., small sample sizes and their non-randomness, researchers' interest in certain results, etc.) lead to the fact that empirical data is not as reliable as it may seem [26].

The extremely contradictory picture in the field of connection between play and the emotional sphere, as well as the weak development of this topic in Russian psychology determine the relevance of the present study aimed at studying the relationship between the play activity of older preschool children and their understanding of emotions. The choice of this age category is explained by the fact that by the age of 5 a child's play activity reaches its prime, and, consequently, the age influence factor (and insufficiently developed play in connection with it) can be removed. The choice of studying the connection of play specifically with the understanding of emotions is due to the availability of a standardized and adapted for Russia scale of the understanding of emotions [4].

The hypothesis of the present study is that there is a direct connection between the level of development of children's pretend play of 5-7 years old and their understanding of emotions.

Method

Research Site. The study was conducted in five different kindergartens working under general education programs of preschool education: "BOLSHIYEmalenkiye" (the "Berezka" program), "Grain Path" ("Berezka"), "Reggio-Ramenskoye" ("Reggio"), "SmartTim" ("The Golden Key"), "Kindergarten 444" ("From Birth to School"). The choice of these institutions is due to several reasons: they work under popular programs, and these programs differ significantly in their content, the conditions in them also differ significantly.

Sample. The sample consisted of 50 children (29 boys, 58% and 21 girls, 42%), the age of the subjects ranged from 5 years 0 months to 7 years 5 months (60 months to 90 months; $M=76.7$, $SD=8.4$). All children who were present in the group on the scheduled study day participated in the study. The small number of children in several kindergartens was due to the different age groups.

Table 1

The Characteristics of the Sample

Kindergartens	Number of Children	Boys and Girls	Age min Age max	Mean Age
«BOLSHIYEmalenkiye»	7	6 boys 1 girl	5 years 0 months 7 years 5 months	6 years 5 months
«Reggio-Ramenskoye»	10	5 boys 5 girls	5 years 0 months 7 years 1 month	6 years 0 months
«SmartTim»	12	4 boys 8 girls	5 years 1 month 6 years 8 months	5 years 8 months

«Kindergarten 444»	15	12 boys 3 girls	6 years 3 months 7 years 2 months	6 years 8 months
«Grain Path»	6	2 boys 4 girls	6 years 3 months 7 years 1 month	6 years 6 months

Method. The following methods were used in the study:

1. Assessment of the level of children's play activity using adapted play monitoring by L.B. Baryaeva and A.P. Zarin.
2. Assessment of the level of development of children's understanding of emotions using the TEC test for understanding emotions.

Assessment of Children's Play. The assessment was carried out in order to study the level of children's play activity. L.B. Baryaeva and A.P. Zarin's monitoring was chosen for the assessment [1]. The examination plan proposed by these authors is very thorough and detailed, which allows for the most versatile assessment of children's play activities. At the same time, it is redundant for the purposes of this study, so it was significantly modified. As a result of discussion and approbation, only 15 parameters were left, organized into 5 blocks.

1. The **"Subject Material of Play" block** shows the presence of interest in plot, realistic toys or substitute objects, the ability to create objects necessary for play from improvised materials. There is only one parameter in this block, which is due to the age of the children under study: object substitution at 5-7 years old should already be well developed.
2. The **"Form of Play" block** indicates the child's ability to play alone or in contact with others, as well as in a group. This block consists of the following parameters:
 - solitary play,
 - cooperative play with children,
 - cooperative play with an adult,
 - contact with peers during play,
 - stability of play associations.

This block is presented in detail, as it is of special importance in the older preschool age: social relations become the main content of play at the age of 5.

3. The **"Level of Play" block** reflects the richness of play actions and play plot, the ability to assume roles in the game. This block consists of the following parameters:
 - content of play actions,
 - presence of a problem situation in play and attempts to solve it,
 - attitude towards the role in play,
 - creativity in creating play.
4. The **"Quality of Interaction" block** reflects the ability to initiate the game independently and respond to the initiative of another, the ability to discuss and plan the game, as well as the extensiveness of role speech. This block consists of the following parameters:
 - initiative in play,
 - responsiveness in play,
 - ability to coordinate their own actions with the actions of a partner in play,

- means used to interact with a partner in play.

5. The "**Affective Material of Play**" block shows the presence of different emotions and states in the game, reflects how wide of a range of emotions the child plays through.

For each parameter a child can get from 0 to 5 points, which reflects the stages of development of children's play skills throughout preschool age.

Monitoring procedure. The monitoring was conducted in 2 stages.

The first stage was joint. Before the first observation the observer came to a group and met the children. When the children stopped being shy and paying attention to him and started to play, the observer together with the teacher conducted an observation of each child under study. Based on the results of a discussion, the joint assessment was entered into the first monitoring table. The second stage was the stage of the independent work of the teacher. For the duration of two weeks, the teacher could gradually enter data on children's play independently.

Thus, 2 scores for all play parameters were obtained for each child, between which the average scores were calculated and used for further analysis. The mean scores for the blocks and the mean score for the game were also derived and used for analysis.

Understanding of Emotions by Children. The emotional development of children was studied through the cognitive component – the understanding of emotions. The measurement was carried out with the help of a standardized test aimed at studying the understanding of emotions - TEC (Test of Emotion Comprehension). This technique was chosen due to the fact that it is standardized in different countries. In Russia, this method was tested on a sample of 596 children of 5-6 years old in 2019-2020 by N.E. Veraksa et al. [4].

The merits of this method also include the fact that it is quite simple to apply, but at the same time it allows us to assess several components and a number of individual indicators of the understanding of emotions.

According to the methodology, emotion understanding includes 3 components, each of which consists of 3 indicators:

1. **External Causes:** This component contains the following indicators:

- Recognition of emotions (reflects the ability to recognize and name emotions),
- external causes (reflects the understanding that emotions can be caused by external situations),
- desires (different people may experience different emotions in the same situation).

2. **Mental Causes:**

- beliefs (emotions can be influenced by beliefs),
- memories (emotions can be influenced by memories),
- hidden emotions (discrepancy between real emotions and their manifestation).

3. **Reflection:**

- emotion regulation (emotions can be controlled),
- mixed emotions (one can experience contradictory emotions in one situation),
- moral emotions (emotions can be influenced by moral norms).

For each component, the scores range from 0 to 3. To determine the overall level of the understanding of emotions, the scores for all components are summarized. The minimum score is 0 and the maximum score is 9.

Testing was carried out with the help of the specially developed ChildStudy MSU computer program ("Test of Emotion Comprehension" complex), which shows pictures and asks questions. Each child was asked individually to answer the questions and click on the "next" button for the next

question to appear. The results were automatically recalculated by the program and uploaded to a spreadsheet.

Mathematical processing of the data was carried out using the IBM SPSS Statistics: 28.0.1.1 program.

Results

Assessment of Play

It was found that children of the whole sample had slightly lower scores for almost all blocks of the game - 3-4 points on average for each, which is insufficient for older preschoolers (should be 4-5 points) (Fig. 1).

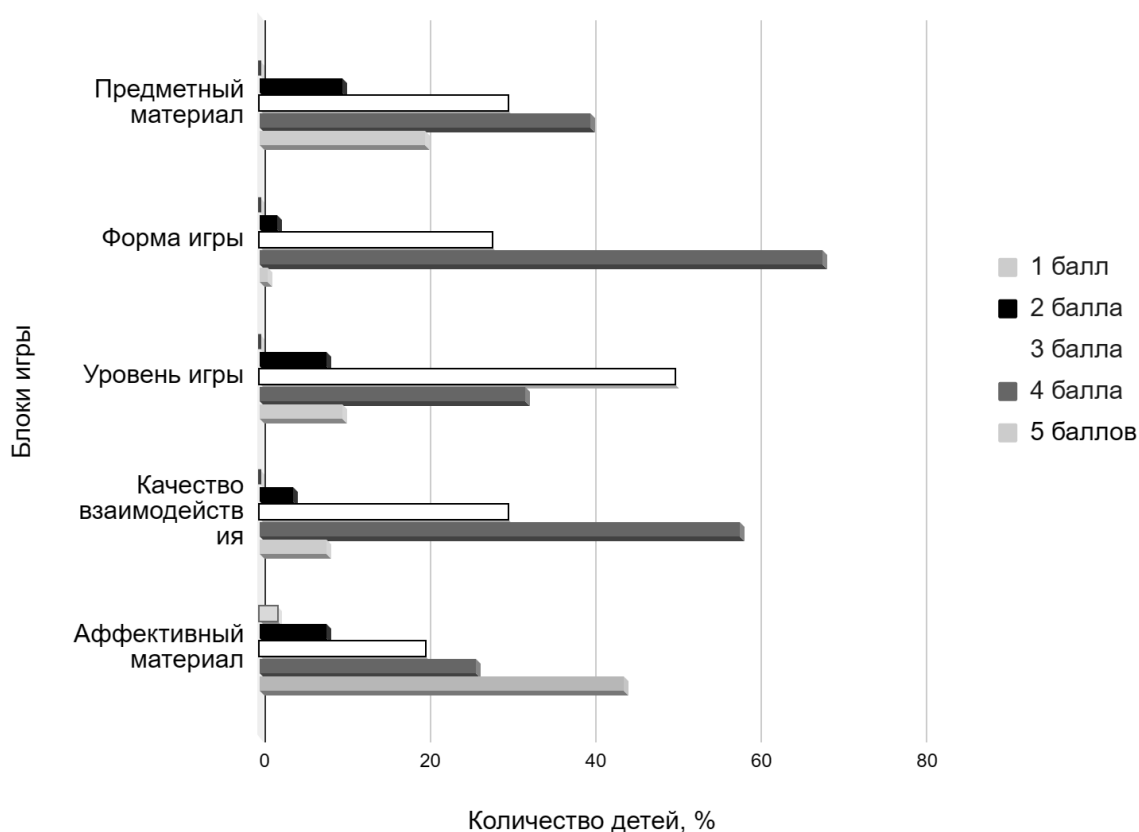


Fig. 1. Results of play activity

Analysis using Spearman's correlation coefficient showed that **age** is associated with only one block on the assessment of play - "Form of Play" ($r=0.315$, $p=0.026$).

Table 2

Correlation of Age with Play Observation Parameters

Blocks and Play Observation Parameters	Spearman Correlation Coefficient	Significance Level
"Subject Material of Play" Block	0,096	p=0,506
"Form of Play" Block	0,315	p=0,026*
"Solitary Play" Parameter	0,043	p=0,767
"Cooperative Play with Children" Parameter	0,469	p=0,001**
"Cooperative play with an Adult" Parameter	0,077	p=0,596
"Contact with Peers" Parameter	0,338	p=0,017*
"Stability of Play Associations" Parameter	0,328	p=0,020*
"Level of Play" Block	0,174	p=0,228
"Problem Situation" Parameter	0,276	p=0,052
"Content of Play" Parameter	0,003	p=0,984
"Attitude Towards the Role" Parameter	0,098	p=0,497
"Creativity" Parameter	0,037	p=0,800
"Quality of Interaction" Block	-0,075	p=0,607
"Initiative" Parameter	-0,049	p=0,737
"Responsiveness" Parameter	-0,056	p=0,700
"Playful Means of Interaction" Parameter	0,013	p=0,930
"Coordination of Actions" Parameter	-0,019	p=0,894
"Affective Material of Play" Block	0,125	p=0,388

Notes. * - $p \leq 0.05$; ** - $p \leq 0.001$.

Gender differences were analyzed using the Mann-Whitney test. Differences were found for three of the four parameters of the "Level of Play" block, with girls having higher mean scores for all of these parameters:

- "Content of Play" - 4 vs. 4.6 ($U=454.5$, $p=0.002$);
- "Attitude Towards the Role" - 3.2 vs. 3.9 ($U=429$, $p=0.013$);
- "Creativity" - 3.6 vs. 4.8 ($U=458$, $p=0.002$).

Assessment of the Understanding of Emotions

The comparison of scores obtained for different TEC components shows that the best developed component in children is "Understanding of Emotions Caused by External Causes": children show the highest results for this component (Fig. 2). The results for the "Reflection of Emotions" component are worse - children mostly received 1-2 points out of a possible three. Children solved tasks for the "Mental Causes" component the worst - an average of 1 point.

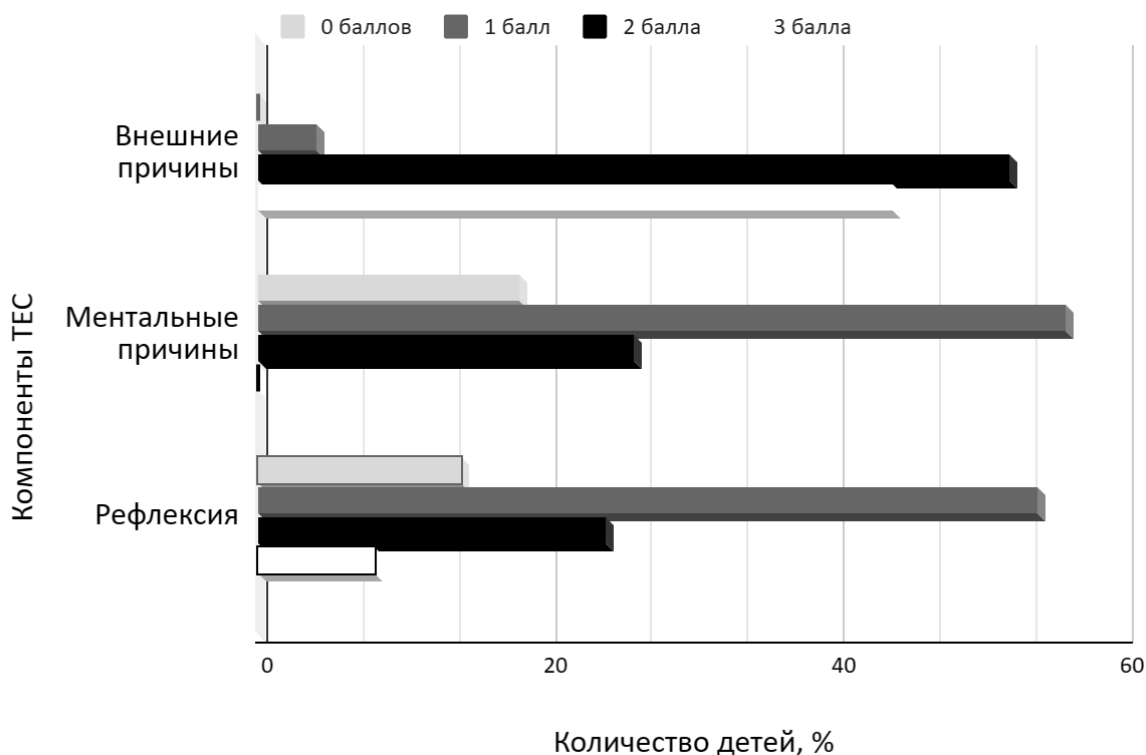


Fig. 2. Results on the Test of Emotion Comprehension

The overall ability to understand emotions was slightly lower than it should be at this age - 4.74 integral points (it should be 5-6) [4].

The Relationship Between Play and the Understanding of Emotions

The analysis using Spearman's correlation coefficient revealed no significant correlations between TEC scores and observational scores on play, either with total scores or with individual blocks and parameters.

Table 3

The Relationship Between Play and the Understanding of Emotions

Blocks and Play Observation Parameters	Spearman Correlation Coefficient	Significance Level
"Subject Material of Play" Block	-0,113	p=0,433
"Form of Play" Block	-0,027	p=0,850
"Solitary Play" Parameter	-0,208	p=0,148
"Cooperative Play with Children" Parameter	0,072	p=0,620
"Cooperative play with an Adult" Parameter	-0,121	p=0,403
"Contact with Peers" Parameter	0,162	p=0,260
"Stability of Play Associations" Parameter	0,111	p=0,442
"Level of Play" Block	0,014	p=0,921
"Problem Situation" Parameter	0,090	p=0,535
"Content of Play" Parameter	0,121	p=0,405
"Attitude Towards the Role" Parameter	-0,056	p=0,702
"Creativity" Parameter	-0,092	p=0,527
"Quality of Interaction" Block	0,037	p=0,801
"Initiative" Parameter	0,138	p=0,340
"Responsiveness" Parameter	-0,088	p=0,543
"Playful Means of Interaction" Parameter	0,033	p=0,819
"Coordination of Actions" Parameter	0,126	p=0,382
"Affective Material of Play" Block	0,058	p=0,688

The Mann-Whitney test was also used to analyze the groups of children who correctly and incorrectly solved various TEC tasks in connection with their scores on the game. Differences were obtained between these groups for only one task, "Understanding Mixed Emotions": children who solved this task correctly (24 individuals, 48%) had higher mean scores on the "Creativity" parameter (M=4.25) than children who solved this task incorrectly (26 individuals, 52%; M=3.64) (U=189.5, p=0.015). However, when applying the Bonferroni correction for multiple comparisons, the differences are found to be statistically insignificant ($p=0.015 > \alpha=0.0002$).

Discussion of Results

Undoubtedly, a significant result of the work is the absence of significant correlations between the scores on play activities and the understanding of emotions: none of the parameters of one of the methods appeared to be related to the parameters of the other, thus, the hypothesis of the study was not confirmed. The obtained result is quite expected, since many works either do not reveal this connection or reveal weak correlations that require further verification [9; 30; 32]. In this regard, it is interesting to consider the play evaluation parameters used in the present study and compare them with those used in the work of E.O. Smirnova et al. in which weak correlations were found between the total TEC score and the two play parameters (children's play interaction and the unfolding of the idea [9]). The "Play Interaction" parameter reflects interaction driven by an agreement, a shared plot, and the quality of children's contact with each other. In contrast, the parameters that assess play interaction in the present study reflect, rather, a child's activity in communicating with another or the means he or she chooses to playfully communicate with other children (e.g., the object or role-playing nature of the interaction; attempts to negotiate, etc.). Thus, the success of this interaction is not directly assessed, which may have influenced the result obtained.

The "Detail of the Idea" parameter, used in the work of E.O. Smirnova et al. reflects the degree of detail of the play idea: how extensively and in detail the child verbally plans play. It is important that detailed planning requires some kind of plot conflict and emotionally charged play content. In addition, verbalized planning serves the purpose of communication, since it is usually addressed to someone else included in play; in play it is important to explain one's plan to partners and to cooperate in the process of implementing this idea. There are also no direct analogs of this parameter in the present work. The closest is "Content of Play Actions", which reflects to a greater extent how complex a play is unfolded by the child than the extent to which he/she plans this play and voices it for another, i.e. there is no communicative aspect here.

Thus, it can be assumed that the connection between the understanding of emotions and play will be found exactly in these - related to communication and/or successful interaction aspects.

An interesting result was also obtained in connection with the TEC task on understanding mixed emotions (included in the "Reflection" component). Despite the fact that the Bonferroni correction reduces the significance of the differences between children who solved this task correctly and incorrectly, this result seems promising for further research. The task is aimed to study children's ability to understand ambivalent feelings that arise in some circumstances, such as understanding that it is possible to experience joy and fear at the same time when wanting to ride a new bicycle and being afraid of falling off it. It turned out that children who solved this task correctly showed higher results on the "Creativity" parameter of play. This parameter reflects how complex a plot children can create during play: from separate subject actions to eventful, branched out plots, easily supplemented with new elements. This fact can be explained by the following: the more complex children's play is, the more complex the combinations of roles the play image represents is, which requires playing different, and sometimes opposite, emotional states [8], so children who understand the possibility of the simultaneous experiencing of multidirectional emotions (related to roles) create meaningfully rich, complex in structure play plots.

The results that are not directly related to the purpose of the study are noteworthy. The somewhat reduced level of the subjects' play is predictable, since many contemporary authors have been talking about this trend for decades (E.O. Smirnova, E.G. Yudina, E.V. Trifonova, etc.).

Correlation analysis showed that only those parameters that reflected the collective aspect of the game were associated with age. This is consistent with traditional ideas that play gradually grows to collective forms (M.B. Parten, J. Piaget, D.B. Elkonin, etc.). Thus, these parameters can be used for age diagnostics of play activity. Gender differences obtained in the aspect of play complexity require setting separate research tasks and further verification.

Findings

The conducted study showed the absence of correlations between play activity and the understanding of emotions in older preschool age children, which complements the data of modern science showing weak links between the parameters of play and the understanding of emotions, and is consistent with the findings about the unreliability and ambiguity of the obtained results in similar studies [9; 30; 32].

Conclusion

The use of a non-standardized method of play assessment and a small sample localized in Moscow and Moscow Region can be considered the limitations of this work.

The prospects for further research include the study of the relationship between the understanding of emotions and the communicative aspects of play, the understanding of mixed emotions due to the complexity of play being created, as well as the relationship of play with other aspects of the emotional sphere of the child.

The obtained results may be of interest to researchers, psychologists and teachers dealing with children's play.

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Escapism and Video Game Addiction in Adolescents

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The article analyzes the problem of the formation of video game addiction in adolescents with a tendency to escapism. Escapism is considered as a predictor of video game addiction in adolescents in the information society, the motivation to escape from the fear of a trivial life and everyday difficulties in the virtual worlds of cyberspace. The study involved students of the Agricultural College of the city of Tula from 16 to 18 years old in the amount of 98 people. The purpose of the article is to provide a psychological and pedagogical analysis of the personality characteristics of adolescents that influence the formation of an addictive behavior model in relation to computer games. To achieve the goal of the study, the following psychological tools were used: the Thomas A. Tucker test (adapted by I.A. Konygina), the General Scale for Problematic Internet Use-3 (GPIUS-3) (A.A. Gerasimov, A.B. Kholmogorova), test "Scale for assessing the level of reactive and personal anxiety" Ch.D. Spielberg (adapted by Yu.L. Khanin), a questionnaire to identify the approximate time spent by teenagers on video game content, the test "Methodology for measuring the level of escapism" (T.N. Savchenko, O.I. Teslavskaya, E.V. Belovol, A.A. Kardapoltseva). The conducted study allows us to conclude that the parameter "escapism" is significantly correlated with the parameters "anxiety", "the degree of formation of a video game addict", as well as the time spent by a teenager on gaming content. There is a significant correlation of escapism with the parameter "negative consequences" from a computer game. It is worth noting the absence of a significant correlation between "flight" and "preference for online communication". The results of the study are considered by the authors in the context of solving the problems of preventive work with adolescents implementing an escapist strategy of behavior, preventing the development of video game addiction. The obtained empirical data confirm the expediency of taking into account the personality characteristics of adolescents in the psychological and pedagogical prevention of video game addiction in adolescents.

Keywords: teenager; escapism; digital generation; video game addiction; addictive behavior strategy.

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Эскапизм и видеоигровая аддикция у подростков

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В статье проводится анализ проблемы формирования видеоигровой зависимости у подростков со склонностью к эскапизму. Эскапизм рассматривается как предиктор видеоигровой зависимости у подростков в информационном обществе, мотивация бегства от страха тривиальной жизни и повседневных трудностей в виртуальные миры киберпространства. Статья содержит описание эмпирического исследования, направленного на выявление личностных особенностей подростков, оказывающих влияние на формирование аддиктивной модели поведения в отношении компьютерных игр. В исследовании приняли участие студенты сельскохозяйственного колледжа города Тулы от 16 до 18 лет в количестве 98 человек. Цель статьи состоит в психолого-педагогическом анализе личностных особенностей подростков, оказывающих влияние на формирование аддиктивной модели поведения в отношении компьютерных игр. Для достижения цели исследования был использован следующий психологический инструментарий: тест Томаса А. Такера (в адаптации И.А. Коньгиной), тест «Общая шкала проблемного использования интернета-3» (GPIUS-3) (А.А. Герасимов, А.Б. Холмогорова), тест «Шкала оценки уровня реактивной и личностной тревожности» Ч.Д. Спилберга (в адаптации Ю.Л. Ханина), анкета на выявление примерного времени, затрачиваемого подростками на видеоигровой контент, тест «Методика измерения уровня выраженности эскапизма» (Т.Н. Савченко, О.И. Теславская, Е.В. Беловол, А.А. Кардапольцева). Проведенное исследование позволяет сделать вывод о значимой корреляции параметра «эскапизм» с параметрами «тревожность», «степень сформированности видеоигрового аддикта», а также временем, затрачиваемым подростком на игровой контент. Имеет место значимая корреляция эскапизма с параметром «негативные последствия» от компьютерной игры. Стоит отметить отсутствие

значимой корреляции между «бегством» и «предпочтением online-общения». Результаты исследования авторы рассматривают в контексте решения задач профилактической работы с подростками, реализующими эскапистскую стратегию поведения, предупреждения развития видеоигровой аддикции. Полученные эмпирические данные подтверждают целесообразность учета личностных особенностей подростков при психолого-педагогической превенции видеоигровой аддикции у подростков.

Ключевые слова: подросток; эскапизм; цифровое поколение; видеоигровая зависимость; аддиктивная стратегия поведения.

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Introduction

The problem of studying the features of the formation of video-game addiction in adolescents with a tendency for escapism is of theoretical and practical importance. An adolescent who is in the epicenter of internal and external conflicts is most inclined to substitute the true picture of reality with its virtual equivalent, and to form an addictive behavior strategy based on the rejection of values and norms of society. Due to this, the tasks of prevention, diagnosis and correction of the behavior of adolescents prone to a high level of escapism arise.

Foreign studies of escapism of the 40-50s are devoted to the study of the influence of print media on the consciousness of workers (J.T. Clapper), those from the 60-80s are aimed at examining the motivation of tourists and travelers (D. Crompton, P. Riley, J. Dunn, S. Roberts); The 1990-2000s are associated with the study of escapism as a factor that affects the increase in the time spent by people before television screens (B.B. Henning, A. Evans, C. Paul); works after the 2000s and up to the present are focused on the consideration of game motivation and the study of escapism in the context of video game addiction (H. Warmelink, S.P. Jeng, N. Yee, D. Kuss, O. Lopez-Fernandez, I. Mayer, K.I. Teng, C. Harteveld, etc.). B.B. Henning proved the hypothesis of a positive correlation between "personal and psychological escapism" and the time spent by people watching television programs, A. Evans considered "escapism" as a natural mechanism that helps individuals meet basic needs for security and acceptance, and explained the development of mass escapism by the rapid growth of the opportunities of modern media culture [26, p. 210]. Strategies of "escapism" were considered on the materials of the analytical review of the achievements of modern media society and the digital space [17, p. 140]. N. Yee, S.P. Jeng, C.I. Teng considered escapism as a factor that induces the desire to participate in a video game [27; 30]. H. Warmelink, C. Harteveld, and I. Mayer noted that escapism can be a motive for the participation in a game [29]. S. Knobloch-Westerwick, M. R. Hastall, and M. Rossmann considered "escapism" as a coping strategy for coping with stress in conditions when external and/or internal demands do not coincide with a person's real resources [28].

In domestic literature, the topics of escapism and the features of the manifestation of escapist mentality were initiated in the late 1990s - early 2000s and are most represented in philosophy and sociology. It is in these spheres that the assumption about the implicit inclusion of "escapism" in the ethos of cybernetic culture and art was formulated, and the hypothesis about the

adaptive function of the mechanisms of escapist mentality was developed [5]. Sociological concepts considered escapism as "a social phenomenon that consists in the desire of an individual or part of a social group to escape from the generally accepted standards of social life" [2, p. 396]. Domestic psychologists developed this theory, freeing escapism from the stigma of a peculiar affective disorder that leads to the destructive transformation of the social existence of the individual. D.G. Litinskaya proposed the division of escapism into instrumental (serving the adaptation of the individual) and existential (representing "not so much an escape from the social world with its norms and routines into an alternative reality (games, subcultures, etc.) but as a conscious refusal to meet the Other" [12]. E.O. Trufanova divides escapism into "soft", which leads to a departure from "prescribed social activity", and "hard", consisting in the full immersion in otherworldliness [22]. E.N. Shapinskaya considered escapism as a new form of identity search, which can lead a person to a kind of mental disability in case of its excessively deep immersion in the cyberspace [25]. The author emphasizes the danger of the overly deep immersion in the cyber environment: "reality turns into hyperreality in the world of the computer screen, text turns into hypertext, and the user (subject) can hardly distinguish the real world from a virtual one" [24]. Researchers agree in accepting "escapism" as a normative mechanism of human consciousness, which is most clearly manifested against the background of life difficulties (E.V. Belovol, T.N. Savchenko, O.I. Teslavskaya). At the same time, the issues related to the study of correlation and the essential relations of escapism with the phenomenon of video-game addiction have not yet received proper practical development. T.N. Savchenko, O.I. Olkhina and others considered "escapism" as an inherent mechanism of personality regulation, which can be most clearly manifested as a result of "a reduced level of adaptation to the surrounding reality, primarily social" [19]. Scientists define escapism as a specific form of personality activity that arises due to the discrepancy between real and desired value structures. It is noted that individuals with a low level of escapism are much less inclined to gain new experience and knowledge about themselves, but they more easily enter the daily routine; excessive escapist are characterized by a complete immersion into meaningful activities, thanks to which they experience a sense of joy and a full life, but there are difficulties in returning to reality. It is harder for excessive escapist to realize their potential in the real world. The negative consequences of "escapism" are emphasized: deviant behavior, marginalization of society, etc. [16].

Escapism is one component in a complex sum of variables that influence the formation of video game addiction. Escapism acts as a key determinant of pathological video game addiction in adolescents; players with an escapist motivation spend more time online due to the increased share of social support online compared to the real world [23]. A trend in the development of research works related to the study of the phenomenon of escapism is emerging: the consideration of "escapism" as a strategy complementary to the formation and development of the leisure motivation of a person.

Modern psychological works integrate attention to both external and internal factors of "escapism", which is recognized as a normative mechanism, to a greater or lesser extent characteristic of human consciousness. There is an interest in systemizing the manifestations of escapism with the identification of adaptive and maladaptive, destructive traits in it. Currently, the focus of research is shifting towards the study of the relationship between escapism and the phenomenon of video-game addiction. Despite the obvious advantages - the growth of contacts and the volume of consumed information, the phenomenon of virtualization imposes a negative impact on interpersonal relations, pushing the individual "to voluntary capitulation to social life in favor of

an artificially created virtual concept" [6]. Especially vulnerable in this regard are adolescents who are characterized by the need for communication [11]. E.I. Isaev notes that it is important for adolescents to realize themselves in behavior and relationships, to master the skills of social interaction [7, p. 281].

The abrupt withdrawal into the virtual world can disrupt the natural process of the formation of adolescent identity [10, p. 40]. The study by I.V. Sultanova and A.A. Mamonova shows that 60% of adolescents with Internet-dependent behavior are dominated by "secrecy, alienation, mistrust, unsociability, isolation, difficulties in establishing interpersonal contacts" [21]. E.Yu. Kazarinova and A.B. Kholmogorova found that the indicators of Internet addiction at the level of tendency are higher among adolescents compared to students, there is an increase in the time spent on the Internet, the loss of control over it, the cognitive absorption in what happens on the Internet [8]. D.A. Klochneva considers escapism in the space of adolescent subculture [9]. Psychologists presented a standardized version of the "Index of Immersion in the Internet Environment" questionnaire for adolescents [18]. M.I. Eliseeva and E.E. Krieger, describing the characteristics of child-parent relations among adolescents addicted to online games, note disharmonious relations with both the mother and the father [6]. A.A. Maslova considers the adolescents dialog with a virtual interlocutor as the mediation in the development of communicative competence [13].

Escapism in adolescence can be seen as a withdrawal motivated by the desire to escape from a complex, contradictory reality. In the context of video game addiction, escapism is a motivation to escape from the fear of life and everyday difficulties into the virtual worlds of the cyberspace. At low to medium levels of escapism, this strategy is advantageous. However, with the prolonged fixation of mental energy on virtual projections there is a noticeable distortion of cognitive, emotional and behavioral functions, which in time leads to the formation of video-game addiction.

Adolescence is the most sensitive to the influence of media resources, escapism, which debuts against the background of illusory digital idols. In older adolescence, the ability for reflection develops, the desire to understand oneself and achieve a chosen ideal increases [3]. The existential escape into the world of cybernetic abstractions can be the answer to the discrepancy of these needs with the possibilities set by the rigid framework of real-life conditions. A.K. Streltsova notes that today we have two paths: "the first is to escape to a reality invented by someone else, to a TV series about ideal love filmed by someone else or a video game written by someone else, and the second is to invent this new reality ourselves" [20]. It is relevant to study the relationship between the phenomenon of "escapism" and video game addiction in adolescence.

Materials and Methods

The base of the study was the "Tula Agricultural College named after I.S. Efanov". All the subjects were adolescents of both genders aged from 16 to 18 years old. The study involved 98 students, of whom 56 were girls and 42 were boys. Diagnostics were carried out in small groups in the "Law and Organization of Social Security", "Gardening and Landscape Construction" areas of training and individually.

The main hypothesis of the study: escapism is related with video game addiction, specifically, the higher the level of escapism, the higher the level of development of video game addiction is.

The partial hypotheses of the study are:

1. Escapism is related with the amount of time the adolescent spends on video game content: the higher the escapism parameter, the more hours the child spends playing;
2. Escapism is related with anxiety, specifically, the higher the level of escapism, the higher the level of personal anxiety;
3. Escapism is related with the development of negative consequences from playing, specifically, the higher the level of escapism, the stronger the negative consequences of playing are;
4. Escapism is related with the preference for "online-communication", specifically, the higher the level of escapism, the more often the adolescent resorts to communication through the digital environment.

The structure of the study included the following stages:

1. Theoretical analysis of the material, the generalization of available research and knowledge on the problem, classification;
2. Empirical research;
3. Quantitative and qualitative processing of the results.

The diagnostic program is represented by the following methods: the Thomas A. Tucker (adapted by I.A. Konygina) [14]; the "General Problematic Internet Use Scale-3" (GPIUS-3) test (A.A. Gerasimov, A.B. Kholmogorova) [4]; the "Scale for Assessing the Level of Reactive and Personal Anxiety" test by C.D. Spielberg (adapted by Yu. Khanin) [15]; the questionnaire to identify the approximate time spent by children on video-game content (the author's version); the "Method for Measuring the Level of Escapism" test (T.N. Savchenko, O.I. Teslavskaya, E.V. Belovol, A.A. Kardapoltseva) [19].

The scientific, methodological and methodical foundations of the program: the program is based on the study of the problem of video-game addiction, as well as its relation with the concept of the escapist mentality (A.A. Belovol, D.G. Litinskaya, O.I. Teslavskaya, E.O. Trufanova, T.N. Savchenko, etc.).

To analyze the data obtained during the course of the study, the nonparametric correlation coefficient of C. Spearman was applied in order to identify the relationship between variables in the rank scale. To identify the influence of the gender factor on the formation of the negative consequences of playing, Fisher's criterion was used to compare two series of sample values by the frequency of the occurrence of a trait.

Results of the Study

Checking the sample for the normality of the distribution of the trait on the "anxiety" (personal) and "escapism" scales showed that the skewness and module kurtosis is greater than their standard errors, which clearly indicates the need to apply the nonparametric Spearman correlation coefficient. The correlation between the studied parameters, medians are shown in Table 1.

Table 1

Descriptive Statistics

	Mean	Median	Standard Deviation	Skewness		Kurtosis	
				Statistics	Standard Error	Statistics	Standard Error
Anxiety	42,64	42,00	11,11	0,35	0,24	-1,21	0,48
Escapism	112,91	121,00	9,08	-0,59	0,24	-1,10	0,48
Development of „Negative Consequences”	7,85	8,00	4,54	-0,01	0,24	-1,47	0,48
Preference for Online-Communication	9,95	9,00	5,27	1,00	0,24	0,20	0,48
Degree of Formation of Video Game Addiction	6,80	5,00	5,46	1,06	0,24	0,23	0,48

Correlation between the studied parameters is given in Table 2.

Table 2

Correlation Indices (Spearman Correlation Coefficients) Between the Studied Parameters

	Anxiety	Degree of Formation of Video Game Addiction	Development of „Negative Consequences”	Preference for Online-Communication	Time Spent Playing
Escapism	0,52**	0,38**	0,23*	0,02	0,43**

Notes: * - $p < 0.05$ (unilateral); ** - $p < 0.01$ (unilateral).

The analysis of the relationship between the "anxiety" and "escapism" parameters showed a significant correlation coefficient (0.518), which indicates the presence of a high level of connection between the presented variables.

When considering the relationship between the level of escapism and the degree of formation of the level of addiction to video games (and the possibility of developing negative consequences) according to the T.A. Tucker questionnaire, a significant correlation coefficient (0.381) was revealed, which indicates the presence of a high level of connection between these variables.

The level of escapism has a high correlation coefficient (0.233) with the development of negative consequences from playing (according to the GPIUS-3 questionnaire), but the relationship of "escapism" with the "preference for online-communication" criterion was not revealed.

When analyzing the relationship between the level of escapism and game time, a significant correlation coefficient (0.427) was found at the level of $p \leq 0.01$, which indicates a high level of connection between these variables.

According to the calculations carried out using Fisher's criterion, the factor of gender is not associated with the value of the trait of the presence of negative consequences from playing (the

empirical value of the criterion is in the zone of insignificance).

Discussion of the Results

When considering the relationship between the level of escapism and the degree of formation of the level of addiction to video games (and the possibility of developing negative consequences) according to the questionnaire of T.A. Tucker, a significant correlation coefficient (0.381) was revealed, which indicates the presence of a high level of connection between these variables, and also confirms the main hypothesis of the study.

Private hypotheses about the relationship of escapism with the development of negative consequences from playing, anxiety and game time were also confirmed **at a significant level**, but the connection of "escapism" with the "preference for online-communication" criterion was not revealed.

The results of the conducted experiment largely confirm the data of domestic and foreign publications devoted to the problems of escapism in the cyberspace. Thus, the work indirectly confirms the idea of A.A. Gerasimova and A.B. Kholmogorova about the use of the cyberspace as a way of coping with negative emotions [4, p. 68], as well as the thesis of E.V. Belovol and A.A. Kardapoltseva that "the form of "negative escapism", ... defined as an escape from problems, is a protective strategy of avoiding a frightening, contradictory reality" [1, p. 46].

The conducted research work is also consistent with the earlier foreign findings of S.P. Jeng and C.I. Teng, who considered escapism as a factor that induces the desire to participate in a video game [27; 30], as well as with the data given by H. Warmelink, C. Harteveld and I. Mayer, who noted the role of escapism in game motivation [29].

Interestingly, examining the gender aspect did not make significant differences in the results of the study. This issue needs a deeper and more thorough elaboration.

It seems important to note the features of the formation of video-game addiction in adolescents with a tendency for escapism. The following can be attributed to them:

- escapism is the motivation of escape from the fear of trivial life and everyday difficulties into the virtual worlds of the cyberspace, at the low and medium level of escapism this strategy is advantageous, at a long fixation on deceptive virtual projections there is a noticeable distortion of cognitive, emotional and behavioral functions, which in time leads to the formation of videogame addiction;

- the lack of volitional control over the amount of time spent playing video games can be considered as the marker and the condition for the formation of an addict;

- "excessive" escapists with an increased level of personal anxiety are predominantly in the "risk group";

- reducing the risks of forming a video game addiction by reducing the time spent by adolescents on video game content, as well as creating the conditions for the normalization of intra-family relations;

- the formation of constructive models of coping with stress and other negative experiences in adolescents.

The uncontrolled temporality of gaming processes, which is not so much a marker as a condition for the formation of addiction, requires the search for new tools for preventive work to prevent the development of video-game addiction, as well as the formation of more adaptive ways of coping with frustration and stress in adolescents, excluding the transgression of consciousness into the world of virtual illusions.

Conclusion

We define escapism as a kind of coping, which the child resorts to in a situation of the discrepancy between requirements and available vital resources. Taking into account the negative consequences associated with the excessive use of this strategy in everyday life, we believe that the main psychological and pedagogical problem at this stage is the creation of conditions for the formation of adaptive ways of coping with frustration and failure in the child, i.e. algorithms that exclude the transgression of consciousness into the world of virtual illusions.

Reducing the risks of the development of video game addiction in adolescents prone to a high level of escapism is possible with the combination of the following psychological and pedagogical factors: the implementation of an individual approach to each child; the formation of an optimal behavior strategy through the participation of an adolescent prone to escapism in group forms of work aimed at the development of psychological self-regulation skills; the implementation of psychological and pedagogical support at all stages of the study by means of individual consultations (for parents and teachers of adolescents prone to a high degree of escapism), using elements of art-therapeutic and body-oriented practices to harmonize the psycho-emotional state of the adolescent.

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ПСИХОЛОГИЯ РАЗВИТИЯ | DEVELOPMENTAL PSYCHOLOGY

Dynamics of the Development of Dialectical and Logical Thinking in the Senior Preschool and Primary School Age

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Earlier in our research we studied the differences between formal and dialectical thinking, so formal operations are aimed at the exclusion of contradiction, and dialectical ones at the active transformation of the relations of opposites. The clarification of the relationship between these two forms of thinking in dynamics continues to be a relevant task. The aim of the work was to investigate the performance in solving logical and dialectical tasks, as well as to identify age norms for 5-10-year-old children (n=756). To assess logical thinking, we used J. Piaget's tests, which are aimed at assessing the ability to coordinate two parameters simultaneously when analyzing proportions ("Probability"), balance ("Scales") and motion ("Mechanical curve"). Methods aimed at assessing children's ability to perform dialectical thought actions of transformation ("Drawing of an unusual tree"), mediation ("What can be both at the same time?"), and seriation ("Cycles") were applied. By 8-10 years of age, the majority of children successfully coped with the solution of all three logical tests, with boys performing better than girls on a spatial task aimed at coordinating multidirectional movements ("Mechanical curve"). Most children by the age of 9 successfully cope with building cyclical seriations. At the same time, dialectical tasks, as a result of which one object transforms into its opposite ("Drawing of an unusual tree") or both objects are combined into a single new one ("What can be both at the same time?") are relevant for children over 10 years old. It is probable that, as thinking is formed at each age stage, the ability to identify and operate with opposites retains its significance.

Keywords: dialectical actions, formal operations, age norms.

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Ранее в наших исследованиях были изучены различия формального и диалектического мышления, так, формальные операции направлены на исключение противоречия, а диалектические – на активное преобразование отношений противоположностей. Уточнение связей этих двух форм мышления в динамике продолжает оставаться актуальной задачей. Цель работы заключалась в исследовании результативности решения формально-логических и диалектических задач, а также выявлении возрастных норм для детей 5-10-летнего возраста (n=756). Для оценки формально-логического мышления были применены пробы Ж. Пиаже, которые направлены на оценку способности координировать одновременно два параметра при анализе пропорций («Вероятность»), равновесия («Весы») и движения («Цилиндр»). Были применены методики, направленные на оценку способности детей совершать диалектические мыслительные действия превращения («Рисунок необычного дерева»), опосредствования («Что может быть одновременно?»), сериации («Циклы»). К 8-10 годам большинство детей успешно справлялись с решением всех трех формально-логических проб, при этом мальчики лучше, чем девочки выполняли пространственную задачу, направленную на координацию разнонаправленных движений («Цилиндр»). Большинство детей к 9 годам успешно справляются с выстраиванием циклических сериаций. При этом диалектические задачи, в результате которых один объект превращается в свою противоположность («Рисунок необычного дерева») или оба объекта объединяются в единый новый («Что может быть одновременно?»), являются актуальными для детей старше 10 лет. Вероятно, по мере формирования мышления на каждом возрастном этапе способности определять противоположности и оперировать ими сохраняют свою значимость.

Ключевые слова: диалектические действия; формально-логические операции; возрастные нормы.

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Introduction: Features of Performing Tasks Related to the Application of Logical and Dialectical Thinking

According to the periodization of intellectual development proposed by J. Piaget, formal operations develop in stages. At preschool age, a child's thinking is egocentric, accompanied by insensitivity to contradictions and errors in solving problems on classification, seriation, the structuring of space, time, etc. These simple operations become available to the child at the age of 7-

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11. The final formation of formal operations is in 11-12 - 14-15 years, when the child acquires the ability to understand and analyze proportions, dynamic and homeostatic balance, motion and probabilities [8]. To assess these abilities, J. Piaget et. al used tests in which the child was asked to coordinate two parameters simultaneously: proportions and probabilities ("Probability"), balance taking into account the weight of weights and their location ("Scales"), coordination of two differently directed movements ("Mechanical curve").

In subsequent studies carried out in line with the theory of J. Piaget, the results of children who did not fit into the rigid framework of the periodization of intellectual development were demonstrated. In the experiment by I. Rogozhina [17] the hypothesis that the formation of the principle of conservation in preschool children 5.5-6.9 years old is possible through the development of the composition and structure of logical operations of classification and seriation was confirmed. In the studies of N.E. Veraksa et al., results were obtained that indicated that children of 5-6 and 6-7 years of age have access to the action of seriation [4; 5; 20]. In the study by F. Pons et al. using the "Scales" test [18], children of 12-14 years old successfully coped with probability analysis (the "Scales" test), and a longitudinal study by N.E. Veraksa et al. [5] obtained data that children as early as 5-6 years old paid attention to two parameters, but relied on only one of them for prediction. In the study by F. Pons et al. [19] of formal operations using the "Mechanical curve" and "Probability" tests in children aged 8, 10, and 12, it was shown that at the age of 12, almost all children also successfully coped with the tests. In the studies of N.E. Veraksa et al. [5] it was revealed that children at the age of 7, performing the "Scales" test, are able to take into account two parameters (weight and location of weights). Thus, the results of comparative studies [5] showed that formal operations developed unevenly, but significant changes occurred already at the age of 7. Thus, the variability in the success rate of the three tasks aimed at assessing formal operations, in which children were asked to coordinate proportional, weight, and spatial measures, can be traced. At the same time, the tasks were previously offered only to children of primary school age and no age dynamics were traced.

J. Piaget [14] gave special importance to dialectical thinking as a "genetic aspect of equilibrium" that completes the formation of thinking in each age period. Within the framework of the structural dialectical approach (N.E. Veraksa, L.F. Bayanova, S.A. Zadadaev, E.E. Krashennikov, I.B. Shiyani, O.A. Shiyani, etc.) dialectical thinking is considered as a process of operating the relations of opposites at the formal and substantive level [3, 7, 10]. The formal side of dialectical thinking is represented by the structure of thinking actions, among which the following are accessible at a child's age: transformation and conversion, mediation, and seriation. Dialectical thinking is meaningfully connected with the solution of three types of tasks [4], aimed at: creating a creative product, understanding the processes of development; overcoming contradictions.

An earlier study found gender differences in the success rate of performing tasks of dialectical methods in children aged 5-7 [4]. In A.K. Belolutskaya's study, it was found that preschoolers and adults have a significantly higher rate of performing dialectical techniques than schoolchildren in general [1].

Earlier studies aimed at studying the differences and connections of formal and dialectical thinking have been conducted [4, 5], specifying the links of the development of these two forms of thinking continues to be a relevant task. The aims of this study were to identify the dynamics of the success rate of tasks aimed at assessing formal operations and dialectical thinking by children from 5 to 10 years old and to determine age norms.

Study Procedure and Research Methods

756 children participated in the study: 202 children of 5-6 years old (M month=62.6, SD=3.81), 186 children of 6-7 years old (M month=74.4, SD=3.65), 142 children of 7-8 years old (M month=89.0, SD=3.70), 140 children of 8-9 years old (M month=103.0, SD=3.62), 86 children of 9-10 years old (M month=115.6, SD=3.61). Of them, 47.5% were boys. Children attended preschool and schools in Moscow in 2019-2023.

Logical Thinking.

The "Scales" test [5] assessed the formal operation associated with understanding equilibrium with the presence of two variables: the weight of weights and their location. The child was presented with a visual task using lever scales with 12 holes on each side equidistant from the fulcrum and weights weighing 32 g each (Fig. 1). The shoulders of the scales were fixed in a horizontal position throughout the entire procedure. The child is asked: "What will happen to the weights if I unlock the bolt? Will they stay in the same position or will they tilt to this side or that side? Which way? How did you figure that out (a)?" There was a total of 7 assignments. (The maximum score was 15).

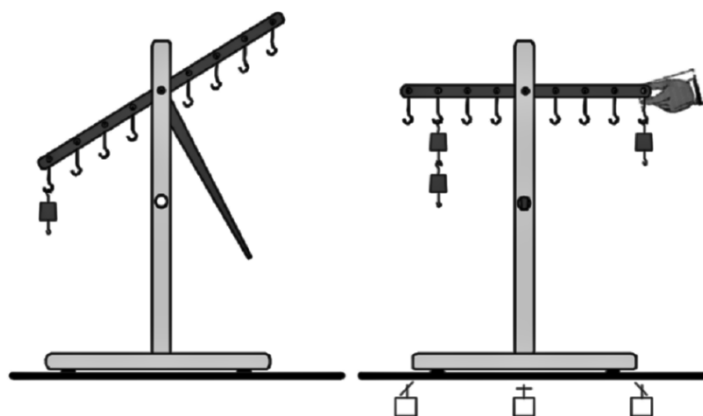


Figure 1. The device for conducting the "Scales" test

The "Probability" test [5] assessed a formal operation related to analyzing the proportions of white and black chips and probabilistic choice. The instructions were as follows: "There are two piles in front of you, each with white and black chips. Which side will have a higher chance of getting the white chip? How did you figure that out(s)?" There are a total of 5 assignments. (Maximum score of 9).

The "Mechanical curve" test [5] assessed a formal operation aimed at coordinating two multidirectional movements. A cylinder was rotated in the vertical plane, and a pencil was moved above it in the horizontal plane in both directions. A piece of paper with a starting point was fixed on the cylinder (Fig. 2).

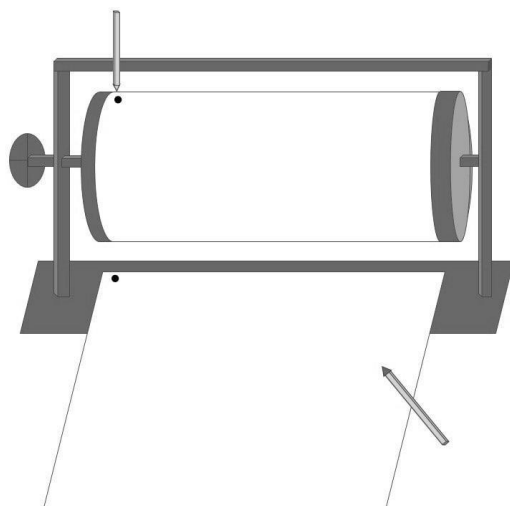


Fig. 2. "Mechanical curve" test device, frontal view from the child's side.

In the introductory tasks, the experimenter demonstrated the movements of the pencil and cylinder to the child, and in the test tasks the experimenter only voiced the conditions of the task. For each task, the child was presented with a piece of paper with a starting point. The instructions were as follows: "Draw what kind of trace you will get if...". There were 5 tasks in total. (Maximum score 9).

In all three tests there were 2 introductory tasks, and each child's answer was evaluated according to a 4-point system: if the child did not understand the task, he was given 0 points; if the child considered only one parameter in his answer, he was given 1 point; if the child mentioned both parameters in his answer, but relied only on one of them in his prediction, he was given 2 points; if the child tried to correlate two parameters, he was given 3 points.

Dialectical Thinking.

The method "Drawing of an unusual tree" [5] allows for the assessment of the child's ability to solve a creative problem using the action of transformation. Children used a form (A-4 sheet) and a simple pencil to make a drawing. The child was offered instruction: "Please draw an unusual tree" and then asked to give a description. Trees of 3 types were evaluated: 1) 0 points - normative (if there are changes, they practically do not differ from the usual image of a tree), 2) 1 point - symbolic (theme of desires, fantasies) and 3) 2 points - dialectical (a tree "vice versa", inverted, fractal). The type of transformation was also assessed from 0 to 7 points.

The "Cycles" method [5] assesses the child's ability to understand the simplest cyclical processes of development and apply dialectical thinking actions of seriation. The child was offered three sets of five pictures, which made up forward and reverse half-cycles. The child was given the task of arranging the pictures in such a way as to produce a sequential story.

The score for lining up one cycle ranged from 0 points to 5 points. The maximum score was 15.

The method "What can be both at the same time?" [5] is aimed at assessing the ability to overcome contradictions. Solving a problem of this type involves the use of the dialectic thinking action of mediation, as a result of which children combine two opposites in one object in such a way that the opposite qualities or properties make up a new indivisible whole. The method included five questions

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containing a contradictory pair of attributes. For example, children were asked to answer the question: "What is both black and white at the same time?". The score received by the child while performing the method could vary from 0 to 20 points.

Results of the Study

The articles [4; 5] examined the relations between children's results for each type of thinking - logical and dialectic - both within each of these constructs and between them, which was a test of the convergent and construct validity of the instrument. In addition, for the "What can be both at the same time?" method it was found that the Cronbach's alpha coefficient for all tasks of the technique is 0.67, which is an acceptable result for internal consistency. The structure of other methods does not allow for us to check the internal consistency of the data in them.

Table 1 summarizes the main characteristics of the descriptive statistics of the sums of children's scores on each of the Piaget tests in different age groups.

Table 1

Main Characteristics of the Descriptive Statistics of Sum Scores on Piaget Tests in Children from Different Age Groups

Test/Age	Mean	Median	Stand.dev.	Minimum	Maximum
Probability, 5-6 years old	2,75	3,00	1,390	0	7
Probability, 6-7 years old	3,33	3,00	0,880	3	6
Probability, 7-8 years old	3,47	3,00	1,136	1	8
Probability, 8-9 years old	5,54	5,00	2,170	3	9
Probability, 9-10 years old	5,10	5,00	2,081	3	9
Scales, 5-6 years old	4,97	5,00	2,437	0	14
Scales, 6-7 years old	5,41	5,00	1,686	0	15
Scales, 7-8 years old	8,18	8,00	2,535	5	15
Scales, 8-9 years old	12,03	13,00	2,742	5	15
Scales, 9-10 years old	Not conducted				
Mechanical curve, 5-6 years old	4,11	4,00	2,281	0	7
Mechanical curve, 6-7 years old	3,19	3,00	1,245	0	6
Mechanical curve, 7-8 years old	5,76	6,00	1,865	3	9

Mechanical curve, 8-9 years old	6,99	7,00	1,956	3	9
Mechanical curve, 9-10 years old	7,21	8,00	1,995	3	9

Using a two-factor analysis of variance, taking gender and age group as factors, it was found that children's scores on the “Probability” ($F=69.795$, $p<0.001$) and “Scales” ($F=236.859$, $p<0.001$) tests differed across age groups. The “Mechanical curve” test differed between age groups ($F=94.570$, $p<0.001$) and between boys and girls ($F=9.139$, $p=0.003$). That is, the age group factor is significant for scores on all Piaget tests and gender is significant for the “Mechanical curve” test. The interaction of the gender and age group factors is not significant for the scores for all Piaget tests (Figure 3).

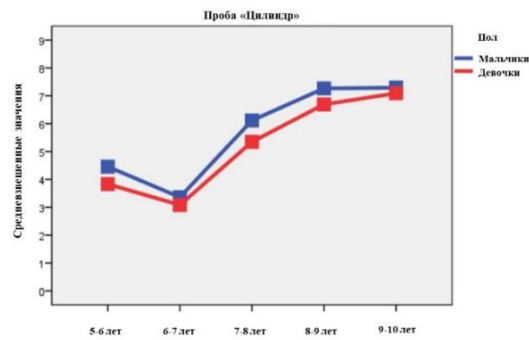


Figure 3. Weighted average values of the sums of scores for the Piaget's “Mechanical curve” test in boys and girls of different age groups

Table 2
Comparison of Results Obtained with J. Piaget's Samples for Children of 5-10 Years Old.

Age in Years	7-8	8-9	9-10	Differences
«Probability»				
Preschoolers	5-6	-0,715*	-2,791**	-2,353**
	6-7		-2,213**	-1,775**
Schoolchildren	7-8		-2,077**	-1,639**
«Scales»				

Preschoolers	5-6	-2,775**	-6,612**	No measurement was conducted	F=236,859**
	6-7	-6,612**	-1,775**		
Schoolchildren	7-8		-3,837**		
«Mechanical curve»					
Preschoolers	5-6	-1,646**	-2,875**	-3,098**	F=94,570**
	6-7	-2,563**	-3,791**	-4,015**	
Schoolchildren	7-8		-1,228**	-1,452**	

Note: * p < 0.05; ** p < 0.01.

Due to the results obtained with the Tukey test, when constructing norms for the results of Piaget's tests, we will combine 5-7 and 8-10-year-old children. For the “Mechanical curve” test, norms were calculated separately for boys and girls (Table 2).

Since the distribution not for all methods and not for all subsamples is normal (Shapiro-Wilk test), norms were calculated for all methods and for all age groups as follows: 15% of the lowest scores were considered low, 15% of the highest scores were considered high, and the remaining scores were considered average.

Table 3 summarizes the norms of Piaget's test results for children 5-10 years old.

Table 3

Norms of Piaget Test Scores for Children 5-10 Years Old

Age in Years /Result		Low	Average	High
«Probability»				
Preschoolers	5-7	0 – 2	3	4 - 9
Schoolchildren	7-8	0 – 2	3 - 4	5 - 9
	8-10	0 – 3	4 – 8	9
«Scales»				
Preschoolers	5-7	0 – 4	5	6 - 15
Schoolchildren	7-8	0 – 5	6 - 10	11 -15
	8-10	0 – 9	10 - 14	15
«Mechanical curve»				
Preschoolers, boys	5-7	0 – 2	3 - 5	6 - 9
Schoolchildren, boys	7-8	0 – 3	4 - 8	9
	8-10	0 – 6	7 – 9	
Preschoolers, girls	5-7	0 – 1	2 - 5	6 - 9

Schoolchildren, girls	7-8	0 – 3	4 - 7	8 - 9
	8-10	0 - 4	5 - 8	9

Dialectical Thinking

Table 4 summarizes the distribution of the results of children 5-10 years old by type of Unusual Tree Drawing.

Table 4

Distribution of Children of 5-10 Years Old by Type of Tree

Age/Type of Drawing		Normative	Symbolic	Dialectical
Preschoolers	5-6	50%	42.%	8%
	6-7	25%	59%	16%
Schoolchildren	7-8	22%	69%	9%
	8-9	12%	73%	15%
	9-10	12%	80%	8%

Using Pearson's χ^2 criterion, it was found that the type of drawing and the age group of the children were related ($\chi^2=87.742$, $p<0.001$, Cramer's $V=0.241$).

The number of normative trees decreases with age (from 5 to 10 years). The percentage of symbolic drawings increases with each year (from 5 to 10 years), while the percentage of dialectical drawings changes in a wave-like manner from 8% to 16%. The result of performing the "Drawing of an unusual tree" method was also evaluated depending on the features of transformation of the image of an ordinary tree (Table 5).

Table 5

Main Characteristics of the Descriptive statistics of the Sums of Scores when Performing the Methods Aimed at Diagnosing Dialectical Thinking (5-10 years old)

Age in Years/Characteristic		M	Med	Sd	Min	Max
«Drawing of an unusual tree», by type of transformation						
Preschoolers	5-6	2,64	4,00	2,388	0	7
	6-7	4,03	4,00	2,075	0	7
Schoolchildren	7-8	3,97	4,00	1,818	0	7
	8-9	4,61	5,00	1,703	0	7
	9-10	4,38	4,00	1,296	1	7
«Cycles»						
Preschoolers	5-6	5,30	5,00	3,441	0	13
	6-7	9,34	9,00	2,546	3	15
Schoolchildren	7-8	11,75	12,00	2,246	0	15

	8-9	14,31	15,00	1,206	9	15
	9-10	13,60	14,00	1,185	11	15
«What can be both at the same time?»						
Preschoolers	5-6	3,66	2,00	3,433	0	14
	6-7	6,88	7,00	4,528	0	18
Schoolchildren	7-8	9,93	10,00	4,084	0	19
	8-9	13,12	14,00	4,142	1	20
	9-10	11,94	12,00	3,724	4	18

Using the Tukey test, it was revealed that children of 5-6 years old had significantly lower scores in performing the "Drawing of an unusual tree" method than children of 6-7 (MD=-1.389), 7-8 (MD=-1.328), 8-9 (MD=-1.971) and 9-10 years old (MD=-1.726) at $p < 0.001$. Due to these results, we will distinguish two groups - 5-6 and 6-10-year-old children when constructing the norms for the "Drawing of an unusual tree" method.

With the help of two-factor analysis of variance, taking gender and age group as factors, it was found that by the *type of transformation* the drawings of the children differ in different age groups ($F=26.020$, $p < 0.001$), but do not differ by gender. By means of two-factor analysis of variance, taking gender and age group as factors, it was found that the scores obtained by children when performing the "Cycles" method differed in different age groups ($F=302.400$, $p < 0.001$), but did not differ between boys and girls (Table 6). The scores obtained by children when performing the "Cycles" technique differed in different age groups ($F=302.400$, $p < 0.001$), but did not differ between boys and girls (Table 6). The scores obtained by children when performing the "What can be both at the same time?" method differ in different age groups ($F=129.649$, $p < 0,001$), but do not differ between boys and girls (Table 6). When constructing the norms for these methods, we will combine the results of children 8-10 years old, the other groups were assessed separately.

Table 6

**Comparison of Results Obtained when Performing the Methods Aimed at Diagnosing
Dialectical Thinking (5-10 years old)**

Age in Years		6-7	7-8	8-9	9-10	Differences
«Cycles»						
Preschoolers	5-6	-3,550*	-5,958*	-8,520*	-7,803*	F=302,400*
	6-7		-2,408*	-4,970*	-4,253*	
Schoolchildren	7-8			-2,563*	-1,846*	
«What can be both at the same time?»						
Preschoolers	5-6	-2,822*	-5,870*	-9,062*	-7,882*	F=129,649*
	6-7		-3,048*	-6,240*	-5,060*	
Schoolchildren	7-8			-3,192*	-2,012*	

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Том 15 . № 4. С. 111–127.

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Note: * $p < 0.05$.

Table 7 summarizes the norms of performing the dialectical methods for children of different age groups.

Table 7

Norms of Performing the Methods Aimed at Diagnosing Dialectical Thinking (5-10 years old)

Age in Years/Result		Low	Average	High
«Drawing of an unusual tree», by type of transformation				
Preschoolers	5-6	0	1-4	5 - 7
Children	6-10	0 - 2	3-5	6 - 7
«Cycles»				
Preschoolers	5-6	0 – 2	3 - 10	11 - 15
	6-7	0 – 6	7 - 11	12 - 15
Schoolchildren	7-8	0 – 10	11 - 13	14 - 15
	8-10	0 – 13	14 – 15	
«What can be both at the same time?»				
Preschoolers	5-6	0	1 - 8	9 - 20
	6-7	0 – 2	3 - 11	12 - 20
Schoolchildren	7-8	0 – 5	6 - 14	15 - 20
	8-10	0 - 8	9 - 16	17 - 20

Discussion of results

Logical Thinking

The results of the study revealed age differences in the completion success rate of all J. Piaget's tests. This result agrees with the data in the works of F. Pons et al. [18] and substantiates the orientation of our study towards the consideration of formal operations from the point of view of L.S. Vygotsky's cultural-historical approach [6]. At the same time, as a result of performing the "Mechanical curve" test, gender differences were found.

The results of children in the performance of the "Probability", "Scales" and "Mechanical curve" tests are close to achieving the "ceiling" effect already at the age of 8-10 years. Thus, when increasing the sample size, the results of the studies conducted earlier by F. Pons et al. [18; 19] were not confirmed.

Dialectical Thinking

The results of the study complement the conclusions obtained earlier [4] about the heterochrony of the development of dialectical thinking. The two thinking acts, transformation and mediation, do

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Vol. 15, no. 4, pp. 111–127.

not develop linearly. With probability, such a wave-like manifestation of dialectical drawings depends on factors that we did not evaluate in this study [2; 11; 12; 13]. Tasks aimed at overcoming contradiction and transformation are relevant for children from 5 to over 10 years old. It is likely that these activities are related to the content aspect and in each age period children showed the ability to overcome contradictions with different degrees of success based on the relevant structure of thinking. Such a result is close to Piaget's thesis that dialectics is a "genetic aspect of equilibrium", as intelligence is "a flexible simultaneously stable structural equilibrium of behavior" [8, p.3].

The obtained results allow for us to conclude that the senior preschool age and the beginning of schooling are sensitive ages for the development of dialectical actions of seriation. This result is consistent with the conclusions of J. Piaget that "a child is not able to think in terms of relations until he has learned to conduct seriation.

Findings:

1. The senior preschool and primary school ages are sensitive to the development of the ability to perform formal operations of analyzing proportions, probabilities, balance and motion. These abilities strengthen with age, and we can trace their genesis: children's results in solving logical tasks aimed at coordinating the two parameters in the age periods of 5-7, 7-8 and 8-10 years differ significantly. At the same time, boys were more successful than girls in spatial tasks aimed at the coordination of multidirectional movements ("Mechanical curve").

2. Dialectical thinking develops unevenly. The age of 5-9 years old is relevant for the development of the thinking action of seriation and the use of tasks aimed at ordering and understanding processes in development, relying on the search for opposites and transitional states ("Cycles"). Tasks aimed at finding and transforming opposites ("What can be both at the same time?", "Drawing of an unusual tree") are relevant for diagnosing the development of dialectical thinking of children from 5 years old and over 10.

3. It was found that the improvement of the ability to perform the thinking action of transforming an object into its opposite coincides with the end of preschool age and the middle of the third age period (8-10 years old) emphasized when solving logical problems. It is probable that, as thinking is formed at each age stage, the ability to identify opposites and operate them continues to be a task that needs to be solved based on relevant thinking activity.

Conclusion

The conducted study allowed us to identify the age norms of the development of logical and dialectical thinking in children of 5-10 years old as a result of solving tasks aimed at diagnosing logical and dialectic thinking. The limitation of this study is that the sample is represented by children from one region. It is shown that it is reasonable to develop an understanding of developmental processes and the performance of formal operations aimed at assessing the success of the coordination of two parameters simultaneously in children of 5-10 years old. At the same time, the tasks, as a result of which one object turns into its opposite or both objects unite into a single new one, are relevant for children from 5 to over 10 years old. Thus, as logical operations develop, tasks aimed at searching for opposites and the active operation of relations of opposites continue to be relevant. The obtained results will help teachers to apply both logical (search for consistent solutions) and dialectical

Веракса Н.Е., Айрапетян З.В., Алмазова О.В.,
Тарасова К.С.
Динамика развития диалектического и формально-
логического мышления в старшем дошкольном и
младшем школьном возрасте
Психолого-педагогические исследования. 2023.
Том 15 . № 4. С. 111–127.

Veraksa N.E., Airapetyan Z.V., Almazova O.V.,
Tarasova K.S.
Dynamics of the Development of Dialectical and
Logical Thinking in the Senior Preschool and Primary
School Age
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 111–127.

(transformation of the relations of opposites) tasks during the course of educational activities.

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Тарасова К.С.
Динамика развития диалектического и формально-
логического мышления в старшем дошкольном и
младшем школьном возрасте
Психолого-педагогические исследования. 2023.
Том 15 . № 4. С. 111–127.

Veraksa N.E., Airapetyan Z.V., Almazova O.V.,
Tarasova K.S.
Dynamics of the Development of Dialectical and
Logical Thinking in the Senior Preschool and Primary
School Age
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 111–127.

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Динамика развития диалектического и формально-
логического мышления в старшем дошкольном и
младшем школьном возрасте
Психолого-педагогические исследования. 2023.
Том 15 . № 4. С. 111–127.

Veraksa N.E., Airapetyan Z.V., Almazova O.V.,
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Dynamics of the Development of Dialectical and
Logical Thinking in the Senior Preschool and Primary
School Age
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 111–127.

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*Веракса Н.Е., Айрапетян З.В., Алмазова О.В.,
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Динамика развития диалектического и формально-
логического мышления в старшем дошкольном и
младшем школьном возрасте
Психолого-педагогические исследования. 2023.
Том 15 . № 4. С. 111–127.

*Veraksa N.E., Airapetyan Z.V., Almazova O.V.,
Tarasova K.S.*
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School Age
Psychological-Educational Studies. 2023.
Vol. 15, no. 4, pp. 111–127.

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The 20th of October marks the 75th birthday of Vitaly Vladimirovich Rubtsov, the founder, first rector, president of the Moscow State University of Psychology & Education and Head of the UNESCO "Cultural and Historical Psychology of Childhood" Department, academician of the Russian Academy of Education, professor.

Vitaly Vladimirovich celebrates his anniversary in his usual capacity - as an energetic transformer of those social practices, within which new forms of human activity are just maturing and the ways of human relations, necessary for this, are being formed. In fact, it is him who creates these practices together with his scientific and *educational* school, the embodiment (the largest, but not the only one!) of which is the Moscow State University of Psychology & Education.

This practice, in full accordance with Vygotsky's idea, is now becoming psychology in its entirety, thanks in large to V.V. Rubtsov. Rubtsov, within the walls, on the base or with the leading participation of the very same MSUPE.

"All of psychology in one university", if it is a "university of people who care" can change the life of society in that part of it, in which the very basis of sociality is formed on the individual - the intellectual "sense of an invisible elbow", when activity is not of a joint nature. But this requires such thinking, in which the understanding of things *coincides* with the mutual understanding of people. Yes, of course, this is the *result* of any thought. But in the *process of thinking* woven into joint activity, such a coincidence is the hardest of all, and it still has to be "arranged" somehow, somehow "organized".

Vitaly Vladimirovich has always succeeded in this perfectly - from the moment of research into the joint solution of physics problems by schoolchildren, with which he began as a psychologist, to the cultivation of educational and professional communities of children and adults, in the form of which the modern school exists and develops.

We wish Vitaly Vladimirovich many more years marked by of happy coincidences of events on his life and professional paths!

The Editorial Board of the "Psychological-Educational Studies" journal