Education & Pedagogy Journal

EDUCATION & PEDAGOGY JOURNAL

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SCIENCE, CULTURE AND PEDAGOGICAL EDUCATION – CONSOLIDATING THE POSSIBILITIES

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Abstract. This article presents the results of the XIXth International Scientific and Practical Conference, "The Teacher of the Future in Dialog between Science and Pedagogical Practice," on July 4 and 5, 2023, as part of the Year of the Teacher in the Russian Federation. The Federal State-Funded Educational Institution "Psychological Institute of the Russian Academy of Education" organized the conference in Moscow. The conference aimed to address a key theoretical and practical challenge: creating optimal psycho-pedagogical conditions for future teachers' personal and professional development. This development is seen as a convergence of national traditions in Russian education, contemporary scientific knowledge, and innovative technologies. Such teachers can lead students to self-discovery and self-realization.

Keywords: *future-oriented teachers, systemic personal and developmental approach, resource-oriented and prognostic approach, educational strategies, personal and professional resources, competencies, shaping the future of students*

In an ever-changing world, there is a growing need for new teachers who focus on the issues of the near future. These educators must be able to prepare students for the challenges of tomorrow, about which very little is currently known. Teachers should analyze real-life situations to anticipate and predict how they will evolve when their students reach adulthood. In addition, educators must have the necessary resources to address urgent challenges. The theoretical and empirical studies presented at the conference held at the Psychological Institute of the Russian Academy of Education in July 2023 focused on these issues.

The XIXth International Scientific and Practical Conference, "The Teacher of the Future in Dialog between Science and Pedagogical Practice," occurred on July 4 and 5, 2023. The conference was organized within the framework of the Year of the Teacher in the Russian Federation and hosted by the Federal State-Funded Scientific Institution "Federal Scientific Center for Psychological

and Interdisciplinary Research" – Psychological Institute of the Russian Academy of Education (Moscow, Mohovaya Street 9, Building 4). The list of participants included the International Association of Professors of Slavic Countries (APSC), Sofia University "St. Kliment Ohridski" (Sofia, Bulgaria), Belarusian State University (Minsk, Belarus), Baranovichi State University (Baranovichi, Belarus), T.G. Shevchenko Transnistrian State University (Tiraspol, Transnistria, Republic of Moldova), Bukhara State University (Bukhara, Uzbekistan), Academy of Physical Education and Mass Sports LLP (APEMS). Shevchenko Transnistria State University (Tiraspol, Transnistria, Republic of Moldova), Bukhara State University (Bukhara, Uzbekistan), Academy of Physical Education and Mass Sports (APEMS) (Astana, Kazakhstan); N. I. Lobachevsky State University of Nizhny Novgorod (Arzamas branch) (Arzamas, Russia), Dostoevsky Omsk State University (Omsk, Russia), Smolensk State University (Smolensk, Russia), Moscow Psychological and Social University (Moscow, Russia).

Aims and purposes of the conference:

• The conference aims to promote discussions on the discrepancies between current educational practice in contemporary Russia and educational policy perspectives within the national system of pedagogical education:

• Innovations in the economic, industrial, and social spheres and the deficit of scientific and methodological foundations for the development of a national system of innovative pedagogical education;

• the social need to update the pedagogical staff and the lack of a unified strategy for the planning and development of educational programs in pedagogical universities

• the improvement of the educational process, the promotion of personal and professional development of teachers, and the lack of advanced psychological technologies for the training of new types of future-oriented teachers in universities and colleges

• the need to develop the skills of future-looking teachers and the insufficient development of theoretical and empirical foundations for identifying their mental (personal and professional) resources, such as the convergence of national traditions of Russian education, modern scientific knowledge (philosophy of education, psychopedagogy, neuropsychology, psychophysiology, clinical psychology) and innovative technologies (digital, communicative, cognitive, VR and others)

The main directions dealt with at the conference:

► Content: interdisciplinary theories of modern education and education of the future, theoretical and methodological foundations, new scientific approaches, conceptual models, psychological principles, and regularities of pedagogical theory and practice concerning the interweaving of social sciences, humanities, natural sciences, neurosciences, and information sciences within the framework of domestic educational traditions.

► Dynamics: Stages, challenges, and personal and professional development resources? Pre-service and in-service training as well as professional self-realization of future-oriented teachers.

► Technological: Modern technologies, methods, innovations, and effective practices of pedagogical training to facilitate educational processes. Methods of applying convergent knowledge, skills, and technologies in the professional activities of educational psychologists working with students, parents, teachers, and other specialists.

► Institutional: different types and forms of educational organizations – schools, colleges, universities, including homogeneous and heterogeneous groups in education, integrated, inclusive education systems, and special education.

► Project: scientifically based prediction of future-oriented teachers' personal and professional development and possible trends in educational pathways.

More than 200 people took part in the conference. The international participants included scientists from Bulgaria, Belarus, Kazakhstan, Uzbekistan, and the Transdniestrian Region of the Republic of Moldova.

One hundred nine papers were submitted for the conference. After reviewing and editing, the following reports were published:

● Thirty-one scientific articles in the journal "World of Psychology" thematic issue No. 2 (113), 2023.

● Seven research articles and 25 short reports in the journal "World of Psychology" No. 3–4, 2023.

The conference is the result of a scientific project initiated in 2006 by the Laboratory of Psychology of Professional Development at the Federal State-Funded Scientific Institution "Psychological Institute of the Russian Academy of Education" under the leadership of Dr. L.M. Mitina. Over the past 18 years, the conference has developed into an important scientific event. It serves as a platform where Russian and international researchers, representatives of academia, and universities can exchange their research results on important issues of science, education, and professional development. This prestigious interdisciplinary conference brings together experts from various fields, especially the social sciences and humanities, and promotes cooperation between Russian and international scientists.

The conference's scientific program included morning and evening plenary sessions, six specialized sections, and a comprehensive scientific discussion. The plenary sessions and section topics dealt with fundamental issues of pedagogical psychology and the personal and professional development of future-oriented teachers.

The conference was opened by L.M. Mitina, Ph.D. (Moscow, Russia), Chair of the Program Committee.

The audience was welcomed by:

• Yu.P. Zinchenko: Renowned figure in Russian science, Doctor of Psychological Sciences, Professor, Academician of the Russian Academy of

Education (RAO), and Director of the Federal Scientific Center for Psychological and Interdisciplinary Research (Moscow, Russia).

• G.M. Petrov: Doctor of Pedagogical Sciences, Acting President of the International Association of Professors of Slavic Countries (APSC), Professor at Sofia University "St. Kliment Ohridski" (Sofia, Bulgaria).

• O.H. Khamidov: Doctor of Economic Sciences, Professor, Rector of Bukhara State University (Bukhara, Uzbekistan).

• T.K. Kuangaliyeva: Honored Educator of the Republic of Kazakhstan, Vice-Rector for Academic Affairs, Academy of Physical Education and Mass Sports (APEMS) (Nur-Sultan, Kazakhstan).

• Z.V. Lukashenya: Candidate of Pedagogical Sciences, Professor, Baranovichi State University (Baranovichi, Republic of Belarus).

• L.T. Tkach: Candidate of Pedagogical Sciences, Associate Professor, Transnistria State University named after T.G. Shevchenko (Tiraspol, Transnistria, Republic of Moldova).

• A.I. Podolsky: Doctor of Psychological Sciences, Professor, Editor-in-Chief of the "World of Psychology" journal (Moscow).

The plenary session was addressed by leading Russian scientists: Head of the scientific project, Prof. L.M. Mitina (Moscow); Dr. Psychol, Academician of RAO I.V. Dubrovina (Moscow); Doctor of Psychological Sciences, Prof. D.B. Bogoyavlenskaya (Moscow); Doctor of Psychological Sciences, Prof. M.M. Kashapov (Yaroslavl); Doctor of Pedagogical Sciences, Associate Professor E.V. Onishchenko (St. Petersburg); Doctor of Psychological Sciences, Prof., Corresponding Member of RAO V.I. Panov (Moscow); Doctor of Psychological Sciences, prof, Corr. member of RAO V.I. Morosanova (Moscow); Doctor of Psychological Sciences, Prof. I.N. Semyonov (Moscow); Doctor of Psychological Sciences, Prof. I.V. Vachkov (Moscow); Doctor of Psychological Sciences, Prof., Academician of RAO T.N. Tikhomirova (Moscow); Doctor of Pedagogical Sciences, Prof. N.D. Tikhomirova (Moscow); Doctor of Pedagogical Sciences, Prof. N.D. Tikhomirova (Moscow), Academician of Russian Academy of Education N.D. Nikandrov (Moscow); Doctor of Psychological Sciences, Professor, Academician of Russian Academy of Education S.K. Bondyreva (Moscow); Doctor of Psychological Sciences, Professor T.I. Shulga (Moscow); Doctor of Pedagogical Sciences, Professor T.T. Schelina (Arzamas); Doctor of Psychological Sciences, Professor V.A. Tolochek (Moscow); Doctor of Psychological Sciences, Professor E.N. Volkova (Moscow); Doctor of Psychological Sciences, Professor E.N. Volkova (Moscow); Doctor of Psychological Sciences, Professor V.A. Tolochek (Moscow). Volkova (Moscow); Doctor of Psychological Sciences, Associate Professor A.V. Kaptsov, Candidate of Psychological Sciences G.A. Mishakova (Samara); Doctor of Psychological Sciences, Professor M.K. Kabardov (Moscow); Doctor of Psychological Sciences, Professor M.K. Kabardov (Moscow). Kabardov (Moscow); Doctor of Psychological Sciences, Prof. A.A. Melik-Pashaev (Moscow); Candidate of Psychological Sciences Z.N. Novlyanskaya (Moscow); Candidate of Psychological Sciences I.I. Osadcheva (Moscow); Dr. G.V. Mitin (Moscow);

Dr. E.I. Shcheblanova (Moscow) and others, as well as foreign participants of the conference – Dr. G.M. Petrov (Sofia, Bulgaria); Dr. Z.V. Lukashenya (Baranovichi, Republic of Belarus); Dr. L.T. Tkach (Tiraspol, Transdniestria, Republic of Moldova). Sciences, Prof. Z.V. Lukashenya (Baranovichi, Republic of Belarus); Candidate of Pedagogical Sciences, Associate Professor L.T. Tkach (Tiraspol, Transnistria, Republic of Moldova); Candidate of Economic Sciences, Prof. T.K. Kuangalieva (Astana, Kazakhstan) and others.

The plenary session was opened by Professor and Doctor of Psychological Sciences L.M. Mitina (Russia). She presented a theoretical and empirical study of the complex prognostic components of a teacher's personality. These include reflective planning, constructive coping, commitment to emotional values, and factors that influence the analysis, prediction, and realization of a teacher's resource skills in response to the challenges and risks of the future. The research findings suggest that resource predictive constructs are critical factors for teachers' high levels of personal and professional development as designers of an educational environment for the successful development of students' future careers.

Professor and Doctor of Psychological Sciences and Academician of the Russian Academy of Education I.V. Dubrovina devoted her report to the urgent issue of character formation in students and the development of spiritual and moral culture in today's education. She emphasized the inseparable link between education and culture in the past, present, and future. When this link is broken, the moral level of students declines, contributing to a general decline in cultural standards in society. According to the professor, only a seamless integration of education – encompassing learning and teaching – can ensure high professional and personal development for future-oriented teachers.

Professor and Doctor of Psychological Sciences, D.B. Bogoyavlenskaya, focused on the contradictions that characterize the low level of modern education. She convincingly linked this decline to the adoption of the prevailing behaviorist methodology from the USA into the Russian education system, using various methods. The speaker showed differences even in the content characterization of terms such as 'cognition,' 'development,' 'intelligence,' and 'creative abilities.' Analyzing public opinion that moving away from the Bologna system would help restore high education standards, the professor emphasized the importance of integrating indigenous methodology as a crucial factor in redesigning the education system.

In her lecture, Professor and Candidate of Pedagogical Sciences Z.V. Lukashenya examined the psycho-pedagogical aspects of promoting patriotism among young people during their university education. The speaker presented interim results from the pilot test of a model for promoting patriotism among students and substantiated the appropriateness of using a convergent-activist approach. The need for counseling support during the professional practice of future educators was also emphasized.

Professor and Doctor of Psychological Sciences, M.M. Kashapov, analyzed the characteristics of resource-oriented pedagogical thinking based on functional criteria. He identified structural characteristics as psychological,

personal, and cognitive. Kashapov argued that the resourcefulness of teachers' cognitive abilities predicts their creative potential and performs specific instrumental functions in the realization of personal development, increasing the effectiveness of their activity. This is particularly valuable for the preparation of future-oriented teachers.

The multicultural content of pedagogical education in today's society was addressed in the presentation by Associate Professor and Candidate of Pedagogical Sciences, L.T. Tkach, from the Republic of Moldova. The relevance and necessity of preparing teachers for teamwork, considering national, ethnic, and cultural differences between participants in the educational process, was emphasized as a crucial aspect in modern pedagogical universities. Multicultural education content shapes students' multicultural competence and promotes stable professional and pedagogical perspectives and moral standards.

In the report by E.V. Onishchenko, professor and doctor of pedagogical sciences, and M.A. Malyazina, retro-innovation is considered a tool for improving the professional training of modern educators. Using the example of St. Petersburg, the role of the phenomenon of 'retro-innovation' in the context of reforming the education system was characterized and evaluated. Its significance for optimizing the professional preparation of teachers in changed conditions was demonstrated.

Professor and Doctor of Psychological Sciences V.I. Panov analyzed the subjective position of the teacher in connection with the change of educational paradigms. The transition from traditional forms of education to a digital educational environment was examined within the framework of an ecopsychological model. According to this model, the development of subjectivity ensures teachers' professional growth and transformation into a subject of pedagogical interaction and facilitation.

Regulatory resources for overcoming stress and burnout in pedagogical professionals were presented in the report by Professor and Doctor of Psychological Sciences V.I. Morosanova. She focused on the identification of psychological resources to overcome the state of insecurity that has become a prevalent feature for many Russian citizens in recent decades. The professor presented research findings on the manifestations of occupational stress (acute and chronic) in teachers and coping mechanisms.

In his report, Professor and Doctor of Psychological Sciences I.N. Semenov considered reflexive-pedagogical aspects of professional activity of subjects in education management. He proceeded from a market-oriented system of representation of human capital through the development of personality, cultivation of abilities, and realization of students' potential. Semenov believes managing these processes is a promising direction for change in the education system.

Professor and Doctor of Psychological Sciences I.V. Vachkov presented in his report research data on the pedagogical collectives of various educational institutions (lyceums, high schools, educational centers, regular and specialized high schools with in-depth subject studies). The study allowed us to identify the institutions that focus on immediate goals (preparation for the Unified State

Exam) and the schools that focus on improving cultural awareness, students' good personality traits, and socialization skills.

Professor, Doctor of Psychological Sciences and Academician of the Russian Academy of Education, T.N. Tikhomirova, presented the results of a longitudinal study on teachers' pedagogical skills and used the example of primary school students to show the impact of pedagogical influences on long-term academic success.

Regarding the preparation of future teachers in the modern information environment, Professor, Doctor of Pedagogical Sciences and Academician of the Russian Academy of Education, N.D. Nikandrov provided an analysis of current trends in teacher training. He discussed their role as transmitters of cultural values to the younger generation, taking into account the ever-increasing amount of diverse information. The presentation also examined the influence of media on the processes of education and socialization.

The report by Prof. Dr. S.K. Bondyreva, a Russian Academy of Education member, was devoted to a comprehensive analysis of today's universities in the context of future-oriented teacher training. She emphasized that universities need to focus on the specialized training of educators who can work effectively with different groups of children.

Prof. Dr. T.I. Shulga, a renowned psychologist, spoke about the challenges of child development in the 21st century and the role of education in this process. She highlighted the particular issues facing children today, especially those growing up in a digital environment, which affect their physical, mental, and emotional well-being. These insights are valuable for parents and teachers looking for effective ways to address the changing needs of children in today's society.

The presentation by Prof. Dr. T.T. Shchelina, a doctor of pedagogical sciences, addressed the issue of psychological and pedagogical support for young teachers in the conditions of staff shortages in the Russian general education system. She emphasized the role of psychological factors in adapting young teachers to modern socio-cultural conditions. She also advocated the development of mentoring programs. Finally, she proposed an original methodology for the psychological and pedagogical support of young teachers at all stages of their professional integration.

Prof. Dr. V.A. Tolochek, Doctor of Psychology, presented in his report the results of research on the professional development of individuals in various fields using the example of educators and managers. He showed the dynamics of professional development throughout active professional life, from 20 to 65, and pointed out problems, influencing factors, and opportunities for optimizing professional careers.

Prof. Dr. E.I. Volkova, a doctor of psychology, presented data on the manifestation of subjectivity components in modern teachers. Examining the structure of subjectivity, the speaker found that the components of personal uniqueness and the ability for self-development predominate, while understanding and accepting others are less pronounced. The study showed that

the strength of these components depends on age, years of experience, and teaching ability but not on gender.

In a joint report, Assoc. Prof. Dr. A.V. Kaptsov, doctor of psychology, and Candidate of Psychological Sciences G.A. Mishakova present their findings on the stages of development of subjectivity and its correlation with the nature of interpersonal relationships between the leaders of educational institutions. The study made it possible to examine the dynamics of interaction within the educational system by identifying the stages of subjectivity formation in educators and their links to the types of interpersonal relationships.

Prof. Dr. M.K. Kabardov discussed contemporary educational strategies using the "teacher-method-student" model. He provided comparative data on domestic and foreign approaches to forming educational strategies. He also highlighted the characteristics of modern education and outlined approaches to overcoming existing challenges in improving the quality of teaching.

Prof. Dr. A.A. Melik-Pashaev and the candidate of psychological sciences Z.N. Novlyanskaya, studied an individual approach to the artistic development of children. In one scenario, the main task of the educator is to support the child's creative initiative (uniqueness, individuality), while in another scenario, he must take into account the typical characteristics of children that either help or hinder the success of artistic development (individual-typological differences).

Prof. and Candi. of Econ. Sci. T.K. Kuangalieva presented research on the digital transformation of educators in the post-COVID era. In her report, she pointed out that the forced global transition to distance learning brings all educational issues to the forefront and facilitates the proposal of new pedagogical solutions and new approaches and adaptation of educational technologies in the era of digitalization.

The report by Cand. of Sci. I.I. Osadcheva focused on the importance of pedagogical skills in the admission and teaching of students in specialized psychological-pedagogical classes. She emphasized that these skills are critical to the success of teachers and highlighted the importance of identifying, developing, and refining these skills during teacher training.

Cand. of Sci. G.V. Mitin proposed technological solutions to overcome barriers to personal and professional development in education. She discussed the impact of teachers' professional deformations on students and presented experimental results on the relationship between these deformations and students' procrastination and marginal behavior.

Prof. Dr. E.I. Shcheblanova, Doctor of Psychology, spoke about the professional development of teachers working with gifted students. She pointed out the negative impact of teachers' stereotypes about gifted children and emphasized the importance of continuous personal and professional development for teachers to support gifted students effectively.

There were six sections at the conference:

1. New Scientific Approaches, Skills Matrix, Development Resources;
2. Science, culture, education – consolidation opportunities;

3. The ability of future-oriented teachers to work with different types of students;

4. Professional training of future-oriented teachers: Pedagogical classes – Pedagogical colleges – Pedagogical universities;

5. The pedagogical environment as a poly subject: The expansion of possibilities in the digital space;

6. System analysis of educational practices.

The participants of the first section, under the leadership of Prof. M.K. Kabardov, Doctor of Psychological Sciences, and Candidate of Psychological Sciences E.S. Asmakovets, listened to the presented reports: E.S. Aleksandrova, Y.G. Bazanova, O.V. Vlaskova, N.V. Vyazova, M.Yu. Dvoeglazova, T.V. Kalinina, N.I. Kolchugina, I.A. Kostyuk, A.A. Litis, A.K. Osnitsky, S.V. Persiyantseva, I.V. Plaksina, N.A. Rybakina, L.N. Selivanova, I.V. Serafimovich, D.V. Chernov, E.A. Shmeleva (Russia), V.A. Bogdanova (Bender, Transnistria, Republic of Moldova), M.P. Zhigalova (Brest, Belarus), S.V. Karagulakova (Astana, Kazakhstan), M.N. Usmanova (Bukhara, Uzbekistan), A.L. Tsintsar (Bender, Transnistria, Republic of Moldova) and others.

During the presentations, the speakers discussed many important topics. O.V. Vlaskova examined the importance of self-education for teachers in improving their professional competence. N.V. Vyazovova emphasized the importance of professional orientation and job satisfaction as resources for teachers' personal and professional growth. N.I. Kolchugina and E.A. Shmeleva examined the importance of life orientations in teachers with different levels of resilience. L.N. Selivanova dealt with the value aspects of pedagogical training. D.Yu. Chernov emphasized the importance of a reflective attitude in the work of a teacher. A.K. Osnitsky focused on the role of students' self-awareness in their self-regulation. T.V. Kalinina examined the importance of personality-oriented support for teachers' professional development. I.V. Plaksina discussed the psychological characteristics of teachers involved in collective innovative activities. S.V. Karagulakova examined the psychological conditions and factors that ensure students' adaptability in higher education. S.V. Persiyantseva studied the relationships between personal resources and students' psychological well-being. I.V. Serafimovich and G.Yu. Bazanova discussed students' professional thinking and value orientations. I.A. Kostyuk reported on the experience of implementing project activities in higher education. A.L. Tsyntsar and V.A. Bogdanova presented their view on scribing technology in creating educational videos. A.A. Litis emphasized the role of teachers in the new concept of educational work.

Y.G. Panyukova and E.S. Aleksandrova emphasized the importance of spatial organization of the school environment as an effective psycho-didactic tool for modern educators. N.A. Rybakina discussed how this could change school education in the context of the development of the organizational culture of society. M.Yu. Dvoeglazova emphasized interdisciplinary research as the basis for solving today's socio-pedagogical problems. M.P. Zhigalova emphasized the invaluable experience of pedagogical and social sciences from the 20th to the beginning of the 21st century, which will influence the

preparation of future teachers and the development of professional competencies among course participants in the public education system.

Prof. Dr. I.V. Dubrovina and Ph.D. chaired the second section. G.V. Mitin dealt with the relevance of contemporary educational issues. The lectures on cultural and pedagogical topics were presented by scholars such as A.G. Biba, O.N. Vladimirova, R.V. Gavryushkin, A.V. Egorova, N.G. Kislytsyna, T.A. Kovaleva, O.E. Kostenko, M.N. Kotcina, T.V. Malynina, K.V. Mironova, Y.I. Rossova, T.A. Serebryakova, V.S. Kuryleva, L.N. Chivitkina, Y.N. Slepko, E.V. Tikhonova, V.A. Tolochek, T.G. Grichanova, M.V. Ermolaeva, L.A. Sizova, A.N. Udalov, and E.A. Shipitsyna (Russia), and S.E. Pokrovskaya (Belarus).

In the presentation dedicated to the 200th anniversary of the birth of K.D. Ushinsky, a comprehensive analysis of his key ideas on the civic-patriotic education of youth, was presented (M.N. Kotsina). It was emphasized that Ushinsky's methods are not consistently implemented, primarily due to the lack of attention to the Russian language, which directly impacts the development of values. Relevant concepts of P.P. Blonsky on the principles of the organization of public schools were analyzed in the contemporary context (E.V. Tikhonova), as well as the ideas of V.P. Vakhterov as a pedagogue and science popularizer (Y.I. Rassova). In addition, certain features of Russia's professional pedagogical culture in the 21st century were explained (O.E. Kostenko).

One of the reports dealt with the analysis of education and its psychological mechanisms. It was emphasized how important it is to combine pedagogical and psychological knowledge and that the results of character education must reflect the individual's inner world (Y.N. Slepko). A colleague from Belarus also emphasized the social-perceptive abilities of educators with different levels of experience. They presented original study results on developing communication among educators, which is crucial for school administration (S.E. Pokrovskaya).

One presentation dealt with the problem of cooperation and interaction between educators in preschool educational institutions, children, and their parents. The participants were presented with an interesting model of a counseling center designed to provide preschool children with psycho-pedagogical support in adapting to kindergarten conditions (N.G. Kislytsina, A.L. Tsintsar).

One of the discussions dealt with the culture of communication in preschool educational institutions. It analyzed the challenges that teachers face when communicating with children. An original program for monitoring pedagogical communication culture was also presented. This program evaluates the communication culture of teachers and proposes a system to improve the communication culture in preschools. (T.A. Serebryakova, V.S. Kuryleva, L.N. Chivitkina).

The urgent issue of primary school teachers' methodological readiness to meet educational standards' development requirements was associated with the need for special studies for primary school subject teaching. This includes the

development of tasks to promote key competencies and the justification of the importance of creating comprehensive methodological and didactic materials for these competencies, including for students with disabilities (A.G. Biba).

In a report on the role of the homeroom teacher in the moral education of younger students, two original authoring programs, "Cultivating a Person" and "House of Good Deeds," were presented that illustrate the best human qualities such as compassion, kindness, and generosity using real-life examples of ethical action from works of art, literature, and folklore (T.A. Kovaleva).

The factors influencing the resilience of adolescents (14–16 years old) in different regions of Russia were described in detail (A.V. Egorova), and the audience was familiarized with the results of a study on the multicultural value orientations of college students (15–18 years old) (O.N. Vladimirova), as well as the issues of promoting patriotism among today's youth (T.V. Malynina).

Conditions and factors influencing the professional health of university students were discussed (E.A. Shipitsyna), and the gender relations between emotional intelligence and personal anxiety of university students were discussed (A.N. Udalov). In addition, the ideas of university students and professors about the 'ideal characteristics of a person' were examined. This revealed significant discrepancies in views on important qualities between students of different disciplines and between students and professors, suggesting that different fields of activity are characterized by unique philosophies, professional ethics, and ideas of what is expected (T.G. Grichanova, M.K. Ermolaeva, L.A. Sizova, V.A. Tolochek).

An interesting presentation dealt with the complex task of teaching poetry at school and provided justifications for the conceptual framework teachers should apply when teaching this subject to young people. She emphasized the importance of creative interaction during lessons (K.V. Mironova).

The reports of the third section, led by Prof. Doctor of Psychological Sciences E.I. Shcheblanova and teacher Y.I. Vostokova also stimulated a lively discussion. The readiness of a teacher to work with different groups of children was considered by scientists: N.V. Alexandrova, Y.V. Antipova, E.S. Asmakovets, E.S. Belova, M.P. Gukasova, O.V. Zaitseva, N.M. Zyryanova, Y.D. Chertkova, O.V. Parshikova, L.A. Kozlova, M.V. Prokhorova, E.S. Plotnikova, A.V. Savicheva, E.V. Kostyuchenkova, S.Y. Tarasova, M.S. Bushmanova, N.B. Shumakova (Russia), O.K. Voitko (Belarus), A.S. Mukhamedjanova (Kazakhstan), A.L. Tsintsar, D.P. Milnichuk, (Transnistria, Republic of Moldova), Z.S. Elov (Uzbekistan).

The presentations on the integration of innovative teaching technologies (E.V. Kostyuchenkova) and the new requirements for pedagogical activities on children's mental health (N.V. Aleksandrova) aroused great interest. Discussions focused on improving effectiveness by assessing the psychological classroom climate from the perspective of teachers and students (N.B. Shumakova).

Special attention was paid to preschool children, including research on the creative talents of preschool children as a goal and resource for educators (E.S. Belova) and psycho-pedagogical support of pedagogical work in

preschool educational institutions in the context of inclusive preschool education (Zh.V. Antipova).

Studies were conducted on the socio-psychological factors influencing the job satisfaction of kindergarten teachers (O.K. Voytko). The specifics of work with adolescents were presented, including studies on the social identity of adolescents in a cross-cultural context (A.S. Mukhamedzhanova), the use of career counseling games to design and develop career plans for gifted adolescents (L.A. Kozlova, M.V. Prokhorova, E.S. Plotnikova, A.V. Savicheva) and the study of aggression and anxiety in joint creative activities of schoolchildren (S.Yu. Tarasova, M.S. Bushmanova).

Deviant adolescent behavior was studied through psychological approaches and scientific analysis (Z.S. Elov).

The readiness of university students to learn in inclusive educational environments was studied (E.S. Asmakovets), and a model and program for training student volunteers to interact with people with disabilities was proposed (M.P. Gukasova).

Attention was also attracted by the papers on the resources of foster families of various types for children left without parental care (O.V. Zaitseva), on the assessment of the quality of life of persons prone to addictive behavior (A.L. Tsyntsar, D.P. Milnichuk), and on the formation of individuality in twins in the learning process (N.M. Zyryanova, Yu.D. Chertkova, O.V. Parshikova).

The fourth section, led by Prof. T.T. Shchelina and Dr. I.I. Osadcheva, dealt with the preparation of future-oriented teachers, from schools to pedagogical colleges and universities.

The following researchers presented their reports: M.A. Anisimova, E.V. Dekina, E.S. Zhukova, D.B. Bogoyavlenskaya, S.L. Artemenkov, S.A. Kremen, F.M. Kremen, V.V. Lemish, T.V. Naumova, R.I. Sunnatova, A.V. Timokhina, N.G. Tokareva, V.S. Chernyavskaya, V.R. Malakhova, E.V. Chudinova, S.O. Shchelina, E.V. Lyovkina, E.A. Shcheulova (Russia), and Yu.A. Poleschuk, T.E. Titovets (Belarus), D.O. Dosmurzaeva (Kazakhstan).

The presentations aroused great interest and raised many questions, especially about the research results on the professional self-determination of students in psycho-pedagogical education, including the use of gaming technologies (E.V. Dekina).

The audience considered relevant descriptions of the psychological characteristics of students in a profile pedagogical class (S.O. Shchelina, E.V. Lyovkina, E.A. Shcheulova) and features of cognitive activity in older preschool children in different historical periods (E.S. Zhukova, D.B. Bogoyavlenskaya, S.L. Artemenkov).

Studies on the relationship between teachers' language and students' abilities (V.S. Chernyavskaya, V.R. Malakhova) and the influence of temperament type on students' cognitive activity (N.G. Tokareva) were also discussed.

Research on future teachers, the use of artificial intelligence technologies in the training of students (M.A. Anisimova), and the use of mind mapping in the preparation of teachers (T.V. Naumova) were also presented.

The scientific problem of the formation of readiness for professional self-development and self-improvement in prospective teachers (T.E. Titovets) and the formation of the social type of personality in psychology students at different stages of training (Yu.A. Poleschuk) were examined.

The introduction of a practice-oriented model for determining the professional orientation of students in the field of pharmacy was discussed by the speaker (A.V. Timokhina). D.O. Dosmurzaeva and S.A. and F.M. Kremen reported on data on the assessment of psychological readiness for professional activities among students of the social work program in Kazakhstan and Russia, as well as on the characteristics of the career orientation of future educators in distance education programs.

The audience appreciated the importance of the presentations on the socio-psychological factors influencing the psychological well-being of university professors of the baby boomer generation (V.V. Lemish) and on the relationship between emotional burnout and important personal and communicative characteristics of teachers (R.I. Sunnatova).

In addition, the specific training of teachers in dealing with children's opinions (E.V. Chudinova) was considered equally important.

The fifth section, chaired by Prof. Dr. V.I. Panov and Associate Prof. Dr. O.A. Anisimova, dealt with educational opportunities in the digital environment. Presentations were given by O.A. Anisimova, E.S. Asmakovets, A.A. Gladyshyova, A.V. Gromova, I.Yu. Suvorova, A.N. Gulevataya, E.I. Kolesnikova, E.V. Bakshtova, O.B. Mikhailova, A.V. Morozov, S.O. Petrova, V.V. Selivanov, A.A. Sonin, E.A. Tsirkina (Russia), and T.E. Churches, A.M. Savelieva (Belarus).

The general theme of all presentations revolved around the active integration of information and communication technologies into the educational environment in recent years. This integration has led to several results: firstly, to the expansion of educational opportunities and methods in schools, universities, and additional education; secondly, to increased demands on the subjectivity of teachers, exemplified by the stages of subjectivity formation in educational project management (E.I. Kolesnikova, A.V. Kaptsov, E.V. Bakshtova) and their professional and personal readiness to work in the conditions of digital education; and thirdly, the expansion of the scope of application of digital technologies in psychological, pedagogical and psychotherapeutic practice, including virtual reality technology, as exemplified by research on the use of virtual simulators in education as a means of supporting social isolation in adolescents (A.V. Gromova, I.Yu. Suvorova).

A number of speakers presented theoretical and empirical data pointing to the insufficient readiness of educators to innovatively use digital technologies in the educational process at all levels. These included research on the psychological readiness of university professors to work in digital educational environments (E.S. Asmakovets), the personal and professional development of educators in the context of digital transformation (A.V. Morozov), the application of innovation as a basis for the development of competencies in the field of information and communication among modern educators

(O.B. Mikhailova), the assessment of innovation acceptance among educators in supplementary education (T.G. Churches, A.M. Savelieva), the use of digital technologies in creativity development programs for intellectually gifted adolescents (S.O. Petrova), and the identification and consideration of factors influencing the psychological readiness of students in creative disciplines to learn in digital educational environments (E.A. Tsirkina).

However, many speakers emphasized that the active digitalization of the educational environment does not diminish the role and importance of a real teacher as a subject of human values and creative development. The presentations dealt with exploring teachers psychological wisdom of teachers in the context of digital education (O.A. Anisimova), the importance of cultivating a humanistic core in the profession of teacher, educator, and mentor in the digital 21st century (A.N. Gulevataya), ensuring information security as a significant element of the educational space (A.A. Sonin) and identifying patterns of thinking in modern information-based education (V.V. Selivanov).

The sixth section was led by Prof. Dr. T.N. Tikhomirova, Academician of the Russian Academy of Education, and Cand. Psychol. Sci. S.O. Shchelina included the following participants from Russia: A.Yu. Astrakhantseva, L.V. Brendakova, E.N. Vizgina, N.A. Dunaeva, S.A. Ratmanova, Yu.I. Vostokova, E.V. Vysotskaya, A.D. Lobanova, M.A. Yanishevskaya, I.S. Grishin, A.V. Dmitrieva, E.A. Dmitrieva, N.V. Kiryukhina, A.A. Terenina, M.A. Larionova, E.V. Lidskaya, N.A. Perelomova, S.A. Kletskina, T.A. Popova, T.V. Terekhina, and I.L. Fedotenko. Other participants from other countries were L.S. Vasyukovich, R.A. Kobzev, Z.V. Lukashenya, A.E. Rudneva (Belarus), A.A. Lekenova (Kazakhstan), O.L. Marachkovskaya and L.T. Tkach (Transnistria, Moldova).

The speakers of the sixth section reported on the results of their practical experience in various areas of pedagogical interaction. They reported on the importance of using art therapy methods in work with older preschool children (R.A. Kobzev), the application of developmental systems theory as a conceptual basis for project work with adolescents (based on the scientific and pedagogical project of the Russian Academy of Education) (T.A. Popova), the development of meaningful reading skills when working with texts of different styles and genres in physics classes (N.V. Kiryukhina, A.A. Terenina), descriptions of communicative (subject-environment) interactions of high school students in school, family and social environment (E.V. Lidskaya), and the introduction of a systemic-pedagogical design of gaming practices to promote spatial thinking among students in extracurricular classes (I.S. Grishin).

In addition, the results of a survey were presented, which examined how the work of psychologists and psycho-pedagogical activities in general are perceived by adolescent students (L.V. Brendakova). Pedagogical practices in the student environment concerned dialogic technologies in the preparation of future educators (I.L. Fedotenko), the technology of activating reflective design as a resource for the personal and professional development of teacher-psychologists (Yu.I. Vostokova), and the formation of social activity among

university students through voluntary activities (T.V. Terekhina). The section also analyzed psychological-pedagogical aspects of patriotic education in the process of learning the sewing technique (Z.V. Lukashenya, A.E. Rudneva).

In addition, practices to maintain the professional health of aspiring architects (A.Yu. Astrakhantseva), coping behaviors to ensure the professional health of social workers (E.A. Dmitrieva), the relationship between emotional intelligence and the success of athletes (A.A. Lekenova), and the development of a sense of belonging in a school theater by the educator-director (M.A. Larionova) were discussed. These practices showed increased effectiveness in learning during educational, sports, and work activities.

Colleagues from Belarus reported on their experience in designing practice-oriented tasks as part of textbooks (based on pedagogical publications in Belarusian) (L.S. Vasyukovich) and on the results of psychological-pedagogical support of students through 'lithotherapy' (E.N. Vizgina, N.A. Dunaeva, S.A. Ratmanova). The propaedeutic course in natural sciences, which enables the transition from naive concepts to scientific concepts upon entering secondary education, was also discussed (E.V. Vysotskaya, A.D. Lobanova, M.A. Yanishevskaya).

Effective practices for improving the qualifications of educators in social services on the example of the Irkutsk region (N.A. Perelomova, S.A. Kletskina), practices for developing pedagogical social intelligence (A.V. Dmitrieva) and other topics were actively discussed in the section. The final report summarizing the results focused on the technological support of mastering multicultural content in pedagogical education (L.T. Tkach, O.L. Marachkovskaya), presented by colleagues from the Republic of Moldova.

The thematic diversity and the high quality of the presentations (both in the plenary and the individual sections) at the conference corresponded to the aims and purposes of the scientific event. The range of topics covered in the presentations showed a broad spectrum of scientific issues.

One academic discussion focused on perspectives for the development of the education sector and the professional future, alternative scenarios, and trends in the individual career paths of teachers in the future. Summarizing the discussion, the participants agreed that it is necessary to integrate science, education, and professional activities to respond constructively to the challenges arising from dynamically changing living conditions.

During the evening session on July 5, the conference results were summarized, and the reports of the section chairs were presented. At the end of the conference, the Chair of the Program Committee, Dr. L.M. Mitina, noted that this event contributes to the further development, mutual enrichment, and consideration of new scientific approaches, innovative technologies, and educational practices. This facilitates the creation of comprehensive strategies and resources for educators' personal and professional development in the context of socio-cultural and technological change.

The participants appreciated the high level of the scientific event, thanked the organizers, and expressed their wish to continue the proven tradition.

Before the beginning of the event, the participants received copies of the thematic issue of the journal "World of Psychology" No. 2 and the entire conference program. At the end, the participants received certificates of participation in the 19th International Scientific and Practical Conference, "The Teacher of the Future in Dialog between Science and Pedagogical Practice."

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НАУКА, КУЛЬТУРА, ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ – КОНСОЛИДАЦИЯ ВОЗМОЖНОСТЕЙ

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Аннотация. В статье представлены процесс проведения и анализ результатов XIX Международной научно-практической конференции «Учитель будущего в фокусе диалога наук и образовательных практик», организованной в рамках проведения Года педагога и наставника в Российской Федерации, которая состоялась 4–5 июля 2023 г. на базе ФГБНУ «Психологический институт РАО» в Москве. Итоги конференции рассматриваются в контексте решения важной теоретико-практической задачи – определение благоприятных психолого-педагогических условий личностного и профессионального развития педагога будущего как конвергенции национальных традиций российского образования, современного научного знания и инновационных технологий. Именно такой педагог способен помочь учащемуся выйти на траекторию самоопределения и самореализаци.

Ключевые слова: *учитель будущего, системный личностно-развивающий подход, ресурсно-прогностический подход, стратегии образования, ресурсы личностные и профессиональные, компетенции, конструирование будущего учащихся.*

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THE DIGITAL EDUCATIONAL ENVIRONMENT AS A FACTOR IN CHANGING THE STUDENT'S PERSONALITY

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Abstract. In the digitalization of the modern educational system, psychological development and changes in the students' personalities occur. Issues related to the digitalization of Russian education are actively discussed in the modern psychological and pedagogical community. The digital environment is a factor influencing the students' personality development process. Thanks to global digitalization, many new opportunities are being introduced into the modern educational process, but the consequences also raise serious social and psychological issues. Parallel to the general digitalization in the digital society, a child's personality, immersed in the digital space almost from the first moment of his birth and experiences a digital childhood, is formed. The digitalization of education, the use of the latest digital educational technologies, and the students' stay in a virtual environment significantly impact the students' psychological development, leading to changes in their behavior and the formation of a specific digital personality. The article presents the results of an empirical study investigating how teachers perceive modern students' personalities and behavioral characteristics of contemporary students in the digital space. It shows that modern students have psychological characteristics and traits that are characteristic of representatives of the digital generation.

Keywords: *digital educational environment, personality psychology, student personality, digital space, digital generation, digitalization of society, digital personality*

The Russian Federation is implementing several national strategic initiatives to create essential conditions for developing the digital economy, increasing the country's competitiveness, improving citizens' quality of life, and ensuring socio-economic growth and national sovereignty. In particular, this includes the "Strategy for the Development of the Information Society in the Russian Federation for 2017–2030" and the "Digital Economy of the Russian Federation" program, which define digital transformation as one of the state's national development goals. The tasks for the digital transformation of education in our country for the coming decades are defined in the Decree of the Ministry of Education of the Russian Federation No. 649 of December 2, 2019, "On the adoption of the target model of the digital educational environment" and outlined in the passport of the federal project "Digital

educational environment." The essence of the digital transformation of education is to achieve the necessary educational results for each student through the personalization of the educational process based on the use of the potential of digital technologies, including 1) the use of artificial intelligence methods, 2) the use of augmented and virtual reality tools, 3) the expansion of the digital educational environment in educational organizations and institutions, 4) ensuring a universal public Internet that processes large amounts of data (Big Data).

Modern man lives in a world of universal digitalization (from the English digital – "digital"), expressed in the widespread use of the latest digital technologies to improve the quality of life. Digital technologies make it possible to store, process, and transmit large amounts of information to an unlimited number of people over long distances and use the possibilities of artificial intelligence to solve numerous educational problems. Thus, some of the most famous artificial intelligence systems today, the neural networks ChatGPT, Whatson, and others, have already reached a fairly high level of development and can learn on their own; based on a unique analysis of information data, they can formulate solutions to a number of emerging problems [1].

In a digital society, parallel to general digitalization, a child's personality is formed, and the child is immersed in the digital space almost from the first moment of their birth and experiences a digital childhood. As they grow older, children no longer feel comfortable in their lives and can no longer imagine life without the digital space, as, unlike the older generation, they have never existed without it. Digitalization, i.e., integrating the latest digital technologies to transform an object into its digital equivalent, impacts the human psyche and its psychophysiological, cognitive, emotional, personal, and social components. Therefore, psychologists of educational institutions today, when observing the behavioral and personality characteristics of modern students, are increasingly using the concept of digital personality concerning students.

The problem of Russian education's digitalization can be considered one of the most actively discussed topics in the modern pedagogical community. The discussion of the psychological and pedagogical aspects of digital education is primarily focused on assessing the undeniably obvious and interesting prospects for acquiring new skills and knowledge that open up in modern conditions in the training and education of the younger generation. Digitalization brings many new opportunities; digital technologies can improve the efficiency and effectiveness of learning. However, according to some Russian authors, the digitalization of education is accompanied by significant social and psychological problems; profitable gains are often "associated with significant losses" [2]. As a rule, we are talking about productive processes directly related to the development of electronic and distance learning formats associated with creating fundamentally new information, communication, telecommunication networks, and Internet technologies mediated by implementing a virtual educational environment.

On the threshold of the 21st century, the hitherto dominant industrial-humanist educational paradigm found itself in a complex and contradictory situation and faced the greatest challenge of the time – "new digital technologies that 'hit' both educational traditions and humanist values" [3, p. 17]. As a result of the accelerated development of information technologies and the expansion of virtual space, a new educational paradigm has emerged, conditioned by global digitalization – the digital information paradigm with its inherent digital educational environment, which has become an obligatory component of Russian education. It is worth noting that issues of digitalization, together with informatization in the field of education, have attracted the attention of scientists for several decades. Thus, A.A. Musina considers digitization to be a process of transition of education to the use of a predominantly digital information format in the teaching and administration of an educational institution [4]. V.G. Khalin, G.V. Chernova Digitization primarily means converting information into digital form. In a broader sense, digitalization is one of the directions for the effective development of humanity based on the digital transformation of information, which includes all spheres of society. The Russian pedagogical community sees the digitalization of education as "an inevitable process of changing the content, methods, and organizational forms of educational work, which is unfolding in a rapidly developing digital educational environment" [4, p. 173]. To effectively solve their problems in the digital environment, people need a certain level of knowledge, skills, and attitudes, which, according to the United Nations Educational, Scientific and Cultural Organization UNESCO, is called digital literacy. Digital literacy is the "confident and critical use of a full range of digital technologies for information, communication, and basic problem-solving in all aspects of life." [4, p. 173].

It is evident that with the actualization and intensification of the digitalization process of modern society, in the situation of a radical digital transformation of Russian education, special attention and increased interest on the part of the psychological and pedagogical community in the controversial issues of personality development of modern children and students is required [5]. Today, representatives and methodologists of post-non-classical psychology are primarily convinced that "the digitalization of education leads to ambiguous psychological consequences for the subjects of the educational process" [2, p. 41]. In their opinion, particularly significant in the context of digital learning are the changes in students' psyche and mental organization at the level of personal and individual psychological characteristics and qualities. This is because the personality of a student living in the inner space of a digital educational environment must be able to "move beyond the user of information and computer technologies to the subjective position of the author of their education" [6, p. 18–19]. Such changes in personalization, personality formation, and the formation of personal identity of modern students are a direct consequence of the digitalization of education and the global transition of humanity to a new type of information society. The adverse effects of the Internet and computer games on people became apparent several decades ago,

especially after the emergence of online games, when a previously unknown mental illness appeared in children and adults – computer addiction (cyber addiction), which manifests itself in emotional and behavioral disorders (loss of interest in other activities; loss of contact with others; loss of control over time spent in virtual space; turning inward when a person does not perceive or ignores external events; complex adaptation to real-life conditions) [7].

A current and very dynamic trend of our time is, according to O.L. Balashov, "the increasing use of information technologies in various areas of social life" [8, p. 83]. In particular, the generation of modern students, which is usually classified as a conditional age cohort and denoted by the letter "Z" ("digital generation"), is characterized by the most active use of digital technologies, in particular, the use of web resources in cyberspace, which is their primary means of obtaining information, as well as the main way of communicating with the social environment. It is probably worth mentioning that the term "cyberspace," commonly used and integrated into the conceptual apparatus of digital literacy, was first introduced into everyday and academic usage by the Canadian science fiction author William Gibson in 1982. In one of the short stories in his trilogy entitled "Cyberspace," V. Gibson considers cyberspace as an area of digital communication in which signal transmission, computer interaction, and communication networks occur. In everyday life and practice, the words Internet, network, cyberspace, webspace, web, and digital space are often interpreted and used as synonymous terms. Today, they are an integral part of students' speech activity and life, and their digital socialization occupies a significant place in the temporal and socio-cultural space of the modern educational environment [9].

The well-known Russian company Kaspersky Lab, which develops protection systems against cyber threats, systematically monitors the presence of underage users on social networks as part of the "Raising Children in the Internet Age" program developed by its specialists. According to the data obtained by the company, 57% of all schoolchildren spend about 7–8 hours a day in the information environment. According to some data [10, p. 293], the average teenager is present in cyberspace for up to 12–14 hours almost every day, interrupted only by night sleep (according to a diary study by G.V. Soldatova, a third of teenagers also use a smartphone at night) [11]. The All-Russian Center for the Study of Public Opinion (VTsIOM) recently conducted a sociological survey, which showed that 86% of Russians surveyed "constantly use the Internet, 65% of respondents access the Internet daily, 14% weekly, and only 2% of respondents rarely look for information in gadgets" [12, p. 191]. The most active visitors to cyberspace are teenagers and young people between 16 and 34 [12]. The constant presence and deep immersion of an individual at the childhood stage of development (personality formation) in the conditions of cybernetic and digital space leads to digital socialization, the Extended Self and the formation of a digital personality, which, according to G. V. Soldatova, is considered on the one hand as a process and result of constant digitalization of a person, and on the other hand as a "complex result of

interaction and influence of information space on a person" [11], which leads to the formation of a digital generation.

A study conducted under the direction of J. Palfrey and W. Gasser focused on children and young people – those people who find themselves in the digital world at the very beginning of their lives and know this world only as such – Digital Natives, as opposed to the older generations, who were given the code name Digital Immigrants. The study's authors believe that Digital Natives will create a society where many things will change: psychology, ethical standards, and the creative process. Digital Natives see no difference between life online and life offline. Social networks, blogs, virtual contacts, online role-playing games, and online learning allow a person to create and experiment with numerous copies of themselves. According to the authors of the study, this deepens human nature. However, teenagers often replace real life with virtual life and immerse themselves in it. And perhaps, according to J. Palfi and U. Gasser, the lion's share of the digital generation will be made up of Digital Misfits who have failed in their personal or social lives [13].

The study of specific psychological characteristics of the personality of representatives of the digital generation (modern children, teenagers, girls, and boys) is very relevant since today's psychologists are actively discussing how to develop effective strategies for interpersonal communication and interaction with the digital generation [14]. The scientific community began discussing the creation of a universal generational theory in the late 1980s when American demographers Neil Howe and William Strauss independently described settlement cycles repeated throughout human civilization. In 1991, they published a joint book entitled "Generations: The History of America's Future, 1584 to 2069", in which the history of humanity (since 1584) is presented as a series of numerous biographies of representatives of different generations. In 1997, they published another joint book entitled "The Fourth Turning is Here," W. Strauss and N. Howe further developed their generational theory and wrote about the four-part settlement cycle and repeating patterns of human behavior in world history. According to W. Strauss and N. Howe, the development of social history takes place in cycles whose approximate duration corresponds to a person's life expectancy (80–90 years). The researchers gave the most detailed description of the collective and, simultaneously, a typical representative of each generation up to modern times (from the beginning of the 10th century to the present). The result of the analytical work was the identification of several dozen settlement cohorts, which the authors call social generations (Generation of Freedom, Generation of Compromise, Generation of Missionaries, Lost Generation to the Greatest Generation, followed by the Silent Generation, Baby Boomers, Generation X, Millennials, Generation Z and currently Generation Alpha). At the same time, the researchers note that each social generation they have identified is divided into four generations whose representatives have similar values, ideological attitudes, and behavioral strategies. In generational theory, they have been given the usual names: Prophets, Nomads, Heroes, and Artists. These four generations replace each other cyclically every 20–25 years or so, and then their inherent behavioral

patterns (crisis, rise, decline, awakening) repeat themselves. In other words, the four generations' cycle begins repeatedly. Accordingly, the values and views of each generation differ from those of their parents [15].

The conceptual foundations of the Strauss-Howe theory of generations for Russian society, taking into account global events in Russian history, were developed by the organizers of the project "RuGenerations" ("Theory of Generations in Russia"), psychologists E. M. Shamis and E. V. Nikonov (in 2002–2004). In particular, they were able to characterize with sufficient accuracy the mental and behavioral features of the generations living today: the Great Generation (Winners, born 1901–1927); the Silent Generation (Artists, born 1928–1944); the Thawing Generation (Baby Boomers, Gagarin Generation, born in 1945–1962); Generation X (Xennials, an independent generation, born 1963–1981); Generation Y (Millennials, Internet Generation, born 1982–2002); Generation Z (Zoomers, digital generation, born 2003–2024). Further research on the domestic generations was conducted at the Institute of Sociology of the Russian Academy of Sciences (M.A. Anipkin, A.V. Yurchan, D.Ya. Travin). The Soviet Baby Boomers (born 1945–1962) are today the most studied generation from the point of view of social anthropology and social psychology. In the contextual framework of this article, the greatest attention is paid to the digital generation (Generation Z, Zoomers, born 2003–2024) – the generation of modern students (children, teenagers, high school students, college students), which is now actively entering the phase of active life organization. It is worth noting that in the early 2000s, at the suggestion of Australian futurist Mark McCrindle, a number of researchers within Generation Z identified the centenarians, the Little Alphas born after 2010, who intuitively mastered a smartphone by the age of two. Alpha children have a different way of thinking and perception of space and time. They are often uncommunicative. They do not ask their parents, "Why?" and they can find the information they need almost immediately in the digital space.

An analytical overview of studies describing the psychological characteristics of representatives of the digital generation (Generation Z, Zoomers) can be found in some works by Russian scientists (A.V. Sap, E.R. Isaeva, A.V. Shamne, V.V. Radaev, and others). The term 'Zoomers,' referring to Generation Z, is derived from 'Boomers' (Baby Boomers), reflecting a generational continuity rather than the smartphone zoom function. It highlights Generation Z's quick adaptation to technology and their fast-paced lifestyle. The characteristics of Generation Z include: 1) they value independence and seek new forms of communication rather than the traditional dialog of previous generations; 2) they are known for their entrepreneurial spirit and often start earning money at a young age, often through internet-based ventures; 3) research suggests that they use fewer drugs and alcohol compared to their predecessors, reflecting a shift towards a healthier lifestyle; 4) they are reportedly more likely to suffer from mental health issues such as depression, highlighting the need for greater support and awareness of mental health.

G.V. Soldatova writes that Zoomers perceive objects of digitalization as an integral part of themselves. "A smartphone is one of the first and most important types of property a teenager owns; the device is always nearby" [11]. The importance of the digital world for students is reflected in the emergence of new types of anxiety among them. In the studies conducted, the fear of being without a smartphone (nomophobia) is "mentioned as a strong fear by one in three teenagers, the fear of losing reputation in social networks by one in two, and the fear of being without access to social networks by more than 70% of respondents" [9].

According to S.V. Vasilenko, those born at the beginning of the third millennium are the children of digital products who prefer to communicate virtually. Among the psychological characteristics and personal traits of the representatives of the digital generation, S.V. Vasilenko lists

– restlessness, impatience, inability to concentrate on a long installation;

– attention deficit hyperactivity disorder (ADHD) as a result of constant multitasking (e.g., students listen to music, chat, edit photos, and do homework at the same time);

– clip-based thinking, characterized by students' ability to perceive the world around them through a vivid image, a message embodied in the format of short and colorful video clips (gif, short films, other similar options);

– deterioration of memory performance, shortening the duration of the act of concentration tenfold (up to 8 seconds);

– students spend most of their free time in cyberspace, preferring virtual games to communication with real people and toys

– can create a website, flash movie, multimedia presentation, or computer game in a short time (and receive financial compensation for their work);

– introversion, isolation, unsociability, tendency to autism [16].

So we see that the students of the digital generation are children born in an already digitized society, who grew up in a digital childhood ("with a smartphone in their hands"), who can only imagine their existence with the mobile Internet, who have certain personal characteristics and behaviors – introversion and silent behavior. This has led to the emergence of another term for the digital generation that is quite widely used – outlander. E.M. Ozhiganova writes that there is an idea according to which the digital generation will retreat into itself by analogy with the silent generation that appeared in world history 80 years ago ('artists'), but unlike the 'artists,' it will find refuge not in fine arts and literature, but in virtual reality [15, p. 97]. The reason for their isolation and unsociability is their constantly accustomed way of life, the 'modus vivendi' in virtual space. The digitalization of society determines these personal and behavioral changes. The emergence and creation of new digital technologies, including those actively used in the education system, ultimately change the life of society in all directions and lead to a unique development and transformation of students' personalities [17].

Summing up, after the analytical review of the available publications characterizing the personality and behavioral features of children and students of our time, it can be said once again that the digital generation undoubtedly

requires individual psychological and pedagogical support from psychologists of educational institutions, an original approach and a non-standard system of training and motivation on the part of teachers [18].

To empirically verify the individual psychological characteristics of modern children and adolescents learning in the context of the digital transformation of education, we conducted an empirical study to investigate teachers' perceptions of the personal and behavioral characteristics of representatives of the digital generation (born 2003–2024). A number of methods relevant to the study of social ideas were used, including 1) survey (free association method), 2) elements of content analysis, and 3) prototypical analysis according to P. Verges (modified version) [19]. The study involved teachers (N = 50) actively engaged in teaching and educational activities as subject teachers, classroom teachers, school psychologists, teachers of supplementary educational systems, and heads of educational institutions. The survey was conducted remotely using Google Forms social survey software. At the end of the academic year 2022–2023, the survey participants – practicing teachers, including graduates of Tomsk State Pedagogical University – received emails and messages (SMS, WhatsApp, email) with a request to follow the Google link contained in them and answer a question. Respondents were asked to name five or more free associations (the first words or expressions that came to mind) with the term 'modern learner' and rank them in order of decreasing importance.

The survey results yielded 307 verbal associations with the term 'modern learner' (6.14 per respondent). Most associations obtained were generalized and semantically systematized using the content analysis method. They were presented in the form of a single list of 15 generalized terms:

1) Social networks (hyperconnectivity, lack of live communication, messengers, YouTubers, bloggers, subscribers, virtual friends, gadgets, netogolism, nomophobia, fear of being without a smartphone);

2) Passionate (goal-oriented, results-oriented, interested, engaged, inspired, absorbed);

3) Computer games (gamification, video games, gamers, e-sports, e-learning, educational games, gaming addiction, computer literacy, virtual space, augmented reality, 3D VR glasses, virtual reality glasses);

4) Demanding (meticulous, capricious, picky, fussy, with high standards, with high expectations, dissatisfied with everything, perfectionist);

5) Self-confident (brash, arrogant, overbearing, with inflated self-esteem, thinks they are exceptional, pushy, assertive, narcissistic);

6) Highly vulnerable (painfully vulnerable, overly sensitive, hypersensitive, ambitious, helpless);

7) Mercantile (prudent, thrifty, self-serving, frugal, far-sighted, acquisitive, sensible);

8) Physically inactive (sedentary lifestyle, lazy, sluggish, stagnant, spends all day in front of a screen);

9) Original (does not behave according to the pattern, unusual, original, unique, not like everyone else, talented);

10) Critical thinking (creative, good observation skills, knows how to justify his point of view, focuses on the phenomenon that interests him, ability to communicate his arguments to others);

11) Reticent (secretive, isolated, uncommunicative, antisocial, uncommunicative, minds his own business, keeps to himself);

12) Hyperactive (restless, irritable, impulsive, super active, super energetic, impatient, no control over his behavior);

13) Dehumanization (bullying, harassment, physical violence, indifference, deviant behavior, addictions, aggressive, cruel, verbal aggression);

14) Clip consciousness (superficial perception, thinking in images, low concentration of attention, making a decision quickly, finding the necessary data rapidly, searching for information instantly);

15) Anxious (full of fear, existential anxiety, social phobia, nervousness, fear of the Unified State Exam, restless, depressed, stressed, excited, irritable).

For each of the 15 generalized concepts, two mathematical and statistical descriptive parameters were calculated: the concept's occurrence frequency (F) and its average rank (R). The following were identified (at $p = 0.02$):

– high (HF) and low (LF) frequency of occurrence of associations, based on the median value (Me): HF > 60, LF ≤ 60.

– high (HR) and low (HR) ranks of associations: VR ≤ 3, HP > 3.

Subsequently, the results obtained were correlated with the 'Verges quadrants,' which represent the intersection of two parameters – the frequency of occurrence (high, low) and the average (high, low) rank of the association (Table 1).

Table 1

Structure of teachers' perceptions of the social construct 'modern student,' with p = 0.02

DESCRIPTIVE OPTIONS	High Rank (HR), rank ≤ 3	Low Rank (LR), rank > 3
High frequency (HF), frequency > 60	HFHR quadrant: – Social networks (203; 1); – Passionate (192; 1); – Computer games (189; 2); – Demanding (183; 3).	HFLR quadrant: – Mercantile (197; 4); – Original (193; 4); – Critical thinking (168; 5); – Reticent (77; 5).
Low frequency (LF), frequency ≤ 60	LFHR quadrant: – Self-confident (56; 2); – Highly vulnerable (49; 3); – Physically inactive (41; 2).	LFLR quadrant: – Hyperactive (59; 4); – Dehumanization (57; 4); – Clip consciousness (40; 5); – Anxious (37; 5).

It turns out that "the intersection of the two axes denoting these parameters (high and low frequency of occurrence, high and low rank) forms four areas (quadrants) on the plane (Verges coordinates) that correlate with the structure of the studied ideas about modern students [20, p. 138]. In particular, the items (respondents' statements) that fall in the high frequency and high rank (HFHR) quadrant form the core of the 'social idea' about the construct 'modern student'

that was analyzed in our case. The most frequent and highest ranked (1–3) is the construct 'modern student,' which is associated with the generalized concepts of social networks, determination, computer games, and high aspiration level. The remaining quadrants (HFLR, LFHR, and LFLR) form the periphery of the representations, but it is worth noting that you can find your hierarchical ordering here. In particular, the LFHR (low frequency, high rank) and HFLR (high frequency, low rank) quadrants form the near periphery of the periphery zone. P. Verges, I.B. Bovina, and other authors consider them an area of change and transformation of social ideas about the construct under study. The most variable features are Commerciality, isolation, self-reliance, increased vulnerability, and inactivity. Finally, the quadrant with associations of low frequency and low rank (LFLR) forms the most distant and mobile peripheral area, reflecting the diversity of subjective ideas about the semantic construct under study. The list of associations that can be assigned to this domain is quite extensive: hyperactive, dehumanization, clip consciousness, and anxiety. (Table 1 shows only the most important of these).

The results of the prototypical analysis of empirical data obtained in a survey of practicing teachers allow us to conclude that the modern student and his personal characteristics and individual psychological traits are statistically reliably associated with the attributes of digitalization and digital space. In particular, we can assume that the introduction of the latest digital technologies, the implementation of digital education through tools such as the educational technology market (EdTech), virtual and augmented reality, gamification, and others lead to personal and behavioral changes, gaming addiction, new manifestations of the child's psyche (clip consciousness, clip thinking). A decrease in the ability to socialize is observed, replaced by digital socialization, which manifests "in growing tendencies of social isolation, anomie, individualization of human existence and the rapid migration of young people to the virtual world" [9, p. 192]. Such tendencies are of serious concern to teachers, parents, psychologists, and the public today, as they clearly impact social deprivation and contribute to people distancing themselves from each other. It is possible to overcome these negative phenomena only through manifestations of care, attention, participation, and cooperation in terms of closeness and distance and the formation of altruistic behaviors and relational norms.

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ЦИФРОВАЯ ОБРАЗОВАТЕЛЬНАЯ СРЕДА КАК ФАКТОР ТРАНСФОРМАЦИИ ЛИЧНОСТИ ОБУЧАЮЩЕГОСЯ

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Аннотация. В условиях цифровизации современной системы образования происходит психологическое развитие и трансформация личности обучающегося. Вопросы, связанные с цифровизацией российского образования, активно обсуждаются в современном психолого-педагогическом сообществе. Цифровая среда выступает фактором, оказывающим влияние на процесс развития личности обучающегося. Благодаря глобальной цифровизации в современный образовательный процесс привносится много новых возможностей, но ее последствия также представляют собой серьезные социальные и психологические проблемы. Параллельно с всеобщей цифровизацией в цифровом обществе происходит формирование личности ребенка, который практически с первого момента своего рождения погружается в цифровое пространство и проживает цифровое детство. Цифровизация образования, применение новейших цифровых образовательных технологий, пребывание обучающегося в виртуальной среде оказывают существенное влияние на психологическое развитие школьника, приводят к трансформациям его поведения, формированию специфической цифровой личности. В статье приведены результаты эмпирического исследования представлений педагогических работников о личностных и поведенческих особенностях современных обучающихся, пребывающих в условиях цифрового пространства. Показано, что современные обучающиеся обладают психологическими свойствами и качествами, присущими представителям цифрового поколения.

Ключевые слова: *цифровая образовательная среда, психология личности, личность обучающегося, цифровое пространство, цифровое поколение, цифровизация общества, цифровая личность*

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ENSURING THE PSYCHOLOGICAL SAFETY OF MODERN CHILDREN IN PEDAGOGICAL INTERACTION

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Abstract. The study focuses on the organization of pedagogical interaction with modern children in the context of ensuring their psychological safety. New challenges and threats related to the digitalization of all areas of life are considered, which must be taken into account in the organization of pedagogical communication and management of interaction with children of Generation Z. The scientific novelty lies in the fact that the question of the psychological safety of children in the educational environment is approached from two angles: age-psychological and information-pedagogical. The first approach is based on taking into account the specifics of Generation Z when interacting with it, while the second approach involves the prudent use of digital technologies in education, taking into account the risks and threats that may arise from their use. Traditional teaching methods are being reconsidered due to the new challenges of the digital generation and educational innovations. It is emphasized that teachers should develop pedagogical skills, increase their competence, and develop a value-based attitude toward children's personal development. The identified risks and threats represent a particular aspect of pedagogical work that ensures children's psychological safety in the learning process.

Keywords: *personal development under the conditions of digitalization, new threats and risks, psychological safety for children, the pedagogical authority of adults, pedagogical interaction*

Psychological safety in the pedagogical environment is traditionally defined as "a state of psychological safety from any kind of violence that contributes to the satisfaction of the desire for interpersonal trustful communication, creates a referential conventionality of the environment, and ensures the psychological health of those involved in it, as well as the ability of a person and the environment to reflect external and internal influences (ability to protect oneself from threats and to be able to establish a psychologically safe relationship)" [1].

Given the new challenges and threats, the problem of describing markers and indicators of psychological safety in the educational environment is currently of great importance. On this basis, it is crucial to create pedagogically meaningful interactions between teachers and students [2, 3].

In the scientific literature, threats are "considered as possible or real phenomena, events and processes capable of harming or even destroying individuals, social groups, nations, societies, states, human communities, and the earth, impairing their well-being, destroying material, spiritual or natural values, leading to decay and hindering development. A threat is defined as a danger in the transition stage from possibility to reality, expressed by some subjects to harm others" [4]. Analyzing threats and dangers in terms of the characteristics of psychological safety in the educational environment reveals the interaction between two sides: the subject, who is the source of the danger, and the object at which the threat or danger is directed.

Today's challenges in ensuring psychological safety in the educational environment include a number of problems caused by new living conditions (including those related to the rapid dynamics of the digitalization of education), the socio-economic and political situation, and other fundamental changes. Overcoming these challenges is the priority task for developing the national education system based on traditional Russian values and creating versatile conditions for the personal development of the young generation. These issues are reflected in articles by such scientists as V.V. Kovrov [5].

In our research framework, markers refer to psychological manifestations observed in students at different levels (emotional, cognitive, motivational, and personal relationships with oneself and others), indicating signs of psychological safety or the presence of various dangers and threats in the educational environment. The publications of V.V. Iokhvidov, T.M. Kras-nyanskaya, and V.G. Tylets [6] analyze subjects' psychological safety indicators.

An indicator is a value that combines several parameters and allows the evaluation of psychological phenomena, actions, or activities by a corresponding criterion, especially if it is formalized. It is possible to assess the degree of psychological safety in the learning environment by analyzing these characteristics. They are studied in publications of such scientists as Dmitry Yuryevich Gumenyuk and Andrey Vladimirovich Tsvetkov [7].

Let us consider the issue of ensuring the psychological safety of modern children in pedagogical interaction with them from the perspective of two approaches. The first is age-psychological and considers the features of socialization and psychological development of the contemporary younger generation, usually referred to as Generation Z (or Gen Z) according to the concept of N. Howe and W. Strauss [8].

Generation Z (Zoomers or the digital generation) were born in the early 2000s and are now coming into the world. What characterizes them regarding communication and personal characteristics that affect how they interact with others? Firstly, they engage in Internet communication and rely on digital technologies. Secondly, their maximum immersion in various sources of information while lacking information processing skills. Thirdly, their introversion. Fourthly, their insatiable desire for recognition on the one hand and their hypersensitivity to criticism on the other. And finally, their pursuit of pleasure and the fact that they get everything out of life. These characteristics

harbor risks that can harm communication and interaction with modern children, even in education [9]. Let us examine this in more detail.

Scientists note that only among Zoomers can such a large number of introverts and autistic individuals be found. While many Gen Z representatives are open to live communication, they prefer online interaction. The lack of experience with real interaction risks lowering social and emotional intelligence and hindering the development of normal relationships, including in the educational process.

Generation Z is a social individualist and finds it difficult to integrate into groups of people. Considering that the traditional Russian education system focuses on personal development through group activities, including modern children in these can be quite problematic.

Many publications point out that Zoomers are not the personalities they look up to, but scientific statistics prove the opposite. According to a survey conducted by the educational platform Maximum Education, "Rosgosstrakh Zhizn," and the bank "Okritie," the majority of modern schoolchildren aspire to become bloggers like their idols who earn a lot of money [10]. So modern children do have authority figures, but they do not come from school textbooks or children's films (which have hardly been produced in the CIS countries in the last 30 years or are made according to Western patterns that are unsuitable for us). The ideals of Gen Z come from the Internet, from the socialization environment that has become very important for modern children. And that is another risk.

Spontaneously emerging Internet leaders who set lifestyle trends and ways of self-expression tend to be sensational, aggressive, and flamboyant, with behavior that deviates from societal norms. They attract a youthful audience by emphasizing rebellious attitudes and getting out of control not only for adults but also for law enforcement. What educational effect do they have on modern children and young people? We believe it is negative.

The desire to get "likes" on the Internet transfers from Zoomers to real life, and they expect the same from their teachers. At school, however, they will have to understand that praise is valuable if you have done something important, necessary, or useful or have improved your results. Painful sensitivity to criticism prevents some children from responding appropriately to the teacher's fair and tactful remarks. They perceive everything as a conflict, as a deliberate desire to humiliate them. And they take it all very seriously. Moreover, teachers may not raise their voices, express criticism in a sarcastic tone, or use gaslighting, which are the signs of a psychologically insecure pedagogical environment.

The consumerist approach to life and the prevailing focus on the satisfaction of hedonistic values among youth, which has been shaped by the transformative changes in our society over the last 30 years under Western influence, are not in line with traditional Russian values and often contradict the ideals of spiritual and moral education from the Soviet era. Therefore, it is a crucial task of today's education system to respond to the values and needs of the modern generation, incorporating all socialization institutions, including the

media and the Internet. As L.I. Bozhovich noted, the formation of a personality should begin with the formation of its needs [11].

The second approach refers to information and pedagogical methods that go hand in hand with digitalizing all areas of human activity. Information flows are shaping the lives of today's youth, and the insufficiently controlled online environment impacts various cognitive, motivational, emotional, and behavioral levels. This is where students today search for information, make friends, and meet their idols and role models. The threats and risks associated with using digital technologies in the educational environment are diverse, ranging from copyright infringement and information overload to the lack of age restrictions for certain online materials with inappropriate, unethical, and harmful content and cyberbullying [12].

Modern teachers and teacher education students are interested in the following questions: How do we find the right approach for today's Generation Z children, considering the above characteristics? How do you find the right approach for effective pedagogical interaction with them? How do we build effective pedagogical communication?

Let us first clarify the question of the source of information. Nowadays, there are many sources of information, some trustworthy and some not. However, in educational institutions, the teacher has traditionally been the source of knowledge. It is their historical role and task to impart knowledge. In the modern world, however, children evaluate teachers according to the same principles as other sources of information: Can they be trusted? How sincere are they? Do they embody the values they promote? And so on. Therefore, despite the general decline in the social importance of the teaching profession in today's world, only those who are authoritative, sincere, and have the necessary personal qualities can reach children's hearts and influence students. After many years in which the teaching profession gradually lost its prestige and children's idols became well-known bloggers (who were often poorly educated and behaved badly) whom they admired and followed unquestioningly, it is quite a challenge to restore the authority of the teaching profession, but it can be done. It has to start with each individual. When does a teacher become an authority figure for children? First, when he is a consolidated personality and has the necessary pedagogical skills, such as love for children, genuine interest in their development, congruence, empathy, respect, mindfulness, and attention to children's mental states (since children cannot always verbalize what disturbs them in academic activities and interpersonal relationships), awareness of individual characteristics and more [13]. Teachers should have broad knowledge, love their subject, know how to focus on the subject matter properly, make the presentation of the information captivating and intriguing, and get the children to engage with the material themselves. "The teacher must be an actor, an artist who is passionately in love with his work," as Anton Chekhov wrote [14].

Some believe teachers will soon become superfluous because the Internet will completely replace them. However, we all agree that while there is a wealth of online information, not all of it is useful. When students search for

information chaotically, they can be overwhelmed with "junk." They cannot recognize the essentials and absorb the available information uncritically. Therefore, teachers must teach their students to think critically about information. This was the focus of books by Soviet psychologists and the concept of developmental learning proposed by V.V Davydov and D.B. Elkonin, which primarily aimed to promote theoretical thinking and the ability to find generalized action patterns [15]. In my opinion, this enabled a significant breakthrough in the Russian education system in the middle of the 20th century and positioned it as a leader in the world of education.

As K.D. Ushinsky wrote: "If pedagogy wants to educate man comprehensively, it must first understand him in every way" [16]. A good teacher should do just that – study each child using a range of modern psychological and pedagogical methods, recognize their characteristics, and build individual interactions based on this understanding. If teachers approach students formally in an impersonal way without showing genuine interest in each individual, students will turn away from learning, making communication ineffective as it does not contribute to children's personal development [17]. A teacher who is not interested in a child becomes uninteresting to the child. As Johann Wolfgang von Goethe remarked: "Everywhere we learn only from those we love" [18].

Secondly, personal examples are of great importance. Of course, there are many educational methods, but this method is one of the most effective. If teachers are genuinely passionate about their work, students will follow them, imitate them, emulate their activities, and improve. Modern children reject many pedagogical methods that rely on direct intervention, as described in the book by E.Sh. Natanzon [19] from the Soviet era – moralizing, commanding, instructing, admonishing, and even softer approaches such as advice or recommendations. They respond better to support, creating conditions for development and guidance as these methods create an atmosphere of trust and safety in which a child is not afraid to try new things, be ridiculed, or make mistakes.

Psychological safety is created when an adult focuses on the child's zone of proximal development and starts something new with the child. In doing so, he gently and flexibly guides the student in the right direction, giving him hints and assistance where necessary, but without taking away his initiative or autonomy to discover new knowledge and gain personal experience, even through trial and error, which is ultimately the most effective and memorable method. By teaching and finding new knowledge together, through demonstration and personal example, the transition to skills takes place, and students develop the willingness to act independently.

We are not talking about scenarios of overprotection or constant success situations. The importance of equipping students with the ability to solve life's problems themselves through learning situations is recognized. This requires problem-based technologies, case studies, simulations of real-life conditions, and the analysis of life experiences, both one's own and those of others. According to A.Sh. Shakmanova, situations where the child feels

uncomfortable are beneficial even for preschool children. In this way, the child learns to be a subject and independently or with the help of an adult to solve a problem that arises or is deliberately posed to him [20].

Teachers should focus on the primary activities that contribute to the psychological development of children, as well as the main psychological training necessary for the transition to the next age level. Games, frequent attention changes, varied activities, and teacher support are essential for preschool children. It is vital that the child feels the caring gaze of adults who observe without intervening but are willing to help. Through interaction, children learn to understand other people's attitudes and to react appropriately. In this way, they gain mutual understanding and acquire an essential skill required for school – the ability to abide by standard rules, which is critical for academic activities [21].

Pedagogical activities led by the teacher are the primary method of development in elementary school. Since the teacher is the most important figure for children's normal and safe development, they must take an interest in the development of each child. Teaching embedded in communication is a key concept of modern education. Special attention must be paid to organizing pedagogical activities that promote interpersonal relationships. In primary education, the development of learning skills is closely linked to the quality of these relationships. Learning begins and flourishes in a mutually supportive environment, a concept we call 'pedagogical collaboration.' When a person learns to engage with multiple sources of knowledge – be it a book, a movie, a lecture, or a knowledgeable peer – in a meaningful way, they have truly mastered the art of learning. This ability to make connections between different media is essential for effective learning. [22].

For teens, communication with peers is critical to their normal development, both within and outside of the organized educational process, and this is reflected in their predominant motives. When it comes to teachers, they prefer to build partnership relationships based on trust and agreement, where the organizational role of the teacher is crucial [23]. It is important to consider the strong sense of independence that develops in students during this period and the accompanying mechanisms for asserting their boundaries (stubbornness, defiance of adult demands, escape from control, nihilism, protest behavior, rebellion) if interactions with them do not change on the part of teachers, who sometimes continue to use the same methods and approaches as in the early stages of education.

Teenagers' behavior becomes intolerable precisely because they have a strong need to enter the adult world and distance themselves from it to gain independence and autonomy. Where do they find the realization of this need? In the company of their peers, whose opinions now become more important and authoritative than those of adults. These are general patterns of normal psychological development of adolescents described in the works of scientists [24]. Numerous stories in the literature depict intergenerational conflict, with adolescents often blamed for not following the rules set by adults. However, few parents know the need to develop and change themselves to remain

important, interesting, and needed by their teenage children. At this age, a teenager needs the support of a wise adult, not in the form of instructions or orders, but as friendly advice from a sincerely interested companion who was once young himself and knows many examples of similar life situations that the teenager is facing today, but most importantly, knows proven ways to solve them.

High school students are most interested in valuable knowledge in their future profession or when applying to university. Teachers can demonstrate their pedagogical authority by mastering the subject matter, demonstrating their skills, and acting as mentors. They can also engage students in collaborative activities and project-based learning with real-world applications and tangible outcomes. Teachers can help students answer questions like "Who am I? ", "What am I like?", "What skills do I have?" "What career should I pursue?" – that is crucial in this age of personal and professional self-determination [25]. One of the problems facing today's students is the lack of answers to these questions, which leads to career choices being determined by external motives (the prestige of a profession, the expected income, the imitation of an idol).

Today, more than ever, it is necessary to promote the development of children, as A.V. Zaporozhets emphasizes. Immersing children in different activities, discovering each child's abilities, and encouraging individuality are essential. "A true teacher is not the one who constantly educates you, but the one who helps you to become yourself" [27].

Teachers should recognize the predominant motives of each student (external, internal, social, cognitive, perceived, real, and meaningful). When working with modern children, you cannot force them to learn, and you must motivate them – stimulate, inspire, amaze, and encourage them to act. The basic attitude of the students should not be: "I have to" or "This has to be done," but: "I want to do this." Some pedagogical techniques described in the book by E.S. Natanzon (such as commanding, condemning, punishing, showing indignation, rebuking, gentle teasing, indifference, irony, and caricature, which were common in Soviet schools) [28] can demotivate modern students. When teachers distance themselves from their students and show no interest in them, this can cause students to become frustrated and lose interest in learning altogether.

Sometimes, adults and children attribute different meanings to the same situation, which leads to a lack of mutual understanding and creates semantic barriers in communication that hinder effective interaction. Therefore, these meanings must be identified, uncovered, and analyzed. This is possible by reading, viewing, designing, creating, and discussing things together. Gradually, standard semantics can emerge in communication, in which the personal meanings of each participant exist and change, making new, shared meanings for the group. Therefore, "lively" communication, dialogs, discussions, and debates are needed.

L.S. Vygotsky also emphasized the importance of a balance between emotions and intellect in education [29]. A teacher's narrative should not be dry and overly theoretical. Learning should include humor and facts that evoke

different emotions in students – from admiration to disgust. Children must learn to recognize emotions, identify them in themselves and others, and practice self-regulation – without this, true spiritual and moral development is impossible. The teacher must be on the same emotional level as the students; otherwise, it is difficult to show empathy (we are also talking about pedagogical skills here). However, teachers must have their emotions under control and set an example of how to deal with various difficulties in life.

It is impossible to teach values that you do not possess yourself. For example, it is difficult to teach children a healthy lifestyle if the teacher smokes. As N.V. Gogol noted: "To educate others, we must first educate ourselves" [30].

Teachers must remain modern, engaged, and evolve with the students. They not only teach but also shape culture, anticipate future trends, and prepare students for self-realization in the world of advancing science and new technologies.

Lev Vygotsky emphasized that education should focus on the future of children's development and not only on the present [31]. His words can be applied to the immediate sphere of individual growth and the prospects of entire generations.

In conclusion, I would like to emphasize that nothing good is achieved without love. In education, this includes love for children (students immediately sense the insincerity of a teacher who is not interested in their development and only goes through the material), love for the profession (without it, teachers will not address students as professionals) and self-love, self-respect, and dignity (otherwise, the teacher's value as a person will be meager and he will never become an authority for his students). Leo Tolstoy once said: "If a teacher has only love for the cause, he will be a good teacher. If a teacher has only love for his pupils, like a father or a mother, he will be better than a teacher who has read all the books but loves neither the subject nor the students".

Conclusion

To summarize, we have examined the characteristics of communication with today's children within the framework of two approaches: the age psychology approach, which considers the characteristics of Generation Z when it comes to building pedagogical interactions with them, and the information pedagogy approach, which is about the meaningful use of digital technologies in education, considering the risks and threats that may arise from their use.

The identified risks and threats represent an essential aspect of modern teachers' pedagogical work to ensure students' psychological safety inside and outside the classroom.

Against the background of the digital generation's modern socialization, upbringing, and education, we have examined the most critical psychological principles of child development and pedagogical practice, highlighting the difficulties that arise and showing ways to overcome them.

The teacher's attitude towards his work and growth as an individual and towards the children, expressed in communication and interaction, essentially embodies aspects of love. In an atmosphere of love, a child feels safe and comfortable and acquires the essential resources for healthy personal development.

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ОБЕСПЕЧЕНИЕ ПСИХОЛОГИЧЕСКОЙ БЕЗОПАСНОСТИ СОВРЕМЕННЫХ ДЕТЕЙ В ПРОЦЕССЕ ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОГО ВЗАИМОДЕЙСТВИЯ С НИМИ

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Аннотация. Актуальность состоит в изучении особенностей организации педагогического взаимодействия с современными детьми в контексте обеспечения их психологической безопасности. Рассматриваются новые вызовы и угрозы, связанные с цифровизацией всех сфер жизнедеятельности, которые необходимо учитывать в процессе организации педагогического общения и учебного взаимодействия с детьми поколения Z. Научная новизна связана с тем, что проблема обеспечения психологической безопасности современных школьников в образовательной среде рассматривается с позиции двух подходов: возрастно-психологического и информационно-педагогического. Первый из них базируется на учете особенностей поколения Z при выстраивании взаимодействия с ними, второй подход предполагает обоснованное использования цифровых технологий в образовании с основе прогнозирования рисков и угроз, которые могут возникать при их применении. Традиционные общепсихологические закономерности обучения, воспитания, личностного развития детей пересматриваются в связи с необходимостью учета особенностей цифрового поколения и современных условий реализации образовательного процесса. Подчеркивается важность повышения авторитета учителя, развития у него педагогических способностей, формирования ценностного отношения к развитию личности ребенка, профессии, себе как постоянно самообразующейся личности и профессионалу. Выявленные риски и угрозы составляют особый пласт воспитательной работы современного учителя в контексте обеспечения психологической безопасности детей в учебном процессе и за его пределами.

Ключевые слова: *личностное развитие в условиях цифровизации, новые угрозы и риски, психологическая безопасность детства, педагогический авторитет взрослых, педагогическое взаимодействие.*

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IRRATIONAL ATTITUDES IN THINKING AND MATERNAL EMOTIONAL BURNOUT

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Abstract. The article describes the relationship between irrational attitudes in thinking and indicators of emotional burnout in mothers. The importance of the study arises from the need to provide psychological help to mothers facing the problem of parental burnout, the inability to fulfill their parental responsibilities in the upbringing and development of children, and coping with stressful situations associated with the peculiarities of irrational attitudes in thinking. The lack of a study on how mothers' emotional burnout is related to their irrational thinking attitudes was a problematic area of the study. The survey results of 108 mothers aged 20 to 36 raising children under seven are presented. The study used the following methods: A test for diagnosing irrational attitudes by A. llis, a Test for parental burnout by I.N. Efimova, and a Scale of subjective well-being by A. Perue-Badu, adapted by M.V. Sokolova). Associations were found between mothers' emotional burnout indicators and irrational attitudes, such as 'catastrophizing,' 'commitment to others,' 'commitment to oneself,' 'frustration intolerance,' and 'judgmental attitude.' The most significant associations for irrational attitudes are 'frustration intolerance' and 'judgmental attitude.' They reflect the mothers' intolerance of various frustrating situations and the tendency to evaluate their personalities based on their traits or actions. In practical terms, the study's results can be used in a psychologist's counseling, corrective, and preventive work, especially in preventing maternal burnout syndrome.

The period in a woman's life during which she takes time off work for pregnancy and childcare is usually referred to as 'maternity leave,' 'parental leave,' or 'baby leave.' In terms of content, however, this type of maternal activity is comparable to the work of specialists in the helping professions. B. Burns writes: "If we want to understand child development and are convinced that the early years are important for a child's life, then it is probably important to review our ideas about the mother. If we want to understand human development, then of course motherhood is an important area of research" [1, p. 29].

In Russian psychology, parenting is often considered a separate type of activity [2], which has a number of characteristics, such as specific needs and motives, goals, and conditions for realization. Consequently, it encompasses all

the phenomena associated with work-related emotional burnout and highlights the intense emotional and physical demands it places on the individual.

Motherhood comes with physical, emotional, and material costs, so mothers often feel psychologically unprepared and do not always cope with their new functional responsibilities in parenthood. They develop symptoms such as Tiredness, absent-mindedness, irritability, indifference towards their child, gratuitous aggression, low self-esteem, constant anxiety, feelings of guilt, and disappointment in their role as parents. The symptoms listed, which impair the quality of life of mothers, are associated with a serious risk to their health and are part of the phenomenon of individual emotional burnout.

Research interest in maternal conditions that can be described as emotional burnout emerged in the first decade of the 20th century. Initially, scientific research was concerned with identifying symptoms of emotional burnout in parents whose children were seriously ill [3]. Mothers were found to be particularly at risk as they were in contact with the child most of the time.

Yu.V. Popov and K.V. Kmit [4], who studied the psychological state of mothers under chronic stress, concluded that the reason for the depletion of the mother's adaptive resources and burnout may be the subjectively perceived helplessness due to the futility of efforts, regular dissatisfaction with one's own needs and exhaustion due to a mismatch with the results of the efforts expended.

L.A. Bazalev defines the phenomenon of emotional burnout as a maladaptive state that occurs in the relationship between mother and child [5]. As a result of the study, the author discovered a number of symptoms of emotional burnout in mothers: affective (imbalance, irritability, aggressiveness, emotional exhaustion, constant worry about the child, anxiety, resentment, tearfulness); cognitive (feeling empty, powerlessness, decreased overall performance, feeling stuck, difficulty concentrating, memory impairment); physical (extreme fatigue, feeling stuck, feeling stuck in the middle); physical symptoms (extreme fatigue, inability to rest during sleep, headaches, general physical discomfort); behavioral symptoms (loss of appetite, decreased libido, crying, use of physical violence, accusations against the child and husband, pushing the child away, craving for the computer, reduced interest in one's appearance) [6].

G.G. Filippova has recently observed a trend in which women strive to be model mothers while at the same time displaying all the symptoms associated with emotional burnout [7]. According to Filippova, one of the leading causes of this condition in mothers is the high expectations and demands they place on themselves in their role as parents. These demands arose due to the penetration of ideas about the importance of the dyadic relationship 'mother-child' into the public consciousness at the end of the 20th – beginning of the 21st century and about the key role of the mother in developing and forming the child's personality. These mothers are exhausted from the constant care of the child, feel guilty for moments of emotional absence from the child, and are dissatisfied with the attitude of relatives towards them [8].

T.I. Ilyin and S.D. Guriev note that one of the factors for the development of emotional burnout in mothers is a crisis of female identity. Some mothers experience a new role with significant difficulties and experience it as a time of crisis. The functional tasks of motherhood are perceived as overwhelming, and a constant state of physical exhaustion leads to the depletion of emotional strength [9].

The phenomenon of emotional burnout, which has been studied extensively in connection with the professional sphere, is therefore also found in motherhood. Although there is still no official confirmation of the existence of this syndrome in mothers, practicing psychologists and psychotherapists regularly encounter mothers whose condition indicates the onset of physical and emotional exhaustion, depersonalization, cynicism towards their children, and a reduction in personal achievements (many mothers compare themselves to reference models from Instagram and find that they fall short of the ideal). Therefore, it is necessary to pay attention to this side of maternal existence if we want not only mothers but also children, and thus society as a whole, to be psychologically well.

L.A. Bazaleva notes that "timely diagnosis, correction and prevention of the development of burnout can help stop the process that has begun or prevent its occurrence in mothers, as well as prevent personality deformations not only in the mother but also in the child" [10, p. 182].

The concept of 'irrational beliefs' was introduced to modern science by the American psychologist and author of Rational Emotive Behavior Therapy (REBT), A. Ellis. According to her, irrational beliefs are the cause of dysfunctional emotions and ineffective behavior, while rational beliefs, in contrast, lead to functional emotions and adaptive behavioral responses. In examining the characteristics of irrational thinking, A. Ellis assumed that almost everyone is naturally inclined to think irrationally. This is favored by the cultural and historical context and the social environment in which the individual grows up and develops. Therefore, A. Ellis considered cognitive attitudes (beliefs, convictions, ideas) incompatible with reality as the main causes of people's psychological difficulties [11].

Based on the understanding of emotional burnout and self-imposed demands, it is essential to consider the psychological theories of A. Ellis. Initially, Ellis identified thirteen different irrational beliefs that people can have. Over time, he refined his theory and divided these beliefs into four main categories: Entitlement thinking, which is characterized by rigid adherence to what one believes should or ought to happen; Judgment thinking, which involves harsh judgment or devaluation of oneself or others; Catastrophizing, or the tendency to imagine the worst possible outcomes; and Frustration intolerance, which is a low threshold for enduring discomfort or inconvenience. These irrational beliefs are inherently illogical and starkly contrasting balanced and rational attitudes.

Together with A. Ellis, the concept of cognitive distortions was investigated by A. Beck. He worked with patients suffering from mental disorders: severe depression, anxiety disorders, and schizophrenia. Based on

his experience working with such patients, A. Beck developed a generative cognitive model as a theoretical basis for understanding cognitive processes in psychopathology [12].

Extending Ellis' concept of beliefs, A. Beck, an American psychotherapist and pioneer of cognitive therapy, proposed a more comprehensive interpretation. Beck suggested that 'beliefs' include not only expectations and evaluations but also memories and images that significantly influence the development of a person's cognitive schemas. These schemas are mental frames that contain internalized voices and instructions from influential people such as parents and teachers, as well as vivid images in which one predominantly perceives oneself as powerless, unloved, disregarded, or insignificant. Such cognitive schemas become particularly active in moments of distress and trigger intense feelings of rejection, abandonment, and loneliness. [13].

According to A. Beck, beliefs that form the basis for the development of human behavior are either helpful or hindering for integration into the world around us; the negative content of ideas about the world distorts the ability to deal constructively with difficulties [14].

Positive beliefs in the form of an optimistic attitude towards the world, the notion of one's responsibility, and the ability to control life protect people from stress and enable them to maintain their mental health [15].

Thus, beliefs that reveal the image of the world and the interpretation of events that affect a person's life are the cognitive-emotional content of the evaluation of what is happening and reflect an understanding of the experience.

Extending the fundamental theories by A. Beck, his son J. Beck has enriched the field for practicing psychologists and psychotherapists by introducing the concept of 'cognitive distortions' to describe irrational beliefs [16]. This term emphasizes how people may misinterpret reality, leading to psychological problems.

In addition, the seminal ideas of A. Ellis have been further developed by his intellectual heirs, R. DiGiuseppe, K.A. Doyle, W. Dryden, and W. Backx [17]. W. Backx, in particular, defined irrational attitudes as the cognitive refusal to accept less desirable realities combined with a fervent desire to achieve positive or prevent adverse outcomes. These scientists agreed that denial of reality significantly exacerbates anxiety in people who hold irrational beliefs, underscoring the critical influence of cognitive processes on emotional health.

Scientists have characterized irrational thinking as absolute, dichotomous thinking that is not conducive to achieving goals and leads to unhealthy emotional responses. Rational thinking, on the other hand, can have the following characteristics: Flexibility, variability, logic, and consistency with the facts of reality. This type of thinking in the face of positive and negative events can lead to healthier functional responses.

Continuing the research on cognitive behavioral approaches, J. Young, who continued the work in this field, introduced schema therapy. This innovative form of therapy is based on the concept of 'early maladaptive schemas', i.e., enduring patterns encompassing cognitive, emotional, and

behavioral elements and forming a stable response within a person's personality. These schemas usually emerge in early childhood as a result of emotional or physical trauma and often become entrenched through harmful interactions with significant others such as family members or caregivers [18]. Early maladaptive schemas are central to understanding the persistent nature of certain maladaptive behaviors and thoughts and provide a framework for treating deep-seated psychological problems within cognitive-behavioral psychotherapy.

A.B. Kholmogorova explains that early maladaptive schemas reflect how past experiences are represented and determine emotions, behavior, and how information is processed in current events [19].

According to R. Leahy, there are many general and specific schemas in the cognitive domain of personality. Emotional schemas are specific and serve as the basis for interpretations, attributions, and selecting emotion regulation strategies that may or may not be useful [20]. Emotional schemas contain specific beliefs, but compared to other schemas, they are more narrowly defined and associated with emotions [21]. R. Leahy has identified and described 14 types of emotional schemas: Perception of a duration of emotions, control, comprehensibility versus incomprehensibility, degree of approval, guilt and shame, rationality, a simplistic view of emotions, values versus devaluation, degree of expression of emotions, validation, acceptance versus non-acceptance, blaming others, sensitivity versus insensitivity, and rumination. In particular, Leahy found that the perception of longer emotion duration is associated with the belief that emotions are incomprehensible, lower validation and approval, greater blaming, a tendency to blame others, a simplistic view of emotions, lower control, lower acceptance, and increased rumination [22].

A special contribution to the study of irrational beliefs is currently being made by scientists and psychologists such as D.V. Kovpak, A.G. Kamenyukin, M.A. Zryutin, et al. In his scientific work, D.V. Kovpak focuses on the fact that a person's belief system can include a number of dysfunctional schemas and beliefs of different levels, which have arisen as a result of the experience of traumatic events and significantly affect his perception, thinking, and behavior. Thus, deep-seated beliefs of rejection, worthlessness, or helplessness lead them to construct a system of rules and compensatory strategies designed to protect them from further pain, disappointment, and failure [23].

A.G. Kamenyukin, in his articles explaining the concept of irrational attitudes, uses the term 'fallacy,' which is based on thinking with distorted cause-effect relationships: "A clear understanding of the fallacy of existing dysfunctional cause-effect relationships and their transformation into functional relationships is the basis for forming an adaptive response to any stimulus" [24, p. 82].

M.A. Padun considers beliefs a hierarchy of ideas constituting a prism for perceiving and evaluating events [25].

In Russian psychology, scientific interest in irrational attitudes and their relation to psychological phenomena is growing yearly. P.S. Rogacheva [26] conducted a study that showed a relationship between subjective well-being and cognitive errors in women in the first year after childbirth.

Yu.A. Chupakhina [27] investigated the influence of the family on a child's irrational beliefs and showed the relationship between irrational beliefs and typological personality traits.

In the study by V.A. Stepashkina and N.R. Suleymanov, differences in psychological beliefs and early maladaptive patterns were found in groups of individuals with a high and low trauma index. It was found that people with a high trauma index are characterized by the expectation of catastrophizing, the notion of instability of relationships, and the experience of fear of abandonment and isolation [28].

In the study by I.V. Mikhailova and Yu.V. Legkova, an attempt was made to establish a connection between the individual's general emotional orientation, irrational attitudes, and psychological defense mechanisms. A negative correlation was found between the esthetic emotional orientation and the irrational attitude of "commitment to other people" [29].

The current developmental phase of cognitive psychotherapy concerns rumination, defined as judgmental, often irrational thoughts about oneself or focusing on discrepancies between current and desired outcomes or a reaction to negative emotional stimuli [30, p. 92]. Ruminative thinking as a dysfunctional pattern that becomes habitual for individuals has been shown to contribute to avoidance of active coping and problem-solving.

The growing scientific interest in investigating the influence of irrational attitudes on different areas of life has, therefore, determined the problematic field of research.

The study sample consisted of 108 mothers aged between 20 and 36 years with different social and marital statuses, raising children under seven.

The study used the following methods: A test for diagnosing irrational attitudes by A. Ellis, a Test of parental burnout by I.N. Efimova, and a Scale of subjective well-being by A. Perue-Badu, adapted by M.V. Sokolova.

The study data were processed using mathematical-statistical methods: descriptive statistics (analysis of average values) and correlation analysis according to Ch. Spearman (to examine the relationship between the variables studied).

In the study's first phase, the irrational attitudes in the mothers' thinking were examined following the objective. The severity of the indicators of the mothers' irrational attitudes is shown in Table 1.

Table 1

The severity of mothers' irrational attitudes

Indicators	Average value (degree of severity)
Catastrophizing	44.71 (medium level)
Commitment to oneself	44.99 (medium level)
Commitment to others	52.1 (low level)
Assessment of frustration intolerance	52.0 (high level)
Judgmental attitude	55.2 (low level)

The analysis of the results obtained has shown that in the group of mothers studied, two indicators of irrational attitudes have a low level of severity

('commitment to others' and 'judgmental attitude'), two indicators are at a medium level ('catastrophizing' and 'commitment to oneself') and one indicator is at a high level ('assessment of frustration intolerance'). This suggests that the mothers in the study tend to experience a medium level of catastrophizing and impose a medium level of commitment on themselves, indicating a balanced but noticeable concern for their own expectations and the potential for negative outcomes.

The low severity levels for 'commitment to others' and 'judgmental attitude' indicate that these mothers are less likely to impose their expectations on others or to categorize people in a blanket way based on specific behaviors, suggesting a more open and less critical attitude toward interpersonal relationships. However, the high level of 'assessment of frustration intolerance shows that it is a major challenge for mothers to deal with frustration. This indicates that they find it particularly difficult to deal with situations that do not meet their expectations or trigger negative emotions, which may lead to increased stress in difficult situations.

Following this analysis, the study examined mothers' emotional well-being, focusing on parental burnout and subjective well-being. The results are shown in Table 2.

Table 2

Significance of indicators of emotional burnout in mothers

Indicators	Average Value (Significance of the indicators)
Indicators for parental burnout	
Emotional exhaustion	27.36 (highest level)
Depersonalization	6.73 (average level)
Reduction in the significance of parental achievements	34.34 (average level)
Indicators of subjective well-being	
General indicator of subjective well-being	59.2 (average level)
Assessment of tension and sensitivity	12.25 (average level)
Assessment of psycho-emotional symptoms	11.67 (average level)
Assessment of mood swings	5.62 (average level)
Assessment of the significance of the social environment	7.76 (average level)
Health self-assessment	7.68 (average level)
Assessment of the degree of dissatisfaction with daily activities	10.58 (average level)

According to the study results, one indicator of parental burnout in mothers was at a high level of 'emotional exhaustion,' and two were at an average level of 'depersonalization' and 'Reduction in the significance of parental achievements.'

The mothers in the group studied were characterized by pronounced tensions in the emotional sphere, reduced interest and empathy for their children, family members, and friends, indifference to their problems, and a

feeling of inner emptiness. They no longer care about their children's needs, joys, and sorrows; the mothers do not have the strength to take care of them, to devote themselves to them with full dedication. Their general emotional background is reduced, their mood depends on the behavior of their children, and their smallest pranks trigger outbursts of uncontrollable emotional manifestations in the mothers, such as anger and rage, which are replaced by feelings of guilt, apathy, irritability, and a general state of fatigue.

The average severity of the 'depersonalization indicator' may indicate that the mothers have disturbed relationships with others. In some situations, the attitude towards the feelings and experiences of others is expressed in the form of insensitivity and cynicism. Mothers communicate with their children with average empathy, responsiveness, or complicity; they dress the children, feed them, and take them to kindergarten, but the desire to communicate with the child and spend weekends together is lower. Mothers often desire to be alone, send their children to grandparents, immerse themselves in pleasant activities, and quickly go to work. Negative attitudes that have developed towards their children can manifest in inwardly chastened anger, which regularly manifests itself in outbursts of rage and conflict.

The reduction of personal performance is one of the components of parental burnout in the mothers of the studied group, and it manifests itself in a reduction or reversal of actions related to the care of the children. Sometimes, mothers experience feelings of guilt and problems with self-esteem, but there is no significant decrease in the sense of their competence in the implementation of parental tasks. Under certain circumstances, mothers are overly critical of themselves in the mothering role, their ability to be excellent mothers to their children, and their success in accomplishing parenting tasks. Diminishing care for children, feelings of guilt, and inadequacy lead to the child's achievements losing importance.

The 'Subjective Well-being' technique made it possible to assess the quality of the mothers' emotional experiences (as an indicator of the frequency and intensity of positive and negative feelings). The severity of all scales of the method is in the average range. Based on the data obtained, we can say that an average severity of emotional discomfort characterizes the mothers of the studied group. They do not show serious problems in the emotional sphere, but we are not talking about pronounced emotional comfort. They may have pessimism, a state of anxiety, and isolation. The severity of the 'tension and sensitivity' scale indicates that mothers do not recognize the need for privacy; a subjective experience of the severity of the work performed characterizes them. Sometimes, psycho-emotional symptoms occur in the form of sleep disturbances, feelings of senseless anxiety, and absent-mindedness. The value of the 'mood swings' scale indicates a decrease in the optimism with which the mothers evaluate their own lives.

The mothers are characterized by a decrease in the 'importance of the social environment,' a focus on joint problem-solving, and a simultaneous distance from family and friends. The mothers are worried about their health and are not sufficiently satisfied with their physical condition (scale 'health

self-assessment') and daily activities (scale 'degree of dissatisfaction with daily activities'). They often feel bored during daily activities. To implement the study's second objective, a correlation analysis, according to Ch. Spearman was conducted, which revealed positive and negative correlations between emotional burnout indicators and mothers' irrational attitudes. The results of the study are shown in Table 3.

<div align="right">Table 3</div>

Relationship between the indicators of emotional burnout and the indicators of irrational attitudes in mothers' thinking

Indicators	Catastro-phizing	Commit-ment to oneself	Commit-ment to others	Assessment of frustration intolerance	Judgmental attitude
Emotional exhaustion	$r = 0.340$ $p = 0.0001$	$r = 0.302$ $p = 0.001$		$r = 0.544$ $p = 0.0001$	$r = 0.465$ $p = 0.0001$
Depersonalization				$r = 0.245$ $p = 0.011$	
Reduction in the significance of parental achievements				$r = 0.369$ $p = 0.0001$	$r = 0.421$ $p = 0.0001$
Overall assessment of subjective well-being	$r = 0.408$ $p = 0.0001$	$r = 0.454$ $p = 0.0001$	$r = 0.332$ $p = 0.0001$	$r = 0.622$ $p = 0.0001$	$r = 0.589$ $p = 0.0001$
Tension and sensitivity		$r = 0.335$ $p = 0.0001$		$r = 0.373$ $p = 0.0001$	$r = 0.401$ $p = 0.0001$
Signs accompanying the main psycho-emotional symptoms	$r = 0.401$ $p = 0,0001$	$r = 0.378$ $p = 0.0001$		$r = 0.541$ $p = 0.0001$	$r = 0.547$ $p = 0.0001$
Mood swings				$r = 0.417$ $p = 0.0001$	$r = 0.362$ $p = 0.0001$
Unimportance of the social environment	$r = 0.358$ $p = 0.0001$	$r = 0.307$ $p = 0.0001$	$r = 0.305$ $p = 0.0001$	$r = 0.430$ $p = 0.0001$	$r = 0.437$ $p = 0.0001$
Low self-esteem of health		$r = 0.394$ $p = 0.0001$		$r = 0.461$ $p = 0.0001$	$r = 0.434$ $p = 0.0001$
Degree of dissatisfaction with daily activities	$r = 0.326$ $p = 0.001$	$r = 0.389$ $p = 0.0001$		$r = 0.533$ $p = 0.0001$	$r = 0.545$ $p = 0.0001$

In the course of the study, it was thus found that the indicator 'catastrophizing' was positively related to the indicators of emotional burnout: 'emotional exhaustion,' 'subjective well-being,' 'signs accompanying the main psycho-emotional symptoms,' 'unimportance of the social environment,' 'degree of dissatisfaction with daily activities.' That is, the higher the degree of catastrophizing of mothers' mental activity, which is characterized by an exaggeration of the negative character of a phenomenon or situation, the higher their emotional exhaustion, the experience of subjective suffering, the higher the severity of psycho-emotional symptoms and the higher dissatisfaction with

daily activities and communication with the social environment (family, friends).

It was found that the indicator 'commitment to oneself' was positively related to the indicators 'emotional exhaustion,' 'subjective well-being,' 'tension and sensitivity,' 'signs accompanying the main psycho-emotional symptoms,' 'unimportance of the social environment,' 'low self-esteem of health,' 'the degree of dissatisfaction with daily activities.' Thus, the more pronounced the mothers' obsessive attitude towards themselves, the more emotional exhaustion they typically experienced; the experience of adversity, higher level of tension and sensitivity due to the need to interact with others, higher subjective feeling of senseless anxiety and other psycho-emotional symptoms; higher level of worry about their health; and higher level of dissatisfaction with the demands of daily activities and relationships with family and friends.

The indicator 'commitment to others' was positively related to the indicators 'subjective well-being' and 'unimportance of social environment,' i.e., the lower the mothers' commitment to others, the lower the subjective well-being and the lower the level of loneliness.

It was found that the indicator 'assessment of frustration intolerance' was positively related to the indicators 'emotional exhaustion,' 'depersonalization,' 'decrease in parental performance,' 'subjective well-being,' 'tension and sensitivity,' 'signs of severe psycho-emotional symptoms,' 'mood swings,' 'unimportance of social environment,' 'low self-esteem of health,' 'degree of dissatisfaction with daily activities.' That is, the higher the mothers' frustration intolerance, which reflects the degree of intolerance to various frustrations, the higher their degree of emotional exhaustion; a more significant deformation of relationships with others, which manifests itself in insensitivity and cynicism; a greater sense of incompetence in fulfilling maternal duties; the experience of subjective discomfort is also higher; higher tension and sensitivity due to the need to interact with other people; higher severity of psycho-emotional symptoms (insomnia, anxiety); higher severity of negative perception of life; more elevated degree of concern about appearance and higher degree of dissatisfaction with the demands of daily activities and the need to build relationships with family and friends.

It was found that the indicator 'judgmental attitude' was positively related to the indicators 'emotional exhaustion,' 'reduction in the significance of parental achievements,' 'subjective well-being,' 'tension and sensitivity,' 'signs accompanying major psycho-emotional symptoms,' 'mood swings,' 'unimportance of social environment,' 'low self-esteem of health,' 'degree of dissatisfaction with daily activities.'

That is, the higher the level of mothers' judgmental attitudes, reflecting their tendency to evaluate not individual characteristics or actions of people but the personality as a whole, the higher their level of emotional exhaustion; the higher the feeling of incompetence in performing maternal duties; higher also the experience of subjective discomfort; higher levels of tension due to the need to perform work and interact with other people; higher levels of psycho-

emotional symptoms (insomnia, anxiety, distraction); higher levels of pessimism; concern about one's physical appearance and greater dissatisfaction with the pressure to perform daily activities and the need to build relationships with family and friends.

In summary, we find that irrational attitudes, whether we are aware of them or not, bring about adjustments in life through emotional state and physical or behavioral responses. Developing an awareness of your thoughts can help many mothers cope with life's challenges without experiencing symptoms of burnout.

The study found a correlation between irrational attitudes and indicators of emotional burnout in mothers. The strongest correlations between the indicators of emotional burnout in mothers were found for the two irrational attitudes, 'assessment of frustration intolerance' and 'judgmental attitude,' which reflect the degree of mothers' intolerance to various frustrations and the tendency to evaluate the personality as a whole based on individual characteristics or actions. Mothers' emotional exhaustion, sense of their psychological burden, dissatisfaction with daily activities, inability to solve problems together with other people, and psycho-emotional symptoms were found to be related to irrational attitudes such as 'catastrophizing,' 'commitment to oneself,' 'assessment of frustration intolerance,' and 'judgmental attitude.'

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ИРРАЦИОНАЛЬНЫЕ УСТАНОВКИ В МЫШЛЕНИИ И ЭМОЦИОНАЛЬНОЕ ВЫГОРАНИЕ МАТЕРЕЙ

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Аннотация. В статье представлено описание связи феномена иррациональных установок в мышлении с показателями эмоционального выгорания матерей. Значимость проведенного исследования обусловлена необходимостью оказания психологической помощи матерям, столкнувшимся с проблемой родительского выгорания, неспособностью осуществлять свои родительские обязанности по воспитанию и развитию детей, преодолению стрессовых ситуаций, которые связаны со спецификой иррациональных установок в мышлении. Не изученность вопроса о том, как эмоциональное выгорание матерей связано с их иррациональными установками в мышлении, составило проблемное поле проведенного исследования. Представлены результаты исследования 108 матерей в возрасте от 20 до 36 лет, воспитывающие детей до 7 лет. В работе использованы следующие методики: тест «Диагностика иррациональных установок» (А. Эллис); тест «Родительское выгорание» (И.Н. Ефимова); шкала «Субъективного благополучия» (А. Перуэ-Баду, адаптация М.В. Соколовой). Выявлены связи показателей эмоционального выгорания матерей с их иррациональными установками, такими как «катастрофизация», «долженствование в отношении других», «долженствование в отношении себя», «непереносимость фрустрации», «оценочная установка». Наибольшее количество связей зафиксировано с иррациональными установками «непереносимость фрустрации» и «оценочная установка», отражающих степень непереносимости матерями различных фрустрирующих ситуаций и склонности оценивать личность в целом, по отдельным ее чертам или поступкам. В практическом плане результаты исследования могут быть использованы в консультативной, коррекционной, профилактической работе психолога, в частности в области профилактики синдрома эмоционального выгорания матерей, с целью снижения его последствий.

Ключевые слова: *материнство, эмоциональное выгорание, иррациональные установки в мышлении, когнитивная психотерапия*

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M. SNYDER'S SELF-MONITORING SCALE: SHORT VERSION, RELIABILITY, VALIDITY, FACTOR STRUCTURE

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Abstract. The widespread use of smartphones and social networks has profoundly affected the quality of communication and led to changes in its characteristics, including those measured by the Self-Monitoring Scale. Examining these changes is crucial, especially in the context of the evolving landscape of digital communication. Although the Self-Monitoring Scale was introduced 40 years ago by M. Snyder, it remains a staple of research, demonstrating its enduring applicability. However, there is a growing consensus in the psychological community, both domestically and internationally, that the established methods need to be updated. The reason for this is the potential discrepancy between the responses of today's respondents and those of people from decades past for whom these scales were developed initially. The changing communication context requires re-evaluating these tools to ensure that they remain relevant and reflect current societal dynamics. The aim of the study to reduce the number of questions in the Scale is also important, as large questionnaires cause difficulties in collecting material and (as relevant offline and online studies have shown) lead to poorer quality responses.

Aims of the research: 1) Development of a reliable and valid short version of the Self-Monitoring Scale by M. Snyder; 2) Construction of meaningful models for the Self-Monitoring Scale. The empirical basis of the study was the results of online tests with 1911 respondents from Belarus and Russia, including 1206 women and 605 men. The study was based on the classic test by M. Snyder Self-Monitoring Scale, questionnaires on smartphone addiction (author – V.P. Sheinov), addiction to social networks (authors – V.P. Sheinov, A.S. Dziavitsyn) and the Academic Motivation Scale questionnaire by Vallerand (adapted to the Russian-speaking society by T.O. Gordeeva, O.A. Sychev and E.N. Osin) was also used. Statistical analysis was performed using the SPSS-22 package and the R-based Jamovi version 2.3.21. As a result of this study, a valid and reliable short version of the Self-Monitoring Scale questionnaire was created, consisting of 8 questions on self-monitoring, with better psychometric properties than the original version created by M. Snyder. A rich two-factor model of the Self-Monitoring Scale was developed. The short Self-Monitoring Scale allows you to collect larger samples with better-quality responses.

Keywords: *Self-Monitoring Scale, M. Snyder, short version of the Self-Monitoring Scale, reliability, validity, factor structure, psychometric properties, smartphone addiction, social media addiction, academic motivation scales*

Introduction

In recent years, the scientific community has realized that revising questionnaires developed some time ago is required. The reason for this is the well-founded concern that the current generation differs considerably from the respondents for whom these instruments were invented many years ago and that their responses might vary substantially from those of their long-time predecessors.

This applies to a large extent to the questionnaires used to diagnose communication behavior, as the amount of time respondents now spend on social networks and communicating via smartphones harms the quality of face-to-face communication. "Too much communication via mobile phones makes people less sensitive to each other, leading to a loss of empathy and a deterioration in emotional connection with others" [1, p. 120].

Smartphone addiction is positively related to lower self-esteem and self-control, as well as the risk of being a victim of cyberbullying [2, p. 235]. A positive correlation was found between social network addiction and anxiety, stress, neuroticism, low self-esteem, cyber victimization, and loneliness [3, p. 607].

Low self-esteem, anxiety, and low levels of self-esteem and self-control are likely precursors to victimization [4, p. 154].

The Self-Monitoring Scale, a construct developed by M. Snyder [5], includes various factors that influence a person's adaptability in social interactions. Snyder assumes that a person's self-monitoring capacity is shaped by the type of information they use to modulate their behavior. Individuals with a high self-monitoring capacity use cues about the situational appropriateness of their behavior, while individuals with a low self-monitoring capacity are more likely to be influenced by their inner states, attitudes, and dispositions. The Self-Monitoring Scale thus measures a person's ability to regulate their behavior and emotional expressions and adapt their appearance to different social contexts based on their perception of social norms.

High self-monitors are characterized by paying attention to the social appropriateness of their actions, being sensitive to the expressive behavior of others, and using these observations to guide their own behavior. These people are adept at directing their expressions to make the desired impression on others. Conversely, low self-monitors exhibit a higher degree of spontaneity and authenticity. They maintain a consistent self-identity in different contexts and show less behavioral variability in response to different social environments.

The Self-Monitoring Scale questionnaire [6] was developed to assess the personal characteristics crucial for social adaptability. The Scale applies to both genders, adults and adolescents, and assesses respondents' tendency to focus on their own feelings, emotions, and states or those of their interlocutors during interactions.

The Self-Monitoring Scale quantifies the extent to which individuals can modulate their behavior to influence the perceptions of others. Self-monitoring

focuses on the two processes of self-regulation and self-observation, which aim to bring one's behavior into line with social norms and expectations.

M. Snyder originally developed the Scale with 25 items, which was later refined to a version with 18 items [6]. This condensed version was favored due to its improved psychometric properties and was the preferred instrument in self-monitoring research for an extended period. However, the results are predominantly from non-Russian cohorts, which led to the question of how the Scale's factor structure might manifest itself in Russian-speaking participants.

Recent trends in research emphasize the tendency to minimize the length of questionnaires. There is evidence that extensive surveys make data collection more complex and can affect the quality of responses. This phenomenon has been observed in traditional [7] and digital [8] formats. With this in mind, **this study aims to** develop a concise adaptation of the Self-Monitoring Scale tailored to Russian speakers. The objectives include determining the reliability and validity of the short version and describing the Scale's factor structure for the Russian population.

Materials and research methods

Study participants and data collection. The empirical basis of the study was the results of online tests with 1911 subjects from Belarus and Russia (mean age $M = 19.4$, $SD = 5.6$, including 1206 women ($M = 19.7$, $SD = 6.0$) and 605 men ($M = 19.1$, $SD = 4.7$).

Methods: The development was based on the 'Self-Monitoring Scale' by M. Snyder [9, p. 558–559].

In the study, a questionnaire on smartphone addiction (author – V.P. Sheinov) [10], a questionnaire on addiction to social networks (authors: V.P. Sheinov, A.S. Dziavitsyn) [11], the questionnaire "Academic Motivation Scale" by Vallerand (adapted to Russian speakers by T.O. Gordeeva, O.A. Sychev and E.N. Osin) [12] was used.

The statistical analysis was performed using the SPSS-22 package and the R-based package jamovi version 2.3.21. The significance level was assumed to be $p = 0.05$.

Results and discussion

The homogeneity of the original version of the Self-Monitoring Scale by M. Snyder proved to be relatively low: Cronbach's alpha is 0.619 (see Table 1).

The corresponding SPSS-22 program for improving homogeneity suggests deleting items no. 5 and no. 7.

Table 1

Cronbach's alpha of the Self-Monitoring Scale after removal of items no. 5 and no. 7 (women and men, N = 1911)

	Original version value	After items were removed	
		no. 5	no. 7
Cronbach's alpha	0.619	0.679	0.701

Table 1 shows that the homogeneity of the questionnaire has improved, as evidenced by the increase in Cronbach's alpha from 0.619 to 0.701, i.e., that the recommended indicator (in all manuals) of no less than 0.7 has been achieved.

The discriminatory power of the Self-Monitoring Scale was assessed by examining its correlation with the results of the administered questionnaire. These results are shown in Table 2.

Table 2

Pearson's r and Kendall's τ correlation coefficients between the results of M. Snyder's Self-Monitoring Scale and the total score, broken down by gender, for a sample size of 1911 participants

	1	2	3	4	**5**	6	**7**	8	9	10
r	0.409**	0.459**	0.468**	0.334**	**0.296****	0.405**	**0.245****	0.418**	0.364**	0.435**
p	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
τ	0.358**	0.404**	0.412**	0.282**	**0.255****	0.344**	**0.203****	0.361**	0.314**	0.374**
p	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Note. Designations in this and all following tables: $* - p \leq 0.05$; $** - p \leq 0.01$.

Table 2 shows the questionnaire items with the lowest discrimination indicators (i.e., r and τ below 0.3).

The situation is similar for the male and female subsamples. This shows that items no. 5 and no. 7 of the questionnaire have the lowest discrimination score.

Thus, if we remove these items from the questionnaire, we improve its psychometric properties – both the homogeneity of the questionnaire and the overall discriminatory ability of its items.

Let's check the results using factor analysis.

Factor Analysis of the Self-Monitoring Scale

For the analysis, the results of tests with 1911 respondents were obtained using a short version of Snyder's questionnaire. The factor analysis was performed with the R-based statistical package jamovi, version 2.3.21.

Exploratory Factor Analysis

In the analysis, factor extraction was performed using the principal axis factoring method with oblique rotation (Oblimin).

In this method, the factors are extracted from an original correlation matrix, with the squares of the multiple correlation coefficients on the diagonal serving as initial estimates of the commonalities (factor loadings). These factor loadings are then used to estimate new commonalities to replace the old commonality values on the diagonal. The extraction is continued iteratively until the changes in commonalities from one iteration to the next fulfill the convergence criterion.

The extraction method was preferred to the principal component analysis method for the following reasons:

1. In our case, the data have dichotomous values and, consequently, high measurement errors due to binary sampling. Principal component analysis (PCA) is ineffective for highly discrete values, as the method is preferred for integer or real scales and assumes that all measurements are accurate. The Principal axis factoring (PAF) method, on the other hand, copes better with data that contain measurement errors.

2. Principal component analysis (PCA) assumes that the data is normally distributed and has linear relationships. If these assumptions are violated, as in this case, the Principal axis factoring (PAF) method provides better results.

3. Principal axis factoring (PAF) is better suited to data in which latent variables are present and in which many concepts (such as 'acting,' as used below) cannot be measured directly with the original data.

During the study, the possibility of removing some questionnaire items to increase the homogeneity indicator, measured by Cronbach's alpha coefficient, was investigated. Several models were considered in the analysis, and the best model in terms of statistical indicators was selected, confirming the appropriateness of removing items no.5 and no.7 from the questionnaire.

Removed questions	RMSEA
All questions	,0240
No. 5 removed	,0220
No. 7 removed	,0280
No. 5 and no.7 removed	**,0215**

This resulted in a factor model with the following factor weights (larger values are highlighted in bold):

Variable	Factor 1	Factor 2
6	**0.550**	
10	**0.465**	0.113
8	**0.378**	
4	**0.169**	
9	**0.160**	
3		**0.442**
2	0.103	**0.364**
1		**0.359**

Bartlett's criterion

χ^2	df	p
496	28	< ,001

RMSEA 90% CI

RMSEA	Min	Max
0.0215	0.00678	0.0346

The values of the RMSEA *criterion between 0.01 and 0.05 show a good fit of the tested model to the empirical data.*

It makes sense to interpret the resulting factors as follows:

Factor 1 (Other-Directedness):

6. I often behave entirely differently in different situations and when communicating with different people.

10. I am not always what I appear to be.

8. To succeed in business and in relationships with other people, I try to be what is expected of me.

4. Others sometimes think I feel something deeper than I really do.

9. I can be friendly to people I can not stand.

Factor 2 (Acting):

3. I could be a good actor.

2. I could probably play the fool to attract attention or amuse others.

1. The art of imitating other people's habits is difficult for me.

The names of the factors are taken from the article [13], which previously examined the 3-factor structure of the full version of the Snyder questionnaire, which consisted of 18 items.

In the 1980s, factor analysis showed that the Self-Monitoring Scale measured several components of self-monitoring in communication [10]. At the same time, there were debates: does the Scale measure a single construct or a complex of several interrelated phenomena? [14].

The factor analysis of the Self-Monitoring Scale, which consists of 18 questions, revealed three factors: *Acting, Extraversion, and Other-directedness*. Acting involves the ability to talk and entertain; Other-directedness is the willingness to change one's behavior according to other people's demands; extroversion is the tendency to be sociable. Other-directedness correlates positively with shyness and neuroticism and negatively with self-esteem. Extraversion correlates negatively with shyness and positively with self-esteem and sociability. Therefore, two of the three factors on the Scale are inversely related to other personality dimensions. These three factors help explain some discrepancies found in previous studies on self-control scales. For future research, it is suggested that the ratings of the individual factors are more appropriate than the ratings of the entire Scale [13].

This shortened questionnaire with 8 items was derived from a short version with 10 items and, therefore, does not include the third factor mentioned above. The highest possible psychometric indicators could be achieved by shortening the questionnaire (in addition to improving usability) – the best heterogeneity and distinctiveness of the tasks.

Confirmatory factor analysis

To confirm the obtained factor models, a confirmatory factor analysis was conducted.

Model readings:

χ^2	*df*	*p*
44,6	19	< 0.001
RMSEA 90% CI		
RMSEA	Lower	Upper
0.0268	0.0166	0.0371

The values of the specified criteria confirm a *good fit of the tested model to the empirical data*.

Checking the validity of the short version of the questionnaire

Let's check if there are correlations between the Self-Monitoring Scale and personality traits that are of great importance today – smartphone addiction and addiction to social networks. This is shown in the research results below.

A number of foreign publications show positive correlations between the Self-Monitoring Scale, smartphone addiction [15–18], and social network addiction [19–23]. The correlations between the short version of the Self-Monitoring Scale, smartphone addiction, and social network addiction are shown in the following tables, which were calculated for all the samples we considered.

Table 3

Correlation of the Self-Monitoring Scale with smartphone addiction and addiction to social networks (women and men, N = 826)

Correlation		Smartphone addiction	Social networks addiction
Pearson	Value	**0.172****	**0.105****
	Significance	0.000	0.003
Kendall	Value	**0.152****	**0.103****
	Significance	0.000	0.000

Women generally suffer more from smartphone addiction and addiction to social networks. Therefore, we test construct validity using a general sample of women and men and separately for each gender.

Table 4

Correlation of the Self-Monitoring Scale with smartphone addiction and addiction to social networks (women, N = 530)

Correlation		Smartphone addiction	Social networks addiction
Pearson	Value	**0.140****	0.076
	Significance	0.001	0.082
Kendall	Value	**0.134****	**0.079***
	Significance	0.000	0.012

Table 5

Correlation of the Self-Monitoring Scale with smartphone addiction and addiction to social networks (men, N = 296)

Correlation		Smartphone addiction	Social networks addiction
Pearson	Value	**0.153****	0.055
	Significance	0.009	0.348
Kendall	Value	**0.119****	**0.081***
	Significance	0.005	0.046

Tables 4 and 5 show that the relationship between the Self-Monitoring Scale and smartphone addiction and social network addiction is consistently positive, while the relationships with smartphone addiction are linear and the

relationships with social media addiction are non-linear. The latter is due to the fact that Pearson correlations depict linear relationships, and Kendall correlations depict non-linear relationships.

This proves the validity of the Self-Monitoring Scale questionnaire in relation to smartphone addiction and social network addiction.

The results of foreign studies have shown that the Self-Monitoring Scale is also positively related to motivation [24–28].

The following Tables 6–8 show the correlations of the short version of the Self-Monitoring Scale with motivation. As there is no information on the prevalence of the corresponding traits in men and women, the correlations were calculated for both groups.

Table 6

Correlation of the Self-Monitoring Scale with Motivation (women and men, N = 826)

Correlation		Introjected motivation	External motivation
Pearson	Value	**0.149****	**0.197****
	Significance	0.000	0.000
Kendall	Value	**0.116****	**0.149****
	Significance	0.000	0.000

Table 7

Correlation of the Self-Monitoring Scale with Motivation (women N = 530)

Correlation		Introjected motivation	External motivation
Pearson	Value	**0.125****	**0.171****
	Significance	0.004	0.000
Kendall	Value	**0.111****	**0.141****
	Significance	0.001	0.000

Table 8

Correlation of the Self-Monitoring Scale with Motivation (men, N = 296)

Correlation		Introjected motivation	External motivation
Pearson	Value	**0.137***	**0.232****
	Significance	0.018	0.000
Kendall	Value	**0.105***	**0.178****
	Significance	0.015	0.000

The validity of the Self-Monitoring Scale questionnaire was therefore also demonstrated with regard to its relationship to motivation.

The validity of the Self-Monitoring Scale questionnaire was therefore demonstrated overall, taking into account all the variables considered.

Reliability of the short version of the Self-Monitoring Scale questionnaire

The reliability of the Self-Monitoring Scale questionnaire was tested using the following criteria: 1) internal consistency (homogeneity), 2) discriminatory power, and 3) repeated testing (retest).

The Cronbach's alpha coefficient quantifies the homogeneity of the questionnaires. This amounted to 0.701, i.e., it reached the recommended indicator of at least 0.7.

This procedure also increased the discrimination points of the questionnaire as a whole, as the removed items no. 5 and no. 7 had the lowest indicators, according to both Pearson and Kendall. After their removal, only items whose discriminatory power was well above 0.3 remained in the questionnaire.

Thus, the psychometric indicators of the version of the Self-Monitoring Scale questionnaire reduced to 8 items proved to be better than the original version. Please note that the aim of creating a shorter version of the Self-Monitoring Scale questionnaire is to obtain a more practical instrument and improve its psychometric properties: the internal consistency (homogeneity) of the questionnaire and the discriminatory power of all its items.

The reliability of the short version of the Self-Monitoring Scale questionnaire was verified by repeated testing at 4-week intervals. Since we had the contacts of the respondents who had answered the questions in the original version of the questionnaire, we asked them to answer the questionnaire again in its shortened version. 223 respondents took part in the repeat survey. The correlation between the first and second tests is 0.877. This result indicates a good retest reliability of the questionnaire, as an indicator of more than 0.7 serves as proof of reliability for this criterion.

The reliability and validity of the short version of the Self-Monitoring Scale questionnaire is also extremely high, with a correlation coefficient of 0.957 ($p \leq 0.001$) between the overall indicators of the original questionnaire and the short version of the social self-monitoring questionnaire.

Conclusion

The results of our study confirm the effectiveness of the revised, concise version of the Self-Monitoring Scale questionnaire. This streamlined version maintains the basic standards of validity and reliability and outperforms the original in terms of psychometric properties. The practical value of this study lies in the introduction of a more user-friendly Self-Monitoring Scale instrument. This advance facilitates research efforts by providing an efficient and accessible means of measuring self-monitoring, thereby improving the ease and effectiveness of data collection in the psychological assessment of the quality of communication.

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ОПРОСНИК САМОМОНИТОРИНГА ОБЩЕНИЯ М. СНАЙДЕРА: КОРОТКАЯ ВЕРСИЯ, НАДЕЖНОСТЬ, ВАЛИДНОСТЬ, ФАКТОРНАЯ СТРУКТУРА

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Аннотация. Активное использование смартфонов и социальных сетей существенно влияет на качество общения. Меняются его характеристики, в частности, такой его признак, как самомониторинг общения, изучение которого весьма актуально. При этом в исследованиях активно используется созданная 40 лет назад М. Снайдером «Шкала самомониторинга общения». В отношении давно разработанных методик в психологической науке (у нас и за рубежом) сложилось убеждение, что их нужно перепроверить, поскольку ответы респондентов в настоящее время могут значительно отличаться от ответов их давних предшественников, на ответах которых много лет назад создавались эти опросники. Актуальна и установка на сокращение опросников, поскольку большие опросники вызывают трудности в сборе материалов и (как показали соответствующие исследования в офлайне и в онлайне) дают худшее качество получаемых ответов. Цели данного исследования: 1) разработка надежной и валидной короткой версии опросника «Самомониторинг общения»; 2) построение состоятельной факторной модели самомониторинга общения. Эмпирической основой исследования послужили результаты онлайн-тестирования 1911 испытуемых из Беларуси и России, в том числе 1206 женщин и 605 мужчин. В основу разработки положен классический тест М. Снайдера «Самомониторинг общения», использованы опросники зависимости от смартфона (автор – В.П. Шейнов), зависимости от социальных сетей (авторы – В.П. Шейнов, А.С. Девицын), опросник «Шкалы академической мотивации» Валлеранда (в адаптации к русскоязычному социуму Т.О. Гордеевой, О.А. Сычева и Е.Н. Осина). Статистический анализ проведен с помощью программ пакета SPSS-22 и пакета jamovi версии 2.3.21 на базе R. В результате данного исследования сконструирована состоящая из 8 вопросов валидная и надежная короткая версия опросника «Самомониторинг общения», обладающая лучшими психометрическими характеристиками, нежели его исходная версия М. Снайдера. Построена состоятельная двухфакторная модели самомониторинга общения. Короткая версия опросника «Самомониторинг общения» позволяет собирать выборки большего объема при лучшем качестве ответов.

Ключевые слова: самомониторинг общения, опросник М. Снайдера, короткая версия опросника, надежность, валидность, факторная структура, психометрические характеристики, зависимость от

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